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RURAL LIBRARY SERVICE AND NATIONAL EDUCATION.*

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IT may be asked what is the relevance of Rural Library Service in the programme of an educational officers' conference. My answer to that question will be, what is Rural Library Service if it is not an instrument of education.

I assert that the work of the Libraries of to-day is actively and pre-eminently a part of the large system of public education. It may help us towards a better understanding of this great fact, if we consider for a moment what education is, what the term education implies, and what the functions of a modern public library are.

The word "education" is one which is open to considerable abuse. It is capable of an extremely narrow interpretation and also of an extremely broad one. The whole history of education has been a series of broadening conceptions, its progress during the last few years has been remarkable, and at no stage has its ideal narrowed. Education has now come to be construed in its most com-

prehensive sense. It does not merely include development of intellect. It involves all the various human relations and all human progress. Step by step, we have come to realise that all human progress depends on education, and that education must embrace all the great forces which move mankind. It is not merely for our young; it is for our adults as well. It does not end with the courses of study of our organized teaching institutions; but it must include that study outside working hours, which will be carried on at home and elsewhere.

Again, any national educational system should not be a close preserve for the few but must reach every member of the nation, everyone whom we include in the term "masses." Everyone of the masses should not only have his illiteracy removed, but should be given opportunities and facilities for making use of his literacy in constantly widening his sphere of knowledge. But, it has yet to be realised in our country that the

* A lecture delivered on 23-12-1927 at a Conference of Non-Gazetted Educational Officers of Madras.

educational programme of a nation is worth nothing, if it excludes even one per cent. of the community. I am afraid we, that have had the advantage of education, are frequently forgetful of what a small fraction, we form of our community. Are we 5 per cent? I doubt whether we are more than that; still we talk and behave as if we form the entire community. We are so oblivious of the remaining 95 per cent.; we seldom turn our eyes to the ever-widening cultural gulf that is separating us from 95 per cent. of our countrymen. We seldom think of the means of bridging that gulf, of the magnitude of national effort that is required to bridge it, nay, in our intellectual life we absolutely forget the existence of the masses.

But, we must realise before it is too late that no permanent and stable national progress is possible unless and until that gulf is narrowed. The nation must move as a whole or it never moves. Now, how is that universal national advance to be brought about? By what means is it secured in other countries?

It is here that Rural Library Service comes in.

It aims, at providing literature, which will increase the value of school education, and enable the children who leave school at an early age, to continue their education while earning their living. It provides for the education of adults, who have lacked or failed to utilise early opportunity. It supplies books for the instruction of all those whose work requires technical knowledge—all persons on whom depends the industrial and agricultural progress of the community. It exploits the leisure hours of the folk and cures their ignorance by giving a tonic of a subtle but pleasant mixture of amusement and instruction. The potentiality of a well-

developed Rural Library Service for the uplift of the masses, is enormous.

You might very well ask "What is this Rural Library Service whose work you describe in such an ambitious manner? Where and when does it exist? In other words, of the Rural Library Service of what country and of what period do you propose to talk?"

Well, for the first question my answer is certainly not Madras. Although we have far advanced into the twentieth century, although we have had stable Government for more than a century, it is a painful fact, that if I begin to give an account of the Rural Library Service in Madras, my position won't be less ridiculous than that of the gentleman who offered to lecture on snakes in Greenland.

Hence, I propose to give you a short description of the Rural Library System of a few Western countries.

I may say, however, we need not despair too much, we may pick up courage from the fact that the Rural Library Movement is a very recent institution all the world over. It is not more than 30 years old in America, it is less than a decade old in Great Britain and in other countries. But during this short period, these countries have made marvellous progress. In America, more than 60 per cent. of the population enjoy a regular library service. In England only less than 3 per cent. of the population are said to be without library provision.

In America.

Now I proceed to give you a short account of typical Rural Library System. I take America first, and I take the State of California as a sample. This State spends a dollar per head of the population, served

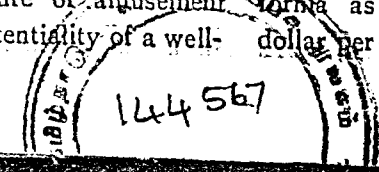
towards the annual maintenance of its Rural Library Scheme. This State consists of 58 counties corresponding to our taluks; 45 of these counties have county libraries. Some figures will show the immense scale on which the work is organised. One of the counties has a population of 1,30,000 of which 35,000 are borrowers. Taking Madras and its neighbourhood with an equal population consisting of more educated persons, and taking into account all the existing lending libraries, I doubt whether there will be at least 2,000 borrowers: To supply these 35,000 borrowers there is a stock of 3,50,000 books—10 books to a borrower. The circulation was 8,90,000 in 1925, (i.e.) every borrower on the average read 25 books during the year. Remember that all this is for what corresponds to one taluk. There are 71 branches and 154 school centres, in addition to the Central Library in the county town. The staff at the headquarters library numbers 48, and in addition, 61 part-timed men are paid each a small salary. The salary bill is 86,000 dollars a year, and the total expenditure for a year is 1,50,000.

The county librarians of California use every possible opportunity to advertise their libraries. Every branch or deposit station, throughout the State, has the county library sign. This is of a bright orange colour and is a familiar mark throughout the country side. No county-fair passes without a Library Exhibition of some sort. County maps, showing every branch library and deposit station, are on view. One county prepared a miniature farm yard with toy-cows, toy-sheep, toy-poultry, etc. One end of a ribbon was attached to each toy-animal, while the other end was attached to a book about that animal.

The extension work to prisons, hospitals poor-houses, etc., is not forgotten. A hospital branch has a small room set aside as a Library. Twice a week a member of the county library staff attends there. The books are arranged on a book trolley, which is pushed round the wards, so that every patient can make his or her choice.

Linking up the work of all these 45 county libraries of California, is the State Library at the State Headquarters. At this library there is the State Librarian or the State Library Organiser, as he is called, who travels over the State giving help and advice to those at work, and does propaganda work in the counties that have not yet established a Library Service. At the State Library is the large reservoir of books, from which counties in the state may borrow. It is housed in a very fine building which is ten times as big as this school building. It possesses a union catalogue, not only of the books in the State Library, but of the books possessed practically by all the libraries in the whole State. If a certain book is asked for, the union catalogue is consulted, and the book borrowed from the Library possessing it.

After this description of the California Rural Library Service, you might very well say "Impossible for us. Can a Taluk ever dream of being able to spend 1,50,000 of dollars, that is to say, Rs. 4,50,000, every year, on maintaining a Library Service." Well, I do not say that we must immediately begin to spend Rs. 4,50,000 in every taluk, nor do I suggest that a Rural Library Service is everywhere so costly. Let us turn to a country which, from my experience I can say, is the most thrifty in spite of its being nearly as rich as America. Let us turn to England.



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In England.

In this country, there was hardly any organised comprehensive Rural Library Service worth the name before 1919. In his report in 1916, Professor Adams, estimated that, only 2.5, per cent. of the population in rural areas enjoyed library privileges. Professor Adams' Report made the English public realise the huge national waste due to the lack of Rural Library Service. For nearly a century, the tax-payer, and for half a century the rate-payer, have been voting large sums of money to teach every member of the population, at least to read and write. In the rural areas, having spent 7 to 9 years in acquiring these accomplishments, the child went out into a wider world only to discover that they were almost entirely useless, for lack of the book on which they might be exercised, and in too many cases the power to read became atrophied through disuse. Plainly, this denoted a failure in the purpose of the legislation—so argued the Britisher. Whether the power to read, is or is not necessary, either to happiness or to wisdom, it is indisputable that it is a waste, both of money and time to acquire that power, and then not to exercise it. There was a still another line of argument. It was argued that where a library service did not exist, the community was placed at a serious disadvantage. They were ill-equipped for their duties as citizens. It was further said that, since the decline of the manual crafts, which formerly gave evening occupation to much of the rural population, they had been left with few resources for the long winter evenings. The consequent tedium tempted the villager to desert the village and migrate to the city. But, a national interest is involved in the prevention of such a drift and that can

be prevented only by making rural life more attractive and equipping it with all the methods of cultivating intellectual interest.

Such were the considerations flowing from Professor Adam's Report which prompted the Carnegie United Kingdom Trust to start with four experimental county library schemes in the year 1921.

The basis of Rural Library Service in England, is the formation of a central collection of books, the distribution of a selection of books, (generally three times a year), to centres throughout the area, and the loan of these books to the inhabitants through the medium of a local library.

The circulation of books to centres is generally carried out by the despatch of books by motor or rail, in boxes. The boxes contain about 50 volumes. Six such boxes are sent to each centre in the course of a year. Thus a stock of about 300 volumes is available,—this supply soon came to be considered as entirely inadequate in the villages. As a result, some of the counties have abandoned the box system and the circulation is effected by a Travelling Van containing about 2,000 volumes, which visits the various centres from time to time. The county librarian often accompanies the van. In addition to giving the readers a wider choice, the book-van advertises effectively the existence of the Rural Library Service. The book-van day is eagerly looked forward to by the villagers.

As for the financial side let me give the case of a typical county :—Middlesex.

It has a population of 2½ lakhs, of whom about 25,000 people are borrowers. They are served in 150 centres. The number of volumes in stock was about 60,000 and the number of issues per year, 3 lakhs, (i.e.) 12 books per borrower. The total cost was £ 1,500 or roughly Rs. 20,000. Compare

this with the American figure of 4½ lakhs. That is the difference between the Englishman and the American.

By the end of 1926—such is the marvellous rapidity of progress—59 out of 62 counties in England and Wales, have initiated Rural Library Service.

In Russia.

Now you might say "It is all very well for a country like England, which has had compulsory elementary education for over a century, to accomplish a universal Rural Library Service, within a decade. What can we in India do, where more than 85 per cent. are illiterate?" In answer to that, I shall only say, look at Russia. You know the political revolution through which Russia has passed recently. Under the old regime, the Imperial Government looked with no favour on public libraries, especially libraries for the working classes. It did everything possible to prevent their development. The Government was opposed both to the improvement of library methods and to the training of librarians. The Government always feared the appearance of these "dangerous tendencies." When the first library courses were inaugurated at Moscow in 1913, the leader of the extreme right is said to have exclaimed at the Imperial Duma, "How can the Government tolerate Library courses, which would pave the way for a revolution." But look at the change that has come during the last five years. The total number of libraries in the Soviet Union in 1924 was 18,500 with a total of 62,000,000 volumes. Of these 8,600 were rural libraries; in addition, there were over 10,000 reading huts, most of them supplied with radio-receivers and cinemas.

The Soviet Government lays a special stress on education and is very favourable to libraries. Improved educational facilities, the adoption of local dialects in the schools, unprecedented development of vocational education, night schools for the illiterates, study clubs for the adults, and the increased leisure due to the 8 hour-day, attract to the public libraries a large number of readers. And the public library in the Soviet Union is considered an invaluable medium for the spread of new ideas of citizenship, civic duties, social life, hygiene, agriculture, etc.

Here are some of the special methods adopted by the Russians to meet the high degree of illiteracy, which will be of interest to us. Reading and readers are made the object of study by the Librarian and the psychologist. As there were many beginners in reading, new methods had to be developed in working them. Story telling for adults proved in these libraries a great success for people who had not yet attained facility in reading.

Sometime, the library arranges a 'literary law suit,' where the heroes of a book appear as plaintiff, defendant, and witnesses. This is found to be a good introduction to the better understanding of books. Various publicity methods are displayed on anniversaries, commemorating the revolution and other national days, and special 'book-days' are also celebrated. In 1925, the Red Army Library at Moscow arranged on such a book-day, an interesting procession with a number of trucks displaying man-size wooden covers of books, recommended for general and civic education, and military science.

The beginner is usually a careless reader and special efforts are made to give him social education in the care of books. Books spoiled by the reader, for instance, are put in

a coffin carried through the streets to some public place where they are buried with speeches, appropriate to the occasion, or an imaginary law suit is brought against criminals who spoil, or detain books, and different types of negligent readers are judged before the audience. I mention this to show how the problem of illiteracy among an ignorant and oppressed population, is being tackled. In the decade between 1917—27, the bulk of the peasant population of Russia, has been taught to read and rendered fit to benefit by a Rural Library Service.

In Hawaii Islands.

I shall, if you do not feel tired and bored, give you another example, where a Rural Library movement had worked its way to a wonderful state of perfection, not only fighting against the bane of illiteracy, but also against many other handicaps, such as, diversity of languages and inaccessibility of the areas. I am referring to the Hawaii Islands. The Hawaii is the melting pot of nations. Its polyglot population is over 2,50,000; this population lives in scattered islands; the number of languages spoken is very large. Belief in the value of books and library service, conquered these obstacles in the short span of six years since 1921. Four county library systems with 246 distribution centres have come into existence and reach even the remotest islands, wherever there are children or adults who will read. Personal contact is maintained by visits from the headquarter librarian, and the books are advertised through story-telling in the schools. A close relationship with the department of public instruction, has resulted in great good both to the library movement and to the department.

In Czechoslovakia.

Take another country Czechoslovakia. With all the problems of a new nation to face it made public libraries compulsory in cities and villages by the Act of 1919; soon after the organisation of the new government. The Act insisted that libraries should be established in all towns and villages before 1929. By the end of 1925, the only communities still without public libraries, had less than 300 population. On that date, it had 12,500 libraries with about 40,00,000 volumes.

A Programme for India.

Now I have given you how Rural Library Service has been brought into existence in five countries—America, England, Russia, Czechoslovakia and Hawaii Islands. We are not as rich or as adventurous as the Americans, nor as thrifty, as clever, and as educated as the Englishmen. But neither are we as poor, as illiterate and as disorganised as the Russians were a few years back. Nor is our language problem as serious as in Hawaii. I hope that, what was possible in these countries, is possible in our motherland too. The only pre-requisite is the will to have it, and that will should manifest itself in the first instance in the educated few, and more particularly,—am I asking too much if I say?—the initial impulse and momentum should emanate from the members of our profession, who have in their hands the gigantic task of public education. In conclusion, let me sketch out in a few words, what should be our programme if we desire to have the benefits of a library service conferred on our teeming millions.

1. Our ideal should be to have a national frame-work of libraries with a taluk

as the ultimate unit, with the district library as the next higher reservoir, directing and co-ordinating the work of the taluk libraries, and a central library in each of the linguistic areas linking up the district libraries. To bring about such a system, the nation should put before itself a definite programme with a definite time-limit say 30 years or even 50 years, within which the system should be developed fully.

To secure these we want the following:—

2. Compulsory library legislation by each provincial government, empowering the local bodies to raise a library cess, and providing liberal subsidy from the local government.
3. Securing private benefactions, to meet the initial cost. Steps must be taken, with the necessary legislative enactments to divert part of the charitable endowments to this channel.
4. Free and wide distribution of publications in the first years.
5. Publicity through rural social agencies and educational medium, about the value of books and reading, and

about the superiority of books as a source of opinion, information, inspiration, and education.

The publicity campaign should be intensive and should be continued for some years.

6. Field agents for assistance in the establishment and improvement of taluk libraries—agricultural officers, teachers, Deputy Inspectors, social and educational organisations, such as the Y.M.C.A., Y.M.I.A., and the Boy-Scouts, will have to play the the roll of field agents. They must be fired with the spirit of a missionary, if they are to achieve anything.
7. Above all an enthusiastic director at the head of affairs in each linguistic area, who have an arresting personality, who is endowed with resourcefulness and initiative, who is fired with a desire for social service, with an abiding love for his countrymen, with a faith in himself and in the future of his country, and such a director must be given the freedom to carry on the library campaign throughout the land unhampered by others in the planning of the details of his work.

The Teacher is to be the anticipator; the planner and the foundation maker of the new and greater order of human life.

H. G. Wells.

The whole end of Education is to teach people to think and to think aright.

Hon'ble Mr. T. E. Moir,

THE TEACHERS' RESPONSIBILITY TO THE ADOLESCENT BOY.*

G. V. Job Esq., M.A., Headmaster, U. F. C. M. High School, Chingleput.

WHEN the free and innocent boy of twelve suddenly grows taller and perhaps leaner, and when his soft voice cracks into unmusical squeaks, we may know that the boy is gone and the man has arisen in him. It is the beginning of adolescence which covers a period of twelve or thirteen years. His bony frame, his nervous and vascular systems have developed very rapidly. His senses, even the sense of touch, have become keen. His capacity for joy or pain has increased. The influences of heredity on his body and soul begin to tell. The educative forces of nature which we call instincts awaken to extra powerful activity. And above all a new sense of his sexual difference dawns upon him, bringing with it a vague and confusing sense of a fresh craving. Of the three primary and determinant needs of life, viz., the need for self-preservation, the need for food and the need for sex gratification, the third and the most potent need arises, and all mental energy tends to gather round the psychological complex of sex. And the dominant feature of this violent pressure of a new life upon the body and mind of the youth is the instability and intractability which causes so much annoyance and anxiety to parents and teachers.

But all this change in the boy is inevitable. It is God's appointed path to the kingdom of manhood. While it has its perils, it also has its unique advantages. The moral sense becomes more acute. The boy is able to appreciate and respond to social obligations.

He can now apprehend beauty, truth and goodness. And he manifests his loyalty to these which he dimly apprehends in hero-worship, which is the language of budding manhood. Therefore the possibilities for good as well as for evil are greatly increased. Yet, as H. M. Burr says, "The great peril of the adolescent period lies in the fact that the capacity for self-control does not keep pace with the growing intensity of impulse."

The title of my paper does not indicate the particular phase of the adolescent's problem which I desire to throw open for discussion at this meeting. That phase, to the exclusion of the pedagogic, social and religious phases, is the direction of the sex instinct which rises clamorously at this stage. This problem is seldom referred to in the open. A false sense of decency has condemned it to run its course like a mountain stream that meanders most of its way underground and suddenly belches out its waters rays of the sun. But let me put to you a straight question. Are we teachers justified in maintaining the unpremeditated, but none the less effective, conspiracy of silence in regard to sex matters? Have we been wise in treating as taboo all reference to the sex problems which we all know to be uppermost in the mind of the adolescent youth? We know that boys are open to the infection of unnatural and most ruinously wasteful vices, but have sat with folded hands. Is that the

sensible thing to do? Should we not take courage into our hands and face this problem squarely, regardless of what tradition may choose to say?

Let me state the facts as discovered by men in western countries. It has been found that over 80 per cent. of boys in boarding homes are given to the vice of self-abuse. From a statistics taken in America among college girls and boys, it was gathered that nearly all of them had some instruction or other on sex matters, but the vast majority of them had the wrong and unhealthy kind, because they obtained it not from parents, doctors or teachers, but from viciously-minded college mates, servants and others. It is hardly necessary here to speak of the dangers of indulgence in secret vice. The physical, mental and spiritual harm that may result from it are serious indeed. On the physical side it results in nervous weakness, sometimes leading to epilepsy and even insanity. On the moral and spiritual side, it creates irreverence for woman, it lowers self-respect and encourages loose ideals of personal morals. But the question may be asked whether the evil habit is prevalent among Indian boys.

To be perfectly frank with you, there is scarcely any data on which to base a confident answer. That in itself is a reason why there should be a more lively interest in this subject among Indian parents and teachers. Boys are boys all over the world. Indian boys too undergo the tumultuous changes of adolescence. And we may be practically sure that the Indian boy's path to manhood is also honeycombed with pitfalls. Here are a few facts that have come within my knowledge. Two of my young friends, both medical men, had taken upon themselves to seek out and help those who had fallen a prey to this evil habit.

They worked for over four years in many of the College and school hostels in South India. Their experience was that the evil was wide-spread, and that the number of men who welcomed their assistance was considerable. I have had dealings with boys and have come across some very pathetic cases of slavery to the habit. We may take it that if only a wider investigation was made it would only confirm the experience of those who had ventured to make the investigation on a limited scale.

If the seriousness and ubiquity of the evil is admitted, a further question will arise. Is it not possible that by imparting instruction on sex questions, we may be corrupting many innocent minds? To a certain extent this is a real danger. The extent of good or harm that might result, will depend on the manner, method and content of the sex education that is sought to be given. Much harm can be done by a rash and inexperienced handling of the situation. Granting all that, there is still reason to ask if the policy of silence is either honest or wise? I think we are making too easy an assumption when we choose to believe that boys are ignorant of the facts of sex. There is in every boy that great friend and enemy of man, Curiosity. The facts of a new baby born in the home, the mating of domestic animals and birds and such other things do not escape the attention of the boy, nor fail to awaken his curiosity. Add to this the turmoil in his heart and mind at the onrush of adolescence, and you will realise that it is indeed too easy an assumption to think that any boy passes into manhood completely indifferent to or ignorant of the facts of sex. He itches for knowledge. At times he feels the need of guidance from one who had crossed the turbulent waters of adolescence. As parents and teachers maintain a studied

* A paper read at the annual Conference of the Chingleput Teachers' Guild.

silence the boy goes to other sources for information. The loafers, servants, evil minded school fellows, senior boys, constitute the sorry collection of willing but thoroughly incompetent teachers who would talk flippantly of the solemn mysteries of life to the innocent lad. Moreover people who have only money-making as their aim, loudly advertise books and medicines which purport to aid in the successful gratification of the sex impulse. Every newspaper contains advertisements relating to birth control. Here is a copy of "Ottrumai" a Tamil journal, which advertises 8 different books in Tamil, with illustrations, on the subject of sexual intercourse. These the boy reads, and perhaps gloats over, before ever he had been taught the duty of self-control, the ideal of true Brahmachariya. And just think of the countless nude pictures of women, and they stare you in the face from the wall calenders, picture post cards, pictures hung up in tea clubs, hair-cutting saloons, and painted on the walls of some private houses, from the cinema advertisements and shows, etc., etc. How can we believe that our boys are ignorant?

I am thoroughly convinced that parents and teachers can no longer shut their eyes to these facts, which constitute the biggest menace to the health and peace of mind of the Indian youth. I have put my case

strongly, because I wanted to be as provocative as I can. And if I can set this group of my brother teachers thinking furiously on this momentous question, I should be well satisfied.

Let me conclude with a quotation from Horace Mann where the beauty and sanctity of adolescent life is depicted in inimitably forceful language. "Among all the spectacles which earth presents and which angels might look down upon with an ecstasy too deep for utterance, is there one fairer and more enrapturing to the sight than that of a young man just fresh from the Creator's hands, and with the unspent energies of coming eternity wrapped up in his bosom, surveying and recounting in the solitude of his closet or in the darkness of midnight, the mighty gifts with which he has been endowed, and the magnificent career of usefulness and of blessedness which has been opened before him; and resolving with one all concentrating and all-hallowing vow, that he will live true to the noblest capacities of his being and in obedience to the highest law of his nature? If aught can be nobler and sublimer than this, it is the life that fulfills the vow. Such a young man reverences the divine skill and wisdom by which his physical frame has been so fearfully and wonderfully made; and he keeps it pure and clean as a fit temple for the living God."

Nothing but good can come of universal literacy in the state and there can be no question but that a widely spread middle school education operates to the advantage of every branch of human activity in a civilised state.

Mr. M. E. Watts, Devan of Travancore.

THE ECONOMIC CONDITION OF TEACHERS.

IN

The Madras Presidency

(Based on Replies to Questionnaire)

By S. Subbarama Aiyar, M.A., Dip. Economy, Senior Lecturer in Economics,
Madras Christian College.

I INTRODUCTION.

1. There is a general feeling that the teaching profession in this Presidency is not as well off as it has a right to be and that many, if not most, of those who belong to the lower grades of the service or struggling to make both ends meet; their standard of living is pretty low and many are living under the line of either primary or secondary poverty. Statistical data to prove or disprove this case have not been forthcoming hitherto; with a view to supply them the Secretary of the South India Teachers' Union issued a questionnaire nearly a year ago copies of which were sent to the teachers of Secondary Schools in the Presidency.

2. The following points are brought out in the questionnaire:—(1) Salary and its scale; (2) Supplemental income, if any; (3) Details of expenditure of families; (4) The balance sheet showing surplus or indebtedness; (5) Provision for old age, such as saving, contribution to provident fund, insurance, etc.; and (6) Security of tenure and leave rules.

3. 86 teachers belonging mostly to the primary and secondary trained section of Secondary Schools, responded to the appeal. It may be mentioned that not one in Government service has cared to answer the questionnaire. Coming as they do from different parts of the Presidency these replies may be regarded as sufficiently representative of the

class of primary secondary and collegiate trained teachers under private and district board or Municipal management. Our replies are from the following districts:—

Anantapur	5	Madras	5
Bellary	5	Malabar	3
Chingleput	1	Nellore	6
Coimbatore	5	North Arcot	9
Cuddapah	1	Salem	28
Ganjam	1	Tanjore	5
Godavari	2	Trichinopoly	8
Guntur	1	Tinnevely	1

Total 86.

The numbers under private and District Board or Municipal management are 53 and 33 respectively.

4. The following table gives the qualification of the several classes of teachers included in this report:—

1. Primary, lower secondary and higher secondary trained ...	10
2. Commercial tutors, pandits, etc.	7
3. S. S. L. C. and Metric trained.	36
4. Intermediate and F.A. trained.	5
5. Collegiate trained (B.A. & M.A.)	28

Total 86.

II

Size of families

5. In the returns submitted to us no attempt was made to define the family as consisting of husband, wife and children, but the total numbers which the principal breadwinner has to support out of his income are

given. Out of 86 teachers only 68 have average family consists of nearly six persons, given the number of women, men and children two men, two women and two children. in their families. They are as follows:—

Total families	68
Men	126
Women	143
Children (under 15)	143

The average size of the family is 1.9 men 2.1 women, and 2.1 children. The so-called

normal family of five persons (husband, wife and three children) cannot be taken as the representative family among teachers. The

Salary class.	Total families.	Men.	Women.	Children.	Total.
Below Rs. 30	6	1.5	2	1.8	5.3
Rs. 30 and below 50	38	1.8	2.2	2.3	6.3
Rs. 50 and below 70	4	2	1.7	2.5	6.2
Rs. 70 and below 90	4	2.2	2.5	0.8	5.5
Rs. 90 and below 110	9	1.9	2.0	2.1	6.0
Rs. 110 and above	7	1.8	2.1	2.0	5.9
All incomes	68	1.9	2.1	1.9	5.9

The rather low percentage of children in the class getting Rs. 70 and below 90 is due to the absence of children in the three out of four families falling under this group. It may be said, however, that on the whole there is no connection in India between a

person's income and the number of dependents and children a person is called on to support.

7. The following table gives the classification of families according to composition:—

	No child.	One child.	Two children.	Three children.	Four children.	Total.
One man ... 1 woman	4	1	2	4	6	17
... 2 women	3	1	2	4	1	11
... 3 Women and over	...	1	1	1	...	3
Two men ... 1 Woman	...	1	...	1	...	2
... 2 Women	2	3	2	1	2	10
... 3 Women and over	1	2	1	2	2	8
Three men and over. 1 Woman	1	...	...	...	...	1
... 2 Women	3	2	2	1	...	8
... 3 Women and over	1	1	2	4	...	8
	15	12	12	18	11	68

22.0 per cent. are families with no child. 17.6 per cent. have two dependent children. 17.6 per cent. are families with one dependent child. 26.4 per cent. have three children. 16.4 per cent. have four children and above

III.

Earnings of families.

8. The qualification and salaries of teachers included in this Report are as follows:—

	Monthly salary.											Total.
Qualifications.	15 to 29	30 to 44	45 to 59	60 to 74	75 to 89	90 to 104	105 to 119	120 to 134	135 to 149	150 to 164	165 to 180	
Primary, Lower Secondary, Higher Secondary, trained.	1	8	...	...	...	...	...	...	...	...	...	10
Commercial tutors, Pandits etc.	2	2	3	...	...	...	...	...	...	...	...	7
S. S. L. C. and Matric trained.	4	21	10	1	...	...	...	...	...	...	...	36
Intermediate and F.A. trained...	...	2	2	1	...	...	...	...	...	...	...	5
B.A.; B.A. and L.T., M.A. and L.T.	...	1	...	1	4	4	7	6	1	2	2	28
Total	7	34	15	3	5	4	7	6	1	2	2	86

We have in these budgets 10 primary, lower and higher secondary trained teachers of whom 9 get Rs. 60 and below; 28 collegiate trained graduates of whom only 18 get Rs. 105 and above.

9. The following table sets out the salary of the different grades of teachers arranged according to their years of service:—

Qualification.	Total service in years.	Rs. 15 and below 30.	Rs. 30 and below 45.	Rs. 45 and below 60.	Rs. 60 and below 75.	Rs. 75 and below 90.	Rs. 90 and below 105.	Rs. 105 and below 120.	Rs. 120 and below 135.	Rs. 135 and below 150.	Rs. 150 and below 165.	Rs. 165 and over.	Total.
Primary etc., Pandits, tutors, etc.	Below 5	...	1	2	...	...	...	...	...	...	...	...	3
	5 and below 10	...	...	...	...	...	...	...	...	...	...	...	10
	10 and below 20	...	1	6	3	...	...	...	...	...	...	...	10
	20 and below 30	...	1	2	...	...	...	...	...	...	...	...	3
	30 and over	...	...	...	...	1	...	...	...	...	...	...	1

Monthly salary.

Qualification.	Total service in years.	Rs. 15 and below 30.	Rs. 30 and below 45.	Rs. 45 and below 60.	Rs. 60 and below 75.	Rs. 75 and below 90.	Rs. 90 and below 105.	Rs. 105 and below 120.	Rs. 120 and below 135.	Rs. 135 and below 150.	Rs. 150 and below 165.	Rs. 165 and over.	Total.
S. S. L. C. trained Pandits, tutors, etc.	Below 5	...	2	3	1	...	...	...	...	...	...	...	6
	5 and below 10	...	1	4	1	...	...	...	...	...	...	...	6
	10 and below 20	...	1	12	4	...	...	...	...	...	...	...	17
	20 and below 30	...	...	1	2	1	...	...	...	...	...	...	4
	30 and over	...	...	1	2	...	...	...	...	...	...	...	3
Intermediate trained.	Below 5	...	...	1	1	...	...	...	...	...	...	...	2
	5 and below 10	...	...	1	...	...	...	...	...	...	...	...	1
	10 and below 20	...	...	...	1	1	...	...	...	...	...	...	2
	20 and below 30	...	...	...	...	...	...	...	...	...	...	...	...
	30 and over	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate trained.	Below 5	...	...	...	...	1	1	...	1	...	...	...	3
	5 and below 10	...	...	1	...	...	...	3	2	1	...	1	8
	10 and below 20	...	...	...	...	...	3	...	3	4	...	...	10
	20 and below 30	...	...	...	...	...	1	1	1	...	...	2	5
	30 and over	...	...	...	...	...	...	...	...	1	1	...	2
Total		...	7	34	15	3	5	4	7	6	1	2	86

The above table may be set out in the following form to bring out the numbers drawing the several salaries according to years of service:—

Salaries.	No. of teachers.	Years of service.				
		5	10	20	30	over 30
Below Rs. 45	...	41	9	7	20	4
45—74	...	18	3	1	9	3
Rs. 75—88	...	5	1	3	...	...
90 and above	...	22	1	7	7	5
Total	...	86	14	18	36	12

10. Monthly salaries are the principal income by tuition, or earnings of other members of family and sometimes from land or other ancestral property. The following

gives details as regards the percentage of income arranged according to salary grade and several sources of supplemental to total des:—

No.	Salary class,	No. of teachers.	Salary.	Tuition.	Land.	Other members of family.	Miscellaneous.	Total.
1	Below Rs. 30	...	7	61.3	3.5	14.3	20.9	Nil
2	Rs. 30 and below 45	...	34	72.7	4.3	15.0	6.3	1.7
3	Rs. 45 and below 60	...	15	60.5	11.3	23.7	4.3	0.2
4	Rs. 60 and below 75	...	3	88.8	3.6	7.6	...	...
5	Rs. 75 and below 90	...	5	90.4	...	3.7	...	5.8
6	Rs. 90 and above	...	22	87.3	0.6	9.2	1.0	1.9
Total		...	86	74.9	4.2	14.1	5.2	1.6

The percentage of salary to total income shows on the whole a tendency to rise as we pass from the lower to the higher income groups. The income from tuition is made to be somewhat larger as we pass from group to III, but tends to decline subsequently. The income from the other members of the family tends to diminish as we pass from the lowest to highest income group. The percentage of income from land, on the other hand, is more erratic, but it is clear that it is made to go some way by all income classes. It is also clear that many a teacher in the lowest grade is compelled to devote a part of his time to work outside the school to make both ends meet.

IV
EXPENDITURE.

11. The details of expenditure given in the answers to the questionnaire are of varying degrees of reliability and completeness. Most of them are elaborate, but the quantity consumed is not given but only the

approximate monthly value. Even this, I am afraid, is an approximate guess of probable expenditure in many cases and not the sum actually spent noted down from the books. In spite of these drawbacks the figures are interesting enough as revealing certain general tendencies as regards their standard of expenditure.

12. The analysis of the budgets gives the following percentage of expenditure on the main groups:—

Food	51.2 per cent.
Clothing	11.0 "
Provident fund etc.	6.7 "
Interest on debt	7.0 "
Miscellaneous	24.1 "

The miscellaneous head includes the sums spent on house, rent, education, medical relief, occasional ceremonies, lighting etc.

13. In this table is set out the percentage of expenditure on the several items among the different income groups:—

EXPENDITURE.

Monthly salary.	No. of teachers.	Food.	Clothing.	Provident Fund, Life Insurance, chit fund etc.	Interest on debt.	Miscellaneous including non-food items.
Below Rs. 30	7	58.9	12.0	3.5	6.7	18.9
Rs. 30 and below Rs. 45.	33	59.2	10.7	3.9	7.1	19.1
Rs. 45 and below Rs. 60.	14	49.2	9.4	7.2	4.9	29.3
Rs. 60 and below Rs. 75.	2	46.0	17.4	6.6	4.9	25.1
Rs. 75 and below Rs. 90.	5	52.4	12.4	7.0	6.7	21.5
Rs. 90 and below Rs. 105.	3	53.9	14.0	7.6	2.6	21.9
Rs. 105 and below Rs. 120.	6	42.5	11.2	13.3	6.1	26.9
Rs. 120 and below Rs. 135.	5	45.4	9.2	15.6	1.8	28.0
Rs. 135 and below Rs. 150.	1	31.4	25.0	8.7	...	34.9
Rs. 150 and below Rs. 165.	2	29.8	11.2	12.8	13.4	32.8
Rs. 165 and below Rs. 180.	2	15.9	7.5	5.5	17.8	53.3

It is noticeable that on the whole the percentage spent on food tends to decrease as the income increases (illustrating Engel's Law). In the matter of clothing there is a gradual fall when we pass from Rs. 30 to Rs. 60, but a sudden rise in the case of those who draw Rs. 60 to 75; a fall again in Rs. 75 to 90 group followed by a rise in Rs. 90 to 105, a further fall up to Rs. 135 to 150 followed by a rise in the latter income group and a subsequent fall. The rises and falls partly correspond to the status of the teachers but partly, also to the number of members each income group has got to sup-

port. The expenditure on miscellaneous tends on the whole to increase as the income rises, while the interest on debt is some what erratic.

14. In the following table is set out the percentage of expenditure on the several items arranged according to the increasing order of expenditure. The average is taken of expenditure of ten persons falling under the minimum and maximum noted below; the difference between the extreme figures is not the same in all cases. These figures may be compared with those in the previous paragraph:—

No.	Expenditure.	Food.	Clothing.	Provident Fund and Insurance.	Interest on debt.	Miscellaneous.
1	Rs. 450—650	61.7	10.2	4.5	4.4	19.2
2	Rs. 650—750	60.0	11.3	4.6	4.9	19.2
3	Rs. 750—900	55.9	9.4	5.0	7.7	20.0
4	Rs. 900—1,100	56.1	11.2	5.6	3.2	23.9
5	Rs. 1,100—1,250	59.1	10.8	4.3	8.4	17.4
6	Rs. 1,250—1,400	47.9	13.1	7.9	3.4	27.7
7	Rs. 1,400—1,700	45.8	11.8	10.4	3.9	28.1
8	Rs. 1,700—3,000	30.8	10.6	10.6	12.8	35.2

Here also it is noticeable that the percentage expenditure on food tends on the whole to decrease with the increase in

expenditure, while that under miscellaneous tends increase.

15. When the budgets of 80 families annual expenditure we have the following included in this Report are arranged according to annual salary and its relation to position:—

Annual Expenditure.

Annual salary.	Rs. 400	Rs. 700	Rs. 1,000	Rs. 1,300	Rs. 1,600	Rs. 1,900	Rs. 2,200	Rs. 2,500	Total.
Rs. 200	15	13	5	2	...	...	...	...	35
Rs. 500	3	6	2	3	6	...	...	1	21
Rs. 800	...	...	4	0	...	...	...	...	5
Rs. 1,100	...	1	2	3	3	...	...	...	9
Rs. 1,400	...	...	1	5	...	...	...	...	6
Rs. 1,700	...	...	...	...	...	1	1	...	2
Rs. 2,000	...	...	...	...	...	...	2	...	2
Total	18	20	14	14	9	1	1	3	80

Out of 35 persons getting salaries between Rs. 200 and 500 per year about 20 are obliged to spend Rs. 700 and above; out of 21 belonging to the salary group 500 to 800, 12 have to spend above Rs. 1000; while the rest are able on the whole to live within their means. If these figures are to be

trusted, they clearly show that there is under payment and consequent poverty among those who get Rs. 800 and below per year (i.e., a salary of about Rs. 60 per month).

16. The solvency of the above 80 families, taking their total income, may be gathered from the following figures:—

Annual income.	Rs. 400	Rs. 700	Rs. 1,000	Rs. 1,300	Rs. 1,600	Rs. 1,900	Rs. 2,200	Rs. 2,500	Rs. 2,800	Total.
Rs. 200	8	5	2	...	...	—	—	—	—	15
Rs. 500	10	10	2	1	2	—	—	—	—	25
Rs. 800	...	4	4	1	2	—	—	—	—	11
Rs. 1,000	...	1	4	3	1	—	—	—	—	9
Rs. 1,400	...	—	2	7	4	—	—	—	—	13
Rs. 1,700	...	—	—	1	—	—	1	1	—	3
Rs. 2,000	...	—	—	1	—	1	—	1	1	4
Total	18	20	14	14	9	1	1	2	1	80

Out of 15 who get Rs. 200 to 500, 7 are obliged to live beyond their means; of 25 getting 500 and below 800, 5 live beyond their earnings—while there are a few who always live beyond their means what

ever their income. Thus the chronic poverty of the ill-paid teacher in the lowest income group is clear and unmistakable. This demands the immediate attention of the authorities.

(To be continued.)

THE D. P. I. ON SECONDARY EDUCATION.

At the annual Education conference of the Madras Teachers' Guild held on the 7th March, Mr. P. A. Subramanya Aiyar, President of the Guild, in requesting Mr. R. G. Grieve, the Director of Public Instruction, to open the conference said,

On behalf of the Madras Teachers' Guild I beg leave to offer you, sir, a most hearty and respectful welcome to our midst this evening. That the head of the Educational Department in whose hands is vested very largely the shaping of our educational destinies should be present at and take part in our gathering is indeed a great honour and we are deeply sensible of it. I dare say, sir, you know a great deal about our guild. It has been in existence for over 30 years, many honoured names in the educational world of South India have been connected with it, and on several occasions in the past its representatives have served on committees appointed by the Government and the Department for the consideration of educational questions. When about 16 years ago, the S. S. L. C. scheme was ushered into existence, the members of this guild assisted very largely in the shaping of the courses in the various subjects and I may assure you sir, that now when the S. S. L. C. courses will have again to be remodelled in the light of the resolutions of the Academic Council, the Guild will do its best to place before you its carefully thought out views.

It would savour of rashness and impertinence that with you, sir, before us I should speak at any length on educational questions, but the *Mamool* is there and it is just by way of conformity to *Mamool* that I permit myself a few observations,

It is indeed a matter of great gratification to us all that we in this province are forging ahead of other provinces in respect of elementary education. The banishment of illiteracy which the Government have set before themselves is a most laudable ideal and it is pleasing to note that every year good provision is made in the Budget for the starting of new Elementary schools. Democracy is on us and the peasant has to learn the right use of the vote. There is, however, just the danger that in our efforts to make of him a being conscious of his political rights we make him cease to be a peasant at all. Keep a village-boy at school for five years together, drive him through the accustomed mill and in the end you will turn out a miserable specimen of humanity, taking no interest in life, averse to all kinds of manual work, full of false notions of respectability and gentility and more inclined to sit idle and live on half rations than work hard and eat to full. All the world over, the first and immediate effects of mass education have been this aversion to manual labour and there is no reason whatever to suppose that India is going to prove an exception. I would therefore urge that from the first pupils in Elementary schools should be accustomed to some rural occupation preferably connected with the land for about 2/5ths of the time that they spend every day at school. Gardening, spinning and allied occupations naturally suggest themselves and to this end the necessary facilities should be provided and the right type of teachers secured. In this connection I should like to give you a description of what has been attempted for some time past in this regard in the Free State of Ireland. "In June 1922, the Minis-

ter of Education sent a circular to managers of schools and educational officers stating the views of his Department. Primary education, the circular emphasised, should in addition to being Irish in outlook, be such as to turn the minds and efforts of the bulk of the pupils in rural schools towards the land of Ireland, and the great Agricultural Industry on which, for generations to come, the economic life of the nation must be based. In selecting literature for reading in schools, books tending to develop the pupils' interest in the land, in the pleasures of country life, in the production of crops and in the rearing of herds should, where available, be given an important place."

"The Education and Agricultural Departments are working in such harmony as to ensure at no distant date the success of the attempt which is being made to give an agricultural bias to general education. The Minister of education has enlisted the services of Mr. Hanly, an experienced agricultural expert, who now devotes himself exclusively to the task of equipping students in the Training Colleges with an adequate knowledge of Agriculture. This course has been instituted so that the men and women who have in their hands the moulding of nation's intelligence and character will themselves have some knowledge of the industry which produces most of Ireland's wealth and respect and love for the rural type of civilization.

The Minister of Education is himself an apostle of that civilization and believes that through horticulture it is possible to teach a great deal of civilization. So he is arranging with the Minister for Land and Agriculture to attach so far as possible, to each school building a plot of land for teaching horticulture, a plot of land sufficiently large

to enable each pupil to acquire a practical knowledge of gardening and by caring for plant life, develop the softer side of his or her nature."

I am quite sure that unless measures similar to these are adopted in this country mass education will prove to be a blessing of very doubtful value.

Of a piece with this is the second observation that I venture to make. We are all agreed that instruction in secondary schools continues to be too bookish and too literary. We are agreed too that, as it is, we forget that the true aim of education should be as much the training of the eye and of the hand and the exercise of the motor faculties of the pupil as memorising and the study of books. And yet we have done nothing worth mentioning to provide the necessary facilities for manual training as a means of general culture. And why? For want of funds, of course. On this point I may quite frankly say to Government that unless they are prepared to come forward with very liberal financial assistance to schools there is no chance in the near future of schools introducing manual training. You may remember, sir, a few years ago Government gave a special grant to managers of schools to improve their laboratory equipment. That grant was free and unconditional without the usual stipulation that managers also should put in their contribution. I most earnestly urge that in respect of equipment for manual training also Government would be well advised to follow a similar course. If they complain of want of funds, I would respectfully answer, 'Borrow the money necessary for the purpose.' It would not come to more than 2 lakhs and I may promise them that this investment of the paltry sum of two lakhs in the additional equipment of Schools

would yield a first-class return, a much better return than many a productive scheme financed by Government out of borrowed capital.

And now, sir, I come to another matter. For over twenty years past we, teachers in Secondary schools, have been groaning under grievous disabilities. These have been the result of a drastic revision of the Grant-in-Aid code sanctioned by Government in 1906. As a result of this revision, many schools that had previously been on the grant-list went out and many other schools had their grants cut down by more than 50 per cent. School managers were hard put to it and discontent was keen. The Government, however, paid no heed. In his quinquennial Report reviewing the progress of Education in India in 1907, the Hon'ble Mr. Orange stated that in Madras Province alone public expenditure had not kept pace with the increase in the number of pupils attending Secondary schools. In his annual report for 1908—09 the Director of Public Instruction Madras reported a saving under the head 'Grant-in-Aid to Secondary schools' and added, "The decrease (in the amount of grant-in aid disbursed) was wholly in the amount of grant paid to non-European Secondary schools which received about 1½ lakhs less, due to smaller grants paid to Colleges and Secondary schools for boys under the operation of the new rules." In February 1912, the Hon'ble Mr. T. V. Seshagiri Aiyar tabled a resolution in the local Legislative Council virtually asking for the repeal of the amended sections of the Code. The debate that followed was very keen and several non-official members who were themselves connected with the managements of Secondary schools took part. All of them emphatically expressed themselves in favour

of the resolution, and put to the vote, it was carried. The Hon'ble Sir Murray Hammick who was then in charge of the Education portfolio in winding up the debate expressed himself as follows :—"I am not prepared to defend the Grant-in-Aid code from the onslaughts made on it. It is like every human production faulty, and I have no objection to telling Hon'ble members that since I have been in charge of the Education Department, I have had reasons to find fault with some of the provisions of the Code. I believe Dr. Bourne who is in charge of the Education Department has under consideration various amendments in different parts of the Code." This statement notwithstanding, nothing was done by the Government and in the next year, the Hon'ble Mr. V. S. Srinivasa Sastri moved for the appointment of a Committee to revise the Grant in Aid code. On this occasion too, the spokesman on behalf of the Government, the Hon'ble Sir Harold Stuart, conceded "that Secondary education has made somewhat poor progress in recent years." Thanks to the interest evinced in this matter by His Excellency the late Lord Pentland, the Government had a conference summoned in 1916 under the presidency of the Director of Public Instruction for considering how best the Grant-in-Aid code might be revised. In his letter to Government recommending the holding of such a conference, Sir Henry Stone, the then Director of Public Instruction expressed himself as follows : "I confess I share the dissatisfaction that finds expression from time to time in the Legislative Council and elsewhere with the provisions of Articles 32 and 33 of Grant-in-Aid code, because they result in a distribution of grants so little in proportion to the work done by schools. "There is hardly any non-mission school the finances

of which are on an assured and permanent basis. They therefore live from hand to mouth, underpaying their teachers, toting for pupils, economising disastrously in buildings and equipment and such essential matters of recurring expenditure as laboratory necessities and stationary. Secondary education is consequently carried on at a decidedly low level of efficiency, and while the number of pupils undergoing it steadily increases so that schools are nearly always overcrowded, the quality of instruction, particularly in the lower classes, is often deplorably poor." The Conference met and adopted certain useful recommendations in respect of Secondary Education, but, as misfortune would have it, none of them which, if accepted and given effect to, might have to some extent relieved the distress of teachers, was accepted by Government. Again in 1921 another committee appointed by the Ministry of Education went into the question of the status of the teachers in aided institutions, their salaries, their condition of service and kindred matters and reported as follows : "It is not uncommon for teachers who have done creditable service in an institution to be thrown out of employment for some reason or other and to find themselves compelled to begin life afresh. With a view to getting rid of this, the committee recommends that the Grant-in-aid system be revised and improved so as to admit of more liberal aid being given to private institutions."

Again, sir, another small committee was appointed by the Ministry of Education in 1925 and it too considered the question of teachers' salaries and although by a majority of votes it threw out the motion that definite grades of salaries should be fixed for different grades of teachers and that the adoption of them should be insisted on as a condition of

recognition of schools, still the committee resolved that a minimum salary for each grade of teacher should be fixed. In the meanwhile, the Government had, very quietly and, so far as I know, without any notice whatsoever to the managements, taken another step, the effect of which has been to reduce still further the amounts of grants to schools. It may not be unknown to many that during the last few years many secondary schools in the province have been collecting fees a little in excess of the standard rates of fees prescribed by Government. Till three years ago, the Government had been treating this excess of fee income as contribution by the managements and assessing grants accordingly. Now they have ceased to look upon the excess of fee income as contribution by the management and in consequence the amounts allotted to schools as teaching grants have become still less than before !

Sir, I have come to the end of the sad tale. Notwithstanding the pronouncements of members of Governments, notwithstanding the recommendations made by committees appointed by Government, notwithstanding the sympathy of the Director of Public Instruction and the Educational Department, the Government have remained quiet unmindful of the legitimate claims of the Secondary school teacher. This is not as it should be. And we appeal to you, sir, as the head of the Educational Department through whom alone we can make our feeble voices heard by Government, to intercede on our behalf and get our wrongs righted. Every day one hears pitiful and heart-rending tales of the lot of teachers in aided Secondary schools. Scales of salaries promised are withheld on the plea of want of funds. Salaries are kept in arrears for months together, teachers

of long service and good record are turned out at short notice because the managers cannot afford to pay them their salaries; offences, which in Government service would be regarded as meriting but a transfer are visited with fines or dismissals, and otherwise their condition is made most miserable. How can one possibly expect efficiency under such depressing conditions, I ask? Again I entreat you, sir, not to let our voice go unheard but see to it, not only in the personal interests of the teachers concerned but in the larger and more vital interests of the efficiency of Secondary Education in the province, that something substantial is done. Otherwise and until their grievances are redressed by the Government their cry, helpless it may be, but sure to be heard in Heaven would continually go forth from the market-place, "We have mourned unto you, and you have not lamented."

I thank you once again, sir, for your presence in our midst and request you to open the Conference.

Mr. Grieve's Address.

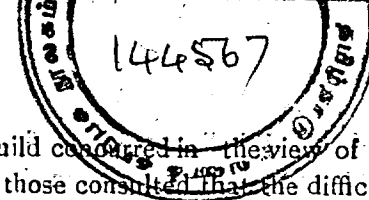
Mr. R. G. Grieve in opening the Conference said:

I wish to thank you, the members of the Guild for having extended to me an invitation to open the annual educational conference. I have read with great interest the report of the Guild for the last year and I have also listened to the eloquent address of your President which deals with a large number of matters which must constantly be engaging the thoughts of anybody connected with education. Some of the difficulties with which educational institutions are faced are indicated in the report and as pointed out by your President most of these after all come back to the question of finance. In educa-

tion the lack of financial resources is the origin of most of the difficulties which exist to-day. The question therefore of means of increasing these resources is a matter for serious consideration. Many schools depend to a large extent on the fees they raise. To a person coming from the West, the fact that all irrespective of their means pay the same rate of fees seems anomalous. A millionaire and a poorly paid clerk or teacher pay the same rate. Again there are large demands for fee concessions and as far as I am aware no community has asked for their removal from the list of backward classes. On the contrary, there are continuous requests for further inclusions in the list. I am quite aware that any proposal to increase the rates of fees or to enhance them is as unpopular as any other form of levy of taxation. At the same time I should like to point out that in most of the countries, as a result of the rise in the cost of living in consequence of the war, fees have been increased in order to meet the increased cost of efficiently carrying on educational institutions. In England and Scotland, for example, fees are now materially higher than they were in the years before the war, and it is a question for consideration whether some enhancement for those who can afford to pay would not be justified in this presidency also. In this connection your president referred to one point viz., the difference between the standard rate and the rate actually levied in the case of schools which levy more than the standard rate. I am justified in saying that that point has been put before the Government and at the present moment Government is considering it.

Question of Grants.

In connection with resources there is no contrast between conditions in this presidency



and those in some other countries. Here endowments are few and small, whereas in the West, universities and public schools depend to a very large extent on the endowments which have been given for their establishment and maintenance. With a few notable exceptions such endowments do not exist in this presidency and I fear that there is no hope of endowments on a large scale being forthcoming. There remains the question of grants. Your president has already put forward a strong plea and I am afraid that I can only plead that at the moment I may be reticent. The question is at the moment under the consideration of Government. (Laughter.) The fact remains that when proposals have been examined and have left my office it is not open to me to say what those proposals are. I feel sure, however that any further presentation that this Guild may decide to make will receive my careful examination. I am quite at one with you in thinking that it is bad for education that large and important institutions should live a hand-to-mouth existence. Financial embarrassment results in inefficient staff, in buildings being inadequate and dingy and pressure being put on headmasters and staffs to admit more than the accommodation warrants and to promote larger number than is strictly justified. There is a tendency to save money by making temporary appointments and employing untrained teachers where trained teachers are available and teachers themselves are tempted to try to strengthen their resources by outside activities to the detriment of their legitimate work.

Position of Teachers.

The question of the position of teachers has, as you know, been considered more than once and as long as three years ago this

Guild considered in the view of the majority of those consulted that the difficulties would not be removed by any form of mutual contract or agreement. The view put forward by this Guild then was that the existing position would be improved only by the provision of a suitable standardised scale of salaries, by the provision of rules regarding pay and promotion and by the provision of a right of appeal to an outside body. I may say that these proposals all present very considerable difficulties, difficulties which I should be pleased to discuss at any time with representatives of the Guild and the least of these difficulties would be the charge of undue interference with the rights of private management. At the same time I agree that no teacher should indefinitely be kept on acting at school or sent away from his employment without due and proper notice. Similarly no teacher should, I think, leave school during school year without the consent of the management. Definite rules regarding leave and salary are desirable in all schools. In Madras you have special difficulties to face, particularly as regards provision of adequate accommodation and facilities for physical training and games. You have also, in a more acute form, problems of discipline to deal with. As regards this, I will only say that while I question no man's right to hold any political opinions he may choose, I do question a man's right to so speak or act as to make pupils disregard school regulations. It is unfair to the pupil, it is unfair to the teacher. I might mention briefly here one further question which has already been referred to by your President. I mean the question relating to S. S. L. C. scheme. As you are aware the questions relating to the scheme have been under consideration and a compromise has

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been proposed and I believe with good will on all sides this compromise may be made to work.

In conclusion, I can only say that I regret that I am not an Aladdin with the wonderful

lamp with a slave ready to produce untold wealth. I thank you much again for having extended to me this invitation as I regard co-operation with officials and non-officials as fruitful as it is desirable.

A MEMORIAL TO HIS EXCELLENCY, THE GOVERNOR OF MADRAS.

TO His Excellency The Right Honourable The Viscount Goschen of Hakhurst, G.C.I.E., C.B.E., Governor of Madras.

The humble memorial of the members of the staffs of aided secondary schools in this Presidency most respectfully sheweth:—

I. That the responsibility for Secondary Education has devolved on aided agencies to a much greater extent in this province than in any other province of India.

II. That in this presidency the number of aided secondary schools is much larger than number of schools under the public management (Government, Local Board or Municipal) and that the number of pupils attending aided secondary schools is also much larger.

III. That for more than 20 years past the humble memorialists have suffered under grievous disabilities brought about by a drastic change in the Grant-in-aid Code in 1906; that the immediate effect of the change was the cutting off of all teaching grants to a large number of schools and a reduction of about 50 per cent. in the amount of grant to other schools; that school managers were hard put to it to make both ends meet and the dissatisfaction that was felt all round found expression in the resolution moved before the Local Legislative Council in March 1912 to the effect that the new rule of the Grant-in-aid Code should

be abolished and that the rule in force in the years previous should be restored; that this motion was carried; and that the Hon'ble Sir Murray Hammic expressed the hope that something substantial would be done to redress the grievances of aided secondary schools.

IV. That unfortunately however, nothing was done; that in April 1913, the Hon'ble (now the Right Hon'ble) Mr. V. S. Srinivasa Sastri moved another resolution in the Local Legislative Council asking for the appointment of a Committee to consider the revision of the Grant-in-aid Code; and that Sir Harold Stuart who spoke on behalf of the Government said "We agree that secondary education has made somewhat poor progress in recent years", and assured the House that a Committee as prayed for would soon be appointed.

V. That in his letter to Government recommending the appointment of the Committee, the Hon'ble Mr. J. H. Stone, (now Sir Henry Stone), the then Director of Public Instruction, stated, "there is hardly any non-mission school the finances of which are on an assured and permanent basis. They therefore live from hand to mouth, underpaying their teachers, touting for pupils, economising disastrously in buildings and equipment and such essential matters of

recurring expenditure as laboratory necessities and stationery. Secondary education is consequently carried on at a decidedly low level of efficiency, and while the number of pupils undergoing it steadily increases so that schools are nearly always overcrowded, the quality of instruction, particularly in the lower classes, is often deplorably poor."

VI. That in March 1919 a conference of officials and non-officials was summoned by the Director of Public Instruction under the orders of the Government and that it made certain useful recommendations in respect of Secondary Education; and that, unfortunately for aided secondary schools, none of those recommendations were accepted by Government in their Order No. 112, dated 25th January 1919.

VII. That another committee of officials and non-officials was appointed in 1921 by the Ministry of Education which reported that "It is not uncommon for teachers who have done creditable service in an institution to be thrown out of employment for some reason or other and to find themselves compelled to begin life afresh. With a view to getting rid of this, the committee recommends that the Grant-in-aid system be revised and improved so as to admit of more liberal aid being given to private institutions."

VIII. That the special teaching grant of one lakh of rupees sanctioned by the Government in 1921 is totally inadequate and that it has not met the needs of the situation.

IX. That the humble memorialists regret to have to point out that, in spite of several representations made by the South India Teachers' Union and its affiliated associations in respect of this question, nothing has yet been done to liberalise the Grant-in-aid

Code; that the condition of the memorialists in many aided schools is most deplorable, that the salaries of teachers in aided schools are low and their conditions of service very insecure; that to the best of their knowledge there are several schools in each district where the salaries of teachers are not paid regularly and that in some of them salaries are kept in arrears even for six or seven months together at a time, that as was pointed out by the present Director of Public Instruction in one of his recent utterances, aided Secondary schools are not able to pay their way, and that, unless immediate steps are taken to improve the lot of the humble memorialists by paying adequate grants to secondary schools, the quality of Secondary education is sure to deteriorate in the province and the humble memorialists are sure to be reduced to a state of apathy and despair.

X. That the humble memorialists beg that the noble son of the noble Lord Goschen who did so much in his day to improve education in the United Kingdom be pleased to see that something substantial is done immediately to relieve the distress of teachers in aided secondary schools in this presidency and thereby ensure for himself the undying gratitude of successive generations of a class of workers to whose energy and skill "We must ultimately look for the formation of a democracy strong enough and of sufficient courage, knowledge and intelligence to bear any strain which the future may impose upon our Empire."

Your Excellency's humble memorialists.

School.....
Station.....
Date.....

EDITORIAL.

The Madras Budget.

THE Budget presented by the Hon. Mr. T. E. Moir, brings no ray of hope to the department of Education. We find that a provision for an additional expenditure of Rs. 6.33 lakhs (recurring) and Rs. 9.07 lakhs (non-recurring) against an ultimate cost of Rs. 11.03 (lakhs recurring) and Rs. 17.69 lakhs, (non-recurring) is made under Education. Some of the principal items for which provision is made are:—

	Recurring. Rs.	Non-recurring. Rs.
Opening of new Schools for Girls ...	1.35 lakhs.	0.5 lakhs.
Opening of Elementary Schools ...	3.51 „	1.37 „
Subsidies to local bodies for Secondary School buildings ...	...	4.33 „
Building and equipment grant to aided schools ...	...	4.84 „
The Andhra University buildings ...	...	3.27 „
Inspectorate ...	0.95 „	...
Buildings for Government Institutions. ...	...	2.5 „

It is obvious that a very large portion of this additional amount provided in the budget is proposed to be spent on brick and mortar. While we appreciate the need for expansion we cannot help emphasising the fact, that the

efficiency of existing institutions should also receive the attention of the Government. It has been repeatedly stated by the Government that the improvement of the quality is more pressing than expansion. If the Government be really anxious to promote higher education with the slender resources at its disposal, it must adhere to the letter as well as the spirit of the educational policy laid down in the despatch of 1854 and reiterated in the resolution of the Government of India in 1913. Consideration of economy as well as of efficiency demand that the Government should show its readiness to help the local bodies and the private managements in their efforts towards securing to the people the benefits of higher education. It is much to be deplored that in spite of repeated appeals to the Government, it has not seen fit to provide in the budget for 1928—29 a larger sum under “teaching grants” so as to enable the private managements to improve the conditions of service of teachers employed in aided schools.

The need for help to aided schools and to schools under local bodies, has been again and again admitted and the plea of want of funds was put forward every time. But what is really the position? We are tempted to quote the following from the speech of the Hon'ble Member for Finance. While dealing with the remission of the provincial contribution in relation to the development schemes in our presidency, he is reported to have said, “And the fact that we have had such unequal increases to our resources has inevitably led to the departments making hay while the sun shone, and I fear, putting forward and securing money for schemes simply because they happened to be ready, whereas

On longer views a number of such schemes might possibly have been postponed in favour of schemes, which, if they had been then elaborated would have been regarded as more essential. But departments are human and the annual gamble of less prosperous years has been replaced by an annual scramble.” The moral of the crying child is obvious. Has the department of Education been left in the cold because the Hon'ble the Minister for Education had no proposal to place before the Finance Committee? The remarks of the member for Finance is significant inasmuch as it strengthens the impression in the minds of those connected with education that the department of Public Instruction can never be accused of a feverish desire to push forward schemes involving additional expenditure. Reading between the lines, we shall be justified in drawing the inference from the speech of the Hon'ble Mr. T. E. Moir, the Finance Committee which is expected to scrutinise all proposals, has not understood aright the needs of our presidency.

We are glad that Sir Basil Blackett has announced the complete wiping off of the provincial contribution. We cannot too strongly urge the claims of aided secondary schools and of the schools under local bodies for generous treatment. Advantage should have been taken of the remission of provincial contributions to tackle once for all the problem of the Grant-in-aid Code so as to enable the managements to introduce standardised scales of salaries. A strong case has been made out by the South India Teachers' Union in the Memorial which the teachers in aided schools have submitted to His Excellency the Governor, at its suggestion. Members of the Legislative Council who should feel that it is necessary

to make the farthing go the longest, will get an idea of the present situation from the memorial, which is published elsewhere, and will we hope take steps to prevail upon the government to place secondary education on a sound basis.

* District Secondary Education Boards *

The Government order, dated 4th February 1928, relating to the reconstruction of the District Secondary Education Boards, is published elsewhere. We are glad to see that the schools under local bodies are included in the electorate and that the division of the electorate in certain districts into mission and non-mission is abandoned. A move in the right direction has been taken in giving the Board, the privilege of electing its own president. While the changes proposed may be regarded as satisfactory on the whole, objection may be taken to the creation of two separate electorates one consisting of the headmasters of all secondary schools and the other consisting of the rest of the teaching staff. It cannot be said that there is a conflict of interest justifying such a division. However, in the present conditions of service in secondary schools, it may be an advantage to keep the electorate of headmasters separate from the staff electorate. We are confident that the representatives of both the electorates will place the interest of the profession in the fore-front and make the best use of these boards. If there be differences between them, they may give expression to their opinion in the meetings of the district Guilds and thus manage to come to an understanding. It will be suicidal if the representatives of the teachers should betray acute difference of opinion in the presence of laymen.

* * *

Security of Tenure.

It will be difficult to believe that in 1928, the head of a first grade college will be called upon to leave the institution at very short notice. We have not before us all the materials connected with this case. It is a matter for great surprise to find it reported that the Tinnevely Hindu College Committee, one of whose office-bearers is a member of the Legislative Council, should have acted in this manner. Such cases are becoming more frequent and the Government in the interest of sound education should not allow the situation to drift. The freedom of the management, for which the Government is inclined to show undue regard, has got its limitations and we are not sure whether this tenderness on the part of the Government is not likely to be mistaken for apathy. How can any teacher, who is not sure of his position to-morrow put his heart into his work? How is it that the public seems to be unconcerned in such cases? Are we to consider that it is indifferent to the education of the children?

As we go to the press we are told of another instance where a teacher of more than twenty year's service in the same school is obliged to retire, as the management feels unable to maintain teachers of high salaries. We are not in possession of full particulars, but nevertheless instances like this clearly show

the urgent need for the revision of the grant-in-aid code. Will the authorities concerned hasten?

Teachers' Associations.

We publish elsewhere the proceedings of the Educational conferences held under the auspices of the district guilds. Such publication is one of our chief objects in starting this journal and we request the secretaries of district guilds to send us as early as possible two typed copies of the proceedings. The report should be brief and definite, with a full account of lectures and discussion. We would also invite attention of district guilds to the resolutions passed at the provincial Educational Conference held at Vellore, which were published in the 1st issue of our journal. It is desirable that the district guilds should reiterate them at their meetings and try to enlighten the public.

The Geographical Association.

We are very glad to learn that the Geographical Association has proposed to run a summer school of Geography in April next. A training in practical Geography to the teachers engaged in the teaching of Geography is contemplated. Details are found in their announcement published elsewhere. We believe that teachers of Geography will avail themselves of this opportunity.

NEWS FROM DISTRICT GUILDS.

I. The Salem District Secondary School Teachers' Guild.

THE annual meeting of the Guild was held at Namakkal on Saturday the 18th February 1928. Mr. S. R. Ramaswamy Aiyar, the president of the Guild, referred in his opening remarks, to the spirit of co-operation and good-will among the members and pointed out the need for a still more vigorous work. The annual report was adopted; At the suggestion of the president a few amendments to the rules of the Guild were considered and adopted. The meeting adjourned for lunch and met again at 2 P.M. The appeal issued by the secretary of the S. I. T. U. Journal Committee was considered and it was resolved that a loan of Rupees Fifty be given to the S. I. T. U. and that the amount be collected as donations from the members of the guild. Mr. C. A. Natesa Aiyar was elected as the representative of the guild on the executive board of the S. I. T. U. Mr. B. V. Ramaswamy Sastrigal and Mr. C. A. Natesa Aiyar were elected President and Vice-President respectively. With a vote of thanks to the chair the meeting came to a close.

The annual conference and education exhibition were held on the two succeeding days.

II. The Chingleput District Teachers' Guild.

The Chingleput District Teachers' Guild met at the Hindu High School Madurantakam on Saturday the 25th February 1928, with Prof. S. K. Yegnanarayana Aiyar in the chair. The proceedings commenced with a prayer followed by a short welcome speech by Mr. K. Subramanya Aiyar, Head-master, H. H. School, Madurantakam. Representatives of affiliated institutions were present in large numbers and the teachers' association of the place were 'At Home' to the delegates.

The minutes of the previous meeting were read and adopted; Letters of sympathy from Messrs. P. A. Subramanya Aiyar and N. R. Kedari Row were read. Mr. K. Subramanya Aiyar was elected to represent the Guild in the S. I. T. U. executive.

Mr. G. V. Job Head-master, U. F. C. M. High School Chingleput then read a paper

on The Teacher's responsibility towards the adolescent boy "which was followed by a keen and interesting discussion. In the afternoon, Mr. N. Subramanyam of the Teachers' College, Saidapet, delivered a lecture on "Geography in the High Schools." Mr. S. Natarajan of Madras appealed to the Teachers' Associations and to the delegates present for generous support in respect of the journal. The chairman, in bringing the proceedings to a conclusion, explained to the members the revised rules of the S. I. T. U. Protection Fund scheme and exhorted the teachers of the Chingleput district to come in a line with the other forward districts in the matter of professional solidarity. After a hearty vote of thanks the conference came to a close at 6-15 P.M.

The conference after reiterating the resolutions passed at the last provincial educational conference held at Vellore regarding security of Tenure, standard scale of salaries, revision of the grant-in-aid code, rules regarding leave, allowance etc., dress, contribution to Provident Fund, and special teaching grant, concentrated its attention on the following resolution:—

This Guild earnestly appeals to all Headmasters and managers of secondary schools in this district to give effect to the circular of the Director of Public Instruction relating to the adoption of vernacular as the medium of instruction in non-language subjects, subject to this limit, that where areas are bilingual, special arrangements be made to meet the requirements of both the languages and the extra cost so incurred be borne by government, and in all cases, the primary essentials of the vernacular as a language be not overlooked; and that a beginning be made from the commencement of the next year in all non-language subjects from the 4th form and in the B group subjects for the 5th and 6th forms. The whole proceedings of the conference was conducted in Tamil.

III. The South Arcot District Teachers' Guild.

The fifth conference of the above Guild was held on 3-3-1928 at Panruti under

the auspices of the Board H. School Teachers' Association Panruti. About 60 teachers from 11 institutions in the district attended. In the unavoidable absence of Mr. K. A. Neelakanta Sastrigal, Mr. S. K. Yegnanarayana Aiyar who had come on a propaganda tour for the S. I. T. U. along with Mr. S. Natarajan, presided.

Mr. M. P. Mariadoss, president of the local association welcomed the members and visitors. He laid stress on Physical Education and put in a strong plea for the mending or ending of the 'B' Group subjects. In his presidential address Mr. S. K. Yegnanarayana Aiyar made a pathetic reference to the woeful insecurity of tenure and suggested that they should ceaselessly strive to make the public and the managements understand them aright. Increasing interest should be evinced in one public cause or other, and developed as a hobby. In the end he commended the two new ventures, the Protection Fund, and the Journal to the sympathetic and loyal support of all.

After reiterating the resolutions of the S. I. T. U. passed at the last Provincial Educational Conference, the following resolutions were passed:—

- (1) That a memorandum be submitted to the managements as regards pay, prospects, tenure and other conditions of service.
- (2) That it be a recommendation to the S. I. T. U. to undertake the printing and publishing of books prepared by members.
- (3) That the Government be requested to supply to all secondary school libraries free of cost; the several annual administration reports and other similar publications undertaken to be supplied for an annual subscription of Rs. 50.
- (4) That temporary and acting teachers should be admitted to the benefits of the service provident Fund, if the incumbents are qualified professionally and otherwise.
- (5) That a committee be formed and make suggestions to the authorities re the new Elementary Education Bill and the G. O. on the constitution of the secondary Education Board. The Conference then concentrated its attention on the re-organisation of the S. S. L. C. course. It resolved

that the period of the course should be shortened by 1 year, that the medium of instruction should be the Vernacular, and that the subjects of study should be, the Vernacular, Elementary Mathematics, with its present syllabus, History of India, History England from 1485, Geography of the world with a detailed study of India, Elementary science English of the present syllabus, with only two non-detailed texts and one of the vocational, classical or second-language subjects.

Mr. N. Subramanyam of the Teachers' College, Saidapet delivered an interesting lecture on "Geographical outlook and citizen ship." In the course of his address he said, that new Geography or what is now suggested to be called Geosophy is the study of man and his environment; Its present method in regional. It starts with Home. The cultivation of this outlook should form part of the vocational feature of the study of every citizen. A study of the fuel problem in Madras shows that the rise and fall in its prices depends on rise and fall in the depth of the water in the Buckingham Canal; the nature of the monsoons, and the transport pressure of other materials like salt. Life economics is closely interwoven with geographical conditions. The right type of Geographical sense would enable one to equip himself adequately for the social life and thus become the right type of citizen. He therefore pleaded for universal interest in geography.

With a paper on "My experience as a teacher" by Mr. K. Gundu Rao and a lecture in familon "Guru—Sishya" by Mr. Yesudian, the conference came to a close.

There was a business meeting immediately after, when the annual report has read and adopted. Messrs. K. A. Neelakanta Sastry and C. S. Rangaswamy Aiyangar were elected president and Vice-president respectively and Mr. V. Jayaraman was elected Secretary. The Executive Committee was then authorised to start to work to settle the preliminaries regarding the XX provincial Educational Conference to be held under the auspices of the guild.

NEWS AND NOTES

District Secondary Education Boards.

G. O. ON RECONSTITUTION PROPOSALS.

THE following Government Order dated 4th February, 1928, has been issued:—

The Government have had under consideration the question of altering the constitution and functions of district secondary education boards in the light of the experience gained of the working of the boards. They have come to the decision that the following main changes are necessary in the constitution of the boards:—

- (1) That the President of the district board need not be an ex officio member; (2) that separate electorates need not be retained for Christian Mission and non-Mission secondary schools under private management; (3) that the headmasters of all secondary schools under local bodies and under private management should form a separate electorate in each district; (4) that the staffs other than headmasters of the above schools should form one electorate; and (5) that the members to be nominated by Government should be confined to women, Mahomedans and to representatives of the depressed classes.

The revised constitution of the board for each district will be as shown in the annexure (omitted here) to these proceedings. Each board will elect its own President from among the members. The District Educational Officer will be secretary to and Convenor of the Board.

The boards will continue to be advisory, their advice being sought on the following matters:—

- (1) Expansion and developments of secondary education for boys and girls, and the opening of new secondary schools, (2) the security of tenure of teachers, (3) provident funds, (4) the financing of aided schools, (5) the provision of hostels, (6) the courses of study in secondary schools and the adoption of vernaculars as the media of instruction and examination, (7) vocational education, (8) the co-operative movement in schools, (9) the development of the boy scout and girl guide movements, (10) moral instruction and discipline in schools, (11) medical inspection, (12) refresher courses, (13) physical education and the provision of play grounds.

In regard to matters connected with the boy scout and girl guide movements, the boards will act in conjunction with district scout councils.

The boards are authorised to invite persons specially qualified to give advice by reason of their experience or interest in educational problems, and to take part in meetings whenever the question at issue calls for such action. They are also advised to appoint sub-committees for women's education.

The Director of Public Instruction is requested to submit for the approval of Government draft amendments to the rules relating to the election of members to the boards consequent on the above changes in the constitution of the boards. He is also requested to make suggestions for simplifying the procedure relating to the elections to the boards and for conducting the elections more expeditiously than hitherto.

The Madras Geographical Association.

A SUMMER SCHOOL.

It is proposed to run under the auspices of the Madras Geographical Association a Summer School of Geography in Madras during the first fortnight of April next for giving training in Practical Geography to the teachers of Geography.

The Summer School undertakes to give to the teacher who has already had grounding in Geography work the training, which would normally require two terms' work, in the course of a fortnight by means of intensive effort along a concentrated course of studies, judiciously chosen for their value and importance from the point of view of the teacher. The course will contain mainly of Practical Work, Field Work and Excursions, and will present the salient points in such essential matters as map-making, map reading and map-correlations, climate and weather, use of graphic methods and statistics, and construction of diagrams, models and appliances.

The increasing recognition of Geography as an educational subject, both in College and High School and the opening of courses in Geography at various centres have made it incumbent that those who handle the subject shall get up now that amount of practical training, which they have not been able to obtain up till now, and will not for some time to come get otherwise. Only so will the teacher be in a position competently to handle the subject in his class and come up to the mark. It

is specifically to provide this opportunity that this Association has undertaken to have a Summer School this year.

It is notorious that much of what passes for Geography is only book work, and it is to correct this tendency and to inculcate the right methods and give training in them that this Summer School is undertaken.

It is expected that Principals, Headmasters and Managements will, in the interests of efficiency of Geography teaching in their institutions, provide all the necessary facilities for their Geography teachers to come to Madras and undergo training in the fortnight's course. The number proposed to be trained is 30.

Applications are invited, and the applicants such as are selected will be furnished with other details regarding the course. Applications should be addressed to:—

"The Secretary,

The Madras Geographical Association,
Gopalapuram, Cathedral Post, Madras",
so as to reach him not later than the 20th March 1928.

Madras Library Association.

THE CONSTITUTION.

I. The object of the Association shall be to promote the library movement and for that purpose it may (1) Organise and do propaganda work to further the cause of the library movement in the city and in the Presidency of Madras. (2) Organise library talks, lantern lectures, cinema shows, etc., that are conducive to the promotion of the library movement among the masses. (3) Give advice and assistance to all who are interested in the establishment, extension and development of libraries. (4) Encourage the formation of district and taluk library associations and affiliate them to itself. (5) Encourage and aid the better utilisation of the existing library facilities. (6) Establish and promote the establishment of libraries in the City of Madras and in the urban and rural areas of the Presidency. (7) Work for the promotion of such legislation as may be considered conducive to or necessary for the establishment, regulation and management of public libraries. (8) Promote the formation of a trained class of librarians. (9) Collect and maintain a library and museum of books and materials pertaining to the library movement. (10) Conduct a periodical and publish books, pamphlets, etc., on subjects relating to public libraries. (11) Raise and accept endowments for the furtherance of the library movement.

(12) Promote and encourage bibliographical study and publish bibliographical aids. (13) Hold meetings and conferences. (14) Do all such things as are incidental or conducive to the attainment of the above objects.

II. Membership:— There shall be five classes of members:—(i) Ordinary members, (ii) Institution members, (iii) Life-members, (iv) Donors, (v) Patrons. (i) Ordinary members: Any person may become an ordinary member upon payment of an annual subscription of Re. 1. (ii) Institution-members: Institutions paying an annual subscription of not less than Rs. 3 shall be Institution-members. (iii) Life members: Any person may become a life-member upon payment of Rs. 35. (iv) Donors: Any person contributing to the Association a sum of not less than Rs. 100 during a period of one year, shall be a "Donor" for life. (v) Patrons: Any person, who contributes to a library or libraries, approved by the Association in this behalf, a sum of not less than Rs. 3,000 in cash, in books or in buildings, or in any of these, during a period of two years, shall be a "Patron" for life.

MADRAS UNIVERSITY LIBRARY

LATEST ADDITIONS.

General

Dewey:—Decimal classification.

B. Mathematics

Forsyth:—Calculus of variations.
Levi-Civita:—Absolute differential calculus.
Jeans:—Problems of cosmogony.
Evans:—Logarithmic potential.

M. Useful Art.

Fuller:—Science of war.
Marshal:—The Bagh caves in the Gwalior state.

G. Literature

Gissing:—Letters.
George:—Anatole France.
Whitfield:—Hardy.
Carter:—New spirit in the European Theatre.

U. Geography.

Gordon:—South Australia.
Brown:—A year amongst the Persians.

V. History

Johnson:—Historian & historical evidence.
Huntington:—Pulse of progress-Jewish hist.
Glasgow:—From Dawes to Locarno.
Daunt:—Centre of ancient civilization.
Gilbert:—What is wrong with China?
Holland:—The Indian outlook.
Cunningham:—History of the Sikhs.
Gait:—Hist of Assam.
Dawson:—Modern Germany.
Edib:—Memoirs.
Iorga:—History of Roumania land.
Hole:—Making of Rhodesia.
Harlow:—Growth of the United States.
Hackett:—The United States.
Dealey:—Foreign policies of the United States.
Hirst:—Life and letters of Jefferson.
Humphreys:—Southern new Hebrides.
Banerjee:—A nation in making.
Black:—The art of history.
Chisol:—Reawakening of the orient.
Barnes:—The genesis of the world war.
Ball:—Things Chinese.
Bell:—Tibet past and present.
Archbold:—Indian constitutional history.
Waters:—Economic history of England.
Aubert:—Reconstruction of Europe.
Cippico:—Italy.
William:—I seek the truth.
William II:—My early life.
Armstrong:—The new Balkans.
Budge:—Dwellers on the Nile.
Cory:—The rise of South Africa.
Westermarck:—Ritual and belief in Morocco.
Wissler:—Relation of nature to man.
White:—Woodrow Wilson.
Brooks:—America and Germany.
Wheeler:—Mono alu folklore.

X. Economics

Ashley:—Progress of German working classes.
Dearle:—Cost of living.
Williams:—History of commerce.
Withers:—Hints about investments.
Wittels:—And end to poverty.

V. Politics

Dawson:—Municipal life and Govt. in Germany.
Goednow:—Municipal Govt.
Hanford:—Municipal Govt.
Heatley:—Diplomacy and international relations.
Jack:—Economic life of a Bengal district.
Hamlin:—Private ownership.

Medicine

Watson:—Fundamentals of the art of surgery.

Zoology

Wilder:—Pedigree of Human race.

NEW EDUCATION FELLOWSHIP.

Principles.

1.—The essential object of all education should be to train the child, to desire the supremacy of spirit over matter and to express that supremacy in daily life. The new education should therefore—whatever in other respects may be the point of view of the educator—always aim at preserving and increasing spiritual power in the child.

2.—Particularly should this aim be kept in mind in the sort of discipline applied to the child. The educator must study and respect the child's individuality, remembering that that individuality can only develop under a form of discipline which ensures freedom for the child's spiritual faculties.

3.—All the education provided at the schools of the new type—whether it be for the purpose of imparting actual knowledge or for that of preparing the pupil for adult life by the development of character and right feeling—should give fresh rein to the innate interests of the child, those which come from the child himself, arising spontaneously within him. The school curriculum should always furnish an outlet for those interests, whether they be of the intellectual, aesthetic or social kind or be the synthesis of all these which are found in properly organized handicrafts.

4.—The Fellowship advocates individual self-discipline tending to self government of the school community in collaboration with the teachers.

5.—The spirit of selfish competition must be discouraged in every possible way by the new educational system, and the child must be taught to substitute for it a spirit of co-operation which will lead him to place himself at the service of the community as a whole.

6.—The Fellowship advocates the co-operation of the two sexes both in and out of class hours, whereby opportunity may be given to each sex to exercise to the full its beneficial influence on the other.

7.—The new education rightly conducted on the aforesaid principles will develop in the child not only the future citizen ready and able to fulfil his duties towards his neighbours, his nation and Humanity as a whole, but also the man conscious of his own dignity as a human

being, and recognizing that same dignity in every one else.

Aims:

1.—To introduce these principles as far as possible into the existing schools, by the methods best calculated to give full effect to them, and also to establish schools for the express purpose of putting them into practice.

2.—To promote closer co-operation between the teachers themselves throughout the different

grades of the profession and also between the teachers and the parents in all types of schools and.

3.—To promote relations and a sense of solidarity between teachers and others of similar educational ideals in all countries of the world by the organization of an international congress every second year and by the publication of international magazines in English, French and German.

Indian Representative:—V. N. SHARMA, Guindy Road, ADYAR, MADRAS.

CORRESPONDENCE

Dear Sir,

The first number of the South Indian Teacher containing as it does a large account of the Conference, has provoked me to set down here certain reflections with which my mind was filled then. We had a goodly gathering of delegates. One was refreshed to find a fair sprinkling of the fair sex. The Cobb Memorial Hall was airy and spacious. The seats were sumptuous.

The varied sounds of fraternal greeting exchanged among delegates were all stilled, soon as at the appointed hour, a short simple figure stood up to welcome us all. His face was kindly, his voice was clear and steady and he rose high to the occasion in his short but sweet address. One could not but be impressed at his bold and direct stress on the chief topics of the hour. His gentle figure, pious look, unwavering accents and simple but emphatic language lent to his utterances a ring of sincerity and depth of feeling. Could we ever forget his closing appeal. "Let us work together to help our fellowmen with heart within and God overhead; we have to convince the Government and the people that our grievances are real and the necessity to set them right is urgent. We must ask the Government to overcome its inertia. Our country must see that we teachers have its future in our hands. We must speak with authority and force, without fear or favour. We should not rest satisfied till our position is recognised."

He was followed by the august Minister. Did we not look forward to his pronouncements to herald a new era of bread, more bread I mean promises of bread? The minister looked charming, he stood independent. Every ear was strained to hear him. Lo! the saying came true. Stone we had for bread. We were told clearly and crisply that we are to give up our dreams of hope. Provincialisation of service was impracticable, thanks to the divergence of views amongst Managers themselves. Standard-

disation of salaries was impossible of achievement. It was all a question of supply and demand. The good political student that he is, perhaps he feels in the propriety of allowing the managers the right of self determination, as strongly as he does in the suave reasonableness of the support to the Simon Seven. Can we suggest to him in all humility, to ponder over the following words of H. L. Fisher, Ex. Minister of Education in England and change his policy accordingly?

"It is much to be desired that the salary of teachers is stabilised. The most important thing about teachers is that their salaries should not only be adequate but certain. For another reason it should be stabilised. Stabilisation would lead to the avoidance of strikes and of the soul-destroying atmosphere of salary discussion."

"The future welfare of the nation depends on its teachers. The establishment on a sound basis of an efficient and devoted corps of teachers is a public necessity less obvious, perhaps but no less imperious than the fighting forces of the Crown."

The Minister has disillusioned us. We are not to expect our manna to fall from ministers. The approach to the Ministers is through the public opinion. That is the lesson we learn and we should be grateful to him therefore. Shall we not lay this lesson to heart and keep away from Ministers for sometime?

V. JAYARAMAN.

Journals received for review and Exchange.

(1) The Journal of the Madras Geographical Association. Vol. 2 No. 3.

(2) The Student—New Year number. Vol. 5

(3) The Teachers' Magazine—The organ of the Madras Teachers' Association. Vol. 1,

Manager's Notice.

In response to the appeal of the Journal Committee, the Secretary begs to acknowledge with thanks the following loans and donations:—

Loans: Mr. M. S. Sabesan Rs. 25-0-0

Teacher's Association Mahajana High School, Erode: Rs. 10-0-0

Donations actually received: Staff of the Hindu High School Triplicane, Madras. Rs. 7-0-0

Mr. K. S. Chengalvaroyan of Krishnagiri, Mr. G. Ragavendra Rao of Kurnool and Mr. H. Dhattatreyalu of Kurnool, have authorised to treat their contribution of Rupee one each, paid at Nandyal, as donations.

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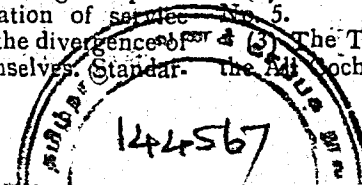
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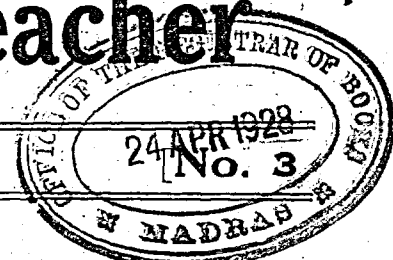
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THE South Indian Teacher

Vol. I.]

15th April, 1928.



THE MADRAS GRANT-IN-AID CODE.

Mr. P. A. Subramania Aiyar, B.A., L.T.

II

The Findings of the Indian Education Commission of 1882.

In my previous article I stated that one of the findings of the Indian Education Commission was that while in every other province in India the proportion of State Aid to Aided Secondary Schools was adequate, in Madras alone that proportion was inadequate. The following table taken from the Report (Page 418) makes the point clear.

Statement showing the proportion of the cost that is borne by public funds in the case of Secondary Schools in the provinces, 1881—82.

Name of Province.	Percentage of cost borne by public funds in departmental institutions.	Percentage of cost borne by public funds in aided institutions.	Sufficiency of the rate of aid in column 3, according to the principle adopted.
Madras ...	54.25	21.95	Inadequate.
Bombay ...	51.98	29.15	Adequate.
Bengal ...	42.47	32.28	Adequate.
North-Western Provinces and Oudh. ...	91.13	47.46	Adequate.
Punjab ...	88.23	45.11	Adequate.
Central Provinces. ...	87.26	51.22	Adequate.
Assam ...	53.43	39.82	Adequate.
Coorg ...	86.63	None	...
Haiderabad As-signed Districts.	98.23	None	...

It might be asked what was at the back of the minds of the Commissioners when they arrived at the above finding and what standard was prescribed by them for determining whether the rate of aid given by Government to any aided secondary school was adequate or otherwise. The following is their answer. (Pages 416 and 17):

"It is plainly desirable to indicate in this report how far the aid afforded to private effort is sufficient or insufficient in amount. The question, however, presents so many difficulties that it is impossible to pronounce any judgment on it with the confidence and precision that its importance undoubtedly deserves.....The only approach to a principle capable of fair application to all classes of privately managed institutions is to compare the amount of aid with the amount of public funds which the department has found it necessary to spend on each province on each class of institution.....The amount required in departmental institutions by way of supplement to the sum raised from fees, endowments and subscriptions, will throw some light upon the question of the amount of money which must be forthcoming in addition to that which comes in the way of self-support, if aided institutions are to be made as stable and efficient as departmental institutions for the most part are It may be convenient to illustrate the principle which we adopt by an example. A departmental institution may raise, say, 40 per cent. of its entire expense by means of fees or endowments and it therefore needs 60 per cent. of its expense to be supplied from public funds, if it is to be stable and efficient. It seems safe to infer that any institution in the same District and providing instruction at the same stage, must also obtain from one external source or other at

least 60 per cent. of its entire outlay, if it is to be equally stable and efficient. In the case, however, of the non-departmental institution, the 60 per cent. must not be expected from public funds. It is an important element in the grant-in aid system that part of the expense of the aided institution should be provided by its managers from private resources of their own. As to the share of the total expense that should thus be provided from private resources, no absolute rule can be laid down; nor is it possible to say what proportion of the total expenditure the state will find it necessary to afford if the institution is to be maintained.In a rough and general way it may be perhaps laid down, though certainly not as a rule to be universally applied, that the sum necessary to supplement the amount of self-support attained by the institution may be equally divided between the managers and the state.....Thus in the case supposed, if a departmental institution, being self-supporting to the extent of 40 per cent. of its entire cost, needs 60 per cent. of that cost to be furnished by the state, it may be held that, since an aided institution providing instruction of the same grade will also require 60 per cent. of its entire cost to be supplied from without, half of this, or 30 per cent. may be reasonably expected from the State.....According to the general principle explained above, the proportionate rate of aid to be afforded by the state to an aided institution would be half the ratio of the State expenditure to the whole expenditure on a departmental institution of the same class." Thus, if, on a Government School Government have to spend, say, Rs. 5,000 over and above the income from fees, the amount of aid that may be regarded as adequate to an aided institution of the same grade and having the same

number of pupils as the Government School is Rs. 2,500.

In other parts of the Report the following statements occur:

"In spite of the checks which the grant-in-aid principle has received during the past five years, the number of private Schools, both aided and unaided, has largely increased. But in the matter of advanced education the claims of private effort have not received the attention which they deserved."

"In this period (1871 to 1882) the liberal policy of previous years was to some extent reversed. There was a serious loss in the number of Secondary Schools, and the reduc-

tion fell with exclusive weight on aided institution..... The expenditure from Provincial revenues upon aided (Secondary) Schools fell in the period under review from Rs. 2,38,000 to Rs. 77,000."

"The most remarkable example of the degree in which private effort has sometimes flourished in spite of the withdrawal of Encouragement, is afforded by aided Secondary Schools in Madras."

"The percentage of fees to total expenditure (in Secondary Schools) which is 33 for the whole of India rises to 48 in Madras."

"In Madras the Scholarship Scheme contemplated in the Despatch has not been brought into effect."

AWAKE.

To you, O Nations Youth! I send the word
Which come to me from spaces of the Deep:
Awake! how long in slumber will Ye lie?
Or rest and rust in dreams of ease and fame,
When Sacrificial God is marching on
And time it is to worship Him with DEED?
Awake, Ye sons of Sages of the East!
And build Ye Freedom's Temple stone by stone!
O! build in vision of the Ancient Self!
And let each stone sing sacrifice.

T. L. VASWANI.

WHAT IS WRONG WITH OUR SECONDARY EDUCATION?

Mr. N. S. Arunachalla Aiyar, B.A., L.T.

The present system of Secondary Education is known as the S.S.L.C. I am afraid that very few people can reconcile the name of the system with what exactly is obtaining to-day. It is neither fish, nor flesh, nor red herring. It is a *Leaving Certificate* which is useless, since nobody cares for it, after a Public Examination which is not entirely dependent upon it, the final list being the manipulation of a Moderation Board guided by no definite principles. And no wonder: for it is the final result of a series of make-shifts. It will be an interesting thing to enquire how we got this system on the results of which nobody relies.

Till nearly twenty years ago, we had a monster called the Matriculation Examination which, with its 17 per cent. of passes, claimed an annual sacrifice of more than 6,000 students who were stamped as failures after 11 years of Education from the Infant Class to the Sixth Form. Various methods were tried to remedy this state of affairs. The teachers were more efficiently trained; the curricula of studies were improved; promotions were more strictly made; and yet the annual slaughter of the innocents, instead of decreasing, pursued a course of progressive development from 60 per cent. failures to 70 per cent., from 70 per cent. to 80 per cent., and in some years reached the appalling figure of 6,600 out of 8,000 candidates.

Something was rotten in the State of Denmark. When only 17 passed out of every 100, and the remaining 83 were rejected as good-for-nothings, it was thought that the

system must be radically wrong. There was no good in finding fault with the teachers, who had been trained by experts from home; nor with the curricula of studies, which had been revised and re-revised, till the backs of the poor pupils were breaking under the burden of the subjects:—in some years Geography was responsible for as many failures as English or Mathematics.

There is no good in finding fault with the students, for the pupils are not made for the system, but the system must be for the pupils.

It then dawned on the minds of the Educational experts that a system of Education in which the results are judged solely by Examinations, must be wrong at its very foundations. Indeed the Matriculation was an Educational Juggernaut Car, under the wheels of which both pupils and teachers were being crushed. Nevertheless, others, who posed themselves as great authorities, wanted to settle the matter by saying that the wit of man has not devised another system, both and to test the results of Education to goad the lazy teacher to a proper sense of his duties.

All over the world, and for ages past, examinations have been condemned. But there has been a superstition about the sacredness of Examination—it was a necessary evil, so thought even those who recognised its evil side. But luckily the cry of 'Down with Examinations' was started by no less a person than the Director of Public Instruction. With the Government authority

behind him, Dr. Bourne was able to force the hostile Senate, dominated by Seshagiri Aiyar and Krishnaswamy Aiyar, to accept his scheme of Secondary Education, which, whatever its defects in the actual working, was well conceived. He called his system the Secondary School Leaving Certificate, or shortly, S.S.L.C. The pupils were to be trained under a properly worked-out system of Secondary Education to fit them for life, and to be sent out at the end of the course with a Certificate under the authority of the Head-master helped by his Assistants in the School. All sorts of subjects, from Sewing to Special Mathematics, were introduced into the curricula to afford the widest possible choice to the varying capacities and tastes of pupils. No one need be compelled to study a subject which he could not assimilate. It was possible under this system to sow the seeds of culture, and at the same time afford the pupils a training for the several departments of life, from a Chemist and Druggist to a Carpenter; while at the same time the brilliant and intelligent pupils could be easily picked up by the University for its higher courses and learned professions.

There was to be no outside Examination to vitiate the course of instruction, to demoralise both the teacher and the taught, who might be otherwise tempted to work for *Results* and *not for Real Improvement*. Was there any Public Examination in the old Universities of Nalanda and Taxilla, of ancient Athens and Rome, of Paris and Padua, of Oxford and Cambridge? The certificates issued by the Professors were enough passport to fame and honour. Nor are there any outside Examinations in the great Public Schools of England: the simple certificate of the Head-master is enough to secure admission into any College of general or profession-

al education, or into any office. A similar system was to be introduced into the Secondary Schools of South India; and pupils and teachers were to be freed from the high pressure of an external Examination, free to pursue with a singleness of purpose, real education, real improvement, real training of capacities, training for citizenship, training for life. The scheme was therefore called S.S.L.C., not even a School Final, which might have an outside Examination at the end of the School course. The School Leaving Certificate and the Public Examination were to be mutually exclusive terms.

This S.S.L.C. scheme was enthusiastically welcomed by the thoughtful among the teachers. But these teachers and their Director of Public Instruction were counting without their host—the educated public, who, having been the products of a series of Public Examinations, could not bring themselves to trust the School Master to issue such a valuable thing as a certificate which will open the portals of Colleges and Offices. The University became their spokesman; and the University would have nothing to do with this scheme, and would not recognise this certificate, as to the earning of which they knew nothing. Who would forgo willingly the proud privilege of examining 8,000 pupils, and plucking at least 6,000 of them, especially when it puts nearly a lac of rupees into the pockets?

The contest was very keen: the forces ranged against the scheme were very powerful. There were the shining lights of the Madras Bar backed by the heaven-born Professors of the Colleges ready to crush the scheme. The Indian is keen about University Education, and a University Degree alone would qualify a man for higher appointments and professions. The University

would refuse to recognise this certificate and would continue to have its Matric Examination. The Director then played his trump card,—he induced the Government to declare a School Leaving Certificate holder to be eligible for all Government appointments, while the Matrics were declared ineligible. The Indian cares for the University only if it could open the doors of Offices. The University came down on its bended knees and offered to accept the School Leaving Certificate as a passport for entrance into its colleges, especially when it was offered the balance of half a lac which was to be left after meeting the expenses of the Examination.

But 'where comes the *Examination* in this system, its very antithesis'? it might be asked. I was slightly anticipating. The disinclination to trust the teacher and give him such large powers was so great that even the powerful Government was forced to consider the objections to the scheme, in which there was nothing by which one could see the true value of the certificates from a particular school, or of a particular certificate from the school, since the scheme had nothing by which it could secure any uniformity of standard. There is a universal superstition that a Public Examination alone secures this uniformity of standard and truly appraises at the same time the capacity of each student.

Do we not know that all those that are included in the pass list are capable followers and that those who are rejected are really worthless? Well, the Government was prevailed upon to insist on a Public Examination at least in important subjects, such as, English, Elementary Mathematics, Vernacular, Science and Optional Subjects, to enable the Public to find out where the

students stand judged by a common standard, and for the University to make a proper selection of its materials.

The S. S. L. C. Committee was forced to make a compromise; it had to agree to a Public Examination in English, Vernacular, Elementary mathematics and two optionals and successfully resisted a Public Examination in Elementary Science. It affirmed the principle underlying the scheme, *viz.*, that this was a purely Leaving Certificate, and that though in the transition stage it accepted a Public Examination in some of the subjects, the Public Examination was ultimately to be abolished.

The scheme that was intended to free education from being vitiated by the dominance of Examinations, was thus doomed to failure from this compromise with evil; and a half solution is no solution, if not worse than no solution. We know it has been a failure, but it did not deserve to fail. The principles that underlie the scheme are quite sound, and are the true principles on which any system of education ought to be based. They promote education for its own sake, and train up the several faculties of the pupils, so that when they grow up they might become cultured and true citizens, useful to themselves and to their neighbours. The scheme allowed a wide range of subjects so as to suit the tastes and capacities of the pupils, and the needs of the locality. It was capable of any amount of expansion and adaptation.

All the same, we know it has failed. This failure has been brought about by a variety of causes. First, the author of the scheme which had been forced on an unwilling and suspicious public, did not remain long enough to give it a fair start. He left it to the tender

mercies of a successor in the office of the Director of Public Instruction, who, if he was not its determined opponent, did not believe in its principles. Second, the teachers who were to work the scheme which was admittedly on its trial, were too large a body to do the same in an efficient manner. And even if the teachers were a small compact mass of enthusiastic men fully alive to its underlying principles, the initial vitiation of a compromise of some subjects not being required for the Public Examination, while some others were so required, would not permit them to work out the scheme successfully. The subjects that were required for the Public Examination were naturally considered to be important, and the B group subjects were neglected. The teachers who should have so worked the scheme as to enable it to withdraw the subjects one by one from the domination of Public Examination, began to complain about the neglect of B group subjects, and clamour for their inclusion also in the Public examination. It was not their fault if they did so; No man can serve two masters. There should have been no such thing as 'examination subjects' and 'non-examination subjects.'

One of the complaints against the present system is that the B Group subjects are woefully neglected. But how have the favoured A and C Group subjects fared? Are we satisfied that pupils study the English texts to appreciate their beauty, or to improve their knowledge of the language? Do we not complain that the pupils cram the summaries published, and do not in many cases study even the texts at all; and that in other examination subjects *knowledge* is sacrificed to *results* at the examination? As the system is now being worked, three-fourths of the valuable time of the pupils and the teacher is wasted on thoroughly useless things. Teach-

ing is corrupted to produce results, and not to secure the real improvement of the minds of the pupils.

I shall not dwell on the discredit brought on the system by the indiscriminate admission into colleges of the S. S. L. C. holders by its authorities; how in direct negation of the principles of the S. S. L. C. a minimum was introduced; how when this resulted in ignoring the school record of the pupils work day by day, they tried moderation, *i.e.*, combining the school marks with the Public Examination marks. Since schools were judged by the number of passes, the teacher learnt to his shame how to manipulate the school marks so as to secure the largest number of passes, with the result that the school marks had to be altogether ignored. Thus the S. S. L. C. has been so altered as to be nothing else than the old Matric with four letters. Why they are still retaining the school marks register, which gives so much worry to the pupils and teachers in its maintenance, passes my poor comprehension. The pretence of teaching certain subjects, called the B Group subjects, which are cared for neither by the pupils nor by the teachers, and of maintaining a record that no body on the face of the earth ever cares for, is possible only in a benighted Presidency like Madras. But the whole system, it seems, has been thoroughly examined by a Committee, which has finished its labours on the question. Their conclusions have not been made available to the Public.

But what is wrong with the present system? Is it the teaching methods, or the text books? Is it the curricula of studies, or the materials? Are they going to continue the present system with slight alterations, a mere patch work? Or is there going to be a thorough overhauling of the whole system?

I have said enough to show that any scheme in which examinations play a pre-dominant part, nay, any part, is doomed to failure; in so far as work with a view to securing results at the examination cannot at the same time subserve real education. We should therefore have the S. S. L. C in all its purity as originally intended, a simple School Leaving Certificate issued by the Headmaster without any external examination. Let each college, if it cares, have its own entrance examination, for admission into its portals. This responsibility as regards the certificate might be abused in the initial stages and what human institution has not had its abuses? But very soon the abuse will be brought within reasonable limits. Trust begets a sense of responsibility, when there is no question of results for mere show. It is then that the Inspectors will be doing real useful helpful work.

As for the subjects to be included, the curricula must, as I have said, give room for a wide choice, to suit different tastes and capacities and local needs. But one thing may be insisted upon. The school course must be less literary, and more practical. Thus, manual training must form a considerable portion of it. The brain is at the end of the fingers—the smiths are extremely intelligent. A system is not a day's creation, but must be gradually evolved. After a careful study of the systems obtaining in various countries—such as Japan, Germany, England and the United States, changes must be introduced to suit our own country.

Only one word as regards the materials. Every one ought to be given education up to the highest he is fit for. But are all pupils fit for college education? nay, even Secondary Education? It is just possible that the mental capacity of more than three-fourths of the pupils that come to us may be fit only for

Higher Elementary Education. We might well consider therefore whether an Elementary School Leaving Certificate at the end of the 3rd Form stage, may not be a wise solution of the question of unfit pupils in the Higher Forms, who cannot under any circumstances profit by the teaching given in these classes.

Last but not the least, we might rest assured that there can be no real education, so long as that education is imparted through the medium of a foreign language. To make the pupils learn during the best part of their lives a difficult foreign language, is nothing less than a crime. Until we shake off our torpor, and realise the extent of the criminal waste of the valuable time of the rising generation in the name of Education, and take the necessary steps, *i. e.*, have the strength of mind to insist on the medium of the mother tongue, our Education, whether Elementary, Secondary, or Collegiate, cannot be satisfactory.

Look at the enormous waste of the pupil's time; five years in the preparatory section, and six years in the High School Forms; and what do the majority of pupils know at the end of these eleven years? His spelling is execrable, his grammar abominable, and his knowledge next to nothing! Men who have studied the educational systems of various foreign countries tell us that the pupils that come out of an Elementary School in the counties of England are better trained, know more, and are better fitted for life, than our High School products. In this connection we might remember what a great Educationist once said, that the Indian boy who has never been brought under school influence, looks brighter than one who has been for some years in a School.

All these things must make us think furiously, and do our duty in the matter.

THE ECONOMIC CONDITION OF TEACHERS.

IN

The Madras Presidency

(Based on Replies to Questionnaire)

By Mr. S Subbarama Aiyar, M.A., Dip, Economy, Senior Lecturer in Economics,
Madras Christian College.

(Continued)

17. Detailed information regarding the falling within certain limits of monthly expenses on the several objects of consumption—food and non-food items—was supplied by 75 teachers. The following tables set forth the average expenditure of families given.

Detailed Food Expenditure of families in Rupees (Monthly).

Limits of monthly salary.	Below Rs. 30.	Rs. 30 and below 45.	Rs. 45 and below 60.	Rs. 60 and below 75.	Rs. 75 and below 90.	Rs. 90 and over.	Total budgets.	All incomes
No. of budgets...	6	32	14	2	2	19	75	
Average monthly salary ...	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.	
Average monthly income ...	24 2 8	37 1 8	48 15 5	62 8 0	80 0 0	120 0 10	...	
Average No. of members ...	5-2	6-0	6-6	6-0	4-5	6-6	...	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.	
Rice ...	16 12 8	18 6 2	19 14 10	20 0 0	17 4 0	19 6 7	...	
Dholl and groceries ...	4 0 0	8 5 7	10 9 3	9 0 8	9 9 3	7 11 1	...	
Vegetables ...	4 6 0	2 2 11	3 2 0	2 2 0	3 0 0	5 0 0	...	
Ghee ...	2 4 0	3 15 5	6 13 6	2 8 0	6 0 0	6 15 4	...	
Oil ...	1 15 0	3 9 4	4 3 9	3 1 6	3 5 0	4 14 6	...	
Milk and curd ...	2 4 0	4 9 6	7 5 1	5 8 0	9 13 0	9 4 11	...	
Fuel ...	2 9 7	2 14 3	3 12 8	2 0 0	2 6 0	3 5 9	...	
Total ...	34 3 3	43 15 2	55 13 1	44 4 2	51 5 3	56 10 2	...	

Detailed non food Expenditure of families (in rupees : monthly).

Limits of monthly salary.	Below Rs. 30.	Ra. 30 and below 45.	Rs. 45 and below 60.	Rs. 60 and below 75.	Rs. 75 and below 90.	Rs. 90 and over.	All incomes.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Rent ...	2 0 0	4 5 9	9 10 2	7 8 0	10 8 0	9 6 5	
Lighting ...	1 4 0	1 5 10	2 4 11	1 5 4	1 7 6	2 7 9	
Barber and dhobi	1 14 0	1 10 8	2 7 10	1 15 0	1 12 0	2 5 1	
Religious cere- monies ...	3 14 3	2 1 8	3 15 8	0 13 4	2 0 0	2 10 11	
Medical Expen- ses ...	3 4 5	2 2 5	3 14 8	1 8 8	5 0 0	2 10 11	
Education ...	2 3 1	3 13 2	20 14 7	4 8 0	5 2 0	10 5 6	
Subscriptions ...	1 2 7	1 1 7	2 4 7	6 4 0	2 6 0	2 10 10	
Total ...	15 9 9	16 9 1	45 8 5	22 14 4	28 3 6	32 9 5	

As I have remarked already these budgets can only be regarded as approximately true and are useful mainly as indicating the standard of expenditure that each income group wishes to maintain for itself than perhaps what it actually spends. Thus up to the income of Rs. 60 the expenditure on food and non-food items alone excluding clothing exceed the average family income. This excess is to be made up partly by economy in expenditure or by borrowing. Even supposing that some economy will not impair the efficiency of the teachers it is obvious, that having regard to the comparatively uniform standard of living among the several classes of teachers, the salary of the lowest income group is not enough to enable them to meet their necessary expenditure. *There is a clear case in our judgment to level up the grade of the lowest income group.*

Another interesting tendency is revealed by these statistics. The expenditure under almost all the items tends to increase as we pass from the lowest group to the one drawing Rs. 40 to 60 after which there is a sudden fall in the group 60 to 75 and then it rises again. This is more pronounced in the case of non food than on food items. This is perhaps to be explained by the fact that those in the 40 to 60 grade belong to the upper

ranks of the secondary trained teachers now fairly advanced in age who have to support a large family on that account and who naturally desire to spend more on the education of their grown up children in order to give them a better start in life than they themselves had. Thus the expense on education averages about Rs. 20 per month and is the highest in this group. Those who draw Rs. 60 to 75 are for the most part collegiate trained graduates just entering the profession who have to support only a small family.

Another noticeable feature is that both under food and non food items there is not much variation in the necessary standard of expenditure among the several income groups of the different grades of teachers. It should be possible to devise a certain minimum pay for all teachers based on their necessary standard of living with suitable scales for different grades, taking into account the cost of training, years of service, etc. Some urgent relief seems to be necessary to the upper grade of secondary trained teachers.

V

Indebtedness.

18. The following two tables indicate the debt position of the teachers taking their salaries and total income respectively.

Indebtedness.

Annual salary.	No debt.	Below 250.	250 to 500.	500 to 1,000.	1,000 to 1,500.	1,500 to 2,000.	2,000 to 2,500.	2,500 to 3,000.	3,000 to 3,500.	3,500 and over.	No information as to amount.	Total.
200	...	2	13	6	2	1	1	...	...	...	4	35
500	...	1	2	1	2	1	2	2	...	...	1	21
800	...	...	...	1	1	1	...	...	...	...	1	5
1,100	...	5	...	...	1	1	...	...	...	...	...	9
1,400	...	4	...	1	...	...	...	...	...	...	1	6
1,700	...	...	...	1	...	...	...	...	...	1	...	2
2,000	...	...	...	...	...	...	1	...	...	1	...	2
Total ...	12	16	9	16	6	4	4	2	2	2	7	80

19. The total debt incurred by 68 families is Rs. 61,315; the total interest paid is Rs. 6,339; the average rate of interest is 10.9 per cent. The amounts borrowed at the several rates of interest are as follows:—

per cent.	Rs.
5	2,975
6	2,900
8	1,300
9	8,050
10	8,600
11	14,690
12	19,200
14	1,500
15	1,050
13	1,050
Total	61,315

20. Most of the families are in debt. It may be that only those who are in a bad position have cared to reply to the questionnaire. More representative and varied budgets may be necessary to envisage the position fully, but our budgets are useful as they indicate the extent of poverty of a class of teachers by no means improvident. The main cause of debt is ascertained to be the inadequacy of income to meet the necessary and conventional expenditure. The teachers as a class cannot be accused of being extravagant or addicted to harmful expenditure, as on alcoholic drinks. Interest on debt shows an average of nearly 7 per cent. of the total monthly expenditure.

To miss games is to miss the opportunity of acquiring such great virtues as leadership, courage, good temper, patience, sense of fair-play and justice, discipline and subordination of self.

S. E. Ranganathan.

... a profession as necessary and as worthy as Physical Education which has for its two chief aims Health Education and Character Building, must have in its ranks as teachers the very best young men of the country.

H. C. Buck.

Indebtedness.

Total income.	No debt.	Below 250.	250 and below 500	500 and below 1,000.	1,000 and below 1,500.	1,500 and below 2,000.	2,000 and below 2,500.	2,500 and below 3,000.	3,000 and below 3,500.	3,500 and above.	No information	Total.
Rs. 200 and below 400	...	1	2	1	...	...	...	...	...	...	...	4
" 400 and below 600	...	12	4	1	3	...	1	...	...	...	3	24
" 600 and below 800	...	1	1	5	...	2	...	...	...	...	1	12
" 800 and below 1,000	...	1	1	3	...	...	1	...	...	...	1	7
" 1,000 and below 1,200	...	2	...	1	2	1	1	...	...	...	1	8
" 1,200 and below 1,400	...	2	1	1	...	...	...	...	...	...	...	5
" 1,400 and below 1,600	...	4	...	2	...	1	...	1	...	...	1	9
" 1,600 and below 1,800	...	2	...	2	1	...	...	...	1	...	...	6
" 1,800 and below 2,000	...	...	...	...	...	...	1	...	...	...	...	1
" 2,000 and above	...	1	...	...	...	...	...	1	...	2	...	4
Total	...	12	16	9	16	6	4	4	2	2	7	80

VI

Provision for the future.

21. Provision for the future is usually made under two heads, viz, (1) contribution to a Provident Fund which is compulsory in

most cases at the usual rate of one anna per rupee, and (2) premiums for life insurance.

The following table gives the number of those who contribute the different amounts:—

Annual salary.	10—	50—	90—	130—	170—	210—	250—	290—	Total
200—	28	3	1	...	...	...	...	...	32
500—	11	3	3	1	2	...	...	1	21
800—	...	3	1	1	...	...	...	...	5
1,100—	...	3	1	2	1	...	1	1	9
1,400—	...	1	2	1	1	...	...	1	6
1,700—	...	...	...	...	...	1	...	1	2
2,100—	...	...	1	...	1	...	...	...	2
Total.	39	13	9	5	5	1	1	4	77

22. Most of the contributions to the Provident Fund begin from a recent date, though there are in our list teachers with considerable service. Out of 63 teachers who have returned information under this head 48 have begun their contribution since 1920. Insurance agents have been pretty active and find that 26 teachers have insured their lives for sums ranging from Rs. 1,000 to 2,000. The total amount of premium

paid by these 26 teachers is Rs. 2,144 per year, while their salaries amount to Rs. 2,090 per month; the proportion of premium is roughly one-twelfth of the salary. Except one or two, no institution has made any provision for the payment of any gratuity for the teachers when they retire from service. Very few entries are made under saving in any other form.

Insecurity of Tenure.

In this section I shall let the aggrieved teachers speak for themselves.

One teacher complains that after more than 3½ years service as a hard working and earnest teacher, according to the admission of the management, he was informed at the close of the short term, just before the summer vacation that his services would be terminated at the end of that month, i.e., in less than 25 days. The fault was that he did not belong to a particular community. A man from the favoured community took his place on the re-opening day.

Again, under a certain District Board, untrained teachers after nearly 10 months service were sent away on the closing day of the school year, just before the vacation, for the reason that they were Brahmins. When the school re-opened untrained Non-Brahmins took their places, and, what is more to the point, the District Board saved the summer vacation salary of those 7 or 8 teachers. The teacher suggests that it must be made obligatory on the management to give the vacation salary to an out-going teacher of not less than six months' service.

Another teacher recommends that the teaching profession should be recognized as a unified service—change from one recognized school to another must be considered as transfer; and such a transfer should not affect the salary the teacher was drawing—though future conditions may be different. At present, writes this teacher, the condition of a schoolmaster is no better than that of a day labourer.

Another teacher knows of instances in which teachers have been dismissed without notice, some because they reached the maximum, others because they tried for jobs

in other schools while employed in a school, yet others because they stood for municipal elections against the will of managers, or refused to work for a manager or his agent in municipal elections: or because they refused to serve the managers outside schools, or attended public political meetings. This teacher suggests a better organization of the teaching profession on trade union lines; the establishment of an appeal board to hear complaints from teachers and enforce their decision on managers; that the Government should insist on the adoption of C. S. R. in respect of all private aided schools by all managers and fix a scale of salaries for the various grades of teachers and create a provincial teaching service with facilities for transfer and providing a career. In the interest of all an appeal shall lie, in case of dismissal, to the Government or to a special Board composed of representatives of management, staff and Government.

One teacher has heard of teachers severing their connections with certain institutions when their claims for promotion were ignored.

Still another hopes, "under Heaven," to enjoy reasonable and adequate security of tenure. He suggests that the unification of the teaching profession by the standardisation of scales of salaries and increments for the several grades and by the opening of service registers for teachers will go far to improve their status and prospects and therefore of the security of tenure enjoyed by them.

From another school the teachers in a body assert that unless the rules for recognition insist on reasonable security of tenure there won't be any salvation for teachers.

Another teacher had to resign his job as the management desired him to work on a lower salary.

Still another teacher is "terribly afraid of April," his difficulty being his own independence of conduct and want of capacity to dance to the tunes of the Headmaster and the management.

'Speaking about District Board service, one informant suggests that intelligent, educated men of means and disinterested patriotism and sympathy should get into District Boards and take up the executive work. Men of mean nature and low position and no education cannot rise above petty temptations afforded by backbiting 'crow-catching' etc. In such cases the interests of good, honest and straight forward employees, suffer to a great extent.

Another teacher strongly urges upon our attention need to agitate for the formation of a Secondary Education Board for the whole Presidency, in whom should rest the control of Secondary Education in the Presidency.

A small matter—and yet one which requires publicity, a Telugu teacher—i.e., a teacher of Telugu—feels aggrieved because he is not sufficiently respected by his colleagues or consulted in matters of common interest.

It should not be supposed that the picture is all black. Indeed in the majority of

replies under this head I find that the problem of security of tenure does not seem to disturb the equanimity of teachers; either because they have no complaints or they have ceased to think about it or its possible consequences. We all realize, however, the potentialities for mischief and the possibilities of real hardship that will always exist so long as there is no sufficient sanction for enforcing justice and fair play in these matters.

Another matter brought out in the questionnaire refers to working hours and leave rules. In some schools the teacher is expected to work for 25 hours a week, five days of five hours each. In others 20 to 25 periods (of 45 minutes duration I believe) are the rule while in still others 25 to 30 hours are not unknown. This kind of continuous work is no doubt very fatiguing as the mind, brain and lungs are to be active at the same time, and as work ill done or imperfectly done in one hour cannot be made up by work in another hour. I can well sympathize with the fear expressed by one teacher in the course of his replies that he would be affected by "lung disease." He adds, "God forbid it." I join with him in that prayer.

'The average Teacher is unhappily neither a reader nor a student.' Reader, please conduct a searching examination and find out whether this condemnation applies to you.

No programme of expansion and improvement can leave out of account the teacher the pivot of the system.

(The Punjab Govt. Order 31—3—22)

GEOGRAPHICAL EQUIPMENT FOR HIGH SCHOOLS.

By Mr. N Subrahmanyam, M.A., L.T.,

One of the subsidiary duties attaching to my office in the Teacher's College at Saidapet, in common with my colleagues, is that of scrutinizing the indents of High Schools. This duty, however unpleasant at the time, has impressed upon me the fact that there is great need for advice and guidance in the matter of Geographical Equipment, in order that the maximum real value may be obtained from the available amount and money may not be thrown away on costly, delicate and unnecessary "toys." In fact, I strongly believe that with a few important exceptions ordinary locally made appliances are very often the best and most serviceable ones, at least in Geography. Hence, in this paper I shall confine myself to what I consider to be practically near the minimum equipment required for efficient teaching of Geography.

But, at the outset, before taking up the question of equipment, let me plead most vehemently for the provision of a separate Geography Room in every High School, as a condition precedent for the good teaching of the subject. In the first place, there is need for storing the maps, apparatus and appliances somewhere; and, if, instead of storing them in a lumber-room and taking them out occasionally one by one, they are kept in a room where the subject is also taught, there are greater chances of the articles—sometimes several in a single lesson—being used by the teacher as occasion arises. Further, if there is a separate Geography room provided, the pupils also will be unconsciously imbibing a good deal of geographic knowledge from the

atmosphere of such a room, full of geographical pictures and appliances. It is unreasonable to expect the Geography teacher alone to carry his illustrative materials and appliances from room to room at the end of each period, and he should be more than human if he takes with him anything beyond the bare minimum of things that are absolutely needed for his purposes. For example, a lesson on vegetation might require for its illustration not only a vegetation map, but also a rainfall map, and some pictures and diagrams as well, all of which cannot conveniently be taken by the teacher himself from place to place. And if they are not all taken and made use of, the efficiency of teaching will, of course, suffer. But, with a Geography Room provided in the school, the teacher is tempted to utilise all the things available for illustrating a lesson, as, without it, he is tempted not to use them at all. Moreover, in the teaching of Modern Geography, due emphasis has to be laid on practical work, which requires a special kind of furniture and fittings, and this cannot conveniently be provided in a number of rooms. The first item of equipment in Geography in any High School is, therefore, a separate Geography Room. Without going into the description of an ideal Geography Room, which might itself form the subject-matter of another paper I may say in this connection that the size of the room may be one and half times the size of a normal class-room, so that there might be space enough for freely moving about, spreading out maps in front and doing various kinds of practical work.

Furniture:—The first article to be considered under this head is the provision of pupils' desks. Sloping desks are unfit for map-work and ought to be eschewed altogether. Flat teapoy or tables alone should be provided in the Geography Room. Map-hangers are essential, and these can be made locally at a slight cost. These are rods hanging from the ceiling by ropes passing over pulleys or hanging on easels by rings, with movable hooks on which eyeletted maps can be hung. If maps with rollers are discarded as they ought to be, for their obvious disadvantages, there will be no need to provide map-racks. Eyeletted maps, when folded conveniently be put into drawers, a chest of which will be, therefore, a necessary piece of furniture. Some two or three wall cupboards for keeping globes etc., and a notice-board for putting up cuttings of geographical pictures and new items of geographical interest, and a graph board in addition to the ordinary blackboard, or a blackboard one-third of which is squared, will be the only other pieces of special furniture required in the room.

Coming next to the purely geographic items of equipment, we have first of all the *Globe—a sine qua non* for the teaching of Geography at all stages—a fairly big one, say of 12 inches diameter, preferably with physical colouring. In addition to this, a slate globe on which anything can be written and wiped off, is highly useful for a variety of lessons. A rubber ball with a knitting needle will serve better for illustrating those lessons, which costly Tellurians and Orreries are supposed to illustrate.

Maps:—One-inch ordnance map of the Home Region, the District, the Taluk and the town survey maps, systematic sets of maps of the world, India, and each of the

continents, and a physical map of the Madras Presidency are all that may be required under this head. These sets of systematic maps, supplied by map-publishers such as George Philip and Sons, W. and A. K. Johnstone, Oxford University Press etc., contain usually eight maps each, showing physical features, climate and rainfall, natural vegetation, economic products, communications and political divisions; and they are admirably useful for purposes of map correlation as well as for the study of separate topics. Map-building sheets or blackboard maps, as they are sometimes called, of the same areas are as handy for map-filling and illustration by the teacher.

Plans, charts and diagrams:—These are best prepared in the school itself by the Drawing-Master, whether by remunerating him for such extra work or by reducing his ordinary work and giving him more leisure for enabling him to do it without feeling the pressure of extra work.

Pictures:—Geography deals ultimately with the live world as it is, and not merely with the dots, lines, and other symbols on maps; and, if a study of it is to be real, and fruitful pictures of various kinds should be used plentifully to stir the imagination, to give vividness and reality, and bring before the mind's eye the life and activities of peoples as it is actually lived everyday in different regions. Costly art pictures are not necessary for the purpose. But, cheap picture postcards, published e.g., by R. Tuck and Sons, albums prepared by the teacher and pupils in co-operation from clippings from illustrated Times of India, advertisement picture of Railway Companies, and Tourist Companies can all serve the purpose very well.

The Stereoscope with a collection of typical views is comparatively cheap. If a lantern is available in the school or in the station, the Geography teacher can take advantage of it, and use it as often as he can, without actually possessing one for the Geography Room. There is a double pleasure in preparing slides locally in the school.

Meteorological instruments:—For weather observation and record, meteorological instruments will be required; but, if the science department in the school possesses them, they ought to be available for the use of the Geography teacher also, and the school need not go in for a separate set for him. But the Geography teacher should get into the habit of using these same. The Weather Report in the Daily Newspaper may be clipped regularly, and an album prepared, which will be useful for setting exercises of various kinds.

Mathematical and Surveying Instruments:—A few necessary mathematical instruments for the teacher's use on the blackboard, such as the protractor, the T-square etc., and simple plane table locally made, a tape-measure, a clinometer or a sextant, and a prismatic compass have all their use in the geography class. But no more will be needed.

The Library:—It should contain, besides good text-books, readers, reference books and travel-books, some good standard atlases such as the Oxford Advanced Atlas or Philip's Systematic Atlas. The Geography teacher should be particularly attentive to the *School Museum*, if there is one; but, if there is not, he will try to collect and organise one, as an adjunct to the Geography Room. The materials for it should not, however, be purchased, but actually collected during excursions, and classified and labelled. The Museum should develop gradually not only in quantity but also in quality.

In conclusion, the ideal of the Geography teacher in equipping his room should be to make things locally as far as possible and to purchase only the necessary ones which cannot thus be made. The indent for such purchases should as far as possible be spread over several years, getting the more important ones first. But, I may be permitted to repeat that even the best of equipment has very little chance of being utilised properly, if every article is not made easily available for immediate use. It can safely be asserted therefore that one of the major factors in the efficient teaching of Geography is the provision of a separate room.

People admire talent, and talk about their admirations. But they value commonsense without talking about it, and often without knowing it.

Though an imposing array of educational buildings in the large centres of population may be more likely to attract attention, the provision of economical and wholesome school buildings for the necessities of the poor is an even more urgent duty of Government.

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Head master, High School Devakottah.

and here is the special problem of our time for Hygiene to meet—"How to restore and conserve nervous energy." The bureau lays emphasis on three important factors, in securing this end. First, is "*food and its proper assimilation*". Is it not a sorry spectacle to see that the knowledge of the principles of dieting and nourishment, is completely ignored in our schools? Our young pupils have to learn much about Magnetism and Electricity, but little about the great fact of assimilating the electric current from the food products of men.

They know so much about the course of Reformation and the seven years war, that they have little time to learn about the process of digestion and elimination. Regarding the much neglected *knowledge of Dietetics* which has not yet found its rightful place in all our big programmes for the Physical Education of the students, I have only to quote the very eminent medical authority of Robert Mc. Canison M. D., of Oxford, England. He says:

"I must confess.....that I find myself in accord with Hindhede who affirms, and on unequivocal evidence that the two chief causes of disease and death, are food and drink." So, I think everybody can easily realise, that physical activities can't make amends for violations of healthy and natural laws of dieting, such as over-eating, frequent eating, untimely eating and eating wrong food,

circus theatres, but to enable the youth to put his limbs to use as observed once by the advisor to the Government on Physical Education.

Hence, if your programme of physical activities does not find room for manual occupation it would be leading us to the land of starving and unpractical sportsmen who can't put their strength to any use.

Another point in our programme is diagnosis by means of *health examination* and this should include according to the Bureau here quoted, Medical Inspection. The defects of school children, sanitary conditions of the school have to be carefully examined. The Government has taken steps to make medical inspection a condition of recognition in our province but before time elapses and energies and money are spent on this account, one thing is to be noted. This *medical examination*, as conducted *at present* by a doctor who is not an educator himself, and who has nothing to do with the pupil except during the few minutes of inspection, who has not the opportunity to study the pupil at work and in school, and who can't see whether the pupil gets the benefit of his advice from day to day, will *not be worth the trouble* or the cost.

A Summary of Suggestions.

Let me come to some practical suggestions in the light of the above review :—

(1) Firstly, regarding the *personnel* I am in full agreement with the idea that there should be in each school a physical culture Director with a high degree of general education and culture, with a specialized knowledge of Hygiene, and with ability to inculcate health habits, and to guide the play activities in the playground and in the garden.

(2) The training for the Physical Training Instructor, may be given in the Teachers College.

The third is the factor of exercise, muscular and mental. And among the play activities that develop the physique and improve the health of our pupils, we have paid very little attention to one great activity—*viz., gardening and manual labour*. The training given early will lead to the permanent possession of a hobby which will be of great economic value and at the same time will give exercise to every limb of the body. The difficulty of space, may appear great but not insurmountable. The physical development will be of value to men only when it can be put to use; and do we not meet the sorry spectacle of athletes who dislain manual work of every sort, who do not know how to put the physical strength to use for earning their bread?

Let us not forget the truth that the object of physical education is not for show in

(3) The present Drill Master may be given some weeks' course of general education which will help him in his task according to the new conception.

(4) *Dietetics and knowledge of Hygiene* in all its aspects including *sex-hygiene* should be made compulsory subjects of instruction throughout the school course to be imparted by the Physical Director; (this should be a separate subject to be included under C. Group, in the new re-arrangement.)

(5) That the department should insist on large playground and garden sites as condition of recognition and that the Government should help in the acquisition of lands for the purpose.

(6) That manual occupation should be regarded as essential activity for Physical culture and provision should be made for the same.

(7) The course of Hygiene and the physical practice in gymnastics, games and manual occupation should receive positive credit on the same basis as literary and laboratory courses.

(8) Above all, as Mr. Lajput Rai has pointed out, in his book on National Education, it should be realized that the health and mental equipment of every member of a body politic are matters of national concern and the state should come forward with all necessary financial help.

(9) For the sake of the general health of the nation and as a means of securing the welfare and vitality of the future generation the state should introduce regulations as to the marriageable age of students in schools and colleges.

Much extravagance is incurred by placing Education in Waterlight compartments.

Problems of education are most complicated and perplexing, but yet vital to the progress of the community.

In the matter of Educational Finance a distinction should be drawn between retrenchment in education, for neglect of the human resources of a nation is an extravagance; but there is an abundant opportunity for economy.

THOUGHTS ON PEDAGOGY.

Mr. N. K. Venkateswaran

(i)

On Notes of Lessons.

The teacher is likely to look at the above title with a shrug of the shoulders. He usually yearns for quittance from the 'nuisance.' The good teacher needs no "notes of lessons" strictly so called. The bad one hardly benefits by them. The good teacher always does better than the *notes* promise. The other usually does worse, and then the *notes* become a distress to him ceasing to be a help. In any case the *teacher* is the thing, and the *notes* count for little in actual classroom practice.

When the writer was in the Training College reading for his L. T. Examination, much pious theory was poured into his head by the gentle priests of the norm and the form. But there is a point beyond which the healthy mind must resist the inflow. In this case this point was soon reached. One of the lecturers took him to task saying, "you must fall into line. I must see your "notes of lessons" and mind how you omit the black board summary." "Sir, do come and see my teaching and if I can satisfy you there must I fall quite into line in the compilation of the notes?" he protested. This lecturer was a good teacher of teaching and his occasional insistence on having those *notes*, which often assumed the colour of a calenture of the brain to the great misfortune of the students under him, did not, however, blind him to the simple truth that the teacher is all. So in spite of his outward orthodoxy he did not like to see the Bolshevik's nose slit.

It is, however, possible to kill the gorse that lays the golden eggs. One can break a horse and make it permanently unfit to serve man too. In an atmosphere of stern ritual the bright young teacher with his golden dreams soon begins to suffer from a bitter despondency, from an inferiority complex which deprives him of the joys of teaching and sets on edge his sorrows which like most professions teaching also has. The greatest enemy of the teacher is the starched propriety that governs some schools. No worker needs to have greater opportunities of initiative than the teacher. Very often none has less. The "notes of lessons" of which much is made in the majority of schools is an instance in point.

This morning a teacher under training came to see this writer. His subject was "notes of lessons." His lecturer had asked him to prepare notes for a lesson on Akbar to the pupils of the first form. The long and glorious reign was to be done in a short period of 40 minutes. The motto to be born in mind in their preparation was the hoary method of *education elicitation* as it is more commonly called. There must also be the usual *poses* of questions. The black board summary was by no means to be forgotten. The teacher was at his wit's end and he came to the writer for help. And the latter was constrained to play job's comforter. The young teacher had an impossible task on hand. Solid history to clucking chickens is plainly out of the question. Stories of the great king well within the understanding of the Juvenile mind are perhaps the sole means of fastening his fascinating personality on such

little boys. So he said, "To me it seems that you must brush up your *Akbar* if it is in any way rusty and have an armoury of anecdotes that will appeal to the young. It seems to me that you must spend more time in reading *Akbar* than in writing the notes in correct orthodoxy." "But I should produce them to-day," came the anxious answer. What he wanted was real help and not a superior sermon. The two, therefore, put their heads together making the notes as short as can be so that the time thus saved might be used for the collection of things that would help to put the lesson successfully through the class. Nevertheless the notes contained the essential usages of a rapidly disintegrating educational theory. But the thing was awarded a stern disapproval and the teacher was severely told to mind his P's and Q's. So he did nothing but write those notes and the lesson, despite all its methodical precision and its spectacular perspicuity, was like water off duck's tail. It is possible to teach quite methodically and utterly fail. It is possible to teach digressively, even iconoclastically; and yet succeed. All great teachers began as rebels and we often learn only to pronounce their words instead of first trying to sense the surging spirit that launched them on a glorious season of new thought.

And let it be said a thousand times that for a teacher to succeed he must be a ready teacher. He is the man on the spot and he must be able to meet situations as they arise on the spot. The class-room is a place prolific of surprise. The rich young minds poking into strange channels of thought unceasingly spring strange stratagems on the teacher. If he depends upon mere maxims and methods, pins his faith on 'notes

of lessons, he should be as likely as not sterile.

Let it not however, be understood that these notes are useless. They may serve to place the dodger under duress. When one has to write them one might at least revolve the coming lesson a little in the mind. But the idle have no place in the profession. The earnest and the industrious must suffer more than profit, by these so-called *notes of lessons*.

(ii)

Perfection in Teaching

Perfection is an ideal by which effort is inspired and sustained. If it is not counselled by some living ideal the mechanism of our actions quickly slackens and gets out of gear. This is no less true of teaching than of any other human endeavour.

As a little leaven leaveneth the whole mass so does a little idealism exalt teaching to the status of art. The teacher then becomes a true artist, and derives his greatest reward from the striving towards perfection that enlivens his efforts, from the approach to perfection that he achieves in the produce of his work. Greater reward there is perhaps none.

A little thinking must show that mere money divorced from noble sentiments high aspirations has seldom been a stimulus to the yearning after perfection. This yearning grows in a richer soil. It thrives on the intuitive knowledge that the way of perfection is also the way of joy. The builder prides in the beauty of the structure, great or small, that has risen out of his hands. The painter is uplifted to see the burst and rhythm of colour and shape that is sprung from his fancies. The poet lives and joys,

realizes himself, in the poem. The striver after perfection is tireless, strives the live-long day, and, deems the striving enough reward. The Buddhas only strove, and from the stress and contest that was theirs arose the lights that cannot easily be extinguished. Be our portion what it may, the attempt to pilgrimage to perfection must make it beautiful. The cutter of wood, or the heaver of coal, is happy if he cuts or heaves well, be his wages ever so small.

It is also thus with teaching. The teacher will be the torch-bearer, the light-bringer if this divine lure of perfection stirs continually in his soul. Perfection, in preparation, in presentation, the ejection of the incomplete, of the imperfect, the halting and the vague, the mastery of the subject, which is at once so gladdening to have and to see, and which never fails to invest the teacher with the confidence in which lies the surest appeal

to the class, these form a force, an assurance of happiness and joy. The youngest teacher of the youngest children may enter the realm of the artist if he lives in the currents of this force.

There is gloom and ignorance around. Often a storm comes blowing fierce bellows. But if the profession truly strives after perfection, it can bear the lamp safely through the roaring wind. The light may flicker or grow faint, but it cannot die. The profession must go onward, glorious in hope, steadfast of purpose, dreaming, caring, adventurous, and faint though be the light at the beginning, it must grow the size of a thousand lamps. The jungly foot of the hill is often inhospitable, but where it seems to touch the sky a beckoning cluster of beams rests. He alone that braves the fevers at the foot can attain that shining diadem on high.

The Punjab Government congratulate its Director that he "has infused in his Department a spirit of jihad (crusade) against ignorance." What about our Government and our Director?

The primary object of inspection is the encouragement of what is good in a school, not the detection of its faults.

The value of the Hostel as a centre from which vitality and happiness should radiate in the variety of its extra-mural activities is an aspect of secondary school life which has still to be realised.

Opportunities are not wanting where inclination goes before.

THE RAISON D'ETRE OF THE TEACHERS' DAY.

Mr. V. Jayaraman, B. A. L. T.

•It was resolved at the last Provincial Educational Conference that the various Teachers' Associations in the presidency should celebrate a Teachers' Day on the date to be fixed by the Executive of the S. I. T. U. It did not evoke any discussion then. However, it behoves the S. I. T. U. to see that the principle underlying the Day is accepted by all the affiliated associations before a start is given to this new institution, for otherwise, I am afraid it might not fructify as well and as fully as it ought to be.

Doubts are being entertained as to the need for and the practicability of such a day. Will not the Guild meeting days serve the purpose as well? Do we not meet and dine thereat in fraternal group? Do we not discuss and resolve upon our needs? Do we not rise from such meetings with increasing wisdom and brotherly love? What more do we want and what more can we hope to have? So ask the doubting Thomases with a blow of their noses. It would not be therefore, out of place here and now to enter into a discussion of what the day implies and what it is bound to promote.

Let me perforce it with a brief reference to our present position. It is an admitted fact that it is far from being comfortable. It is no wonder now that our profession is freely dubbed as 'the sorriest of trades.' An American author has depicted the position of Schoolmasters there as follows:—"Next to the clergymen, the man with the worst job is the schoolmaster. He is underpaid and he gradually goes down in authority and dignity. He

wears out his heart in trying to do the impossible." The condition here is very similar. Everywhere the schoolmaster works under a handicap of poor equipment and poorer intellectual response from his pupils. The public do not aid him even with a gesture of co-operation. On the other hand, they invariably worry the cheer out of him, laying on his poor devoted head all the blame for the failure of the boys both morally and intellectually. The managements who are mostly the creatures of the Public or independent individuals, find their position safe only if they chime in chorus with the purblind public. The pity of it is that they do not pause to consider what disastrous effect this irresponsible attitude of theirs has upon the mentality of their children. The pupils pick up courage therefrom to be indifferent to their teachers and therefore to their work as well. The result is a spirit of indiscipline infects the whole class and the work of the teacher gets so vitiated that, however much he may try, he could not make the school a sanctuary of knowledge, virtue and power that it ought to be but he has to stand by, vexed to see it turn itself into a seedbed of all defective and unhealthy growths.

A change is to come over all these if the education in our country is to secure for its seekers its full utility in pure perfection. Progress in any direction is largely helped on only by organisations. Meetings are one of the directly tangible forms thereof. The more we foregather, the greater grows our solidarity and the weightier our representation. There can thus be no superfluity in our gatherings.

The Teachers' Day is a new institution having a special significance, all its own. Every religion, every nationality has commemoration days of great events, of great persons, of great institutions of theirs. That day naturally evokes sentiments and a spirit not ordinarily felt. Again, the present day organisations in other directions like Co-operation, set much store by such special day celebrations to speed up the movement. Should we not take a leaf out of such pages and try to bring about a universal spirit of Brotherhood amongst us and a universal recognition of the importance of the place of teachers in the work of natural uplift.

A special programme for a such a Day is not unthinkable. I would suggest first and foremost worship in temples, mosques and churches. Our present method of agitation through appeals by resolutions and deputations has to be reinforced by some other effective aids. I look upon this as the only one pure, simple, peaceful and efficacious instrument, the adoption of which will be in conformity with the dignity of our calling. We need courage of heart to bear, the arrows and slings of public contumely. We need a spirit of contentment to live up for our part at least, to the nobility of our calling, which fact our managements are never tired of repeating in our ears, though all the while themselves forgetting its underlying truth for them to act nobly by us. That is the only way by which we can hope to bring about a change in the hearts of them all. Much more can be wrought by prayer than this little world dreams of.

Secondly, each association can arrange for an Exhibition of the work done by its members in the locality and colleagues elsewhere and the service of education in the development of several progressive features of a nation. The public can be invited thereto. I am sure, it will go a long way towards giving them a clearer understanding of the work of educationists and their importance. Education is very backward here. Illiteracy is universally acknowledged to be

the stumbling block for the progress of India as a nation in all directions. Our efforts in this manner to bring home to the public at large the scope of Education in Nation-Building, are bound to result in a better understanding of our place in the policy of a nation. We stand to gain much by this Movement. This national work carried on in a spirit of selfless objective outlook is sure to make the public desire our closer association in the numerous public activities, Social, Economic and Religious. Our increasing association with them will in turn broaden our vision and outlook and suffuse our minds and hearts with the ideals of universal love and sympathy, a necessary background to lend our work a bright and successful glow. The Day is contemplated specially for this object.

All teachers of the locality should assemble together on that Day. Reviews of the lives and work of the great educationists of our country and elsewhere, now and in the past, can be made both for our profit and inspiration. Resolutions of fraternal remembrance and kind wishes can be communicated. Nothing can promote a universal *esprit de corps* among us so well as this.

I wish that we disperse for the day with a common recital of a common prayer specially composed for us by one of our great poets. This grand prayer in chorus will keep ringing in our ears and keep alive the feeling of oneness.

Other ways of celebration can be thought of. They are sure to suggest themselves once this institution is brought into being. What we need now is an agreement upon its need. The teachers' associations, Guilds and the S. I. T. U. have happily fitted themselves into each other on a Federal principle. Every association, in my opinion, is therefore bound to celebrate the Day this year when the call goes from the S. I. T. U. I hope it will soon set about organising the day. Let us live up to the motto of our Journal 'Raise yourself by your own efforts.'

EDITORIAL NOTES.

The speech of the D. P. I.

We are sure that the speech delivered by Mr. R. G. Grieve on the occasion of the opening of the educational conference of the Madras Teachers' Guild and published in our last issue, would have been read with care both by the teacher and the management. The Director of Public Instruction is not unaware of the condition of Secondary Education in our presidency and it is also clear that he is alive to the serious consequences that should result from the continued neglect of secondary education. In the course of his speech he said "I am quite at one with you in thinking that it is bad for education that large and important institutions should live a hand to mouth existence. Financial embarrassment results in inefficient staff, in buildings being inadequate and dingy, and pressure being put on headmaster and staff to admit more than the accommodation warrants and to promote larger numbers than is strictly justified. There is a tendency to save money by making temporary appointments and employing untrained teachers...." That these defects do exist in our secondary education system at the present moment is admitted by all. The director feels that "the lack of financial resources is the origin of most of the difficulties which exist to day." This problem of finance is therefore one which should be engaging the serious attention of the Government but we have not heard of any effort being made to tackle this question once for all in consultation with the managing bodies, private and public. On the other hand the Government does not feel inclined to take up the revision of the grant-in-aid code in right earnest. It is surprising that, under the reformed constitution which

provides ample opportunity for a non-official member of the Legislative Council to raise the question of the policy of state-aid to education, no token motion was moved at the meeting of the Legislative Council to compel the minister to come out with definite proposal. A copy of the memorial submitted to His Excellency the Governor with regard to the grant-in-aid code was sent to several non-official members with a view to enable them to raise the question of aided school and to present their case as strongly as possible. It is much to be regretted that the elected representatives of the people have failed to realise the seriousness of the situation and thereby rendered a disservice to the country.

The problem of discipline to which also a reference is made in the speech of the Director is a complicated one. We hold as strongly as he does that no teacher should "so act or speak as to make pupils disregard school regulations." As a matter of fact many of the teacher find themselves placed in trying situations when they enforce the regulations. The head of the department should not be kept ignorant of the difficult and delicate situation in the administration of the school. The existence of unruly elements is borne out by the attempts successfully made to get hold of the question papers set for the public and class examination. Teachers and headmasters who are called upon to make promotions or selections pass through anxious hours. Some of them have a chance to see their own names in obituary notices, and some are actually assaulted! Their words are disregarded because of their low salaries, and far from getting the support of the public,

they very often find that their position becomes insecure. What is really surprising is that even under such circumstances teachers have been able to maintain discipline and to carry on their work to the best of their abilities. Is it too much to expect the Government to improve the situation? The remedy lies only in enunciating a comprehensive policy re-secondary education, which will make clear to the managing bodies the willingness on the part of the Government to extend liberal financial support as well as its determination to maintain secondary education in an efficient condition.

The Madras University

The annual meeting of the senate of the Madras University was held on the 29th, and 30th March. The annual report placed before the senate gives among other things an account of the activities of the department of research. Besides the department of Indian History and Economics which have been working for some years, others have been instituted in the year under review—the departments of Mathematics, Indian Philosophy and oriental studies. Provision has also been made for re-search laboratories in science subjects and the zoology section has already begun its work. It is time that the University should also undertake research work in connection with Education and Educational Psychology. It is gratifying to note that Government have been generously helping the University and it is to be hoped that the syndicate will watch with care the work of these departments. A heavy responsibility now rests on the syndicate and it will be necessary for that body to appoint small committees of experts to lay down suitable plans of work.

The Budget presented to the senate shows that under income a sum of nearly 17½ lakhs against an expenditure of nearly 16 lakhs. The senate referred to the syndicate for consideration the demand for a sum of Rupees 1,500 under the publication account towards the publication of suitable text books in South Indian Languages. The academic council has decided that the Indian Languages should become the vehicle of modern thought and in the absence of suitable text-books in the market, it has become the duty of the University to undertake the preparation and publication of suitable books. The senate has also voted a sum of Rs. 500 towards vacation lectures.

The University Library, the of benefit which is now extended to teachers in the affiliated colleges, has been attracting a large number of readers. There is noticed in the remarkable increase in the number of readers and the number of books issued, an urgent demand for more spacious building. It is gratifying to note that steps will be taken to start the construction of the building in the Marine Villa site, as early as possible and that the Government will be giving an extra Grant of Rupees Two lakhs towards the foundation. In view of the undertaking to the Government that the University will vacate the present building in the museum before the end of 1928, a sum of Rs. 5,000 has been set apart to make such alterations in the senate house as will be needed for the purpose of the library as a temporary measure.

Among other things considered by the senate, should be mentioned the provision for the inspection of Colleges, Physical Training and instruction in foreign languages. The senate has decided to allot a sum of Rs. 20,000 from the Fee fund to give effect

to the scheme of Physical training recommended by the committee of the Academic Council. Each college will be required to make arrangements, according to the recommendations, to get a graduate or a member of the staff trained at the Y. M. C. A. school of Physical education for a period of nine months. The graduate under-training will be paid a stipend of Rs. 50 a month. It is the view of the committee that the Physical instructors should be given the status of lecturers. We cannot adequately congratulate the university in their having accepted all the recommendations and thus giving the right lead. We trust Government and managers of schools will soon follow the university.

* * *

The resolution insisting upon the partaking of six vegetarian dinners as a necessary condition for eligibility for university examinations evoked continual laughter and we fear was not given the necessary consideration. The question of the transfer of the Law College and the Presidency College to the University caused some stir but their position remains unchanged.

* * *

Mr. Ramunni Menon, the acting Vice-Chancellor should be congratulated on the expeditious dispatch of business. It must however be regretted that many of the senators were not closely following the proceedings as is shown by the meagre No. of votes recorded during each division and the frequent delay in seconding even the official motions. If the senators should evince greater interest in the administration of the University funds, they will be helping the syndicate to maintain a high standard of efficiency.

Education in the Legislative Council.

Members of the legislative council are not ordinarily interested in the discussion on the demand for Education (Transferred). It is not clear to us why members should still continue to think that the minister for Education representing the government is alone responsible for all matters connected with Education. Members should remember that the existing rules leave it open to the pupils to answer papers for the S. S. L. C. examination in vernacular. The number of students who take advantage of this provision is few and members of the legislative council who happen to be connected with secondary schools may use their influence in promoting vernacularisation in the schools in their localities. In the matter of text-books, the schools are free to choose from a fairly long list. Dr. Subbarayan has expressed himself rather strongly in respect of the Text-book committee. He is reported to have stated that "in the matter of selection of text books the question of the publisher weighed more with the committee than whether the book produced was suitable as a text-book." Many of the teachers will agree with Dr. Subbarayan. The situation becomes worse when attempts are made by the presidents of District Boards to get the head-masters of the schools under their control to prescribe the same books. The time has come for the director of public instruction to have the Text-book committee reconstituted on sound lines and to see that the discretion of head-masters is not fettered in the selection of text book. The teaching profession should have only one consideration in the selection of text-books and teachers on their part will be failing in their duty if they become a party to the selection of unsuitable books.

NEWS FROM ASSOCIATIONS

Madura District Teachers' Guild.

The quarterly session of the Madura District teachers' Guild was held at the V. M. High School, Periakulam on Saturday last under the presidency of Mr. V. R. Venkatarama Aiyar, M.A., Principal, Madura College, and President of the Guild. In addition to a representative gathering of teachers from the various affiliated associations, a number of visitors including Dewan Bahadur Ramabhadra Naidu, Zamindar Messrs. T. K. Venkatarama Aiyar, M.A., L.T., District Educational Officer, V. Raghunatha Aiyar, Santhanakrishna Naidu and others were present.

After prayer, Mr. Manickavasagam, B.A., L.T. Headmaster, V. M. High School, Periakulam, read a welcome address. The Chairman then made a few introductory remarks.

In the course of his speech, he said "There is no minimum scale of salaries prescribed by the department, none that the management feel obliged to adopt, except the perpetually downward-tending scale that deficits and debts on the one hand and glut in the market on the other, regulate in a way. Insecurity of tenure, another of our chronic ills, is writ glaringly large on the fore head of teachers of all ranks and grades. . . . when teachers become a prey to fears and misgivings born of insecurity of tenure, they can do but little good teaching but are likely to do a great deal of grievously bad teaching. . . . consequently, demoralisation sets in and grows apace in the ranks of teachers a number of them, become 'malcontents,' if they do not degenerate into *things*. . . . All talk about tone, atmosphere, discipline, efficiency, 'liberation of the spirit,' etc. should seem appalling in its futility so long as teachers, especially, of the lower ranks, are not permitted a fair chance to experience a liberation of the Spirit."

The Secretary of the Guild next gave a brief account of the S. I. T. U. Conference held at Vellore and requested the members to co-operate with the S. I. T. U. through the Guild in all its schemes for the betterment of the teaching profession. An appeal was also made for support to the "South Indian Teacher" and the Protection Fund started under its auspices.

Addresses.

Mr. Keithahn, Principal of the American High School, Pasumalai, delivered a short

address on the needs and the lines of reform in education in India. The lecture was followed by a model lesson in English grammar by Mr. A. Periyannayakam, B.A., L.T., Retired Headmaster and Manager, C. M. S. High School, Srivilliputtur. Mr. S. Sundaresa Aiyar, Vakil and correspondent of the local girl's school, delivered an inspiring address on "Child Education" and dealt with the most up-to-date problems of child psychology as studied in the West and the East, suggesting useful methods of developing the child mind in schools.

Resolutions.

The meeting then proceeded to a consideration of several subjects of importance and passed the following resolutions:—

(1) The Guild reiterates the resolutions of the S. I. T. U. Conference appealing to the academic council of the Madras University to recommend to the Syndicate to exempt all *bona fide* teachers (including Commercial Instructors and Pandits) of three years' standing and working in schools recognised by the Director of Public Instruction, from the production of the necessary certificates of attendance for admission to the University examination.

(2) That the Director of Public Instruction be requested to include *Hindi* under "A" group vernaculars in the Educational Rules besides under the C group.

(3) That the Department may be requested to issue as an interim measure circulars to the various managements of schools in the Presidency, requiring them to take the consent of respective D. E. O.'s in case they intend dispensing with the services of masters under them.

(4) That the Government may be requested that budget allotment in every year in education be not allowed to lapse but be used for other educational purposes when they cannot be spent under sanctioned heads.

(5) The Guild protests against the non-representation of educative interests in the Cinema Enquiry Committee.

(6) The Guild reiterated the resolution requesting Government to increase the rate of contribution to the Teachers' Provident Fund, passed at the Batlagundu session.

(7) That the S. S. L. C. Board may be requested to arrange for holding the public

examination only one session every day as followed by the University.

(8) That a sub-committee consisting of the Vice-President, the Secretary of the Guild and Mr. S. Narayanaswami Aiyar, B.A., L.T., Headmaster, B. H. School, Usilampatti, be requested to frame a scheme for the provision of gratuity to masters retiring shortly without participating in the benefits of the Government Provident Fund, so that the same, after approval by the Guild, may be submitted to Government for necessary action.

(9) That the S. S. L. C. Board be requested to amend the rules so that pupils undergoing a supplementary course in Form VI shall submit to the same principles of selection to the Public Examination as those of the first years.

(10) That the Secretary of the Guild be granted from the said funds a sum of Rs. 12 for his expenses in connection with his attending the Provincial Education Conference at Vellore.

The Teachers' Association, Periyakulam, was at Home to all the members during the day. The Municipal Council and a number of gentries of Periyakulam contributed a substantial sum towards the expenses.

With the Chairman's concluding remarks and the usual vote of thanks the session came to a close.

II. The Ramnad District Teachers' Guild.

The annual meeting of the above Guild was held on Saturday the 17th March at 10.30 a.m. in the premises of the O. V. C. High School, Manamadurai under the Presidentship of A. David Massillamani Esq., M.A., the President of the Guild. Members from 13 different affiliated associations were present on the occasion. All the delegates were the guests of the Management and the Teachers' association of the O. V. C. High School. The Boy Scouts of the High school who made the stay of the delegates very comfortable deserve to be congratulated.

Mr. A. Subramania Aiyer, B.A., L.T., Headmaster of the High school welcomed the delegates in a short speech wherein he urged that the special teaching grant should be liberal to those schools where standard salaries do not obtain so that the deficiency to teachers' salaries could be made up. Next he pointed out the defects of the Elementary education Bill which tends to be more bureaucratic and said that the present councils were good enough if powers are given to them and pleaded that cottage industries ought to be included in the Syllabus so as to make the pupils fit for life when they leave the schools.

Then the Chairman remarked that though members of the teaching profession had feelings of despondency as a result of the scant courtesy shown to them by the department and the public and the Government's practice of ignoring men of ability and service of their profession but of placing their lot in the hands of laymen, who had neither sympathy nor appreciation towards their lot, the president cheered them up by pointing out how their work was noble, spiritual and imperishable.

Mr. K. S. Subramania Aiyer B.A., L.T., of of Ramnad delivered a very interesting lecture on 'The Teachers' outlook.' He said that teachers should have ideals consistent with their work. They should become indifferent to the public indifference by limiting their wants and creating a noble passion for their great work. He urged that the teacher should teach scientifically in the class room which would be possible only by teachers doing real and regular reading and research work. He also urged that there should be harmony among teachers and that the sympathy of the Head-masters was quite essential for any real work of the teacher.

Mr. P. A. Subramania Aiyer Headmaster N. M. E. school Tirupathur opened a discussion on the Elementary education Bill wherein he pointed out the difference between the Act of 1920 and the present Bill. He condemned the new Bill as unsatisfactory and disappointing. He also said that the school committee, with its present narrow constitution over such a vast area would fail to function properly and he strongly condemned the idea of the new cess which the local bodies were allowed to levy. Mr. C. Visvanatha Ayyar B.A., L.T., of Manamadurai delivered an interesting lecture on the 'Poetry and Philosophy of Subramania Bharathi.' The lecturer gave many illustrious from the works of the illustration poet of the Tamil Nadu to show his poetic genius, his lofty idealism and high patriotism.

The following resolutions were then passed in the annual conference.

Elementary Education Bill.

I. This Guild is of opinion that:

(a) the provision of compulsion and the raising of necessary funds should entirely be undertaken by the Government.

(b) that the Educational Councils with enlarged powers and set over more limited areas could function better than the proposed District Board school committee.

(c) that the constitution of the councils and committees should provide for the election of 4 teachers by the Elementary teachers in the area

of whom two shall be teachers of Secondary schools and two others, managers of aided private elementary schools.

II. The Guild while generally approving of the proposed changes of the Secondary education Boards recommends the following alterations:—

(a) that there be two Head-masters and two Assistant masters on the Board elected by one and the same constituency of electors, namely, the members of the staff of all the Secondary schools in the District.

(b) that the Board be a statutory body and its resolutions mandatory.

(c) that one Muhammadan, one woman and one member of the depressed class be nominated to the Board.

III. This Guild requests the Department to open a Training school in this district for Secondary grade pupils of this district from July 1928 and if that is not practicable at present, facilities be afforded to them by reserving a third of the number of seats allowed in the training schools of Tinnevely and Madura districts.

IV. The University Authorities be requested to adopt the following as the minimum qualification for S. S. L. C. holders into the University classes: 33 per cent in each of the five subjects with a grand total of 35 per cent a lower minimum of 2.5 per cent being however allowable in and one of the subjects other than English.

V. The Guild is of opinion that Grant-in-aid should be liberally accorded to schools where pupils are given free education by philanthropic managements.

VI. (a) That the Secretary of the S. S. L. C. Board invite applications from teachers desiring to be chief and Assistant examiners directly as in the case of University Examinations.

(b) This Guild strongly recommends that the appointments of Chief Examiners and assistant examiners for the S. S. L. C. public examinations be strictly confined to teachers in secondary schools.

Lastly, Virudhunagar was again chosen as the Headquarters of the Guild and again Mr. A. David Masillamani was elected President of the Guild and the member of the Executive committee of the S. I. T. U. Messrs. K. V. Narayanan B.A., L.T., and P. Sundararajan B.A., L.T., were elected Secretaries of the Guild.

After the concluding remarks of the President and the vote of thanks proposed by the Secretary the function came to a successful close at 8.30 P. M.

The Madras Geographical Association The Summer School of Geography.

The Summer School organised by the Madras Geographical Association was opened at 10.30 A. M. on Monday the 2nd April 1928, in the Geography Lecture Hall of the Teachers' College, Saidapet by Mr. H. Champion M.A., Principal of the College. Twenty-five teachers of Geography mostly graduates and four of them ladies, from various schools in the Presidency had gathered together for the training. A few lecturers of the College were also present.

In requesting the Principal to open the Summer School, Mr. N. Subrahmanyam (Secretary of the Association) sketched briefly the place of Geography in this Presidency as a High School Subject during the last 30 years, and pointed out the effects of allocating it under B. Group in the S. S. L. C. Scheme in 1911, and of the removal of it altogether from the Higher Classes of the High School in the revision of 1916 to make room for the History of the British Empire. He, then stated how there was a dawn of a better position being accorded to it, both in the University and the High School, partly as a result of the preliminary endeavours of Messrs. Gilbert Slater and R. G. Grieve and of the activities more recently of the Madras Geographical Association. Meantime, Geography had been separated from History, and made an independent subject of training in the L. T. course during the last four years. But the number of teachers thus specially trained in Geography cannot yet be counted in three digits. In view of this fact as well as of the impending reorganisation of the S. S. L. C. as a result of which Geography is about to be accorded a place most probably as an A Group subject, and in view of the fact also that the teaching of it is almost everywhere bookish to the utter neglect of Practical Work, the Working Council of the Association wanted to take time by the forelock, and appointed a sub-committee of experts to organise and run a Summer School of Practical Geography. With this account of the genesis of the School Mr. Subrahmanyam requested Mr. Champion to open it.

Mr. Champion said that it gave him very great pleasure to be there at the time and to formally open the Summer School of Geography organised by the Madras Geographical Association. That was the first thing of the kind ever done by a private association in this country, as such the Association needs to be congratulated. Those who were assembled there were all teachers of Geography, and they

had come from distant parts of the Presidency to undergo a Refresher Course in their subject at great personal sacrifice. They have thereby shown their enthusiasm for it. They had just heard from Mr. Subrahmanyam how Geography had come to occupy a low position and how it is coming back to its own. There is no doubt that this subject is one of very great educational and practical value, and in lifting it up to its proper place throughout the Presidency it was the duty of them all to help. They should look upon themselves as pioneers.

There was one particular thing in which he specially wanted the audience to do something. It was closely connected with a subject in which he was most interested at that time, *viz.*, Elementary Education. Now one of the great problems relating to Elementary Education is that of the supply of good text-books in vernacular. As Chairman of the Geography Sub-committee on Text-books, he had opportunities recently of looking into the existing District and Taluk Geographies. He was sure that Mr. Subrahmanyam would agree with him that not one of them was prepared on right lines. Everyone of these local geography books contained not less than 80 pages, but of these nearly 60 pages referred to General Geography, and the remaining 20 pages contained some meagre facts of Local Geography, written in a logical, stereo-typed dull manner. Now it was here that he wanted the help of the audience.

NEWS AND NOTES.

Agricultural Education Bengal:—

The annual report (1926-27) of the department of agriculture, Bengal, gives valuable information regarding agricultural education. The scheme for the teaching of agriculture in schools has been accepted by the Government of Bengal. It is its intention to get a group of teachers trained at the secondary agricultural school at Decca. The departments of Education and agriculture are to select one teacher from each of the fifteen schools. The course at Decca will be for two years. The report mentions a few schools, where instruction in agriculture has been attempted, and adds, "It has been remarked in former reports that the introduction of agriculture in schools, does not mean an attempt to convert the school into a factory for turning out finished farmers. The idea is mainly to introduce a nucleus of practical training into the present purely

They were, mostly mofussil teachers and have come from all parts of the Presidency, they knew their localities well, and now they were getting a further course of training in their subject. He would suggest to them when they go back to their places to try and produce good text-books of Local Geography for the District the Taluk and the Town, on quite modern lines. Doing so, they would be helping him in the cause of Elementary Education with which he was just then concerned.

He had great pleasure in opening the School, and had no doubt that they would all benefit very much by this novel and useful experiment. Much good is bound to come by this pioneering endeavour.

The Secretary, then, thanked Mr. Champion for having opened the School as well as for placing the whole of the Geography Section of the Teachers' College, with the Equipment, the Lecturer and the peon, and the Hostel with its Manager—at the disposal of the Summer School.

Punctually at 11 A.M. the work of the School commenced as advertised. Besides Surveying to be conducted by a member of the Engineering College Staff, there will be a few special lectures, plenty of Practical Work, and some excursions and field work for about a fortnight. By a course of concentrated work, what would normally require several months is attempted to be covered in this short period.

literary curriculum, in order to get over the almost universal objection on the part of school boys to any form of manual work, and to give a bias towards agriculture. There is a wide-spread and well justified conviction in Bengal that such a change is necessary."

The report admits that Nature study is neglected in primary schools, but records its appreciation of the work done by the headmaster of the new type of Guru Training School at Fardipur. "Primary schools have also been established at each of the sericultural Nurseries. In these schools the children are taught the '3 R's' and also a few simple facts about modern sericulture

These schools soon so interested the parents of the children that night schools for cultivators have been opened in some centres and proposals are being put forward to open such schools at other centres, where in addition to simple

literary instructions, elementary lectures on sericulture and modern agriculture will be given."

Presiding at the 8th Session of the all Bengal Government School Teachers Conference held at Dacca on the 7th instant Dr. D. P. Sarbadhikari, said "All talk of reforms in the domain of secondary education in Bengal will be meaningless so long as the teachers, upon whom devolve the most delicate and responsible task of building up the citizens of the morrow, are not adequately taken care of. The broadening of the curriculum, the introduction of new methods, the erection of magnificent buildings and the supply of costly furniture and the best equipment will be of no avail unless and until we can lift up the teachers from the slough of despondency and secure for them an assured subsistence, adequate to their efficient functioning."

(3) In an address to Educationists at the Manchester University Sir Michael E. Sadler is reported to have said, "a boy or a girl or an undergraduate might be the worse for having to submit to the strict accountancy of a written examination on a mosaic of subjects in an encyclopaedic programme of study. What might we hope to see as the result of liberal education made universally accessible? A more generally diffused liberal education might, in the course of years give our people a livelier sense of being members of a community." He added, a "liberal education is not the appanage of the secondary school and of the University alone, but is also the business of the home circle, of the primary school, and of the varied agencies of Adult Education.....We are in danger of spoiling our education by thinking too much about examination and by failing to watch very closely the effect of our system of examinations on the minds, both of the teachers and of those who are taught. In our educational outlook there is no blacker cloud. And things seem likely to get worse." He feared that the great machine of examination pushed us helplessly farther and farther along the wrong road. "A liberal Education should make us sensitive and keep us creative."

"The Position of Teachers in aided schools has been improved by the institution of a Provident Fund to which the School manager, the teacher, and Government contribute equally.... There is no doubt the scheme has popularised the profession.....Some improvement has been effected in the pay of teachers in Govern-

ment Anglo Vernacular Schools but it has not gone far enough and the question of the aided school teacher has not yet been considered."

(Extracts from the 7th Quinquennial Report on public Instruction in Burma.)

Addressing the conference of the All Bengal College and University Teachers Association on the 22nd March Mr. S. C. Bose is reported to have said:—"The mass-examination now held by the University cannot in the nature of things, achieve uniformity of standard; in any case the spectacle of a single University examining thousands of students in a variety of subjects is rather baffling. A time is bound to come when individual Colleges will have to be given the privilege of conducting their own examinations under proper safeguards. A *viva voce* test to measure the common sense and range of information of students is to my mind a much needed innovation ""

Speaking of the problems of discipline, he said in the course of the same address, "There is no better discipline than the discipline of freedom specially for cultured youth.....The relation of teacher and pupil is so sweet and so intimate and so personal that the necessity for a college Penal Code should normally never be felt. It is the absence of normal relations in certain cases that leads to perplexity and trouble. Specially should the teacher be careful never to thwart the natural, healthy, vital impulses of youth towards Truth and Freedom."

The C. P. and Berar Teacher's Mutual Benefit Fund was started last July by some teachers at Nagpore. Professors, Teachers and Officials of the Department can be members of this Fund. The members have to pay Rupee one as death call and Annas Eight as a Retirement call. The nominee of the deceased gets four fifths of the amount collected while the retiring man gets annas Eight per member. The call is to be paid within fifteen days after it is made. The number of members at present has gone up to 500. Unfortunately on the 31st January 1928, the 1st call had to be made in favour of the nominee of Mr. T. R. Pradhan, the late headmaster of Suley English School, Nagpur, and payment was made within twelve hours after the call was made. The amount paid was Rs. 375-3-0 *i. e.* 4/5 of Rs. 469.

The Second Anniversary and prize distribution of the Boys Literary Association, Board middle school, Port Novo was celebrated on Monday, the 20th Feb. '28 when M. R. Ry. A. Raja-

Ratna Mudaliar, Avl., B.A., B.L., Vakil, Cuddalore N.T. and Vice-President District Board, S. Arcot presided. The function began with Athletic Sports containing a variety of items. In the afternoon select scenes in English from Julius Caesar and 'The Jealous poet' in Tamil were put on boards.

On the 9th March, the 1st Wallajah troop and some of the members of the staff of the Wallajah school went on an excursion to Vallimalai and camped there for three days. Valli Hills, the ashramam of the sage Tiruppugal Swami, the caves and springs in the rockpits and relics of the hunter King Nambi, attracted and interested the party. It was quite a successful study in group life.

"12-1-1928. I visited the school this morning. The responsible duties of the Head-Master of the school do not rest on a single person, but I do not know why,—are split up between the Correspondent and the so-called Head-Master. This is a serious defect as it

will damage the discipline of the school. The authorities are requested to define the duties of Correspondent of the school. He is at present a part-time teacher, and is also in charge of the servants connected with the school. *If the Correspondent thus wishes to enlarge his powers and the duties, the authorities may appoint him as the Head-Master.* The lack of differentiation that exists at present between the offices of the Correspondentship and the Head-Master-ship is very unhealthy.

Extract from the Log-Book of the B. E. M. Secondary School, Kasaragod.

(Remarks of the District Educational Officer. S. K.)

[We are informed that the headmaster of the school was obliged to resign. Will the authorities take up this matter. Ed.]

Madras University Library.

The number of readers and the number of books issued during the month of March, 1928, were 4264 and 5622 respectively. The corresponding figures for the last year were 2672 and 3969.

REVIEWS

We acknowledge with thanks the receipt of Vol. 2 No. 4 of the Journal of the Madras Geographical Association. The paper on Sewages & City Geography, published in full in this issue, was read by Mr. N. Swaminathan B. Sc. A. I. I. Sc. at a meeting of the Geographical Association Madras, with Mr. R. N. Anstead in the Chair. The paper deals with the seriousness of the problem of sewage disposal and emphasises the economic value of the sewage as manure. Methods of dealing with sewage and the defects of septic tanks are pointed out. The method of "Activated Sludge" which obtains in Jamshedpur is described as specially useful and more advantageous.

The journal contains a short and interesting article on "Regional Surveys" in the High School" which is bound to interest Geography Teachers.

We gladly acknowledge the receipt of copies of the Indian Educator published by Mr. Aravamadam Aiyangar B. A. L. T. of Madura. He is a prominent Educationist and is a member of the Managing Board, both of the S. I. T. U. and of our Magazine Committee. The journal contains, besides articles on educational matters, a large number of articles on matters of general cultural value. We wish our contemporary all success.

The Class-Text Book of Elementary Mathematics by Mr. V. Srinivasachari is intended for I, II and III Forms and is compiled carefully so as to meet the modern requirements. The author has brought to bear on this work his ripe experience and deep insight. Unlike many other authors who, in their anxiety to prepare a textbook that should be exhaustive, have ultimately produced big encyclopaedias which serve only to adorn the school libraries, Mr. V. Srinivasachari has chosen for his book only such topics as are necessary and sufficient and has dealt with in a manner that would appeal even to the least-gifted pupil of a Middle School.

Due prominence is given in this book to mental work which serves not only to prepare the pupils for effective written work but also to remove one of the common complaints made by the District Educational Officers that our boys are not able to perform even simple arithmetical operations mentally. The principles of Arithmetic and Algebra and the Elements of Geometry are explained very clearly and interestingly and are illustrated by a large number of model solutions. Examples given for practice are sufficiently varied and realistic. They are framed and arranged with great care in order that the pupils may be able to study the book without

any difficulty and get a firm grasp of the fundamental principles.

Teachers and pupils of middle-schools ought to be very thankful to the author for having published these excellent text-books.

[The book is in two parts. Part I for form I and Part II for forms II and III. Telugu Editions of these books are also published. Price Part I. As. 10, Part II. As. 14.]

E. C. B.

Gopal New Tamil-Readers : 1, 2, 3, 4 and 5. Price As. 2½, 3, 4, 4½, and 6 by A. M. S. Raghavan B.A., L.T., published by B. G. Paul & Co. Madras.

Mr. A. M. S. Raghavan B.A., L.T., has laid the student population in the Elementary Stage under a deep debt of obligation by publishing under the auspices of the Madras Provincial Teacher-Managers' Association, a new set of Tamil Readers on quite national lines. Each Reader contains very useful matter on animal and vegetable life and is interspersed with simple stories inculcating such moral principles as should be impressed on young pupils. Information is given in compressed form on the Post Office, current coins, village and town life (spinning etc.) while lives of eminent Indians such as Sir T. Muthuswami Aiyar and Pachaiappa Mudaliar are also portrayed in simple style. The religious training of pupils is kept in view as evidenced by the lessons on God and the summaries of the Great Hindu epics—the Ramayana and the Mahabharata. The poetical selections in each Reader also serve a very useful purpose. Another noteworthy feature is the introduction of simple grammatical points at the end of each lesson in the Reader for the IV and V standards. Very useful hints—evidently the outcome of intelligent observation and practical experience—are given in the preface for the guidance of teachers and it is needless to say that they would certainly do well to follow those suggestions.

S. N.

EXCHANGES.

1. The Indian Educator 15th March, 28.
2. The Theosophical College Magazine March 1928.
3. The Educational Review, February 1928 Vol. XXXIV—No. 2.
4. New Era : education in Russia, January 1928.

CORRESPONDENCE.

To The Editor,

"The South Indian Teacher"

Sir,

Will you or any of your readers kindly inform me, if it is the general Teaching opinion in Madras that "it is not yet time," to introduce in School Prize-distributions, books having a definitely Indian atmosphere about them, for example, the Bhagavad Gita, the Sayings of Sri Ramakrishna, the works of Sadhu T. L. Vaswani, of Rabindranath Tagore and others?

The Inspirational works of O. S. Marden, and of the New Thought School, and the stories of Count Leo Tolstoy, are they also unsuitable mental food for our boys?

Thanking you in advance for the information.

I remain,

92, Poonamalle Road,
Kilpauk, Madras.

Sir,
Your faithfully,

G. K. RAMACHENDRAN,

[Ed. As far as we are aware, there is practically no objection for the books.]

MANAGER'S NOTICE.

The Secretary, Journal Committee begs to acknowledge with thanks the following further donations and loans:—

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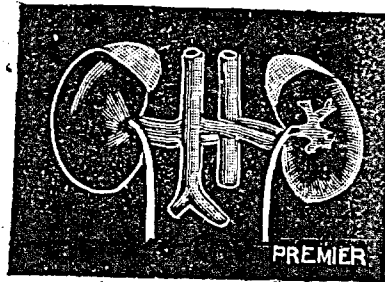
XXth Provincial Educational Conference.

The Secretary, South Arcot District Teachers' Guild writes:—The Executive Committee of the Guild met at Chidambaram on 7-4-1928 under the presidency of Mr. K. A. Nilakanta Sastry. It was resolved to hold the XXth Provincial Educational Conference at Chidambaram in the month of December. It is to be a three days' session. An Educational Exhibition has also been resolved on. Dewan Bahadur Sir S. Rm. Annamalai Chettiar has graciously been pleased to donate Rs. 250 for the purpose. It is hoped that the teachers of the presidency will evince interest from now.

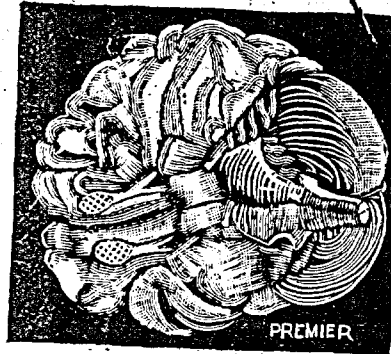
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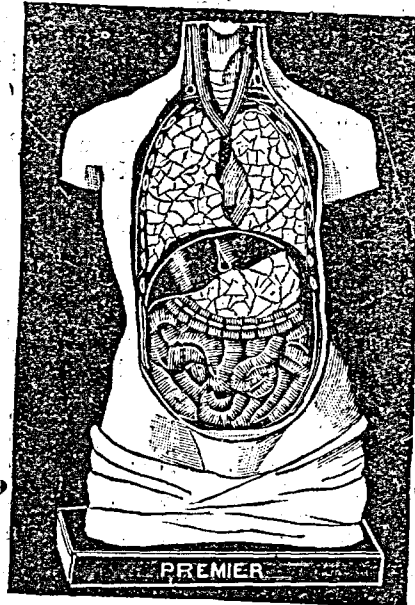
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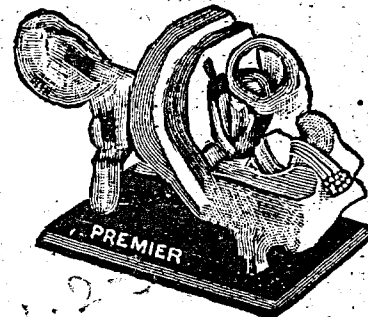
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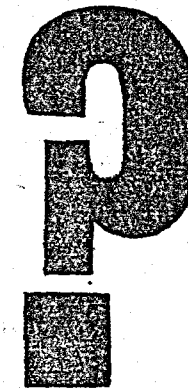
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