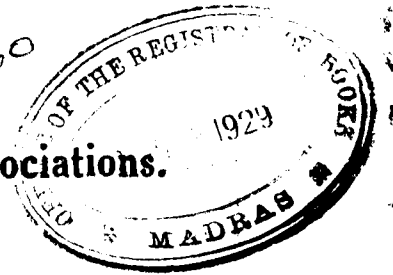


260

THE FIFTH CONFERENCE
OF
The All India Federation of Teachers' Associations.

DECEMBER 1929.



1. The Conference will be held in Madras on the 27th, 28th and 29th of December, 1929. **Sir P. S. Sivaswami Iyer** has kindly consented to preside over the conference.

2. An Educational Exhibition will be kept open during the Christmas week. Exhibits are expected from all parts of India, Burma and Ceylon. The Railway authorities have been approached for concession in freight for articles intended for the All-India Educational Exhibition. The Madras and Southern Mahratta Railway and the South Indian Railway have already been pleased to grant free transit for articles sent back after the exhibition. It is expected that other Railways will grant similar facility.

3. All teachers, Educational Associations, Educational Institutions and others interested in education are eligible for membership of the Reception Committee. Members of the Reception Committee, will be considered as delegates. Membership to the Reception Committee will close on the 1st December, 1929.

Every Educational Association and every Educational institution can send any number of delegates to the conference and such delegates (other than the accredited; representatives of the institutions or associations on the Reception Committee) shall pay Rs. 2 as delegate-fee.

Visitors will be admitted on payment of Rs. 3.

4. The conference will discuss among other subjects, the following

1. Elementary and Adult Education.
2. Technical and Vocational Education.
3. Education of the defectives.
4. Educational Psychology.
5. Women's Education.
6. Secondary and collegiate education.
7. Sex education.
8. Physical education.
9. Teachers and Educational Research.
10. Teachers organisation etc.

5. *Accommodation.*—The Reception Committee is making all possible arrangements for the Boarding and Lodging of those that attend the conference. A hospitality and entertainment committee is in charge of these arrangements. The charges for Boarding being :—

South Indian Meal. 1-8-0 per day North Indian or Hindustan Meal Rs. 2 per day
Lodging will or be free to all provided previous intimation is given.

It will be a great convenience to the committee if intending members write to the Secretary of the Reception Committee and reserve accommodation by sending a money order of Rs. 3 towards Boarding account. Accommodation will be provided only to those who remit Rs. 3 on or before the 15th December, 1929.

Besides this, Madras has a number of hotels both Indian and European. But X'mas season in Madras is generally overcrowded and hotels too will be crowded. Persons desirous of accommodation in hotels are also requested to write to the Secretary of the Reception Committee before the 10th December so as to enable him to make proper arrangements.

Equipment.—Winter in Madras generally lasts for a few days and Xmas season is also pleasant. It is feared however, that this year there may be rains and that the weather may be cold. All those coming to Madras for the conference are requested to provide themselves with sufficient warm clothing and warm bedding.

It is hoped that a large body of Teachers will assemble in Madras this Xmas season and make the Madras session a great success. Xmas' concession tickets are allowed in all railways and teachers have thus an additional attraction.

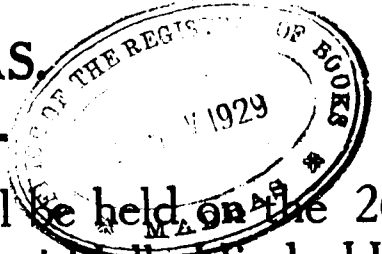
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346	„ Vepa Kamesam	Head-master, V. P. Middle School.	Chebrole.
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348	„ V. Subramanya Iyer	Asst. St. Antony's High School.	Tanjore.
349	„ T. R. Duncan Greenlees	English Teacher Theosophical High School.	Madanapalli
350	„ K. B. Harikrishna Chetty	Physical Director, Theosophical High School.	Madanapalli.
351	„ S. P. Ramaswamy Pillai	Head-master, Board High School.	Tiruvuttirakosamangai.
352	„ S. Marudiappa Chettiar	Municipal High School	Udumalapet.
353	„ K. Subramania Iyer	Mathematics Asst. Board High School.	Kodavasal.
354	„ L. S. Balakrishna Iyer	Science Asst. Board High School.	Kodavasal.

41, Singarachari Street, Triplicane,
Madras, 11th October 1929.

S. M. RAO,
Secretary.

THE
XXI Provincial Educational Conference,
MADRAS.



1. The Conference will be held on the 26th of Dec. '29 in the Singarachari Hall, Hindu High School, Triplicane. Prof. S. K. Yegnanarayana Aiyar, President of the S. I. T. U., will preside.
2. All Members of the S. I. T. U. and others interested in education are requested to attend.
3. The main business of the Conference will be the Re-organisation of the S. I. T. U.
4. This Conference is particularly important as closely following it the 5th Conference of the A. I. F. T. A. will take place.
5. All those who are desirous of attending the Conferences and who require accommodation to be provided for, are requested to write to the Secretary, S. I. T. U., before the 15th December. The Boarding charges will Rs. 1-8-0 per day. Reserve a seat by remitting Rs. 3, before the 15th December towards boarding expenses.

Secretary, S. I. T. U.

THE SOUTH INDIAN TEACHER.

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Contributions on all matters pertaining to education in general and the teacher in particular, will be thankfully received and should be addressed to the Editor, 41, Singrachi Street, Triplicane, Madras.

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Contributors are requested to have their articles either typed or written in a clear legible hand on one side of the paper only and should send two copies of their article which should reach the Editor at least three weeks before the date of publication of an issue.

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Copies of the Journal are usually posted about the 17th of every month. Complaints about non-receipt of copies should be made before the 22nd of every month. Complaints received later will not be attended to.

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Senior Science Assistant, Pachaiyappa's College School, Madras.*

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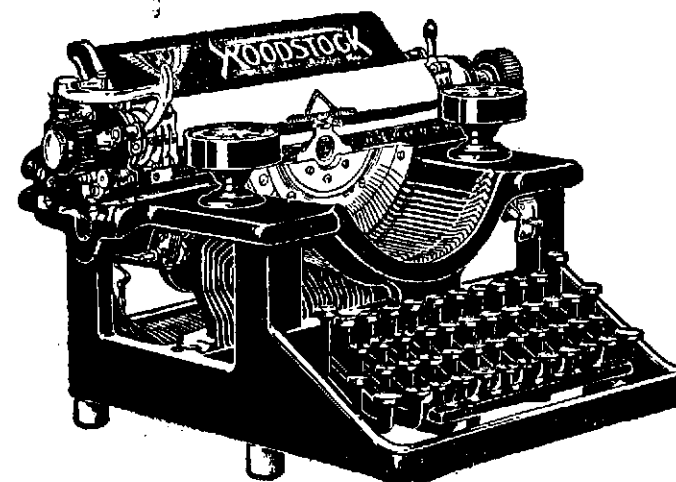
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**THE
South Indian Teacher**

Vol. II]

15th November, 1929

[No. 11

2ND NOVEMBER 1895.

(We give below an account of the first
meeting of the Teachers of Madras held
35 years ago, to form an association
of Teachers, viz., the Madras Teachers'
Guild. How difficult it was to bring
together the teachers of Madras, how the for-
mation of such an association was opposed
by interested and influential persons and
how the friends of teachers who felt that in
organisation alone lay the way out of all
the troubles of teachers, triumphed on the
afternoon of Saturday, the 2nd November,
1895, can well be gathered from the follow-
ing article reproduced from the Educational
Review November 1895. Eds., S. I. T.).

Saturday, November 2nd, 1895, should
prove an important day for the teachers of
the Madras Presidency. On the morning
of that day there assembled in the smaller
hall of the Senate House nearly one hundred
and fifty teachers ranging from the princi-
pals and professors of First Grade Colleges
down to the primary school teachers. The
intention of the great majority of these edu-
cationists was to perform the not easy task
of converting the phrase ‘The proposed
Madras Teachers’ Guild,’ with which the

public has been familiarised during the last
weeks, into ‘The Madras Teachers’ Guild’
simply. The task after nearly three hours’
discussion, was accomplished to the com-
plete satisfaction of those who had interest-
ed themselves in the establishment of a
Teachers’ Guild. Of those present, no less
than eighty-five signed the printed declara-
tion form expressing their willingness to
become members of the newly formed
Guild. This start is a most auspicious
one and we have little doubt that by the time
the Guild gets into actual working at the
beginning of the next year, the number
of members will have become consider-
ably augmented. Thus, there is legitimate
cause for satisfaction, and we accordingly
hasten to offer our congratulations on the
success which has attended the inaugural
meeting of the Guild, a success all the more
pronounced because of the fatuous opposi-
tion of a small clique whose apparent inten-
tion was to wreck the whole scheme.

The meeting, though somewhat smaller
than was expected, was a thoroughly re-
presentative one. Among those present
were Mr. J. H. Stone, M.A., Acting Principal

of the Presidency College, who was voted to the chair and proved a strong and efficient chairman under somewhat trying circumstances; Mr. A. A. Hall, Mr. H. S. Duncan, the Principal and Vice-Principal respectively of the Teachers' College; the Rev. E. T. Davies, Principal of the Doveton College; Mr. C. Paterson, Principal of the Church of Scotland Mission College, Messrs. Russel and Kellett of the Christian College; Messrs. Sathianadhan and Hanumantha Rao, Professors of the Presidency College and College of Engineering respectively; Messrs. S. P. D'Sylva, Rev. T. S. Peter Zacheus, P. Lakshminarasu, S. Rangiah Chetty and T. Denham of Mysore. But a special feature of the gathering was the presence of a dozen or more lady teachers among whom were Miss Keely, Lady Principal of the Doveton Girls' School, Miss Arnold, Lady Superintendent of the Presidency Training School for Mistresses, and Miss Ive, Head-mistress of Bishop Corrie's Girls' School. These ladies are all connected with the Women Teachers' Association which has done good work in Madras, and by their sympathetic, and we may add, able speeches indicated a desire to be associated with the new Guild both as individuals and collectively as represented by the Women Teachers' Association.

The following is the list of resolutions passed, in most cases unanimously:—

I. "That it is desirable that a society of Teachers be formed, the membership of which, subject to such conditions as shall hereafter be prescribed, shall be open to all members of the Teaching profession."

II. "That the name of the society be 'The Madras Teachers' Guild.'"

III. "That the objects of the Guild be

(a) The improvements of methods of Teaching.

(b) The discussions of all questions affecting education and the profession generally, and if necessary, taking action thereupon.

(c) The promotion of social intercourse between Teachers."

IV. "That these objects be sought as opportunity permits.

(a) By the establishment of a Guild Room, a Teachers' Library, and an Educational Museum.

(b) By Guild meetings, at which lectures and demonstration on Teaching methods may be given, professional and general educational questions discussed and social intercourse between the members promoted.

(c) By such other means as the Guild may hereafter determine upon."

V. "That the Madras Teachers' Guild be now formed."

VI. "That a provisional Committee be appointed to draw up rules, and consider the best means for the attainment of the objects of the Guild and that their recommendations be submitted to a general meeting of the Guild within one month from the date."

The passing of these resolutions was followed by the appointment of the provisional Committee and of the Rev. F. W. Kellett, M.A., and Mr. S. Sathianadan, M.A., LL.B., as Honorary Secretaries, *pro tem*."

The opposition led by Messrs. Russel and Paterson, taking advantage of a legitimate difference of opinion among those present on some of the resolutions, accentuated those differences and wished to refer the whole question of the desirability of establishing a Guild to a general meeting of Teachers.

But their tactics were defeated by the commendable conduct of those gentlemen who had moved certain amendments. Rather than present a weak front to the common enemy, they heroically closed their ranks by withdrawing their amendments and unanimously agreeing to pass the original resolutions as they stood on the paper with one single exception when the words "and if necessary taking action thereupon" were added to (b) of Resolution III. As resolution after resolution was passed much enthusiasm was evoked, and when resolution V was moved, *viz.*, "That the Madras Teachers' Guild be now formed," there was an almost dramatic appropriateness about the occasion which could not have failed to affect those who had worked so hard to make the meeting a success.

It is gratifying to think that the objects of the Guild are such as were recommended in the September number of the *Educational Review*. It was in reference to the resolution embodying these that a split was most to be feared. By embodying "the improvement of methods of teaching" the Guild has avoided what must be considered the essential weakness of the National Union of Elementary Teachers in England which gives no place to such an object. By including the "discussion of all questions affecting education and the profession generally, and if necessary taking action thereupon," the Guild has established itself on a broad basis and afforded a legitimate and safer outlet in the discussion of real or imaginary grievances. By embodying "the promotion

of social intercourse between teachers," the Guild has wisely included a most desirable object and one which India, with its complete system of education from the Primary School to the College affords peculiar facilities for its attainments. The means for attaining these objects are equally satisfactory and effectual, *viz.*, a Guild Room which will serve the purpose of a professional club, a library and an educational Museum, while the Guild meetings will afford an equal opportunity for the discussion of Educational methods and professional interests. The implicit inclusion of the whole of the Presidency in the Madras Teachers' Guild will be, it is hoped, an inducement to the formation of local Guilds and to their subsequent incorporation in the Parent Guild. That the rapid formation of such bodies will be the inevitable result of the successful inauguration of the Madras Teachers' Guild may be confidently expected. Already there are one or two such local bodies in existence, and the presence at the recent meeting of a gentleman who represented the Trichinopoly Teachers' Association, so long established and so well conducted, is proof of a desire for affiliation. May this educational precedent again set by the benighted presidency be taken as a justification for the formation of similar Guilds in the other parts of India! Let every teacher mark November 2nd, 1895, as a red-letter day in his educational calendar—as a day marking the beginning of a distinct epoch in the educational history of India'.

JL

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N 29.2.11

RURAL RECONSTRUCTION

By

Mr. M. S. Sundareswaram, M.A., L.T.

"No substantial improvement in agriculture can be effected unless the cultivator has the will to achieve a better standard of living and the capacity, in terms of mental equipment and of physical health, to take advantage of the opportunities which science, wise laws and good administration may place at his disposal. Of all the factors making for prosperous agriculture, by far the most important is the outlook of the peasant himself.

This in the main, is determined by his environment, and it follows, therefore, that the success of all measures designed for the advancement of agriculture must depend upon the creation of conditions favourable to progress. If this conclusion is accepted, the improvement of village life in all directions assumes at once a new importance as the first and essential step in a comprehensive policy designed to promote the prosperity of the whole population and to enhance the national income at the source. The demand for a better life can, in our opinion, be stimulated only by a deliberate and concerted effort to improve the general conditions of the country-side, and we have no hesitation in affirming that the responsibility for initiating the steps required to effect this improvement rests with Government." These words found in the concluding chapter of the Report of the Royal Commission on Indian Agriculture point out the importance of rural prosperity to national well-being and show what should be done to make that rural prosperity possible. It is a

commonplace that the wealth of a nation consists of its man-power and raw produce. If the man-power is not properly developed and utilised to the maximum extent possible and if raw materials are not produced to the extent possible and converted into valuable finished products and marketed to advantage, the nation loses considerably in wealth and will occupy a low place in the scale of civilized nations. A large part of the man-power and most of the raw produce exist in villages and unless rural life is healthy and prosperous, national prosperity will not be possible. And yet it was only in recent times that the importance of rural life to national well-being was recognised even in civilized countries, and the attempts made to resuscitate it cannot be said to be complete yet. Denmark stands foremost among the countries that have recognised the importance of rural well-being and the work done in that country for the improvement of rural life is at once marvellous and praiseworthy. Similar attempts are being made in the United States of America and other countries also. The wave of enthusiasm for rural uplift which is in evidence everywhere has but touched the fringes of India and we see a few people here and there talking about the problem and fewer still doing some honest work in that direction. To a country predominantly agricultural as India is, the problem of rural uplift and improvement is of special importance and it is therefore regrettable that anything like a great upheaval has not yet taken place in this country in connection

with this question. Stray attempts have been made with varying degrees of success but anything like an organised and deliberate campaign has not yet been undertaken. The Punjab stands out prominently among the several Indian provinces in the matter of organised work for rural improvement. The very valuable and excellent work done there by Mr. Brayne who was Deputy Commissioner and Mrs. Brayne calls for special mention and praise. People who are interested in the work can get much useful inspiration and information from the two books, *The Remaking of Village Life in India*, and *Socrates in an Indian Village*, written by Mr. Brayne and published by the Oxford University Press.

A word of explanation seems necessary at the outset so as to make the nature and scope of the problem definite and clear. The movement for rural uplift must not be confounded with the 'back-to-land' movement about which one often hears from people who deplore the impoverishment of villages and the degeneracy that has set in in village life. Beyond the fact that both ultimately aim at greater production from land, there is little in common between the two. The rural uplift movement is much wider in scope and aims at other things than increased production, which are vitally important for rural prosperity. Rural conditions are unsatisfactory and the peasants are poor not because the villages have been depleted of their population and there are not enough men in villages for farming; on the other hand, the produce now obtained is hardly sufficient to support even the existing population and migration to towns and cities is becoming more and more necessary and pronounced for that reason. If rural conditions

are unsatisfactory and if the peasants are poor and miserable, the cause is that the people are very ignorant and are not therefore able to perceive wherein their true interests lie and how they can best promote them. They do not see that the man-power available should be conserved and utilised to the fullest limits in the best and most profitable ways. There are enough men in the villages and if their life is improved and made more attractive, not only can further migration be stopped but more people may also be expected to return to the villages in due course. The real problem is therefore to enable the people who live in villages to produce more and to live healthier and happier lives. If this is achieved, agriculture will surely come to be looked upon as an honourable and lucrative occupation and migration to towns and cities will stop.

The problem of rural improvement touches every phase of the life of the villager and unless the programme framed for the purpose takes account of all these phases and aims at effecting improvements in them all, failure is certain. The life of the peasant is an organic whole and cannot be conveniently parcelled out into separate compartments each of which can be treated separately and independently of the rest. The work further requires a large body of trained and disinterested workers, men who will undertake it with zeal and plod with religious fervour, men who will not consider the movement merely as an additional means of winning cheap fame and popularity for themselves in political and other spheres of life, men more over who will take up the work in a spirit of pure self-sacrifice, looking forward only to the satisfaction that comes out of disinterested

service for reward. Persons who do not possess these qualities have no place here, as they will not only not be able to achieve success but they may also do great harm by making the villager discredit even movements organised with an eye for his improvement and benefit. "For the villager has the keen instincts of a man who lives very close to nature; he will not be persuaded by those whom he has not learnt to trust and he will not trust those who do not seem prepared to put aside all other claims and considerations in order to live with him, to learn his troubles, and to support him through them." These men should further have received the necessary training for the work so that they may have a clear vision of the difficulties and troubles of the villager and of the remedies that will effectively extricate him from them.

What is the rural problem about which one hears so much at present and the satisfactory solution of which is so essentially important from the national point of view? What are the ills of the villager which the movement organised on his behalf attempts to cure? What are the remedies advocated to remove them. These are some of the questions to which clear and definite answers must be found. As already stated, the rural movement is not the same as the 'back-to-land' movement which one often hears from people who deplore the impoverishment of villages. The rural movement, on the other hand, attempts to examine the position of the peasant with a view to seeing why he is poor and unhappy and what could be done to enable him to lead a healthier and happier life. Ignorance, poverty, squalor, dirt, disease and high mortality sum up in brief the miseries of the peasant. Ignorance which

is at the bottom of them all prevents the peasant from seeing the need for freeing himself from these ills and the possibility of his so relieving himself by his own efforts. Uneducated and illiterate as he is, he is by temperament conservative and so resists all attempts at any change from his accustomed mode of life. The appeals made by the several officers of Government and organisations working for his benefit fall flat on him and are even discredited by him. The officers of the Education Department go about preaching the value of education but he makes poor response and the consequence is that progress is discouragingly slow and poor. The officers of the Agricultural Department impress upon him the need for adopting improved methods of farming but their appeals have little effect on him and he goes on farming in the way he has been accustomed to. The Officers of the Health Department preach the need for healthy surroundings and habits of life for preventing disease and high mortality but their preachings carry no conviction to him. It is no wonder that these attempts bear no fruit at all. The peasant is ignorant and uneducated and is the victim of a deep-rooted conservatism and superstition which makes him attribute all his ills to fate and leads him to think that it is idle, if not madness, to attempt to remove them. What is needed therefore is an organised and deliberate attempt to disturb the placid contentment and unreasoned resignation to fate of the villager, so that we may persuade him to see that his prosperity and happiness lie in his own hands. If our attempts at creating in the mind of the villager such discontent with his own conditions of life are successful, we shall have taken a very big step forward

in the reconstruction of village life. To do this it is not enough for individual departments of Government and organisations to work independently of one another. Such work will only bewilder the villager and fail to make any impression on him. They must co-operate with one another and plan out an effective method of attack and, having done so, endeavour to carry out the plan with zeal and fervour. Progress is bound to be slow but if the attempts are persisted in, it will be sure and lasting. The workers must not therefore get discouraged and give up their task in disgust. Perseverance and genuine sympathy will eventually triumph and the workers must therefore exercise patience and forbearance to the highest degree.

The first and foremost ill of the peasant is his crushing poverty. This is due to the fact that his methods of farming are crude and indifferent and he therefore fails to get as much as he can from land. He has his holdings scattered all over the village so that much of his time is spent in moving about. He is also not able to have a view of his holdings from one place and this causes loss to him in many respects. Attempts should therefore be made to bring about a more satisfactory distribution of holdings by co-operation and mutual agreement. Again, he cultivates the whole of his holdings without allowing them to lie fallow so that they may regain the lost fertility. He does not even take care to manure his lands well to compensate for the lost fertility. He has dung, sweepings and filth in plenty in the village, which, if properly conserved and treated, will not only give the best manure for his lands but will also free him and the village from the stink and filth which now

largely abound and thus save him from dirt and disease. He pays little heed to the quality of the cattle he keeps and consequently wastes a large amount of his wealth in rearing cattle of very poor quality. He uses crude and old implements, when improved and modern ones are available and when their use will increase his produce manifold. He does not take proper care to select the best seed for growing the crops and loses considerably on this account also. He neglects to maintain his irrigation channels and wells in good condition and thereby fails to make full use of the water he has the privilege to get. Instead of using the persian wheel and other improved appliances for irrigating his fields, he uses the old methods and wastes considerably in man-power and produce. He further does not recognise that by a wise and judicious distribution of crops among the several parts of his holdings he will be able to engage himself and his equipment all through the year. He is not shrewd enough also to see which crop will bring him the maximum return and so cultivates the whole of his holdings with crop of one variety which other people also cultivate. Above all, he depends too much upon servants and has thereby lost all incentive and inclination to work.

The one thing which is necessary is to teach the villager the dignity of labour. The villager must be made to realise that labour on land is as dignified and honourable as labour of any other kind and that too much dependence on servants and hired labour will cause considerable loss to him and place him at the mercy of these servants. By demonstration, propaganda and other means he must be made to see for himself the

advantages of adopting modern and improved methods of farming. If he finds that the question of cost stands in the way, he must be informed that by a wise use of *taccavi* or by the opening of agricultural banks he can easily provide himself with the funds necessary for the purpose. This will also enable him to free himself from the clutches of the village bania or usurer and to learn the value of co-operation. Consolidation of holdings, adoption of improved and economical methods of farming, better and wiser selection of seed, cattle and crops, these and the other measures suggested for improved farming will free the peasant from perpetual famine, hunger and poverty and make it possible for him to take a wider and truer view of life and its possibilities and responsibilities. As already observed, all this can be achieved only by a wise system of education, organised propaganda and effective demonstration. Of education it will be necessary to speak at length shortly. As for propaganda and demonstration, the work mostly belongs to the officers of the Government who are engaged in this work and rural workers and it is necessary that they approach their work with sympathy and confidence and succeed in winning over the peasant to their mode of thinking. The work is difficult and arduous, and because it is so, it requires to be carefully handled and tactfully managed. When so handled and managed, it is sure to produce beneficial effects on the villager and confer on him lasting and invaluable good.

The next great enemy of the villager is disease. He is a prey to epidemics of various kinds and in his ignorance attributes his helplessness in this regard to Fate. This miserable and helpless condition of his is

due mostly to his ignorance which makes him tolerate and look with equanimity on his insanitary surroundings and habits of life. A visit to a village will make one wonder that the villager is not more subjected to epidemics and high mortality, such is the squalor and dirt that you find in plenty everywhere. If his condition is not worse, it is because he and his family spend luckily a good portion of their time in the open where they are free from the stink and filth that abound in the village. "He throws the sweepings and dirt differently in the streets; he fouls the village by his insanitary habits; his wife wastes her time in the filthy occupation of preparing "dung-cakes" and keeps dirty and filthy; his children play on muck-heaps and are very dirty; the mother instead of minding them and washing them employs herself on the insanitary and unprofitable work of preparing "dung-cakes." A great revolution is necessary in these matters before healthy and happy life is possible in villages. The villager must be made to recognize that it is his primary duty to keep his village and surroundings clean and that he should for this purpose collect the sweepings and the dirt in pits specially prepared for the purpose instead of throwing them indiscriminately in the streets. He must next be made to see that dung when preserved and used as manure is many times more valuable than dung-cakes and induced to free his women from making dung-cakes and collect the dung in the pit. He must also be made to recognize how considerations of health and privacy demand that indiscriminate pollution of the village should be abandoned and advised to use the pits in latrines. He must be enabled to see that if he so arranges, he

cannot only free himself from avoidable dirt and disease but can also secure the best kind of manure for his land. These things cost him nothing, while they save him from disease and bring him increased agricultural returns. He is not therefore likely to brush aside these suggestions, once he sees their reasonableness and advantage. When improvements have been effected in these matters, a very great step forward has been taken in the remaking of village life.

While on the subject of health, reference was made to the work done by the womenfolk in villages. They are employed on most degrading and unprofitable work to the detriment of their more important and legitimate work of house-keepers, and mothers. This is due to the fact that women occupy a very inferior position in village social life. Instead of being equal and honourable partners in life, they are treated as helots and have little or no rights or privileges. This is at the bottom of the unsatisfactory condition of rural life, and if necessary reform is effected here, remaking of village life will be quite easy. She is brought up in complete ignorance from her childhood and she is therefore incapable of seeing what her duties are and how she can best serve and promote the interests of the family. She is married at too early an age and becomes a mother when yet she should be at school and she feels unable to realise the duties of motherhood. Because she is ignorant, she does not mind the filth and dirt on her body and on the bodies of her children and places a great value on jewels which her husband is obliged to provide her with to keep her satisfied. The more jewels she wears, the more her craze for them grows and the more she makes the other

womenfolk also long for and get similar jewels. Her ignorance also induces her to consider her jewels as her only property which she holds as security for the good conduct of her husband. She is completely ignorant of the art of bringing up children and of keeping the home and she therefore allows her children to grow in squalor and dirt and die prematurely of disease or get disfigured or disabled. All these evils are in the main due to the fact that the woman who should be revered and respected is treated as an inferior being and her training and interests are completely neglected. The attitude of man towards the woman must therefore change considerably before any improvement in rural conditions can be expected.

We are thus brought to the next and most important problem of education. The appalling ignorance of the villager is proverbial. Ignorant and uneducated himself, he does not see the need for any education for his children, more especially as he sees that the education now imparted only serves to create a distaste for rural life and rural occupations. His dislike for education of the present day type is quite justifiable, but when once education is properly re-organised and given a new orientation, he can be made to see that it is best to give his children education so that they may be wiser and more intelligent. Steps should be taken to see that the girls as well as boys receive education. If education is necessary for boys, it is doubly necessary for girls. There may be some difficulty in getting girls to school at the beginning but proper persuasion and wise direction will soon overcome the prejudice that exists. Wherever separate girls' schools are not possible, the girls must be educated in the schools for boys, suitable

provision being made for instruction in subjects which are important from the girls' point of view. Even where separate girls' schools are possible, it is desirable to educate both boys and girls together up to the end of the elementary stage, for the wholesome effects of such co-education on both boys and girls cannot be overrated. If adequate care is thus taken of the children who are the citizens of the future, the rural problem will not ever continue to be a problem with us. These educated citizens may well be expected to realise their responsibilities and act wisely and prudently. The question of education therefore occupies a prominent place in the programme of rural reconstruction and its rapid expansion and spread must be the first concern of all who come forward to do the work of reconstructing village life.

THE GROWTH OF EDUCATIONAL ENDOWMENTS IN AMERICA.

BY

Mr. S. R. Ranganatha Aiyar M.A.

"Throughout American life, whatever may be its defects, runs a serious sense of responsibility for the use of wealth, and a conscious obligation to use some portion of a fortune for the public interest. Perhaps in no other country has the accumulation of wealth been considered so generally as conferring, not only an opportunity for enjoyment, but an obligation to Society. It is encouraging characteristic of American citizenship." Thus concludes the section on "The Rise of Endowed foundations in the United States," in the twenty-third annual report of the President and Treasurer of the Carnegie Foundation for the Advancement of Teaching. The following account of the educational endowments of America will show how well-founded such a proud characterisation is.

While the bulk of the colossal endowments of the United States is less than fifty years old, the first major endowment appears to stand quite apart from these, both in time and in manner. It is as romantic in its conception as the career of its founder Benjamin Franklin (1706—1790), one of the well-known heroes of the American War of Independence. In his will he provided for gifts of £1,000 each to the town of Boston, his native city, and to the city of Philadelphia, the city of his adoption, where he also founded a circulating Library, often said to have been the earliest. These sums were to be lent at five per cent. interest to young married apprentices of good character

for a period of a hundred years, by which time Franklin estimated that they would have increased to £181,000. The bulk of the sum so accumulated was to be expended in some public work "useful, convenient and agreeable to the inhabitants" of the respective cities. The remainder was to accumulate for another century and to be again utilised in a similar manner.

Although the first century after Franklin's death ended in 1891, the sums were not available for use till 1904, on account of legal technicalities. The Philadelphia accumulation amounted only to about £22,000, while the Boston accumulation nearly reached Franklin's estimate as it amounted to £100,000. Boston utilised this amount to build the Franklin Union, a technical school for persons in the trades.

While this early endowment of America was thus of the nature of a deferred perpetuity, its latest educational endowment appears to be just the opposite in its nature; for, the Julius Rosenwald Fund of £5,000,000 bequeathed for the education of "negroes, backward peoples and persons of small means", is to be completely spent—principal and interest—within twenty-five years after 1938, the year of the donor's death.

In the interval between these two endowments, the United States have seen the creation of about seven other large educational bequests.

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(1) The first among them, in order of time, is the Peabody Education Fund of £600,000, established in 1867 for "intellectual, moral and industrial education.....in the Southern and South-Western States". The Fund established and developed several Public Schools, and founded the George Peabody College for the training of Teachers.

(2) The educational philanthropy of Andrew Carnegie is as well-known as it is varied. He is said to have spent ninety per cent of his fortune in public charities. There is hardly an important town or county in the United States or in the United Kingdom, which does not have a Carnegie Library. The chief of his foundations are the following :—

(a) The Carnegie Institute of Pittsburg, including a library, a scientific museum and a School of Technology. Amount £7,000,000 Founded in 1896.

(b) The Carnegie Trust for the Universities of Scotland for scholarships in aid of research. Amount £2,500,000. Founded in 1901.

(c) The Carnegie Institute of Washington for advanced research in scientific and sociological subjects. Amount £5,400,000. Founded in 1902. About 573 Research Memoirs have been published so far by this Institute. All of them are available in the University Library at Madras.

(d) Carnegie Foundation for the Advancement of Teaching, for the study of education and to provide pensions for teachers and their families. Amount £7,500,000 Founded 1905.

(e) Carnegie Endowment for International Peace, for the prevention of war through international friendship, education and publication. Amount £2,500,000. Founded

in 1910. The Publications of this trust also are all available in the Madras University Library.

(f) Carnegie Co-operation of New York for the advancement and diffusion of knowledge, through the establishment of schools and libraries in the United States and the Countries of the British Commonwealth. Amount £34,000,000. Founded in 1911 This Trust has already extended its sphere of action to Canada and South Africa. It is hoped that India will not be lost sight of.

(g) Carnegie United Kingdom Trust, for the improvement of the well-being of the masses of the British Isles, through the provision of Libraries, public baths and similar things. Amount £2,500,000. Founded in 1916.

(3) Next in order come the benefactions of the Rockefellers, which amount to more than £140,000,000. While most of their benefactions have been directed towards Medical Research leading to the eradication of human disease, the International Education Board, established in 1923 with £5,000,000 provides for the advancement of education throughout the world, especially through research fellowships, tenable for a definite number of years.

(4) The Russell Sage Foundation was established in 1907 by Mrs. Russell Sage with £4,000,000 for the improvement of social and living conditions in the United States especially through the organisation of education, libraries and research.

(5) The Commonwealth Fund was established in 1918 by Mrs. Stephen V. Harkness with £9,000,000 for the promotion of the welfare of mankind, through the provision of educational fellowships, research and publications.

(6) The Juilliard Musical Foundation was established in 1919 by Augustus H. Juilliard with £5,000,000 for the Musical education of gifted students and of the public.

(7) The Duke Endowment of £10,000,000 was established in 1924 by James B. Duke for Duke University and other Universities and Colleges.

In addition to these nine endowments of the first order, there are said to be about a hundred endowments of the second order and countless endowments of a minor order.

After such an enumeration, one naturally turns homewards and asks what can we show as a parallel? We may, at best, refer to our distant past and perhaps our historians and epigraphists may succeed in constructing an equally amazing list of South

Indian benefactors. Or, we can at least quote the well-known epigram of Kalidasa *Tyagaya Sambhritarthanam* (amassing wealth, only to give it away) and suggest that it is really descriptive of the mental set of our illustrious ancestors. But, what about the present and the recent past? Raja Sir Annamalai appears to be the solitary benefactor that may be said to have reached the American standard.

This comparison of America and present-day Madras may be said to be unfair, in view of the wide difference that exists in their economic condition. But, the only reply to this remark is : can this difference be narrowed except with the spread of education among the masses? and can education of the right sort spread among the masses at the right speed except with the aid of private benefactions?

NOTICE

Membership to the Reception Committee of the A. I. F. T. A. will be closed on the 1st December, 1929. All teachers who have not yet enrolled themselves as members are requested to do so immediately.

SCOPE OF PHYSICAL EDUCATION

By

Mr. G. F. Andrews, B.A., L.T., Asst. Director of Physical Education, Madras.

One of the striking facts about the history of education is that it presents a long series of ideas of thinkers about education and analyses of school practices. Relatively little is said of education outside the school; yet the vital phases of education went on in the home and in the social life of the community. The school arose to teach the written language. This took but a few hours for a few months through a few years. The education outside the school went through the total waking hours, three-hundred and sixty five days of the year and through the succession of the years of life. But, social and economic changes such as the use of machinery, steam, electricity etc., in the place of manual labour which meant muscular effort and concentration of population in large-towns and cities, have brought about a minute division of labour and greatly modified the developmental value of man's occupations and the healthfulness of the environment in which he lives and works. The complications growing out of present conditions of affairs have forced the problems of the farm, the shop, the factory and the home upon the schools and colleges; and gradually the latter have taken over one by one, these home and community activities and have elaborated and systematised them for school and college ends. The grouping of these activities as physical training activities and the organization of these activities which formed the old physical education of the home and the community as a school function has thus added a new phase to the general education imparted in schools.

The objectives of this new phase of education, have been differently enumerated by different thinkers. Hetherington in his "School Program in Physical Education" says.

"The objectives of physical education must be stated, on a background of education as a whole, from five standpoints.

i. The immediate objectives in the organisation and the leadership of child life as expressed in big muscle activities.

ii. The remote objectives in adult social adjustment and efficiency.

iii. The objectives in development, or the change in capacities, necessary to realise the adjustment.

iv. The objectives in social standards as applied to the activities, the development and the adjustment.

v. The objectives in the control of health conditions."

He sums up physical education thus:-- "Physical education, is that phase of education which is concerned first with the organization and the leadership of children in big muscle activities to gain the development and the adjustment inherent in the activities according to social standards; and second, with the control of health or growth conditions naturally associated with the leadership of the activities so that the educational process may go on without growth handicaps."

Williams enunciates the following principles as necessary for the statement of the aim of physical education:—

i. Physical education can never be satisfied and cannot justify its work with correction of defects, physiological exercise and motor skills as the chief or sole aim of its programme.

ii. The aim for physical education at one period may be totally unacceptable at another due to new facts discovered or changes in point of view.

iii. Physical education will require overwhelming proof for the validity of a procedure that is antagonistic and contrary to natural impulses.

iv. The aim of physical education must reflect the characteristics of human beings and the needs of society.

v. It is short-sighted to build an aim upon the basis of physical limitation of equipment.

vi. The aim and objectives of physical education must be expressed in harmony with the established facts of psychology, biology and sociology.

According to him physical education should "aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating, and socially sound."

The Beasley Committee stated the chief aims and objects of physical training to be:—

i. To improve the general physique of pupils and to develop vitality, hardihood and resistance to disease.

ii. To cultivate self-discipline and self-control.

iii. To develop the team spirit and love of true sportsmanship.

iv. To provide health instruction.

In explanation of the above the Committee stated thus:—"It is admitted by all that physical exercise is necessary to keep the bodily processes in order and to ensure health. In primitive times this exercise was afforded by the strenuous life lived by man. Many muscles were developed and elaborate nervous system created to permit of the proper functioning of the muscular system and vital organs. When people live an active life all is well; but, school children are placed in artificial conditions where their activity is curbed. In order to compensate for this, definite periods must be set aside when physical as contrasted with mental activity can be given free play. This is the only way to counteract the tendency to round shoulders, sunken chests, protruding abdomen, spinal curvatures and the careless shuffling gait which characterise so many school and college students.

"Physical education will not only prevent many evils, but will also strengthen the whole physical frame and vital organs. The feeling of strength and fitness thus created will do much to develop the pupil, and give him a sense of power and grit, the ability to face difficult situations and fight against heavy odds.

"The value of games as a part of physical education in developing self-control and self-discipline is evident to all. They teach pupils to be alert, courageous, persistent, to show respect for the rights of others, obedience to leaders, a proper spirit towards success and defeat and they develop a sense of fair play and true sportsmanship. The importance of these in the development of character cannot be over-emphasized.

"By the team system is meant the method of organizing a class in teams which work

together under their leaders in many of the exercises and games, and often in competition with the other teams.

"In the English Board of Education circular on the subject the Committee find the following remarks:—

'The practical advantages of the team system may be summarized as follows:—

i. Greater variety in the work can be obtained by giving the teams different exercises (particularly recreative exercises) and games;

ii. the children are able to get more practice in the exercises and to take more active part in the games by working in smaller groups;

iii. much time is saved in exercises in which only a few children can take part at once, by setting the teams to work separately;

iv. it is often possible to teach some new exercise or game to one or two teams at a time, while the other teams practise what they already know, and in this way to give more attention to the instruction of individuals than is possible when the whole class is taken together;

v. the permanent grouping makes for quickness, order and efficiency in class formations, and generally for a more flexible and rapid handling of the class;

vi. the keen rivalry that may be encouraged between the teams adds greatly to the interest of the work and stimulates proficiency.

Physical training through team-work is capable of making a real and substantial contribution to the education of children as members of society. Not only does it satisfy the instinct for physical activity and the admiration for physical prowess

possessed by healthy children, but of all the 'school subjects' it is the one which furnishes them with the most intelligible motive for co-operation and collective effort, and almost of itself brings them to understand that the enjoyment arising from such effort is born of submission to a measure of discipline. It follows that it is incumbent on the teacher to make the physical training on all its sides as enjoyable as possible. Hard and accurate work there must be; but, it need not be drudgery; nor will it be, if interest is maintained and the children's heart is in it.

'It is characteristic of organized team games that they afford an outlet for the competitive spirit which will be healthy in proportion as it is not over-stimulated, and an opportunity both for correcting the extravagances of individual competition and for subordinating it to the social spirit. Sometimes the mistake is made of turning almost everything the children do into a competition for points. The winning of points then easily becomes an obsession; games are played for the points that may be gained and not for their own sake; and it is a short step from this to disputes and even unfair play. The proper place and value of competition needs therefore to be kept in mind.'

The Denver syllabus of physical education for 1918 says:—

"Physical education is that phase of education dealing with the functions of big muscle activities and related factors which control the growth and development of the child and the physical efficiency of the adult. By related factors is meant behaviour or habits influencing sleep, rest, oxidation, elimination, temperature regulation, mental moods etc. In order that development may

be secured there must be protection from handicapping growth, divergences, devitalising drains, infections, poisons etc.; in the educational process the individual must come finally to control his own efficiency."

Education in its ideal conceives of the individual as a unified whole. It educates the child for the optimum of growth at the time, and also that the development may continue into a full and significant adult period. Similar physical education aims at (1) the harmonious development of the interests, capacities and abilities of the individual by means of natural activities during childhood and (2) abundant interests, ideals and habits for a healthy, useful and therefore happy adult life. It is not meant by this that the spontaneous play activities of the child are those that the adult will participate in, but that the natural activity of the child in big brain-muscle play develops a great variety of powers and interests in activity which give the individual the capacity for satisfactory adjustment in adult years.

The scope of physical education or its field of activities should then be such as to realise these objectives. The Denver Syllabus after stating the aim of physical education in Denver State schools says:—

"Therefore, physical education is interpreted to include talks and recitations in hygiene, and all forms of healthful physical exercise such as definite exercises for correct posture, drills, gymnastic exercises, supervised recreation, organized play, athletics, and a great variety of individual recreational activities. Natural play should be fostered. Refreshing, invigorating and

healthful exercise will neutralise the effects of prolonged sedentary requirements. Games and play will serve as attractive sources of educational development, promoting happiness, interest, sharper wits, obedience, correct posture and bearing, alert response, loyalty, honesty, a sense of justice and duty, and a spirit of co-operation and fair play."

The scope of physical education in our schools, however, is insignificant. This is mainly due to the fact that the aims and values of physical education are not clearly understood, and also perhaps due to the fact that all instruction in our schools is "examination ridden." Physical education, being a non-examination subject, is not considered to be of any importance by the parent or the teacher. The students look upon it as an unnecessary infliction, and the authorities view it with absolute indifference. The activities included under physical education are, therefore, neither many nor exhaustive. The one-period a week or the two-period a week drill and the desultory after-school-hour games are all that is provided. Some exercises and informal activities are taught in the drill period without much attention to form or values; badminton and foot ball are played by a privileged few; volley ball is allowed to take care of itself; hockey, cricket and tennis receive a step-motherly treatment. The consequence is that physical education fails in realising its manifold objectives and does neither develop harmoniously the interests, capacities and abilities of the child, nor create abundant interests, ideals and habits for a healthy, useful and therefore happy adult life.

The scope of physical education in our schools should, therefore, be made more

comprehensive and widened so as to result in the following values :—

i. Correction of posture.

"By good posture is meant an adjustment of body parts to each other that results in an erect alert body, representing readiness for mental or physical effort." (Williams). It is a matter of great concern that pupils in schools and colleges, because of the evil effects of unsuitable furniture, cramped positions etc., are woefully lacking in good posture. Hollow chests, round shoulders, protruding abdomen, various types of spinal curvatures, careless shuffling gaits are too common and these should be remedied by 'corrective exercises.' Good posture should be aimed at not only because of its aesthetic value, but also because of its tremendous bearing on general health. And, this is possible through the special corrective exercises which should be included in every physical training lesson.

ii. Symmetrical and all-round muscular development. A glance at our pupils in schools will convince any one that no attempt has been made by them to develop their physique. Where some attempt has been made it will be seen that the development is partial. The inclusion of calisthenic and gymnastic exercises of an all-round nature in the physical training period will help in this respect. Sufficient strength will also result if such exercises are gone through with vigour.

iii. Vitality.

Mere muscular development and strength are however inadequate if the vitality of the pupils is not also developed. Vitality or organic vigour, not muscular development alone, is what any individual needs most, for on organic vigour and not on the size of

the muscle is dependent the enduring power of the individual. Plays, games and athletics should therefore be also included in a program of physical education so that participation in them may stimulate the vital organs to greater activity and thus strengthen them.

iv. Hardihood.

It is not too much to say that our boys are less self-reliant, more effeminate, more prone to give up and less willing to fight through to a finish when the odds are against them. It is therefore necessary to include activities like boxing, wrestling, fencing etc., which develop courage, daring, perseverance aggressiveness, initiative, leadership, and which teach the dignity of labour.

v. Neuro-muscular co-ordination and rhythm.

"One objective of physical education is to develop a graceful, agile body with well co-ordinated neuro-muscular powers and rhythm of movement, as opposed to the awkward, ungainly, inefficient body with untrained motor powers. The awkward individual is neither beautiful to behold, nor does he derive enjoyment from life. Rhythm of movement adds poetry to life. Activities which produce satisfactory neuro-muscular co-ordinations and which develop the sense of rhythm should be included in the programme."

vi. Sportsmanship.

A committee on 'Objectives of Inter-Collegiate Sport' published in 1926 their report based on the judgment of 430 persons of authority in sports and athletics, and grouped the educational objectives of sports arranged in order of greatest considered value as follows :—

1. Team play (Co-operation.)
2. Clean living.
3. Discipline and hard work.
4. Loyalty.
5. Confidence and self-control.
6. Respect for the rules of the game (Fair play, obedience to the spirit of the game, respect for referee's decision etc.)
7. Service and self-sacrifice. (Subordination of self for the good of the team.)
8. Stamina (Grit and determination) and courage.
9. Quick thinking under fire.
10. Finding one's self, realising limitations, retaining hope and overcoming fear.
11. Respect for honoured rivals (Recognition of the rights of others.)
12. An interest in physical development.
13. A spirit of friendly rivalry between student bodies.
14. Learn the lesson of humility (Ability to smile under defeat and to accept victory without boasting.)

It is in these assets of games and sports that are to be found what is of value in adult life. The physical education programme should provide sports and games in such a way that it carries beyond the play field to the ordinary walks of life. The types of activities best suited for the development of sportsmanship are the co-operative and the competitive games. Purely individualistic activities will never make good sportsmen of our boys. Well organized, well-

directed and well-supervised team games so scheduled that the entire student body rather than a select few may derive the benefits is one of the urgent needs in schools which requires immediate attention.

vii. Health education.

Medical inspection in schools has been a big step forward in this respect. But, mere medical inspection without the follow-up work is time and money wasted. "There must be a close co-operation between the medical examiner and the physical director so as to ensure the proper sort of follow-up remedial measures and to safeguard the health of those pupils who may need corrective, or nutritional, or medical treatment before they are ready for the general physical exercise programme."

Besides, "Health instruction as a separate subject is necessary to give the pupils knowledge of the human body and how to protect and perfect it. The whole scheme of general education should be so devised and presented and the educational environment should be such that health habits grow upon the pupils in a normal natural way, without causing them to think too much about them. In addition to this healthy educational environment which impels health habits ample time should be devoted each week to special health instruction to enable the students.

i. To become acquainted with the structure and function of the human body;

ii. To realize the necessity of keeping physically fit in order to be mentally efficient, socially acceptable and morally sound;

iii. To be able to render first aid to the injured ;

iv. To understand the effects of exercise or lack of it ;

v. To know the causes of illness and disease and the means of prevention ;

vi. To know the types of food required for growth, energy and repair of the body and the ill-effects of the wrong kind of food ;

vii. To develop such a keen sense of civic pride that they will find real joy in the regular practice of health habits and in inducing others to follow their example." (Buck) ;

viii. Play Habits, Exercise Habits and Health Habits.

"As a result of the programme of physical education there should be developed in every individual, in every educational institution throughout the country, wholesome life habits of play, exercise and health. As play, exercise and health become traditional, national vigour and character are assured."

This range of activities of physical education is a large one and perhaps out of reach, for the time being, of the programme of physical education in a number of schools. It is therefore necessary to mention here as to what could be done immediately in our schools. Limitations there always are and will be ; but, even with the existing limitations and handicaps, the following could and should be attempted :—

1. Provision of at least one hour daily for physical activities. "We realize to-day, more than ever before, the absurdity of the statement that fifteen or twenty minutes of

exercise daily suffices to keep one physically fit. The human race did not evolve by any such practice. We know that multiform physical activity is a tendency in the original nature of the human individual. Biologists and physiologists tell us that, during the school period, the minimum of big brain-muscle activity to insure normal growth should be four to five hours a day in kindergarten, three to four hours in the elementary grades, two or three in the high school, and one to two hours daily in the college. The scheme of daily work should therefore be so arranged as to include at least one hour daily of vigorous physical activity."

2. Provision of adequate playgrounds. "If play activities are to be so organized that every pupil in the school can play daily and thus develop proper play habits, the minimum playground area should be as follows :—

Kindergarten schools	150 sq. ft. per child.
Elementary Schools	250 " " " "
Middle Schools	500 " " " pupil.
High Schools	1,000 " " " "
Colleges	2,500 " " " student.

It may seem difficult to provide this all of a sudden. But, a beginning should be made so that in a few years all schools may be equipped with ample playgrounds.

Provision of the necessary equipment for the conduct of the various activities, whether on the playground or in the gymnasium, is also equally important for the efficient carrying out of a practical programme of physical activities.

3. Provision of sanitary compounds and surroundings and hygienic school conditions. "Healthy educational environments induce

healthy habits. So, neat school compounds, orderly surroundings, sanitary latrines and urinals will help immensely in creating in the pupils a sense of civic pride, which is the foundation for the practice of health habits. Compounds strewn with rubbish and insanitary latrines and urinals are directly opposed to ideals of any sort. The school, furniture the lighting and ventilation, the cleanliness and attractiveness of the school and surroundings etc., help in safeguarding health and in giving wholesome mental attitudes. The only way really to teach health is to practise health and to help the pupils to practise it."

4. Provision of highly educated, adequately qualified and well paid teachers to be in charge of physical education. If physical education has failed in its aims and ideals, it is because this important phase of education was entrusted to teachers who were unequal to the task laid on them and who, because of the low remuneration paid to them, let the work drift for itself. Ill-paid and ill-qualified teachers in any branch of education, whether elementary, secondary or Collegiate are in no way helpful in carrying out the high ideals of education and the sooner this is realized and remedied the better will be the progress in education.

5. Provision of a "Daily Play-for-every-boy Program" It is not the select few, the star eleven, of a school that need the benefits of play. The entire student body should be made to participate in some game or other every day and these games should be well-organized, well-conducted, and well supervised, the co-operation of the members of the staff being the rule and not the exception. "The desirable qualities of Sports-

manship can be developed only when school authorities are prepared to make athletic games a really vital part of education and when steps are taken to place the leadership and supervision of such activities under adults with his ideals."

6. Provision of instruction re diet, if possible, a noon lunch to needy students. It is too well known that the children in our schools do not get sufficient to sustain them, nor is their diet at home well balanced. Is it too much then to ask that these children should be educated sufficiently in this important subject so that as adults they may put into practice what they learn in schools? Will not managements be rendering real service if they provide noon lunch to deserving children in schools. This subject is important enough to be dealt in a separate paper. Let us hope that sufficient attention will be paid to it in the days to come.

The scope of Physical Education is indeed a wide one. Here and there it overlaps that of general education and this is but natural when we realise that physical education is only one aspect of the general education of the child and that its objectives are formed with the background of education as a whole and with the aims of education looming large before it. Tersely put the aim of physical education is Health, Happiness and wholesome Habits for the individual as a child in school and as an adult in later life moving in society, guiding it and being guided by it. Whatever helps in realising this aim is within the scope of Physical Education and it should be the endeavour of all interested in children, the future citizens of the country to consider this subject in

all its magnitude and co-operate in the attempts to make physical education in schools really useful and worthwhile.

References:—

1. Williams—Principles of Physical Education.

2. Wood and Cassidy—The New Physical Education.

3. Hetherington—School Programme in Physical Education.

4. Buck—Nature of Physical Education, required in schools—Young Men of India Sept. 1929.

5. Report of the Beasley Committee on Physical Education in the Secondary Schools in the Madras Presidency 1929.

THE FIFTH CONFERENCE OF

THE ALL INDIA FEDERATION OF TEACHERS' ASSOCIATIONS.

The attention of members of the Reception Committee, delegates, Institutions Teachers' Associations and others concerned is invited to the following decision of the Working Committee in respect of arrangements for the Conference.

1. The list of members of the Reception Committee shall be closed on the 1st of December '29.

2. Resolutions to be moved at the Conference of the A. I. F. T. A. should reach the office of the Reception Committee not later than the 27th of November '29.

3. Papers to be read at the Conference should reach the office not later than the 20th of November.

4. The Boarding rate shall be Rs. 2 per day for the North Indian meal and Rs. 1.8-0 per day for the South Indian meal, and that the Reception Committee do provide for that amount breakfast and two meals each day. Arrangement for running a Restaurant at the Conference Station is being made in connection with lunch, delegates paying their charges for the same.

CHILDREN

(A MISCELLANY)

By

Mr. N. K. Venkateswaran, S. M. V. School, Trivandrum.

When the Boreas-looking teacher arrived the school began. He was a young man not unadaptable by nature, but at the commencement of the school and in fact throughout its daily lifetime, he assumed an angular air. It was necessary he did.

The school consisted of three children, two boys and a girl. The seven year old girl bore on her back a somewhat heavy splinter of responsibility. She was in the highest class, and a real or imaginary sense of wisdom floated before her face. The five year old boy had a settled partiality for his mother's caresses, and sometimes even when the teacher was arrived, this partiality was unwilling to relax. The four year old child came from a neighbouring house and he came, not quite unwillingly, but with a face that had somehow grown too long for a child of his age, and besides, if one looked carefully one could see the corners of his mouth attempting to go limp and to hand. But his few years were not equal to his ambition, and he usually arrived a bit of quite right to all appearance.

The young teacher sat on a stool, straight, stiff-necked, stick in hand, while the little learners squatted on the bare floor with half-hidden threatening looks and half-wiped fearful eyes. If the girl did not squat exactly in this manner and was proud of the wide realms of knowledge she had lately traversed she apparently felt a very smallish thing before the eminent erect figure seated upon the stool with the inflexible stick in hand.

She also wore equally apparently a certain distinct funeral look at the dreary possibilities in store for her. She might have been proud as every one that has reached the beginning of self-consciousness has a right to be....

This process of the transformation of lawlessly adventuring activities into submissive squatting postures usually took some time, but so soon as it was over there was a spontaneous production of slates and pencils and books, those immemorial instruments of acquiring knowledge, which are also immortal, eternally fancied by the elders, instinctively hated by the young. The room in which the class used to be held was a small one peopled by several things besides the short-lived school of every day. And if it did not burst while the school swelled within, it was because a wise man who had the power to know what was coming had built its walls extra strong, for with the production of slates and pencils and books, hosts of irrelevant thoughts poured into the room, meandering fancies pressed into it in swarms for the little children to chase and for the growing girl to be tempted by.

However, the lessons must begin and they always did. The wise-looking girl sets the ball rolling by saying a lesson that she had not learned. Then an abrupt internal insanity seizes the stick, and it comes down, butting the air, smack upon the little palm. With a convulsive jerk the two hands came together to stanch the blood-red trail the

irate stick had evoked. The girl never again said a lesson that she had not learnt during that fatal hour. Though she would fain gather knowledge she had to go through fire and water to the glittering realms where knowledge dwelt, a task for which she could not always muster sufficient strength. Meanwhile those dear fancies were there clustering round her and calling to her.

The elder boy putting on an adult look now begins to make some strange pot-hooks on a little slate in which many erratic gestures of a primitive geometry had immovably established themselves. He holds, laboriously, a pencil which time the nibbler had reduced to an existence without length. Whether those pot-hooks came all right or not, the innumerable scratches he made rose spluttering from the slate to colloque intimately with the thronging fancies that played up to him so wonderfully to seduce his innocent mind. Whether those pot-hooks came all right or not, the young teacher with the stick in hand and wearing the propitious pose of a well-intentioned nemesis always awarded him his customary pinch in the way of seeing about the proper health of his educational nerve-paths and of making him an earnest votary of knowledge. As a matter of fact those pot-hooks always diverged to some unreflecting adventure or other, and when he put down his slate and opened his book at the page he opened it to read, he produced such a jumble of tangled sounds that those ancient walls built to repulse every adverse force actually seemed to make a sign or two of giving way. However, that wisely administered pinch stood sentinel to the little school with an attitude becoming to a crisis.

The four year old child, a well nourished mathematical point having some length and breadth contrary to law, sat beneath the teacher quite seriously with a handful of sand spread in front of him. He was not exactly aware why on earth a handful of sea-sand was spread in front of him though he himself had spread it there. His fingers now somehow come to clutch the sand and what else he did nobody seemed to know except perhaps the teacher who watched these operations with interested authority. In point of fact, it was nothing but the beginning of the great initiation into the wisdom of the world which the elder members of the human race pretended to know and the younger pretended to learn. But if anybody ever really knew it at all it was this self same schoolmaster who knew how to keep a school going amidst such unimaginable insecurities.

Other catastrophes were, however, in store for the little school. In the house of which the school-room formed a part there were two still smaller tiny tots, one two years and a half, and the other eight months old. The two-year-and-a-half child was a sweet creature with a ruling passion in life, the gift of the immortal fairies who attend the arrival of children in the world. This great passion of her life consisted in playing at reading, at saying lessons, and singing songs unembraced in the enterprises of the ancient Muse of all harmonies. She slept with a book by her side and some strange still snatches on her lips. Lured by the anarchy of the microscopic school-world within the house she sweeps tumultuously into it trying a new composition and reading an open book making the one accord to the measure of the

other. Then the three children blow a combined sigh and all the heavy responsibility on the young shoulders of that excellent girl altogether vanishes. The faces have brightened and a tremulous smile swings from each to each. The sedate schoolmaster with that stick in hand the ultimate sanction of all his laws, evidently feels an arctic snow-ball roll down his back. The elements are gathering, the inevitable elements of disruption, the elements of ultimate destiny that must soon swallow the world.....

But all of these elements have not yet gathered, the tiniest and the most tremendous has not yet arrived. This is the eight-month old child, speechless, powerless, innocent and heavenly, the adored queen of the entire family wielding uncontested sway, ornamenting her untroubled administration with angel smiles and almighty wiles. This is the little child inspired by the heavens, apparelled in ethereal dreams, the stealer of hearts, the chaser of gloom, the

magic dispenser of a joy that is rare on this earth.

She wears varying but always enticing aspects to suit the changing occasions of the unstable human race. Now she comes so queenly, muttering to herself a mysterious monosyllable of infinite meaning, a snow-white penguin rising elf-like from pure sea-foam pilgrimaging to the sky and refusing to be initiated into the dark illumination of the earth. She espied such an initiation of sorts in high, if endangered, progress within the room now swollen to the breaking point with things, throngs of ideas and increasing inhabitants. She makes for the room in queenly state with a profuse determination on her face. The awaited element is arrived, the queen that crushes the classes of the young. That stick stands suddenly frozen in the height of its power, the young teacher goes absolutely white, but the children rise to their feet all at once and laugh and adore the child and scatter in all directions to gather the priceless wisdoms after their hearts.....

THE S. I. T. U. PROTECTION FUND NOTICE.

Notice is hereby given that the Second Annual Meeting of the General Body of the above Fund will be held on Thursday, the 26th December 1929 in the Hindu High School, Triplicane, Madras, at 3 P.M. precisely.

AGENDA.

1. Minutes of the last Meeting.
2. Annual Report and Financial Statement.
3. Election of Office-bearers and Honorary Auditors.
4. Budget for 1930.
5. Resolutions and amendments, if any.

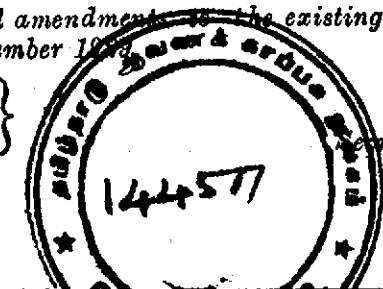
N. B.—Resolutions and amendments to the existing rules, should reach the undersigned before the 20th November 1929.

41, SINGARACHARI STREET,

Triplicane, 16-10-1929.

S. M. RAO,

Secretary, S. I. T. U. P. F.



EDITORIAL

Hartog Committee.

The Report of the Hartog Committee is out and it is a voluminous one. The same old arguments are repeated in a different form. We look in vain for any striking observation which is likely to influence the Statutory commission in the preparation of its report. But there is a virtue even in mere repetition and we hope that the recommendations in the Report relating to the different grades of education will be carefully considered by the local government and steps will be taken to make the country **safe for democracy**. The report will have its value considerably increased if the Committee did not choose to take upon itself the task of defending the ministers and of assigning reasons for the poor progress of Education under the reformed government. We further feel that the Committee has given undue prominence to the administrative questions regarding the re-organisation of the department of public instruction.

The central point round which the different ideas are gathered is relegated to an obscure place and the committee would have done the proper thing if it had laid great stress on the following observation:—"Making all allowances for these circumstances, we cannot resist the conclusion that the present waste of money and effort in mass education is attributable in most provinces to the fact that *no well defined policy* for its extension has been inherited from the old regime or constructed under the new one. Without a real effort to eliminate waste and ineffectiveness by means of a *courageous and well directed policy* there can be little hope of improvement in the future. There

is a common impression that success in extending education is merely a question of money. It is not so; money is no doubt necessary but the expenditure, without the *resolute, consistent, and continuous execution of policy* will do little or nothing." (The italics are ours) What is true of mass education is equally true of other grades of education. We are thankful to the Committee for laying its hands on the right spot. We have frequently stated that the ministers should adopt a definite policy and programme and that a policy of drift will lead to waste. The Madras Ministers could not find shelter under the disturbed political conditions which in other provinces are reported to have upset the equanimity of ministers and made their position insecure. Is it not, therefore, the lack of a courageous policy, or of a resolute will, which has stood in the way of progress in our Presidency?

It is natural that the report deals at length with the problem of mass education in all its aspects. It refers to the various obstacles, geographical, communal, racial, social and linguistic, which severally and jointly make the problem really formidable. The essentially *rural* nature of the problem is emphasised, as may be seen from the fact that only 12.9% of the population live in towns as compared with 79% in England. There are over 360,000 villages in British India with a population of under 500. The committee draws pointed attention to the element of *Wastage* in the present system, a point which we have constantly raised in our columns. The report contains useful information on the financial aspect of the problem. We find that out of 34½ millions

of children of school-going age, about 10½ millions of boys and 15 millions of girls are not attending any school. It is likely that out of this large number of children who are not yet in the school, 20% may be expected to seek exemption for one reason or other from the provisions of the Compulsion Act if introduced. Taking the average cost of educating a child to be Rs. 8 per boy and Rs. 11 per girl the committee estimates that the total direct expenditure of educating all the remaining children of school-going age will amount to roughly 19½ crores. We are glad to see that the committee is not frightened by what appears to be a huge expenditure. It seems to be inclined to support compulsion and it feels that "the total sum to be raised is not abnormally large and with a well devised programme spread over a period of years, the goal of almost universal compulsion should be within the reach of at least the wealthier provinces of British India". An important suggestion which the committee makes in connection with mass education is that "the Government of India should not be entirely relieved of all responsibility for the attainment of universal primary education". The committee feels that "the divorce of government of India from education is unfortunate," and urges the need for a central control for education. When the demand for complete provincial autonomy is insistent, it will be regarded as a **retrograde step** to have the control of any grade of education transferred to the central Government. The creation of Central Bureau may be useful as a clearing house of information and it may render valuable help to the provinces in the directions mentioned in the report. But no province will be inclined to let an out side

body interfere with its initiative and freedom.

The committee have considered with great care the question of the education of the Muhammadans and depressed classes. Any person who is interested in the progress of the country should feel that facilities for education should be provided to all communities. But we rather get the impression that the difficulties in respect of the education of Muhammadans and depressed classes are somewhat exaggerated. The zeal of the committee is no doubt commendable and we are as stoutly opposed to "segregation" in education as the committee itself. But it is expected of a committee to understand the circumstances and to suggest remedies which will, without abandoning the essential aim, minimise the chances of provocation. When it suits the convenience of the committee it chooses to abandon the very principle it adumbrates. How can the idea of "open door" be reconciled with "reservation of seats". What about the complete separation of the education of the Europeans? There is one practical difficulty which the workers in the field of compulsory education will have to face when the department enforces the rule of "open door". It is not possible for us to say what view the presiding magistrate will take if the high caste parents claim exemption on the ground they have sentimental objections to their children being sent to a mixed School. We are anxious that the educational questions should not get mixed up with those of social reform. The problem before us is expansion and a give and take attitude in the transition stage will alone further the cause of education.

We shall now refer to some of the suggestions in the report with regard to higher

education. "The secondary education is still dominated by the idea that every boy who enters a school should prepare himself for the university.....Universities have been hampered in their work by being overcrowded with students who are not fitted by capacity for university education and of whom many would be far more likely to succeed in other careers". Two remedies have been suggested to eliminate waste in secondary education: (1) The retention in the middle vernacular school of more of the boys intended for rural pursuits, accompanied by the introduction of a more diversified curriculum in these schools and (2) the diversion of more boys to industrial and commercial careers at the end of the middle stage for which provision should be made by alternative courses in that stage, preparatory to special instruction in technical and industrial schools". The following passage shows how strongly the committee feels in respect of this question of elimination of wastage. "It is the exception rather than the rule to find in India an educational system in which the industrial and ordinary schools are regarded as complementary to each other. All pupils, whatever be their aim of life, should receive general education, but it should be open to boys at some suitable stage in the subsequent course to branch off to craft schools or to vocational classes.....Many of the boys who now waste time and money in a secondary school will be diverted to more fruitful forms of education and occupation".

Our study of the report will be certainly incomplete if we fail to make mention of the fact that the committee desire that the university degree should not be regarded as a passport for Government service. The

committee trusts that this measure will lessen the pressure on colleges. We go further and maintain that the university will, under such circumstances, remain uninfluenced by extraneous considerations and be in a position to maintain a high standard. This reform involves no financial responsibilities and the government may begin to think of instituting a state examination on the lines suggested by the committee and thus bringing about a change in the mentality of the public.

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The Spirit, Then and Now.

We publish elsewhere an account of the circumstances under which the Madras Teachers' Guild was started 34 years ago. The report shows how eminent educationists were anxious to meet together and organise the association. We find among the members who took part in the discussion several distinguished Europeans and Indians who occupied responsible positions as Professors and Principals. The teaching profession should be animated by democratic feelings if it should take a serious view of its responsibilities. There is to day a certain amount of aloofness on the part of the professors and principals and it is not our intention to apportion the blame. We only wish that teachers of all grades should meet as teachers on a common platform and stand together in maintaining the dignity and upholding the ideals of the profession. We are glad to learn that the Madras Guild celebrated the "Guild Day" on 2nd November and we congratulate it on the successful efforts it has been making to bring together the teachers in the City of Madras.

Wohin geht Indien! (Whither does India go.)

This is the title of an article contributed by Dr. Reinhold Schairer of Dresden to the "Studenten Werk" a periodical devoted to the cause of "Student Self-help Movement." The writer of the article has chosen to make certain valuable observations on the education of the Indian youth, while dealing with the significance of the Indo-Europäische Konferenz held at Dresden in April, 1929, under the auspices of the International Student Service. We are thankful to the learned writer for enabling us to see ourselves as others see us. He has taken pains to acquaint himself with the actual conditions prevailing in this country. He states that 66000 students are studying in the universities in India, of whom only a quarter can find employment. We are also told that about 1800 students are receiving their education in English universities at a cost of nearly three quarters of a million pounds. A natural feeling of sympathy for the Indian family shows itself when we find him stating that three Indian families can live on the money which an Indian student spends to maintain himself in England. What oppresses the writer is the lack of a spiritual or life ideal in the case of the large number of Indian students here or abroad. The responsibility of the students is admittedly great in a country where 280 millions out of 320 millions happen to be illiterate and the writer would like that the students should be prepared for the great task ahead of them.

Three problems came to be considered at the Indo-European Conference. These were (1) How shall India find its own university ideal. (2) How can the condition of

the Indian students in Europe be bettered and (3) What can be done to improve the condition of students in India. As regards the first problem, the hope is expressed that institutions, such as the Bose Institute, will succeed in effecting a synthesis of the Eastern inspiration, German scientific nature and English character formation. The second problem relating to the promotion of social intercourse and friendship is attempted to be solved by providing opportunities for self-help and group work. The condition of Indian students is good in those places in Germany where the proposals for common group work are given effect to at the instance of organizations like the *Deutsche Akademische Auslandstelle*. It is the third problem which appears formidable and it is difficult to improve the author's description of the actual conditions in this country.

"Ein erschütterndes Bild der Notlage entrollte sich von unseren Augen. Oft opfern Familien all ihr Gut, um den Sohn studieren zu lassen, er aber endet in der Riesenarmee der intellektuellen Arbeitslosen. Schwerwiegender aber ist die Gleichgültigkeit der Studenten selbst gegen diese Probleme, ihre mangelnde Energie, diese ihre eigenen Fragen selbst ebenso wie die Sozialen Missstände des Landes, das Kastenwesen und ähnliche Fragen, nicht nur mit Worten, sondern durch die Tat um bekämpfen."

This passage may be freely translated thus. "A staggering picture of need unrolled itself before our eyes. Families often spend all their property in order to let the son study but he ends in the giant army of the intellectual unemployed. But more difficult it is to contend, not only by words but also by action, against the indifference of students themselves towards these problems

their lack of energy, peculiar interrogations as well as the social misunderstanding of this land, the caste nature and similar questions." Is it not strange that one situated 6,000 miles away from India should be impelled to study the complicate nature of our problem and to think of the ways and means of solving it, when our leaders who are ministers or aspire to be ministers are unable to see beyond the nose? Is it not taking a narrow view of the whole problem, if some of the leaders should take credit to themselves for solving the problem by the introduction of communal rotation? The problem of unemployment is not restricted to any particular caste and it is easy to trace it to the defective educational system. Dr. Schairer feels that the remedy lies in a strong appeal to the self-help and sense of responsibility on the part of students. His experience as the leader of the *Wirtschaftshilfe* of the German student Association seems to point to only one line of action. The student self-help movement which has set a great value on group work in economic and other spheres and has played a great part in elevating the German student, should be tried with advantage in India. The Indo-European Conference thought little of pious resolutions and concluded its sittings with a definite proposal for the organisation of the student activity. The remarks of Professor Datta who was present at the Conference, are opportune and worth quoting: "Lasst Resolutionen! Sie sind der Sarg, in dem gute Vorsätze 6 Fuss tief unter der Erde liegen! Geht hin und handelt"!

"Let alone resolutions. They are the coffin in which good proposals lie buried 6 feet deep under the earth. Get away and work." Dr. Schairer is anxious that students should

be animated by this spirit and that they should realise that unconquerable power of the leaders in the *making* lies in actual work beginning in small spheres and proceeding to big ones. This insistence on self-help which tends to make one self-supporting involves a distinct change in our educational outlook. We invite the attention of our leaders to the passages from **young India** extracted by Von Studentium, which we publish elsewhere.

* * * *

Beware!

We invite the attention of our readers and public men to the comment in the columns of the London Times Educational Supplement of 28 September 1929, under the heading "Local Administration." The few extracts which we have published elsewhere will be enough to warn our public men of the serious harm they may unconsciously do to the country by pushing communal or sectional questions to an undesirable extent. We are not sure whether this kind of criticism to which wide publicity is given is intended to make the Britisher think that representative institutions cannot prove a success in India. The Times bases its comment on the memorandum submitted by the Government of Bombay to the statutory commission and its observations may lead one to imagine that the local Government is helpless with regard to the administration of local bodies. How can the Times remain ignorant of the conditions prevailing in most of the provinces is a matter of great surprise to us.

It cannot be contended that this undesirable communal spirit has originated *de novo* from our local bodies and escaped the notice of local governments. The man in the street knows

the real situation and if the local government should think of criticising the action of local bodies, it will be just like the kettle calling the pot black. The fact has to be admitted that the atmosphere is surcharged with communal spirit. It is not in the interest of the country to overemphasise the communal or sectional points of view. We are further anxious that the local bodies should be free to develop into autonomous institutions capable of playing their part efficiently and furthering the progress of the country. The responsibility of our public men connected with the local bodies is great and we only wish our leaders should understand the implications in the comment of the Times and evince a liberal spirit in respect of administration of public affairs so that there may be no occasion for misrepresentation.

The fifth All-India Educational Conference.

We hasten to congratulate the Reception Committee on its having been able to secure Sir P. S. Sivaswamy Aiyer for the Presidency of the ensuing conference. A distinguished *alumnus* of the Madras University, an eminent lawyer, and a steady public worker, Sir P. S. Sivaswamy Aiyer has won for himself a place in the galaxy of our

national leaders. Everything he has touched he has adorned and we need only refer to the exhaustive study of the question of military training in India. It is quite fitting that one who was vice-chancellor of the Benares Hindu University as well as of the Madras University should have been invited to preside over the All-India Educational Conference. One other point which lends additional interest to his selection is his generosity in founding the big High School at Thirukattupalle and maintaining it in an efficient condition. He represents the rather rare type of Manager, who is disinclined to interfere with the internal affairs of the school but is sincerely anxious to provide the necessary resources. We feel we should also congratulate Sir P. S. Sivaswamy Aiyer. He will have an excellent opportunity of placing before the teaching profession the views of the public regarding the educational system and of impressing upon the profession the need for radical alterations in the system so as to enable the rising generation to bear its own responsibility with regard to the all important problem of *National defence*. We appeal to our public men of all shades of opinion to take interest in the educational conference and to extend to the Reception Committee their valuable support.

TOPICS FROM PERIODICALS.

WELL PAID TEACHERS ARE THE LEAST EXPENSIVE!!

"Big business and in general, efficient business in this world has learned that there can be no substitute for character and brains in employees. They are irresistible. If a business commands, then it succeeds. The Public Schools are the biggest business. And for the work they are called upon to do they must command brains and character.

The responsibility for making the schools give the service that we have a right to expect of them falls mainly on the teachers and they should be well-paid. Being niggardly in this regard is a habit that a considerable part of the world has fallen into. It is not only a bad habit, but it is also expensive; for a low standard of wages inevitably results in the quality of teachers deteriorating. The brightest men and women in the profession seek other lines. And the class rooms of these short-sighted communities are turned over to second-rates. That means of course a generally inferior product is turned out from the schools. But a high standard of pay attracts high class people; there is sharper competition for the teachers' position and the beneficial effect upon pupils is marked.

It is the teachers' business to develop the latent possibilities in the child mind—that is to educate, which means to lead out. Do you want this delicate and vitally important work done by incompetents or by experts? There is only one answer. The way to get experts is to make the teaching profession attractive to capable, high class men and women. Those who really understand this subject demand the BEST COMPENSATION for teacher."—*San Francisco Examiner.* (We are obliged to the *Progress of Education* for the above extract.)

SELF-SUPPORT IS SELF-RESPECT.

BY

(Mahatma) M. K. Gandhi.

(FROM VOX STUDENTIUM, GENEVA.)

The suggestion has been made in these columns that in order to make education compulsory or even available to every boy or girl wishing to receive education, our schools and colleges should become almost, if not wholly, self-supporting, not through donations or state aid or fees exacted from students, but

through remunerative work done by students themselves. This can only be done by making industrial training compulsory. Apart from the necessity which is daily being more and more recognised of students having an industrial training side by side with literary training, there is in their country the additional necessity of pursuing industrial training in order to make education directly self supporting. This can only be done when our students begin to recognise the dignity of labour and when the convention is established of regarding ignorance of manual occupation a mark of disgrace. In America, which is the richest country in the world and where therefore perhaps there is the least need for making education self-supporting, it is the most usual thing for students to pay their way wholly or partially. Thus says the "Hindustanee Student," the official bulletin of the Hindustanee Association of America, 500, Riverside Drive New York City:—

"Approximately 50 per cent. of the American students use the summer vacation and part of the time during the academic year to earn money. 'Self-supporting students are respected' writes the bulletin of the California University. With reasonable diligence a student can devote from 12 to 15 hours per week (during the academic year) to outside work without seriously interfering with college work of 12 to 16 units (credits) involving 36 to 48 hours a week. A student should have some sort of practical knowledge of the following: carpentry, surveying, drafting, bricklaying, plastering, autodriving, photography, machine-shopwork, dyeing, field work, general farm work, instrumental music and so on. Such common work as waiting on table for two hours etc., is available during the academic year, which relieves a student from expenses for board. A partially self supporting student by working during the summer vacation may save up from 150 to 800 dollars. Kansas, New York University, Pittsburgh, Union University, Antwerp College offer "co-operative" courses in Industrial Engineering by which a student can earn one year's tuition fees working in industrial plants for which he also receives credit for practical experience.

The University of Michigan has under consideration the opening of similar co-operative courses in civil and electrical engineering. One year more is required to graduate in engineering by pursuing co-operative courses.

If America has to model her schools and colleges so as to enable students to earn their scholastic expenses, how much more necessary

it must be for our schools and colleges. Is it not far better that we find work for poor students than that we pauperise them by providing free studentships? It is impossible to exaggerate the harm we do to India's youth by filling their minds with the false notion that it is ungentlemanly to labour with one's hands and feet for one's livelihood or schooling. The harm done is both moral and material, indeed much more moral than

material. A free scholarship lies and should be like a load upon a conscientious lad's mind throughout his whole life. No one likes to be reminded in after life that he had to depend upon charity for his education contrarily where is the person who will not recall with pride those days, if he had the good fortune to have had them, when he worked in a carpentry shop or the like for the sake of educating himself, mind, body and soul.

SCHOOLTIME FOR PARENTS

BY

Patrick Duffy in 'Columbia'

One discouraging thing about the modern child is the modern parent. The teacher may be to blame for much: at least he works at his job. One can't say as much for the average parent.

Modern men and women are prone to shift the responsibility for their children's development on to the public school teacher. The teacher does what he can, but he can't be a successful parent to a room-full of children at a time. When he fails, behind him two others have failed.

After all, a child is in school only five or six hours a day. But his education goes on every hour he is awake, holidays and week-ends included. Imitation is the great teacher. So a child learns to walk, to speak, to use a fork. So he learns a lot of other things. He is in reality going to school while he is sitting at the table, listening to the talk of his elders, when he is down street after supper.

We need to realize that education is a large word, embracing all the child's experiences in school and out. And the education that goes on out of school has a deeper significance than the education provided by public funds. To the child every newspaper and magazine is a textbook, every older companion is a teacher. The home sitting room is the most important classroom: Wrangling parents are giving the listening children a lesson. And, fortunately, the father turning over his pay envelope is teaching; and the mother, getting off to early Mass.

The education that goes on in school is largely an acquiring of knowledge. The education outside of school is the building of character. The school functions fairly well within its limits. It teaches the child to read and write, that Columbus discovered America, that water

breaks up into hydrogen and oxygen, and that Helena is the capital of Montana.

But there are more important things that can't be lectured into a child or demonstrated on the blackboard—individual qualities that an overworked teacher can't develop in whole groups of children at a time.

Essentially, education is a matter of the individual, a matter of individual experience and growth. But our public schools must carry on as if education were a matter of group development, as if children of the same age were the same and would respond equally to the same treatment in the same time period. The result of that is that the clever child has time to loaf and takes it. The slow child grows discouraged and indifferent.

Our school officials are becoming increasingly aware of how little they are doing for character development. All these playground activities, these boy and girl clubs, these scouting organizations and the like, they are all attempts to supply the character training that the classroom fails to provide. They are mildly effective when in the hands of the right people. But at the best they are substitutes. No system of compulsory and universal education can possibly supply teachers and out-of-school directors for every two or three children. God did that when He gave each child two parents. When these two shirk their work, no hired teacher succeeds. Teachers are just more or less helpful to parents who are intelligently on the job.

And if the public schools had the time and the teachers for individual character training, they would still be crippled, because they must leave religion out. And character development divorced from religion is necessarily anaemic. A man's religion influences, and his attitude toward life profoundly influence his character.

The public school teacher is told to keep religion out of the classroom. And teachers, on the whole, try to do just that. They keep the letter of that law. They can't possibly keep the spirit of it. For the teacher's belief, his attitude toward life, must influence his teaching. The child in school is at various times under the influence of teachers of many religions and of none. One might call that broadening experience. One might on the other hand, call it merely confusing. The situation, of course, is very different in different places, in country and city. But particularly in rural and out-of-the-way places, the Catholic child in the public school is for years under the influence of an unbroken succession of teachers who, to put it mildly, have a very limited appreciation of either the historic dignity or modern vitality of Mother Church. I think that very often they try to be fair, these teachers. But they have history, literature and civics to teach, and they can teach only what they have learned. That leaves a good deal for the curate to do in the half hour Sunday afternoon that is allotted to him for teaching. It leaves much for the parents to do in the home.

It would be easy to say, but hard to prove, that parents are, on the whole, less concerned with their children than were the parents of a generation or two ago. But surely in comparatively few of our modern young people, one sees the singleness of purpose, the quiet courage and the initiative that make for strong living. Children were the first old age policies ever issued and they ought to be the best. But many of the young policies, racing around in the family cars, and more unfortunately parking those cars in various places, look like liabilities instead of assets.

I think it is harder to be a good parent today than it used to be. Family life used to contain a good many character-building experiences that are lacking to the modern flat. The thoughtful parent must deliberately seek for his children character-forming activities that came as a matter of course to the children of past generations.

Take your typical prosperous citizen of yesterday. He more often than not trudged off to school with his lunch in a tin box, and trudged home to the chores. He shivered out on winter mornings to feed the stock, and worked beside his father in the August hayfields. Now, industry and good fortune have made him a sharer in our widespread American prosperity. And he has joined the general movement from the land into the towns and cities.

He lives now in a steam-heated flat, janitor service, and the rest. On rainy days he whisks the children to school in the car. He buys them all sorts of things, and he is proud of all he can give them, not seeing all the changed environment has taken away from them. Sometimes, as the years go by, he begins to wonder that his sons, to whom he gave everything—everything but a sense of responsibility and the habit of work—are soft and unambitious.

And there were the girls in those older families. There were educational experiences for them in the homes innocent of electric ice and three-day laundry service. They grew often to be little assistant mothers at fourteen, and Saturday morning there was a wooden carpet sweeper that pushed hard. They shared as a matter of course in the responsibility of the home. To take the place of all that we have occasional classes in domestic science, and lectures on budgets and diets. They have their value but so did the older training.

Certainly children aren't the better, for too much work, want and hardship can stunt as well as stimulate, and the child has a right, to its playtime. Play itself has an important part in the development of body and mind. But the child, who has nothing to do but play, grows bored with the problem of its own amusement. Play and work, like rain and sun, are both needed for hardy growth. The parent must see that the child has enough of each.

So much for the prosperous parents. The immigrants, who are too recently arrived on the scene to share as yet in the general new world prosperity, are failing for other reasons. They have the tendency to be too humble in the face of this great educational system which opens its doors to their children. Very humanly, they overvalue the things they lack: book knowledge and American ways. The things they learned from toil seem unimportant in the sound of their children's school glibness.

Our public school teachers are not to be censured because they aren't completely successful as synthetic parents. If they are to blame for anything, it is for a failure to recognize their limitations. It is for the belief, prevalent among them that if they can keep the children in school longer and longer, all will yet be well. They have, perhaps, a tendency to confuse progress with expenditures; to measure efficiency in the terms of equipment.

One wonders at times if some of our theorists who believe in a heaven brought down to earth by laws and government bureaus, are looking forward farther than they are ready to admit

Are they perhaps content to see the parent relinquishing more and more of his duties, because they are thinking about a time when an all powerful State may assume entirely the responsibilities of parenthood? It is hard, otherwise, to understand the complacency with which they look upon the changing status of marriage and the home. That is as may be.

In the meantime, and for the rest of us, being a parent is a real job.

(By kind permission of the Editor,
The Catholic Leader.)

LOCAL ADMINISTRATION

(From the Times Educational Supplement,
28th Sept. 1929.)

One of the questions affecting educational progress in India on which the Simon Commission, now assembled in London, must pronounce is that of the degree of control over local school authorities which should be possessed by Educational ministers in the provinces.

An important consideration in the re-shaping of policy is the effect of the growth of communalism and party faction in recent years on the administration of local self-governing bodies. In their memorandum to the Simon Commission, the Bombay Government state that in consequence of these developments there has been serious loss of efficiency in Municipal and local board administration. The tendency is to make educational and other appointments on communal grounds, irrespective of the merits of the candidates. Experienced individuals have been retired from office and replaced by raw and unsuitable persons. Corruption has increased among the establishment, owing to slack supervision and reluctance to dismiss or prosecute defaulters who may be of the same caste or creed as the majority of the Councillors.....

A striking illustration of communal favouritism is given. In a recent case the appointment of a School board administrative officer came

up for consideration by the members of a local body "whose embittered relations to each other have coloured every subject discussed by the local authority to the complete exclusion of any consideration of public interest. In May, 1927, a certain person was appointed by 24 votes against 13. He was selected largely because he was the brother of a prominent member of a party of the President of the local authority and because he was in need of employment. In the following December, taking advantage of the absence of the president, the opposite party continued to secure a majority, cancelled the previous appointment, and selected their own candidate. The president in his turn reorganised his forces and on the earliest date legally possible the fresh appointment was cancelled and the resolution of May 1927 was re-affirmed.

The conclusion drawn in the memorandum is that recent legislation has given the local authorities powers and duties which some of them are clearly unfitted to exercise. The two instances, which are described as fairly typical go to show that, as the result of communalism and the spirit of party faction, the cause of education is bound ultimately to suffer seriously....

Many Chairmen evince a keen and generous interest in educational progress and being men of ability and of strong character, the impress of their personality is deep and marked. Others however are weaker or their interest in education is slight, and they are pre-occupied with the other manifold duties of a chairman. Being elected officers, they are susceptible to the influence of individual members or parties of the board, especially in the event of their desiring re-election. Here is probably to be found the explanation of numerous appointments of persons unqualified as teachers, of the excessive numbers of transfers made in disregard of the advice of the deputy inspector of schools, by the opening of schools unnecessarily or in unsuitable localities, and other instances of abuse of power.

NOTICE

A Special meeting of the North Arcot District Teachers' Guild will be held on Saturday the 16th inst., in the Danish Mission High School Hall, Tiruvannamalai.

OUR ASSOCIATIONS.

The Tanjore District Guild.

The Guild met at the High School, Tirukattupalli, on Saturday the 28th of September 1929, at 2 P.M., with M. R. Ry., Rev. N. G. Ponnaiya Avergal in the chair. Owing to inclement weather, the attendance was not large, only 10 schools having been represented.

Mr. V. Guruswami Sastri, the President of the local Association, welcomed the members in at neat little speech in which he observed that it was his ambition to organize a small exhibition on occasions of Guild meetings, though he could not realise it then and exhorted the members to bear this aspect in mind for future occasions.

The amendments to the rules of the Guild placed before the Guild by the Ex-committee were duly passed with slight alterations and it was resolved to give effect to the amended rules from 1930-31.

This was followed by a discussion on 'C' Group under the new S. S. L. C. scheme, Mr. T. A. Ramachandra Ayyer, headmaster of the B. H. S., Nannilam in initiating the discussion pointed out the difficulty of arranging the timetable, if boys should take up only the 'C' Group subject and observed that it would not fit with the intermediate course. Mr. V. Guruswami Sastri, Headmaster of the local High School, enlarged upon the hardships the management and the staff would be put to in working the new scheme and also pointed out that small schools in particular would suffer by having to engage 5 or 6 different classes simultaneously and provide the necessary accommodation and he also feared that some subjects might die out altogether while mathematics, history and commercial subjects alone would become popular. Mr. N. Rangaswami of the Town High School, Kumbakonam remarked that it was the primary duty of the secondary schools to give the boys an all-round general education and therefore instruction might be confined to the following five subjects, namely English, Vernacular, Elementary Mathematics, Elementary Science and History and Geography and he strongly pleaded for the deletion of the 'C' Group altogether. The Guild then adopted a resolution to the effect that the Guild once again reiterates its opinion that the 'C' Group subjects be omitted from the Scheme but Elementary Mathematics be altered to suit the requirements of the students who take up mathematics in the Intermediate Course.

Mr. N. Pachapakesa Ayyer's paper on the low standard in Elementary Mathematics was in his absence read by Mr. Visvanatha Ayyer of the Findly College, Mannargudi in the course of which he emphasized on the need for the adoption of right methods in the teaching of the subject, a common understanding among teachers of the various classes, correlation with other subjects and greater consideration to the subject during annual promotions. Mr. N. Kalyanarama Ayyer of Tirukattupalli in speaking further on the subject drew the attention of the teachers to the importance of drilling and mental work, the necessity of frequent tests and also the evils of confining themselves to particular text books. He was of opinion that the standard in Elementary Mathematics had already gone down and any further reduction would be dangerous. The meeting did not see any need for a resolution but was satisfied with a discussion on it.

The members of the Tirukattupalli association were 'At Home' to the Guild and provided a sumptuous dinner. The Science masters present then met and formulated definite suggestions to lighten the syllabus in Elementary Science.

Some of the Resolutions Passed.

The Guild emphatically protests against the change in the rules of eligibility raising the minima in English and Vernacular Composition from 35 to 40 and being strongly of opinion that it will work a great hardship on the students, respectfully requests the Academic Council and the Senate to fix the minima at 35 p. c.

The Guild prays that the Government may be pleased to extend the privilege and benefits of the postal life insurance to all teachers who are eligible to subscribe to the Teachers' Provident Fund instituted by the Government.

The Guild reiterates its opinion that the 'C' Group may be omitted from the scheme but suggests that the syllabus in Elementary Mathematics be so altered as to suit the requirements of students who take up Mathematics in the Intermediate course.

The Guild appoints a propaganda Committee consisting of Messrs. N. Kalyanarama Ayyer, N. Rangaswami Ayyer, A. Rajagopala Ayyengar, V. Raghava Ayyengar and N. Paramesiva Ayyer to canvass membership for the

Reception Committee of the ALL INDIA TEACHERS' FEDERATION CONFERENCE to be held during the ensuing Xmas week.

N. KALYANARAMA IYER,
Joint Secretary.

The 39th Annual Meeting of The Trichy District Teachers' Guild.

(By our Trichy Representative.)

The 39th annual meeting of the Trichinopoly District Teachers' Guild was held in the Bishop Heber College High School on 2-11-29 under the presidencies of Messrs. T. M. Narayanaswami Pillai, M. L. C., District Board President and S. Arpudaswami Udayar, M. L. C. There were two sessions from 11-30 A.M., to 2 P.M. and from 3 P.M. to 7 P.M. Almost all Schools were represented except Udayarpalayam.

Mr. S. K. Devasigamani, Vice-President welcomed the delegates and spoke on the S.S.L.C. revised scheme, the Beasely report and the Hartog Committee.

Mr. T. M. Narayanaswami Pillai, President of the morning session then delivered his address in the course of which he congratulated the Guild in its representative character and good work, condemned the revised S. S. L. C. scheme as heavy, advocated a definite policy of education in all stages and promised hearty co-operation with teachers' organisation.

The Annual report for 1928-29 was then presented by the Secretary for the Managing Board. It recorded that the strength of the Guild consisted of 14 affiliated associations and individual members of local Colleges, coming to a little over 300. Besides cataloguing its work as done in quarterly meetings, it condemned the policy of drift of the ministry of education and the notices to quit served in two local colleges upon some of its staff endangering their security of tenure. The report was adopted on the motion of Mr. S. T. Ramanuja Iyengar, seconded by Mr. V. Saranatha Iyengar.

The following office-bearers were elected.

President.—Mr. C. S. James.

Vice-Presidents.—Messrs. M. C. R. Nayudu and S. S. Krishnaswami Iyer.

Secretaries, M. M. Balakrishna Iyer, (Mofussil.)

S. Siva Ramakrishna Iyer, (Town.)

Dt. Representative S. T. Ramanuja Iyengar.

Mr. C. S. James, Principal Bishop Heber, delivered an address on Public Schools in England.

After lunch with Mr. Udayar in the chair the Conference re assembled. Mr. P. S. Ganessa Sastri of the National College spoke in the Postal and R. M. S. Benefit Fund and compared it to the S. I. T. U. Protection Fund. With the aid of black board figures, he explained that there was disproportion between the money paid by members and the benefit received by them; that calls were fortuitous; that accumulations were insufficient to meet payments when the Fund attained maximum strength; that the Fund was not attractive to youngsters but only advantageous to old people that the rules were not based on actuarial opinion and were unsound.

Mr. S. T. Ramanuja Iyengar replied to the arguments advanced by explaining the basis of the fund, by pointing out the elements of Stability in the fund provided for in fixed calls and their accumulation and the pro-rate benefits given to minimise disproportionate payments. He also referred to the satisfactory progress the Fund had made in the two years of its existence its reserve, its few calls and its efficient management. He pointed out that the disproportionate payments would always exist as in life insurance and that the method of viewing the Fund on lines of bank finance was based on a misconception of the commercial and philanthropic basis of the S. I. T. U. Protection Fund.

The guild then passed the following resolutions on:

1. Protection Fund.
2. Educational policy.
3. All India Teachers' Federation.
4. Revised S. S. L. C. Scheme
5. S. S. L. C. Text books.
6. S. S. L. C. Eligibility rules and moderation board.
7. Exemption from fees for children of Teachers.

Mr. Udayar then delivered his speech in the course of which he emphasised the need for Government improving the Teachers' economic position, expatiated upon the obstacles lying in the way of M. L. C's carrying out any good educational work, thanks to Government's hesitating educational policy, the ministry's capricious position and the lack of equipment on the part of M. L. C's.

The Bishop Heber Staff was at home to the Guild.

Resolutions passed at the Conference.

I. (a) This conference regrets that the Ministry of Education have not yet laid down

their policy and programme re-educational Re-organisation on National lines in the province.

(b) This conference regrets that the Ministry of Education, in spite of the large funds available and the promises made from time to time, have not taken steps to improve the service conditions of teachers in Non-Government Schools, by salary standardisation, by liberal Government grants and subsidies, and by introduction of service and leave Rules.

(c) This conference once again requests the Ministry of Education, to institute a Public committee consisting of two non-official M.L.Cs., two officers of the Department and two representatives of the S. I. T. U., to inquire into the service conditions of Teachers in non-Government schools, to take evidence, and to submit their findings thereon.

II. (a) This conference regrets that the S. S. L. C. Board flouted the Educational Public opinion of the Province, in giving effect to the revised S. S. L. C. scheme all at once in the IV Form this year, without postponing it for even one year for further consideration and for better equipment in schools.

(b) This conference is of considered opinion that the revised schemes and syllabuses are unworkable, unless they are reduced and modified.

(c) This conference is of opinion that there should be no specialisation in the whole High School course, or in the alternative there should be bifurcation at the end of the V Form course as recommended at the Karur Conference in April last.

(d) That Text books suitable to the syllabus should be prepared and prescribed in all non language subjects by the Department.

(e) This Conference emphatically protests against the arbitrary changes in the rules of eligibility of S. S. L. C. holders for college admission, made year after year.

(f) This conference requests that the percentage of pass marks be reduced from 40 to 35 per cent. in English and 2nd language as in previous years regarding the S. S. L. C. rules of admission, and as they are at present in the intermediate and B. A. Examinations; and suggests that alternative lower percentage of 25 percent in one subject other than languages but 35 per cent. in the aggregate for all non-language subjects together, be adopted to encourage deserving students for college Education and that a moderation board be continued as in previous years.

III. (a) This conference resolves that the Trichinopoly Teacher's Guild do become a member of the Reception Committee of All India Teachers' Federation Conference at Madras next December.

(b) This conference calls upon teachers and educationalists to actively support the said Federation Conference by liberal contributions, by attendance in large numbers and by taking part in its deliberations.

(c) This conference of the Teachers' Guild requests A. I. F. T. A. to include in their programme discussion of resolutions and subjects like unification of the teaching service, National and Vocational education, standardisation of salary, and the appointment of a commission of enquiry re-teachers' service conditions in India and a royal national commission on Education to take evidence and to submit a comprehensive report with their recommendations.

IV. (a) This conference of the Guild requests the Board of management of the S. I. T. U. Protection Fund to appoint an Actuary to study the Rules and the condition of the fund, and to report on the soundness of the scheme and the stability of the fund

(b) This conference of the Guild requests the Board of management of the S. I. T. U. Protection Fund, to have the said fund registered under the co-operative Act.

V. (a) This conference of the District Teachers' Guild appeals to all managements to exempt from payment of tuition fees the children of teachers studying in the schools and colleges, in which such teachers are employed.

The Nellore District Teacher's Guild

Under the auspices of the Nellore District Teacher Guild, the Third Conference of the teachers of the Nellore District was held on Saturday, the 2nd Nov. in the V. R. College under the Presidency of M. R. By. M. Venkatarangaiya Garu, Principal, V. R. College, Nellore. The President's address dealt mainly with several aspects of Educational Finance and the need for greater public endowments for Educational Institutions. He also exhorted the teaching Profession to take up organised team-work and draw up a well-thought out programme to be carried out during the year. The following are the more important resolutions passed at the conference:—

The conference requests the Govt. to standardise the scale of salaries in all Secondary Schools on the basis of the resolution passed at the Provincial Educational conference held at

Chidambaram in Dec. 1928 and to make the adoption of that standard a condition of recognition.

The conference requests the Government to liberalise the Madras Grant-in-aid code so as to provide for 75 per cent of the net cost grant with a view to enable the managements to improve the prospects of the teaching staff and the efficiency of Schools.

The conference requests the Government that, in the meanwhile, Special Teaching Grants be given to all aided Secondary Schools irrespective of the contribution from the managements.

The conference requests the Government to reorganise the District Second Education Boards providing for selection of one half of the strength of the Boards by the teaching profession of the District, all the teachers forming one constituency and placing the boards on a statutory basis with definite powers and duties.

The conference strongly urges upon the Government the urgent need for the formation of a separate S. S. L. C. Board for the Andhra Districts in view of the unwieldy nature of the work at present.

This conference whole heartedly supports the formation of the Andhra Provincial Teachers' union and exhorts the members of the Guild to attend the ensuing conference at Bezvada in large numbers.

This conference requests the S. S. L. C. Board to delete the two lessons "Power and Responsi-

bility of the press" and the "Character of the Happy warrior," from the the Selections prescribed for the Public Exam. of 1930.

This conference requests the Government to exempt teachers in the service of local Boards from the operation of the G. O. recently issued, prohibiting local Board servants from being office bearers in Co operative Societies.

The Conference requests the Executive Committee of the Dist Teachers' Guild, Nellore, with powers to co-opt, to consider and report on the deterioration in the standard of general attainments of pupils of Secondary schools and suggest remedies for the same within three months.

This conference, while reiterating the resolution passed two years ago about vernacularisation in Secondary Schools, exhorts the authorities of school to introduce the same from July next.

With a hearty vote of thanks for the President for the valuable and helpful suggestions he made and another vote of thanks for Mr. Natarajan of the "South Indian Teacher" for his moving speech on the aims and objects of the S.I.T.U. and its activities, and the S. I. T. U. Protection Fund, the conference came to a close.

The Annual Meeting of District Teacher's Guild also was held on the same day when the various office bearers of the year were elected.

B. SUBBA RAU,
Secretary.

The present Strength of the S. I. T. U. Protection Fund, classified according to the age of its members.

Total Strength 356.		
2.25 %	20—25 years	
22.2 %	26—30 years	
28.37 %	31—35 years	
21.63 %	36—40 years	
18.82 %	41—45 years	
4.77 %	46—51 years	
1.9 %	over 51 years	

News and Notes.

Mr. P. A. Subramanya Ayyar moved at the last meeting of the Senate of the Madras University that the Academic Council should be requested to reduce the percentage of marks required of S. S. L. C. candidates for eligibility to 35 in the case of English and Second language. He referred to facts and figures which he had gathered from different schools and maintained that the proposed rule, if unchanged, would prove disastrous. We are thankful to him for his kindness in sending us the following analysis.

seen fit to accept the resolution.

Names of Districts.	In 1925							In 1926							In 1927							In 1928							In 1929						
	No. of schools that have given information.	No. of pupils presented for public examination.	No. declared eligible.	Percentage.	No. that would be eligible under the new rules.	Percentage.	No. of pupils presented for public examination.	No. declared eligible.	Percentage.	No. that would be eligible under the new rules.	Percentage.	No. of pupils presented for public examination.	No. declared eligible.	Percentage.	No. that would be eligible under the new rules.	Percentage.	No. of pupils presented for public examination.	No. declared eligible.	Percentage.	No. that would be eligible under the new rules.	Percentage.	No. of pupils presented for public examination.	No. declared eligible.	Percentage.	No. that would be eligible under the new rules.	Percentage.	No. of pupils presented for public examination.	No. declared eligible.	Percentage.	No. that would be eligible under the new rules.	Percentage.				
Madras	10	632	390	60	210	32	721	381	53	156	22	786	395	50	189	24	636	373	54	191	28	793	284	36	151	19	793	284	36	151	19				
Nellore	3	204	68	33	97	18	196	62	32	35	18	179	71	40	48	27	212	111	52	47	22	177	47	27	17	10	177	47	27	17	10				
Chingleput	6	192	82	43	29	15	225	67	30	28	12	295	117	52	58	26	211	77	86	25	12	201	71	35	21	201	71	35	21	201	71	35	21		
South Arcot	4	112	47	42	26	23	95	49	52	19	30	173	114	66	65	33	184	94	51	54	29	205	72	33	41	205	72	33	41	205	72	33	41		
Tanjore	17	898	398	44	173	19	956	406	42	197	21	907	885	42	217	24	845	365	43	176	21	869	301	35	127	15	869	301	35	127	15				
Ramanud	5	181	69	38	37	20	185	58	32	27	14	169	53	33	27	17	205	85	41	49	24	171	64	37	23	171	64	37	23	171	64	37	23		
Tinnevely	9	288	78	33	48	20	319	141	44	56	18	302	146	48	69	28	259	129	50	56	22	298	126	43	66	28	298	126	43	66	28				
Maiber	8	332	146	44	85	26	379	170	45	84	22	443	180	40	111	25	418	173	41	103	27	296	144	36	84	21	296	144	36	84	21				
South Canara	8	248	171	69	122	49	263	179	68	131	50	236	142	63	84	37	252	154	61	79	31	304	134	44	62	20	304	134	44	62	20				
Colombatore	10	162	118	73	61	38	209	140	67	57	27	309	173	56	77	25	255	167	67	110	43	277	136	49	92	23	277	136	49	92	23				
Salaw	5	143	69	48	30	21	120	65	55	28	23	110	92	84	51	46	97	73	75	41	42	95	90	32	15	16	95	90	32	15	16				
Trichinopoly	7	858	190	53	91	25	308	193	63	70	23	451	234	52	111	25	385	251	65	165	43	586	212	36	89	15	586	212	36	89	15				
Total	93	8,730	1,826	49	949	26	8,976	1,912	48	889	23	4,370	2,102	49	1,107	26	4,009	2,052	51	1,026	27	4,367	1,620	37	828	19	4,367	1,620	37	828	19				

OUR LETTER BOX

The Madras Secondary Grade Teachers' Association.

The Secretary of the Association writes:—

For several years past a desire has been expressed in some parts of the town by different members of our profession and grade that a society must be called into existence exclusively for the benefit of Secondary Grade Teachers. The want of such an Association was felt to be all the more urgent and necessary in that our brothers of the Elementary Grade had already safeguarded their interests by forming a union of their own.

Where there are common interests at stake or common hardships to be endured, or common gains to be secured it behoves the members of the community to rally together as one man, to mobilise and organise their forces and resources, and to press forward their claims for public recognition in all reasonable and constitutional ways. That in this big city, where there are at least a thousand teachers of the Secondary Grade, an Association of the kind proposed to be called into being has not already been started is a matter of surprise to all.

With the kind co-operation of a few friends, I have made bold to provide an opportunity for creating a common platform for us, knowing, as I do, the need for it and the readiness with which you will avail yourselves of that opportunity.

Workers in the same field, labouring within three or four miles of each other in neighbouring

divisions of the Presidency Town have not had the facility to come together for one thing or another.

The South India Teachers' Union and the Madras Teachers' Guild no doubt provide a wide platform, but the men of our grade have not a plank of their own on that platform. Bodies like these two premier organisations in our midst can be of real and great service to us only when we are ourselves efficiently organised. They will help us when necessary only after we have shown to the world that we can help ourselves to some extent.

Let us bestir ourselves in right earnest and set about concerting measures to start our Association by appointing a Provisional Committee of Office Bearers to think of ways and means of running the society on sound lines assuring its utility and permanence.

The work will be onerous at the beginning; much of up-hill work will have to be done, perhaps in the teeth of ignorant opposition from some quarters and the members of the Provisional Committee should not mind any time or energy or other precious things which may have to be spent in laying the foundation of our great structure, wide and deep.

May God help us in our endeavour !

(The Madras Secondary grade Teachers' association has already been started. A Strong executive has been formed and a number of members have joined the association. We wish this new association every success. Edu. S. I. T.)

REVIEWS.

LONGMANS ATLAS OF THE WORLD: Tamil
Price 0.12-0; Telugu Price 0.12-0.

Messrs Longmans Green and & Co., Ltd. have done a great service to the teaching of geography in the middle schools by the publication of these atlases. All names are printed in the vernacular. It has often been said that the teaching of geography in the vernacular is being made difficult by the absence of vernacular wall maps and atlases. Such an excuse can no more be advanced.

These books are got up neatly, the printing compares favourably with the English Atlas.

ELEMENTARY BIOLOGY. (Plant, Animal and Human) by M. V. Sundaresan M.A. L.T., (Mysore Educational Service) Price 1-8-0.

It has now come to be recognised that Elementary Biology should form a part of our elementary Science course. Though it was included in 'B' Group hitherto, this part of the course was totally neglected in many Schools and publishers too were not anxious to publish any book giving the elements of biology,

Mr. M. V. Sundaresan closely follows in his book the Syllabus in Biology as part of Elementary Science for the revised S. S. L. C. course

MANAGER'S NOTICE

in the Mysore state. He has kept in view the aim of the course: 'It is intended to be taught from the practical standpoint and correlated with the principles of Physical Science'. The course of studies in biology outlined for the S.S.L.C. of Mysore is so framed as to impress upon the pupils that 'the life of plants is in no way different from the life of animals; what we call life is a matter of ceaseless activity and endless progress to limitless perfection', and that 'No living being lives unto itself or is satisfied with its own well-being'. And Mr. Sundaresan has ably succeeded in keeping this view in the forefront. One cannot fail to notice, after a perusal of this book the essential unity of life and the great similarity in the life processes of plants, animals and men. We are therefore sure it will be a very good text book for the S. S. L. C. students of Mysore.

The Madras syllabus is more elaborate and detailed and Mr. Sundaresan's book does not come up exactly to its requirements. To mention only a few, in the section *Physiology, Hygiene and First aid*, are included Muscular system, Digestive system, the excretory system, Sense organs, Bacteria and disease Germs, First aid, etc. These items have either not been treated or only passing reference are made. Similar defects can also be pointed out in the matter of Animal and Plant life.

Yet the book provides interesting reading and every teacher of the elements of biology would stand to profit by a study of this book. We have therefore pleasure in recommending it as a suitable book for reference by teachers and the pupils alike. After a study of formal biology, if the student is encouraged to read this book his interest in the subject will become deeper.

The book is written in a simple and direct style. It is full of illustrations which are well drawn; they are suggestive and instructive. The Book is priced at Rs. 1-8-0. Copies can be had of the author at Kolar (Mysore State).

ELEMENTARY SCIENCE by Mr. A. Varadaachariar. Published by P. Varadaachari & Co. Price Rs. 12. This little book is the 1st of a series of books which Messrs. Varadaachari and Co. propose to publish, in accordance with the

requirements of the New Syllabus in Elementary Science. Part I, the book under review, deals with *Physical Measurements*. Mr. A. Varadaachariar is a science teacher of considerable experience. He has taken great pains to present to the IV Form pupils the fundamentals of Physical measurements in a simple yet accurate and precise manner.

The Treatment is exhaustive even to the extent of making the book bulky. It follows the new syllabus very closely. Simple experiments, of a very suggestive and instructive nature are included and make the reading interesting. In addition, suggestions for practical work are given at the end of each chapter, which, if carried out by the student, will help him a great deal in appreciating the elements of physics. An interesting feature of the book is the inclusion of problems at the end of each chapter, the answers thereto, being appended at the end of the book.

The book is neatly got up. Messrs Varadaachari and Co. is a rising firm of publishers. They deserve to be congratulated on the neat get-up of this very useful book. The book contains a number of illustrations which are well prepared.

UPADHYAYADU VIDHYA.—A Telugu Bimonthly Edited and published by Mr. G. Jacob, for the U. L. C. M. Elementary School Teachers' Association, New Church Compound, Guntur. Annual Subscription Re. 1. Vol. 1, No. 1.

The object of the Journal is to champion the cause of the Elementary and Middle School Teachers, and the large number of such teachers as well as the general public interested in the advancement of Telugu literature and culture will do well to patronise this Journal and help the publishers to continue their very useful work with success. The present number contains several valuable articles of great interest to the lovers of Telugu literature and art, dealing with problems in astronomy, and furnishing to the reader a stimulus to learn the varied intricacies and beauties of the language through the medium of discussion of the present day educational system. We wish our contemporary every success.

With the issue of this number, *The South Indian Teacher* completes its second year of existence and in January 1930, the third volume will commence. Though started under great difficulties and grave doubts of its success, the Journal Committee has found it possible to carry on the work, as they had enthusiastic help and encouragement from all parts of the presidency. It is hoped that our readers will continue the patronage in the coming year also, so as to enable us to carry on the work, on even more efficient and sound lines.

It is proposed to enlarge the size, if its support will warrant it. We shall also be opening additional sections like the 'Readers page' where Teachers may mention their class room difficulties solutions for which will also be published from time to time as they are received from our readers. We shall also add a section called 'Book Club' wherein summaries of recent educational publications will be given. Further, it will be the endeavour of the Journal Committee to give every month full account of educational news and activities in the presidency and abroad. Teachers are therefore requested to help us with information from time to time under this heading and also to make the fullest use of them.

The Journal Committee will be strengthened in its work, if each teacher will realise that the Journal is *The Teachers' Journal* and enable the journal to voice forth the opinion of the Teacher. The journal can function efficiently only if it can command sufficient finance. Every teacher is requested to influence his Teacher friends to subscribe for a copy. Efforts should be taken to see that every reading room, public library or Social Club is made to subscribe for a copy so that non-teachers may know something about the work of teachers.

Election Manifesto by Mr. N. R. Kedari Rao M.A., L.T., Senior Lecturer in English, Govt. College, Kumbakonam.

SIR,

I am standing for election to the Senate by the Registered Graduates of the Madras University.

I have been a lecturer in English for over 15 years and during these years I have been closely following the development of Higher education in our presidency. I have served in private Colleges and am now working in a Government College. Further my close association with such bodies as the Madras Teachers Guild and the South India Teachers Union has made it possible for me to appreciate the difficulties of the Teachers whether in Secondary Schools or Colleges.

Should I be elected it shall be my endeavour to represent truly the views of the South India Teachers' Union and to promote the cause of true education in our presidency.

As I feel I can do some useful work on the senate. I request you to give me your 1st preference or if that be impossible as high a preference as you can.

(Sd.) N. R. KEDARI RAO.

THE SOUTH INDIAN TEACHER.

(The official Journal of the S. I. T. U.)

The magazine is edited and published for the South India Teachers' Union and it is supplied at Rs. 3 per annum. It is published twelve times in the year, the 15th of every month being the date of publication.

Contributions on all matters pertaining to education in general and the teacher in particular, will be thankfully received and should be addressed to the Editor, 41, Singarachari Street, Triplicane, Madras.

The Editors cannot undertake to return manuscript copies unless accompanied by stamps.

Contributors are requested to have their articles either typed or written in a clear legible hand on one side of the paper only and should send two copies of their article which should reach the Editor at least three weeks before the date of publication of an issue.

Subscriptions and Donation:—The Managing Committee trusts that it can count on the constant and loyal support of the thousands of teachers on the rolls of the S. I. T. U. The journal is intended (1) to represent the opinion of the profession without fear or favour, (2) to find out ways and means of improving the conditions of service and (3) to bind the teachers of all grades into one organised body. Hence the journal, being primarily a **TEACHERS' JOURNAL**, should not depend on extraneous support. Every teacher is therefore requested to contribute his mite either as subscription or donation to the Journal. The subscription is purposely fixed at such a low rate as Rs. 3 per annum so as to enable each teacher to become a subscriber.

Copies of the Journal are usually posted about the 17th of every month. Complaints about non-receipt of copies should be made before the 22nd of every month. Complaints received later will not be attended to.

Change of address should be intimated immediately. All business letters and remittances should be addressed to the Honorary Secretary and Manager, The South Indian Teacher, 41, Singarachari Street, Triplicane, Madras.

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The Fifth Conference

OF

The All India Federation of Teachers' Associations

CHAIRMAN :
RAJAH SIR ANNAMALAI CHETTIAR,
RAJA OF CHETTINAD.

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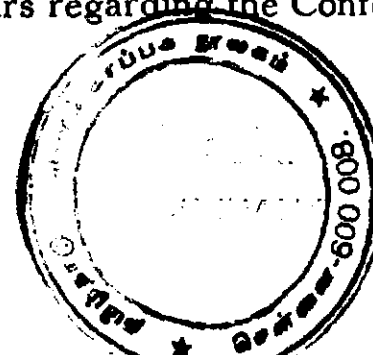
Madras, 12th December, '29.

Sir/Madam,

The Fifth Conference of the All India Federation of Teachers' Associations will be held at the Hindu High School, Big Street, Triplicane, Madras, on December 27th, 28th and 29th. Sir P. S. Sivaswamy Ayyar, B.A., B.L., has kindly consented to preside over the Conference.

R. G. Grieve Esq., the Director of Public Instruction, Madras, has kindly consented to open the Educational Exhibition organised in connection with this Conference on December 26th.

You may be glad to know that about 20 papers have been received from distinguished educationists, many of whom have promised to attend the Conference. The resolutions received by the Reception Committee will be placed at the open Conference after they have been considered by the Council of the A.I.F.T.A. The annexed programme to which your attention is invited gives full particulars regarding the Conference and the Exhibition.



Yours faithfully,

M. S. SABHESAN,

Secretary.

PROGRAMME.

Thursday, 26th December.

12 Noon: Opening of the Exhibition by R. G. GRIEVE Esq.,
Director of Public Instruction, Madras.

Friday, 27th December.

8-10 A.M. A. I. F. T. A. Council Meeting.
Excursion for others.

12 Noon: PRAYER.
Address of Welcome by the Chairman of the Reception Committee.
Address of the President.

1-30-2 P.M. ENTERTAINMENT.

2-4 „ PAPERS.

4-30 „ Demonstration of Physical Activities by The Instructors and Pupils of Schools in the City of Madras.
The Wesley College Grounds, Royapettah.

7-30 „ Cinema Show in the Conference Hall.

Saturday, 28th December.

8-10 A.M. Subjects Committee (Council of the A.I.F.T.A.),
Excursion for others.

12-3 P.M. PAPERS.

3-4-30 „ RESOLUTIONS.

5 „ Garden Party by Raja Sir Annamalai Chettiar at
Willingdon, Egmore.

7-30 „ Cinema Show in the Hindu High School.

Sunday, 29th December.

8-10 A.M. PAPERS.

12-2 P.M. RESOLUTIONS.

2-5 „ PAPERS.

5 „ President's Concluding Speech.

VOTE OF THANKS.

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Translated into Tamil

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Assistant Secretary to the Commissioner for Government Examinations, Madras

And

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THE South Indian Teacher

Vol. II]

15th December, 1929

[No. 12

LIBRARY IN MODERN LIFE

BY

S. R. RANGANATHAN, M.A., L.T.

University Librarian, Madras and Secretary, Madras Library Association.

1. Introduction.

1-1. There is more than one method of
evaluating the place of Libraries in modern
life. We may approach the subject statisti-
cally, that is, enumerate the number of
libraries in different countries or set out
what is perhaps more significant, their rate
of growth in modern times, their differential
coefficient as the mathematicians would call
it. Or, we may examine the manner in
which libraries are administered to-day, the
spirit that is behind their administration,
their outlook and ideal. Or, we may deal
with this subject in a purely theoretical
way, i.e., examine certain of the large forces
that are shaping modern life and infer there-
from the place that libraries should occupy.
I propose to spend a few minutes on each of
these three methods of approach to the
subject of to-day's discourse.

2. Recent growth.

2-1. Let us first take up the statistical
method. I may, at the outset, state the

significant fact that during the last 30 years,
i.e., since the beginning of the 20th century
the number of libraries in the world has
increased manifold. Even in the City of
Madras the number of Libraries has doubled.
For, in the 19th century, there were only
two large libraries here—the Connemara
Public Library and the Library of the Madras
Literary Society. But, the twentieth century
has seen the foundation and development of
another large library—the Madras University
Library, with which I happen to be now
officially connected. I remember, further,
to have recently read somewhere the happy
announcement of a high official of the
Madras Corporation that, due to the munifi-
cence of a private philanthropist, the city is
soon to have a public Library on modern
lines. This would double the number of
libraries that Madras had thirty years ago.

2-2. If you want some more figures to
illustrate the truth of this proposition, here
are a few:—

2-21. Take first the little country of Belgium. The passing of "Destree Law", a decade ago, has resulted in the number of libraries increasing from 1,200 to 8,400 while the number of books lent has more than trebled. Nearly two-thirds of the Belgian communes have now library provision and the ministry of education is fast fulfilling the programme to provide every other commune with a library.

2-22. Let us go a little northwards into Holland. Holland with but a population of 7 million has about 500 libraries. Most of these had their origin only in the present century. 1892 was the real turning point in the Library history of Holland.

2-23. 1887 was the corresponding epoch for Denmark. The popular libraries of Denmark date only from 1887. There are now about 800 such libraries maintained partly by local taxation and partly by grant from the State and supervised by the State Library Commission.

2-24. Sweden has to-day about 3000 State aided libraries. Sweden claims to have had Public Libraries from very early days. However, it was only during the last fifty years that their number reached the present proportions.

2-25. In Norway, the peasant movement of 1814 secured a State-grant for the establishment of popular libraries. Such libraries began to appear about 1830 and their present number is about 1200.

2-26. Turning into Eastern Europe, let us first consider Russia. The Soviet Union of Russia has brought about the formation of nearly 3,000 libraries, in addition to several village reading huts, in the short space of ten years.

2-27. Turning to the south, you find another new Republic, *viz.* Czechoslovakia. In its area and in its population, this Republic is approximately equal to the Tamil Nadu. Its inhabitants are by no means of a homogeneous stock. In 1919, the Chamber of Deputies placed in its Statute Book a Public Library Law of such a kind that has been passed in no other country. This law makes it obligatory for every area to maintain public libraries. In the year 1920, there were, in the Republic, 3,400 public libraries. In the year 1926, the number of public libraries rose to 16,000 as a result of this law. At present, there is one Library for every 1,000 inhabitants.

2-28. In Germany, the City of Charlottenburg was the first to set an example. It founded a Municipal Library in 1898. To-day, practically all the cities have established Public Libraries and in addition, there are a dozen Rural Library Service schemes which supply the country-side with books.

2-29. The constitution of "The French Committee on modern Libraries" early this century gave a great impetus to the movement towards "libraries for everybody." There are now hundreds of municipal libraries scattered throughout the country. Paris alone possesses about 90 such municipal Libraries and about 100 special Libraries.

2-291. In Italy, the Library consciousness came into existence as early as 1876, as one of the first fruits of the formation of the United Italy. Contrast the handful of Libraries started then with the 4000 and odd libraries that are now functioning! Another illuminating fact is this. In 1876, the Government budgetted about 800,000 liras for libraries whereas in 1926 the corresponding figure was about 10,000,000 liras!

There are about two thousand travelling libraries in Italy which have united themselves as the "Federation of Italian circulating Libraries."

2-292. In England, although the first Public Library Act came into force in 1850, very few municipalities adopted the Act for about a generation—only about 130 localities did so. But in 1887, the year of Queen Victoria's Jubilee, many boroughs were inspired to establish libraries as memorials of the Great Queen and the number of Libraries rose to 500. However, the greatest stimulus was received only in 1910, when Andrew Carnegie presented several of the cities with a Library Building. The result is that to-day the number of public Libraries is somewhere near 2000. Again prompted first by the munificence of Andrew Carnegie, practically all the counties of England (except four, I think) have established a Rural Library Service in the short period of seven years.

2-298. Coming to our own Continent, the Library Movement of China was initiated by the Government early in this century in 1905, and now many important towns have public libraries. About 400 new libraries are said to have been established recently.

2-294. In Japan, the Department of Education was responsible for the establishment of the first model Library in 1871. In 1914, the number of public and private libraries had reached the neighbourhood of 8,000. The first travelling Library of Japan was established in 1904. It is an extraordinary feature that the most famous travelling library of Japan is that maintained by the South Manchuria Railway Company. This Company has a central reservoir library at

its headquarters and it sends boxes of books almost to every one of the stations along the whole line of about 700 miles.

2-295. In the New World, even in little known Mexico, the first plans for the foundation of a public Library system were laid by the Government so early as 1833 when the first public Library was established. The number of Government supported libraries to-day has risen to 1600, in addition to several municipal libraries.

2-296. With regard to the United States, I am not going to give figures, but merely state that it is the land of libraries. It is everywhere acknowledged that the main impetus for the modern library movement originated from the United States. The forward march of the United States in library matters has not yet abated. It is still far far ahead of the other countries. It has got a most carefully worked-out organisation for the constant improvement of the Libraries. It is carrying on experiments in Library administration with as much zeal as it is carrying on experiments in education.

2-3. Now, these countries will not multiply such institutions at such a rate, unless they have a real value in life.

3. New Types.

3-1. Apart from the mere argument of numbers, while at the statistical method, we may also look at the new varieties of libraries that have come into existence in our own life time. These new types have brought under the library's sway new classes of people, with the result that there appears to be hardly any propability for any community in modern life to be without the use of libraries. Till the beginning of our century, a library was supposed to be a place fit

only for the dons, for those who pursued learning for its own sake, for the unpractical "grammarian" type of men who would leave "play for work", would gather "all books had to give!" and would decide "not to live but to know" or for retired old men whose interest in life had been diverted towards the other world. Accordingly, to suit this class of men, there was only one type of library—a quiet deserted leisurely, unprogressive, and desolate-looking, institution. But, to-day, the library is not only for the leisurely don but also for the "busiest businessmen." It is not only for the unconcerned "grammarian" world, but also for the convulsing commercial world. It is not only for adults but also for children. It is not only for men but also for women. It is not only for the healthy at home but also for the sick in the hospital. It is not only for those that have eyes to see but also for the blind.

3.2. To meet the requirements of these new types of clientele, the Library has differentiated itself into several new types in modern days. The special and technical libraries have been growing at a rapid rate, for the last one decade. Their problems are so new and so different from those of ordinary libraries, that an Association of Special and Technical libraries has been recently formed in several countries to promote the efficiency of such libraries.

3.3. There is now hardly a large business-house or manufacturing firm in the western countries, which does not maintain a library of its own for keeping its officers and workmen up-to-date in their methods of work—not only a large library, but a library organised and administered by librarians with specialised training, assisted by a

trained staff provided on a liberal scale. Business-houses do not grudge paying for the library and for the library staff because they have realised the value of libraries in modern life.

4. New Outlook.

4.1. Then let us turn into the second line of approach. That our evaluation of libraries is different from that of our forefathers will be obvious if we examine the change that has come over the outlook of our libraries. Till the beginning of the present century, libraries were regarded more as museums to give a quiet harbour for books than as a workshop where the books are to be used as active tools and may be legitimately worn out by use.

4.2. In the past, a quiet retired part of the town, far from the maddening crowd, was supposed to be best suited for locating a library for the handful of phlegmatic, severe scholars to haunt it unnoticed and undisturbed. But, to-day, the proper place of the library is believed to be next to the market-place, right in the heart of the city. For, the modern library wants to serve not only the scholar with an inward surge, who will walk any distance to get his books or the fashionable gentlemen with motor-cars, who go into and come out of libraries to appear cultured; but, it wants to attract and serve the man in the street and it does not want to make distance an additional handicap in its work. For the same reason, a modern library aims to distribute its branches and delivery stations so profusely that no citizen need to walk more than five minutes to get his book. Nay, nowadays, it is also putting a part of itself on wheels and is moving from street to street and village to village like a regular hawker.

Why does it do so? Because, modern life has begun to evaluate libraries in quite a new manner.

4.3. In the past, a library would be kept locked for the greater part of the day and kept open only for a few hours. It was not unusual to open it only for a few days in the week and the public tolerated it, as such a practice was not in conflict with their estimate of the place of libraries in public life. But, to-day, no library will be allowed to be kept closed on any day of the year, not even on Sundays, even in Christian countries. Again, it is not unusual for the libraries in the west to be kept open till nine in the night, i.e., till the majority of humanity goes to bed. The public demand it and the library authorities appreciate the soundness of such a demand. For the books in a library are after all for use—for the use of every body and it is certainly considered criminal to close the library at any time when people can conveniently go to it.

4.3.1. You might ask what about the cost of establishment if it is to be kept open for long hours and on all days. Modern society maintains that any extra money spent on library establishment is well spent. After all what is the proportion of the extra cost of establishment to the enormous benefit that would flow from a wider use of the library? What a large sum of money is locked up in the books of the libraries! Is it not penny-wise and pound-foolish to grudge to spend a few rupees more on the establishment to allow such a treasure to be more fully used.

4.4. In the past, it was not unusual to make the librarian's post the asylum for persons unfit for other jobs. It was not unusual to find libraries adorned by the

deaf and the maimed, by stammerers and hunchbacks, by the dull and the short-tempered,—by never-do-wells of all sorts. In some cases, as a result of the exclusive use of the Library, the librarian might have succeeded in memorising several things and astonishing the unlettered world by his show of learning and capacity to quote. But, so far as the attitude towards the reader was concerned, Mr. John Langdon Sibley of the Harvard Library was the type. He was the "silent guardian angel of books, cold in his bearing and offensive in his manners." Nothing worried him more than a reader asking for a loan of books. If there was a rush of demand for a new publication, he would hide it somewhere and say it was not traceable "until the perpetual plague of enquiries" stopped.

4.4.1. But, to-day a librarian has to be, if nothing else, at least a sociable being. Apart from the possession of specialised technical qualifications, he must have a spirit of social service, a desire to serve, a determination to be cheerful, and an endless enthusiasm. In the past, it was not uncommon to believe that a library can be looked after by a handful of coolies who could unceasingly chase the book-worms and one or two literates. But, to-day, the spirit is entirely different. I don't know whether Madras is aware that some of the shops in the west maintain hundreds of shop-girls to attend to the customers that visit the shop. Such a large staff is known to be ultimately more economical in the business world. It is known to bring in more business. A similar spirit and outlook has come over the library authorities of to-day in the west. They want to have enough staff to spare as many trained hands as possible to receive the readers.

to show them round, to help them in discovering the materials they want, to establish contact between the right reader and the right book in the most sympathetic manner and in short, to find every reader his book and every book its reader.

From this tendency to maintain the Library staff in such a high pitch, you may easily infer what place libraries have come to occupy in modern life.

5. Effect of Democracy.

5.1. Let us now switch off to the third line of argument. What are the largest forces that are shaping modern life? Certainly you will grant that one such force is that of democracy. This force has affected the place of libraries in modern life in several ways. To begin with, democracy means universal adult suffrage. The correct functioning of the state depends on the intelligent and independent exercise of the vote by every adult. Intelligent and independent exercise of the vote would be impossible unless every adult is literate. Hence, as a concomitant of the surge of democracy, we had the movement for compulsory universal elementary education. England had the necessary statute enacted in 1870. Other countries also fell in line sooner or later. After the working of the compulsory education Act for about a generation, i. e., for about twenty-five or thirty years, the states had to audit the working of the system as a business proposition. It was found on the one hand, that enormous sums—crores of Rupees—were spent on this preliminary removal of illiteracy among the masses. On the other hand, it was found that this power of literacy acquired at such a high cost to the nation, was rapidly disappearing for

want of opportunity to exercise it in daily life in the case of the majority of the people.

5.11. This state of affairs was certainly construed to be bad as business. Hence, several states had to adopt the only remedy for the prevention of this wastage, viz., to make the establishment of public libraries obligatory on the local bodies. This movement is very marked particularly in the newly formed democracies of Eastern Europe. In these States, the library portfolio is an important portfolio attached to the ministry of Education, which maintains a Library Commission and a Director of Libraries to organise libraries throughout the country and to ensure that the proper standard and the proper spirit is maintained in them.

5.2. Secondly, the wave of democracy brought in its train, the new concept that the salvation of a nation is regulated not by the heights reached by the topmen but by the depths in which the lowest of the nation were to be found. This forced the better-placed and the more fortunate to apply themselves necessarily, at least for selfish reasons, to the drawing-up of the backward side of the community. In this task, the Library turned out to be a necessary, effective and handy lever. This is another reason for the compulsory establishment of public Libraries in several of the countries of the world.

5.3. Another great force that is shaping modern life is that which is associated with the industrial revolution. This force also has affected the place of libraries in modern life, in more than one way.

5.31. World competition has forced the productive and distributive agencies to increase the efficiency of their machinery to

the highest possible level. Such a highly evolved machinery naturally eliminates the unskilled, illiterate labourer and can retain only such persons as can educate themselves constantly in the line of their work. Further, for most of such persons, the library is the only instrument by which they can keep themselves abreast of the latest developments. I have already indicated how shrewdly the business-houses of the West are beginning to meet this new demand,

5.32. Secondly, the industrial revolution has resulted in a great re-arrangement of population; which has led to an enormous density of population in certain cities. This has given rise to several civic problems, in the solution of which the dissemination of knowledge through library-activities plays a large part.

As a matter of fact, historically, mainly as a result of this force, it was the city libraries that first came into existence. They were conceded to be a proper charge on the municipal revenues. The maintenance of such municipal libraries for about a generation contributed largely to the great change that took place in the standard of life and in the responsibilities shown by the succeeding generation of the municipal citizens. The development of civic responsibility naturally led to the reduction of the huge wastage that infant municipalities, with untrained citizens, had to face at the beginning. Thus the municipalities found their libraries to be an asset.

5.33. Thirdly, when the migration from the village to the city set in, even people who had otherwise no business in the city, began to leave the village for want of suitable amenities in the rural areas. They naturally grew jealous of their brethren in

the municipal areas. The institution of rural library service was one of the cures for such a jealousy. It has given the villagers a harmless, if not an ennobling occupation, for their leisure hours. This occupation has to some extent, minimised the tedium of village life.

5.331. Fancy, for example, a gardener in Westerham, a village in Kent, eager to devour every book on Egypt which the country library would send him, and a railway guard taking delight in Sven Hedin's volumes. The tastes of villagers are by no means narrow. A shoemaker in Cottenham, Cambridgeshire, refused everything but History or Historical novels. A fruit-grower of the same village insisted on books on Astronomy. The rural library service need not, however, be interpreted as serving only books for recreation. For example, there is an insistent demand for books on domestic subjects by young married women in villages who are anxious to improve on older methods. Books and magazines bearing on the local cottage industries are greatly appreciated and they further increase the economic efficiency of the villager.

6. Conclusion.

6.1. I have thus touched upon the various aspects of the subject that has been set before me. The Library of to-day is fulfilling a very necessary purpose both in urban areas and in rural areas. It has established itself as an indispensable element in the life of the community. I have shown you how rapidly the Libraries are being multiplied in other countries, how efficiently they are being manned and administered, how thoroughly the library outlook has been modified in recent times and how much the

growth of libraries is increasing the national efficiency of the other countries.

6.2. I cannot help turning homeward before closing. You know the conditions that obtain in our own province. You know how little is being attempted. May I appeal to our Government, to our Municipalities and to our District Boards to see to it that our country does not any longer lag behind the other countries in providing to our countrymen this important modern instrument of popular education. I trust, and I pray,

that the reply to such an appeal does not take one of the three ominous forms.

"The Government does not think that any useful purpose will be served..."

"The matter is under consideration by the Government."

"The scheme of libraries has been assigned to the 'C' class by the Finance Committee."

I hope that the part played by Libraries in Modern Life will be correctly evaluated in the proper quarters.

"I am inclined to think we shall shortly see more clearly than we do now that one of the most important responsibilities of the public library is the development of desirable reading habits... The librarian is not to be held responsible for the teaching of the Mechanics of reading, but he must share with the teacher and other agencies the duty of developing good taste in reading and the formation of correct reading habits, even during the period of formal education. From that period on, his responsibility for reading habits is so greatly enlarged that he is under obligation to become a specialist in all the influences that enter into the development of reading habits particularly those influences over which he has primary control. Among the latter is to be mentioned first, of course, the skill with which he selects and puts into use his community books and other reading matter adapted to the capacity and developing interests of every class of readers.—Charles C. Williams, (quoted from *Adult Education and the Library*.)

A TALK TO SCOUTS AND SCOUTERS

It is usual to dilate on the value of the movement and enlist public support for it. If I now strike a different note, it is because I think that our activities need no further advertisement, but that the time has come for a critical examination of our work and its value to society. I refer not of the ideals of scouting; their value is beyond question and must win universal approbation. But I mean Scouting in actual practice, in the conformity of practice to principle.

Wherever one turns it has been said that one sees the ubiquitous Boy Scout. Every school has its troop and Pack, every church, samithi or association likewise runs one or more troops. The public have taken kindly to the movement and have proved themselves liberal patrons. The Government has become a very kind foster-father and is lavishing favours upon it. The Scout organisation has in fact ramified the country as completely as, and paralled to, the official institutions, that are looking after the general welfare of the people. We Scouters have cause to be deeply thankful for all this; I believe no other movement at its very start can boast of such unstinting around support and patronage. Scouting in a word has become fashionable and universally popular.

But in this very circumstance lurks a danger which we, Scouters, must take note of and guard against. We must not suffer ourselves to be made a pampered lot and must not be content to exist as a harmless Picturesque element in society. The best motto that I can think of for Scouts and Scouters is the exhortation of the great Emperor Asoka which

he inscribed on a rock near Bangalore: "A great ideal can be achieved even by the weak exertion"; So let the feeble and the strong exert themselves. Yes, unceasing, vigilant effort should be our part; sloth, self-satisfaction and the generous partiality of our friends are our worst enemies. These will lead, as I fear they are leading, to a falling off from our high ideals. Local Associations and the general public may kill us with kindness. They have a tendency to judge us by other and lower standards than our own. They are struck by large numbers, mere smartness in dress and drill, the winning of the largest number of badges in the quickest time, and by putting up a good show in displays. Scouts are constantly in requisition for displays on all sorts of occasions, so much so that in places they have ousted and in others become a good second to the juggler and the conjurer.

We, Scouters, must ask ourselves if all this is to our good, if all this is helpful to the development of those qualities which are the only merit of Scouting, qualities whose effect must be to make every Scout a better member, a more useful and self-reliant member of society. Every Scouter who has entered upon his sacred charge must ask and answer the question, if every boy of his is a better boy for being a Scout, if the school to which his troop belongs has improved in tone, discipline and efficiency for having a troop, if the social and civic life of the troop locality has profited by having a scout troop in its midst. Scouters, especially those whose work is still at the initial stage, must resist the temptation to be

drawn into the limelight and to shine in the limelight by mere meretricious qualities. This inevitably results from a desire to out-shine, at the very start in point of mere numbers or badges, older troops, which have passed through numerous trials and surmounted them by heroic effort. While joining freely with other troops in all collective local scout activity, I should prefer that scouters, who are making a beginning, should proceed to work silently and slowly, but steadily and surely, without thinking too much of numerical strength, badges and displays, but concentrating upon the development of individual training, patrol consciousness and troop efficiency in the vital things that matter *i. e.*, in living the real scout life as outlined in the laws and promises. Large numbers, regular attendance at parades, smartness in drill and turn-out, making a good show in rallies and displays—all these things are good and useful, but they are quite secondary. It is easy to secure these things in a school troop, especially if the scoutmaster is otherwise a man of influence, without creating any real scout spirit. There should be particularly no hurry in training boys to secure proficiency badges before they have grasped the basic ideals of keeping fit and rendering service. As a school master I know what the tyranny of examinations is and how not seldom it cramps real education. Let us not import this spirit into the great scout movement which is nothing if not educative. In our desire to secure a large number of proficiency badges for our troops and to force the pace in the progress of our scouts from tender foot to king's scout, we are apt to enlist the clever boys, sometimes against their will, and reject the backward or nonstudious

section of our boys. We shall then be reducing scouting to a sort of continuation class outside in which we impart to the boys a smattering of some odds and ends of knowledge out of school hours.

My test whether a scouter in charge of a school troop has succeeded in his efforts is a simple one, if difficult to satisfy. We are all aware that there is a small proportion of boys in every school who fail to respond to the schoolmaster's efforts, in whose very blood rebellion seems to run or who become specially marked for their stupidity and who are given up sooner or later as a worthless and incorrigible set. They are feared and shunned by their cleverer and more docile companions as bullies, or secretly admired and applauded as heroes. In either case they become the despair of their teachers and parents. Now, if after some years of work with a school Troop a scout master cannot point to half a dozen such boys, whom he has taken in hand and made men of, respecting themselves and respected by others, he cannot be deemed to have justified the existence of his troop. In fact the cadets must be the chosen field of the scoutmaster's labours. He must rejoice that he has been called upon to try and succeed where others have tried and failed. It is certain that his methods have special efficacy for such. He may fail in 9 out of 10 attempts to reform and reclaim, but it will be reward enough if he succeeds with one boy. He must devote himself to their improvement with all the missionary's devotion to the heathen's salvation.

Let me now briefly address myself to the boy-scouts. It is by what they prove themselves to be that the movement will be judged. In their case again the public have

shown themselves far too indulgent. They have shown a readiness to take the will for the deed, to accept the scouts at their own valuation and to believe that they are all they have promised to be. This may, I fear, turn us from the pursuit of our high ideals and keep us content with playing the part of errand boys or guards of honour for distinguished personages, while at the same time a feeling of self-importance and vanity is engendered in us. Scouts are too apt to think of themselves as superior in some way to their companions who may not be scouts, by the mere fact of their having joined this great brotherhood. But as Shakespeare's wise fool has remarked, "Euclius Non Facit Monachum", the cowl does not make the monk. No, nor do the uniform and the badge make a scout. Let every scout ask himself and answer the question, what is there in all his promises and in the laws he has sworn to keep, that makes him different from, or any whit better than, one who has not been invested a scout. Character and fellow-feeling are the common qualities of all good boys everywhere and always. His distinctive feature then is that he has adopted a special training and discipline to develop and make active this principle of our common humanity. The good Samaritan was not a scout, but every scout must be a good Samaritan. It is his promptness and efficiency in doing good that must show of what stuff he is made, whether he is honouring his uniform or his uniform has to make him honoured. Do not lose sight of the sole purpose for which you are told to qualify yourself for winning proficiency badges. His promise

at the time of investiture is a proof of his **WILL TO SERVE**; these badges are a proof of his **POWER TO SERVE**. For one without the other is futile. We read in that inimitable book, the Pickwick Papers, that, when Mr. Pickwick disappeared under the ice, his friend Mr. Tupman "by way of rendering the promptest assistance, and at the same time conveying to any person who might be within hearing the clearest possible notion of the catastrophe, ran across the country at his utmost speed, screaming "Fire!" with all his might." Mr. Tupman stands for all time as a type of the well-meaning and sympathetic crowd that always surrounds the victim of an accident, bewildered, noisy and utterly helpless.

The desire to be of use to others exists in most men as a vague sentiment, it is even dimly felt as a sort of obligation; but it is seldom called into play. With the Scouts, it must be otherwise; it must be a conscious purpose, an active principle; it must give a direction to all the activities. But to render First Aid in accidents, or to do good turns, is not his sole object; it does not exhaust all his efforts. There is another and more important side to his self-training and it is that he must keep himself fit, *i. e.* his body clean and healthy, his mind clear and alert, his hand deft and vigorous and his heart pure, and sympathetic. A very heavy responsibility is thus laid upon him. But this is imposed not as a matter of civic, social, or religious duty neglect of which will be followed by punishment; he merely promises to live up to the full height of his boyhood or manhood. No alchemist outside Bedlam has sought to turn gold into a base metal. Likewise no scout will debate his nature. He is trusted on his honour to keep his promises.

*"So play the foolish throngs with one that swoons;

Come all to help him, and so stop the air by which he should revive."

A PLEA FOR VERNACULAR MEDIUM IN SECONDARY TRAINING SCHOOLS.

BY

MR. K. S. SUBRAMANYA IYER,
Model School, Saidapet.

There are three types of Training Schools for teachers in this presidency. They are (1) The Lower Elementary, (2) The Higher Elementary, and (3) The Secondary Training Schools. The first type admits pupil-teachers whose qualifications are not below that of the primary standard. The second gives admission to all those who have completed the vernacular elementary school course, or the middle school course of a secondary school. The third type takes in the undergraduates, and those who have completed the school final course.

The course of instruction in all these schools extends over two years. During this period the pupil teachers of the Elementary Training Schools mostly widen their knowledge of the general school subjects such as the mother-tongue, English, Arithmetic, Rural Science, History, Geography and Drawing. The principles and methods of teaching are not elaborated for them in the form of lectures; but they are taught them in their application to the actual class teaching by means of model, observation and criticism lessons. While, in the Secondary Training Schools the first year is completely spent in the teaching of the general subjects, so that those who have specialised in subjects like history and language may make up their deficiency in the knowledge of mathematics, and science, and those who have specialised in the latter subjects may make up their knowledge of the former. This system was introduced with

a view to make the secondary trained teacher an all-round man, so that he may be able to handle efficiently all the subjects of the class which he is put in charge of. The second year of the course is spent in lecturing to them, the general principles of teaching, organization of schools, discipline, school hygiene, and special methods for the teaching of the several school subjects. At the end of the course there is held an examination in the second year's work only. No such examination is held to test the improvement of the general knowledge of the several school subjects, it being expected that the teachers, knowing the task that lies before them after training, would make use of this opportunity to improve their knowledge of those subjects in which they have not specialised. But it has been observed that these expectations are not being fulfilled, and the authorities are now finding out ways and means to improve the situation.

Coming next to the medium of instruction, the Elementary Training Schools use the mother-tongue, while the Secondary Training Schools have English. This is so, because those who seek admission in the Elementary Training schools are not so well off in this foreign tongue, while the pupil-teachers admitted in Secondary Schools have greater command of that language than those of the former.

These secondary trained teachers go out after their period of training, as teachers of middle school classes, or as head masters of

primary and elementary schools. In these places the medium of instruction is mostly in the vernacular excepting in a few mission-managed schools. Therefore almost all teachers of this type have to teach the non-language subjects to their boys in the mother-tongue only. Would it not, therefore, be an advantage to the teacher under training to make him study these non-language subjects in the vernacular itself? Perhaps some may argue that whatever be the language in which the teacher has studied them, it is not difficult for him to translate the same in the vernacular. My answer to them is that though it is not difficult for such of those sincere and hard-working teachers, to the majority of the average lot, the translation of the English technical terms, and the finding of proper vernacular equivalents to the mathematical, scientific and geographical terms would indeed be a difficult task. Where even graduates feel extremely diffident, what may be said of the ability of the average undergraduate, one can better imagine for oneself. Let me not be misunderstood when I make this statement, for, I do admit that there are some among the undergraduates who can cope with this task more efficiently than graduates. However it is to be admitted that the average secondary trained teacher would indeed find

the task of teaching these non-language subjects in the mother-tongue difficult to start with. So, would not the training in the use of the vernacular as the medium of expression of his scientific, geographical, mathematical and historical thoughts, make him a more efficient teacher when he goes back to his school than him who has undergone the training course in English? The former would indeed be more confident of his ability than the latter.

When this experiment of vernacular medium for non-language subjects is being tried in our secondary schools with great success, one does not find any reason for not *compelling* the use of it in these training schools where it is an urgent necessity. Truly has Dr. West, Principal of the Training College, Dacca, emphasised in his treatise on "Bilingualism" the importance of the mother-tongue in the education of an individual in the following terms:—"One who has not been carefully trained in his mother-tongue not only lacks the most obvious and natural means of self expression, he lacks also the most essential foundation for clear thinking and formulation of aims and methods. Unfortunately in countries where a foreign language for material and economic reasons assumes a special importance, instruction is the case."

THE TEACHING OF GEOGRAPHY TO CHILDREN

BY

MR. T. S. KRISHNAMURTHY AIYAR,

Geography Assistant, Hindu College High School, Masulipatam.

The revised S. S. L. C. Scheme has given a due, though belated, recognition to the importance of Geography in the curricula of studies. It is therefore imperative that those teachers whose privilege it is to teach Geography should be well equipped with the necessary training in Geographic methods, in a fuller and more detailed manner. This article is an attempt in suggesting some methods for the proper teaching of Geography to children.

In the teaching of Geography to children we have to be guided by two psychological principles. The first is that senses reign supreme during childhood. The child has a delight to examine the various objects that are scattered around him. He is trying his best to know what they are; and many a year must pass before he begins to establish complicated casual connections among the objects so observed. The second psychological principle we have to take into consideration is that the child's powers of imagination are imperfect. The imagination of the child will not soar high without the aid of pictures and models. But when once the wings are supplied in the shape of pictures his imagination will fly high. Then gradually as he advances in years he will find out what is real and what is unreal.

In view of these two psychological principles, what sort of lessons in Geography shall we deal with in the primary depart-

ment, and how shall we teach them to the children? It is essential that a boy, when he completes his S. S. L. C. course, should come to look upon the whole world as the home of man and possess a dexterity in the interpretation of Geographical facts. So in framing the syllabus for the primary department, ordinary and commonplace problems that arise in life ought to be taken into account; and knowledge and application of fundamental principles and phenomena are to be aimed at rather than an accumulation of detailed information, about various regions. The child will appreciate the simple phenomena that he sees around him and the different aspects of human life he meets with. In the light of these principles, it is expected, that the lessons such as the shape of the earth, day and light, the seasons, soil and rock, rivers, hills, and seas, home, dress, food, and communication may be taught. But it is of no avail in framing the syllabus. Importance lies in the method of treatment. For instance in teaching the seasons to the children of the primary classes, if the teacher enters into an elaborate description of the earth's axis and its inclination, the child will not grasp anything of what he says. On the contrary if he deals with the ordinary phenomena of the seasons, the child will be deeply interested and will be capable of understanding them. The child, as I have said before, takes immense delight in observing the things around him; he sees

with interest how some months are hot, some are rainy and cold, how in some months farmers plough their fields and sow seeds of paddy and how they reap their fruits only in particular months. These things the teacher while teaching the seasons should dexterously handle without entering into the explanation as to the cause of these changes. But in confining ourselves to the senses of the child we should make him picture to him self the distant world in the light of the Geography of his immediate neighbourhood.

There are methods by which the child's senses can be projected beyond his horizon—methods whereby life and scenes of distant lands may be brought home to the child's mind. They are three in number, viz., *observation*, *description*, and *practical work*. The teacher's first duty is to make the boys observe his home and note its variety. The things that have become quite common and ordinary to adults are all new to the child and worth his attention. The child is deeply interested in observing running brooks, making paper boats float on them, measuring the varying shadows, or watching the direction of the clouds that pass across the heavens. In such observations as these the child takes immense delight. It is therefore essential that the teacher should encourage the boys in these and guide them in such a way that their observations may form at a later stage the material for advanced studies.

But there are certain geographical facts which are not capable of direct observation. In such cases *description* may be resorted to. Making a careful selection of the world explorers the teacher should narrate their adventures and fortunes and thereby carry the pupils' imagination to the farther

corners of the world. Here the child's observation of life and scenes at home will considerably serve as an unconscious aid to his fancy, enabling him a good deal to perceive distant things in terms of the known. But a caution is necessary at this point. The teacher should create interest. The anecdotes he narrates should not be tedious and irksome, but they must be interesting. First, in the earlier stories, especially the personal interest should carry the child on to the very end. Then as years pass on, the story interest should be allowed to abate and the lessons may take a descriptive form deriving its interest from the strange lands and strange life which the teacher describes. Throughout the descriptive stage pictures of strange life and scenes should be profusely shown to the children. Although verbal descriptions have their advantages, they can never displace the real pictures and photographs. For instance, the picture of a desert scene, the scorching sun, the unquenchable thirst, the relief and happiness which the famished traveller feels at the sight of an oasis are things which only the words of a trained speaker can instil into the young minds. If the teacher uses pictures also for such scenes while describing them, the lesson will be more impressive and successful.

Finally comes the *practical work*. Practical work in the primary department forms one of the most powerful instruments for impressing on the children whatever geographical knowledge they gain by *observation* and *description* and is an introduction to the detailed study of map-drawing in higher classes. While narrating the earlier stories, maps should not be brought in to locate places, but the direction in which the

land of the story is situated may be indicated. But as the child's geographical vision is enlarged, a plain globe with countries marked may be made use of to show the regions spoken about. Here again the teacher should not name the countries; and when the child is acquainted with the different parts of the globe, he must be encouraged to find out where his home is and what his neighbourhood contains. Afterwards he must be asked to note down his observations, draw diagrams and pictures and make models of the things observed. Regular maps may be introduced to the children only after they are thoroughly con-

versant with the phenomena which are symbolically represented on them. But the detailed study of map reading and map filling belongs however to the next stage in the pupil's career and therefore it should not be attempted now. In short the foundations necessary for map work in the higher classes should be properly laid in the primary department itself.

I have thus attempted to describe briefly the methods which I consider suitable for adoption in the teaching of geography to the primary classes. It is hoped that these suggestions will be found useful.

It is almost too manifest to require argument that the policy of carrying all the Children as far as they will go on the way to College and a Bachelor's degree, letting those that fall out by the way who will, is grossly unjust to that very large majority whose destination is not the College but the shop and the household. But that all education is equally good for all people or that an education is equally good for all people or that an education predominantly literary in character is for everybody the best preparation for life, the educational panacea, is really too absurd to be seriously maintained.



DR. BURTON.

EDITORIAL

Cry in the Wilderness.

Our Teachers' Associations seemed to have had a busy time in November. Reports of the meetings convened by the District Teachers' Guilds of Nellore, North-Arcot, Trichinopoly and Tinnevely have already appeared in the press and we presume the authorities would have taken the trouble to read them. Any sincere public worker who is interested in the welfare and progress of the country will be overwhelmed with a feeling of sadness if he happened to go through these reports. In any other country where complete responsible Government obtains and where the electorate is articulate, the minister responsible for the administration of education would have rushed to make a statement so as to allay the discontent. It is complimentary neither to the Government nor to the public that responsible bodies like the District Teachers' Guilds should, without exception, feel called upon to harp on the same string year after year. What will be the chances of a Minister in the general elections in a progressive country, if he be found unable during his term of office to tackle educational problems, such as the Grant-in-aid Code, Standardisation of scales of salaries of teachers, security of tenure of service of teachers in non-Government Schools, Reform of Secondary education etc? Should the representations of the Guild continue to be a cry in the wilderness. We should like to suggest that every District Teachers' Guild should invite to its conference the local members of the legislative council and other public men so that they may be in a position

to use the material gathered by them with good effect against ministers. Ministers and leaders will come down from the region of the clouds if the Guilds show themselves to be a factor to be reckoned with. They should manage to win the esteem and support of the public by concentrating their attention on a few vital problems and placing before them definite proposals regarding educational topics such as expansion of Elementary education. The influence which a small body of well-informed teachers can hope to wield in restricted areas is immeasurable.

We hope we shall not be misunderstood if we venture to make a few observations in this connection. We feel strongly that the Guilds should not often play the role of mere critics. The work of our Guilds should be spread throughout the year and they should arrange for an exhaustive study of definite questions by competent men. It is not enough to pass resolutions on standardization of scales of salaries and reform of secondary education. These resolutions should have behind them the support of teachers and they be backed up by facts which should speak for themselves. As matters stand at present, there is a wide divergence between "resolution and practice". While the Guilds adopt resolutions suggesting a lightening of the courses for S. S. L. C. it is found difficult to get the consent of teachers to the deletion of a subject or to the lightening of the syllabus in a subject. Teachers of Physics assert that the portion in physics under Elementary science will not admit of further lightening. Teachers of History will not certainly lag

behind their colleagues in pushing the claims of History or Geography. Why should not the Guilds come forward with definite syllabuses which they consider suitable? The strain of the public examination is a common theme for discussion on the occasion of Guild meetings but it was at the instance of teachers that the "B" group subjects came to be included in the examination subjects. There is again the vernacular medium about which one hears so much at the conferences of our Guilds. But it is no exaggeration if we hazard the statement that some teachers are dead against this proposal. The complaint that the S. S. L. C. Board is dominated by the University is no doubt well-founded and we have always held the view that the revised constitution of the Board is open to serious objection inasmuch as it has ignored the legitimate claims of teachers connected with secondary schools. This objection will have been considered valid if teachers have been anxious to let this S. S. L. C. course remain as a general secondary education course not exclusively preparing pupils for the University. Whatever view they may express on the Guild platform, teachers find it difficult to reconcile themselves to a secondary education course which may also prepare for other lines. The revised S. S. L. C. scheme is, thanks to their agitation, the old matriculation and it is no wonder that the Universities have quietly walked into the Board. We have referred to these facts simply to show that we do not make any impression because we do not always take care to study any question on its own merits and in all its aspects. It is necessary that we should look for and deep, and also try to discriminate between the important and the trivial. There is the question of

what has come to be known as the "custody of question papers". It is to be regretted that so much powder and shot should have been wasted on this question. We are sorry we are unable to understand the point of view of those who object to the procedure adopted by the authorities this year. We believe we are right when we say that the packets of question papers were brought to the head-master or the Chief Superintendent a few hours before the examination began by some responsible person belonging to the department or not. The headmaster, or a teacher of the school we take it, was the chief superintendent as in previous years and he was the person to open the packet in the examination hall in the presence of students. The effect of the new procedure seems to be that the got his packet not from the postman a few days earlier but from a responsible government officer. The custody of papers was still with the headmaster and he would certainly be delighted to be relieved of the responsibility of keeping the packet safe in these days when he is known to be a *marked* man. The conduct of the S. S. L. C. public examination is one for which the department is held solely responsible and the Guilds need not take any notice so long as there is no attempt to transcend the limits of caution. We are sorry we cannot agree with the resolution of the Tinnevely Teachers' Guild in regard to this matter. It cannot make out that the headmaster is not the custodian nor can it maintain that the interest of education requires the question papers to be placed in the custody of head-masters some days earlier. It seems to us that the consequences of adopting a resolution of this kind have not been properly understood. It is for the convenience of young

pupils that the examination is held in the school itself wherever possible. The Guild is doing a disservice if, on account of lack of co-operation, the pupils be asked to take their examinations in distant centres.

The call of the teaching profession.

A point that is always raised whenever a plea for the expansion of representative institutions in our country is advanced, is the illiteracy of the masses. Doubts are entertained whether the illiterate voters who may form the bulk of the electorate will be in a position to understand the points at issue and to vote intelligently. But experience in the matter of elections has shown that the real difficulty is the attitude of the *literate educated* voters. It may be taken for granted that they can vote intelligently but it is an open secret that their voting is influenced by considerations other than the merits of candidates. Real civic consciousness is a plant of very slow growth and it rests with the educated classes to set up a high standard in respect of elections. We are just now on the eve of election to the different authorities of the Madras University. It is natural that election to the Senate should attract greater attention. The constituency of "Registered graduates" is rightly regarded as more influential, and candidates consider it a great privilege to be allowed to represent them. Day after day candidates belonging to different professions have been announcing themselves in the press and many of them hasten to assure the electorate that the interest they take in University Education is of no recent date. The numerous manifestoes which overload our tables give no indication of any definite

views which the candidates may hold regarding higher education and University development. Nor is there anything noteworthy in the past record of most of them, which may make us hope that they can be expected to do their best in the event of their being elected. To many of them a seat in the Senate is merely a place of honour. The Registered graduates will have to ask themselves whether they should be represented by figureheads. The progress of the University will to a great extent depend upon the choice which the registered graduates happen to make.

The election is according to the principle of proportional representation by means of the single transferable vote. Whatever may be said in its favour in theory, it cannot be contradicted that it has been responsible for the unsightly scramble for the *first votes*. Is it not surprising that the graduates eligible for registration should all of a sudden be animated by civic responsibility? The graduates register themselves just at this moment in feverish haste. We are not willing to listen to the reports of the various methods alleged to have been adopted for the registration of candidates with a view to securing the first votes. We should, however, mention one redeeming feature of the proportional representation, which may prove useful under certain circumstances. A *small well-organised group or profession* can under this system manage to return without difficulty a certain number of its representatives of its own choice; if only the individuals of that group have common sense enough to act with one mind. We need only refer to the experience of the previous election to the

Senate. The medical candidates combined together and the numerous surplus votes of Dr. Lakshmanasamy Mudaliar were inherited by Dr. Gurusamy Mudaliar who happened to be second in the order of preference. The surplus votes of Dr. Gurusamy Mudaliar were then transferred, if we remember right, to Dr. Kesava Pai. Here is an object lesson to teacher voters. That the teaching profession should be adequately represented in the Senate will be admitted by all right-thinking men. Teachers cannot hope to be returned to the Senate by other constituencies such as Municipalities, District Boards, Legislative Council, etc. It is no doubt true that there will always be found in the Senate some teachers as ex-officio members. These are the Principals of colleges, who do not like ordinarily to rub shoulders with teachers. They usually consider themselves as *heaven-born* and with honourable exceptions, they are rarely interested in the welfare of the teaching profession. They more or less represent the administrative side and their aloofness is distinctly borne out by the fact that very few principals have cared to join the Reception Committee of the ensuing 5th Conference of the All-India Federation of Teachers' Associations. It is necessary that a number of competent teachers should be enabled to get into the Senate. We do not like to dilate on the qualifications of the various teacher-candidates. Teachers who have been following the proceedings of the Senate, may find out for themselves which teachers may be expected to hold their own and to contribute to the progress of the University. Competent teachers who have a good record behind them should be backed up whole-heartedly by tea-

cher voters with one mind. Success of teacher candidates can be ensured only when every teacher voter thinks of the interest of the profession in addition to the interest of the University. Under the existing circumstances it is impossible for any teacher to get into the Senate if the teacher voter should choose to sit on the fence or feel inclined to vote for candidates of other professions. If teachers should make up their minds to vote solidly for teachers whom they consider competent, it may be possible for eight or nine to get into the Senate. It is not on any narrow, sectarian grounds that we appeal to teacher voters to vote for teachers. We honestly feel that the teacher-candidates are in no way inferior to the other candidates and we realise that they are seriously handicapped in the matter of elections. We have no doubt that the Senate will be better able to function if it can have as its members a fairly large number of experienced teachers. It is known to all of us that the experienced teachers whom we would like to see elected cannot easily get at the large number of teacher voters scattered throughout the presidency. We therefore beg to appeal on our own behalf and on behalf of the South India Teachers' Union to every teacher voter to stand by the profession. What is needed is a determination on the part of teacher voters to act generously and with one mind.

The head-masters also are under the Act required to return three members to the Senate and three to the Academic Council. This is the first time that representation in the Academic Council is extended to head-masters. Questions relating to courses in secondary schools frequently come up for discussion. It was only recently that

Mr. P. A. Subramanya Aiyer fought in the Senate for bringing down the high percentage of marks demanded in English and Second Language. The Academic Council is to decide in a general way the principles governing eligibility. We do hope that head-masters will take care to return to these bodies persons who can command the necessary leisure and energy and who can also make a thorough study of questions that are brought up for discussion. It is our wish that teachers in the different electorates should have the interests of the University at heart and should, by the choice they make, enhance the prestige of the teaching profession. A seat in the Senate or in the Academic Council is a great opportunity for honest, disinterested service and it is only by such disinterested service that our profession can win for itself a place in the body politic. Will teachers deny the teaching profession this opportunity?

The All-India Teachers' Conference.

We are glad to learn that arrangements for the Conference are progressing satisfactorily. This is the first time that an All-India Educational Conference is held at Madras and we congratulate the Reception Committee on the great awakening that has been successfully brought about throughout this Presidency. We have no doubt that the great Conference will offer ample opportunities for exchange of ideas between Teachers coming from different parts of India. This Conference has served to unite together more closely the Andhra and Tamil districts and it is gratifying to see that almost all the districts are well represented in the Reception Committee. The S.I.T.U. has always been emphasising that our organisation should

be strengthened and that propaganda work should be undertaken. The Reception Committee is truly representative of the profession in the Presidency and the Malabar District Guild which has been formed at the instance of Mr. P. V. Seshu Aiyar has begun to shoulder its responsibility. Ganjam is the only district which seems to have been unmoved by the wave of enthusiasm and we hope Ganjam will follow the example of West Godavary District Teachers' Guild. Another point which gives satisfaction to us is the great interest which many managing bodies have evinced in connection with the Conference. It is now our earnest prayer that this unity will come to stay and that the South India Teachers' Union should be able to safeguard the interest of teachers of all classes and grades employed in different schools in this Presidency. We extend a hearty welcome to the distinguished delegates who may go over to Madras from distant parts and we hope they will find their stay quite comfortable. We beg to convey to the Reception Committee our best wishes and we shall be glad to place our services at their disposal. We deem it a great privilege to be entrusted with the responsible task of the publication of the proceedings of the Conference. We shall be glad to do the best of which we are capable.

Teachers' Organisations.

We invite the attention of our readers to the very valuable observation of the Madras Mail of the 9th instant on Teachers' Organization. In commenting upon the inaugural proceedings of the Madras Secondary Grade Teachers' Association which took place on the 7th instant, the Mail has rightly observed that the only

remedy for improving the status and the morale of the profession lies in Organization. It says,

"The remedy is organisation, and organisation on right lines and with the right object. A Teachers' association should be a professional association. It should withstand the temptation to dabble in politics, to express its opinion on anything and everything under the sun. And above all it should not be content with partial representation. Every Teacher should be roped in."

We have always been insisting upon the need for such an effective organisation. The history of the S. I. T. U., the oldest provincial teacher's organisation will show that its members have realised that in organisation, alone, is the way out of all troubles. They have rightly taken as their motto, 'raise yourself by your own efforts'. It is a sign of its good and active work that teachers all over the presidency have realised the need for organisation and teachers' associations are being formed in large num-

bers. But as the Mail has rightly pointed out, teachers can get the strength only from concentration of effort. The association should be able to knit together, all organisations of teachers and work in close co-ordination and harmony, for in union lies our strength. United action on the part of Teachers, will get their legitimate place in society.

At the coming educational conference of the S. I. T. U., proposals will be brought up to so revise its constitution to make it a real union of all teachers' organisations, without any difference of grades or sex. It will be in the interests of the profession and in a larger measure in the interests of education, if all Teachers' organisations can send their representatives to attend the Conference and help the S. I. T. U., to become a real force in the educational world of Madras. The occasion is auspicious since the All-India Federation of Teacher's Associations also meets in Madras on the following day. May we hope that the coming X'mas will add new strength and vigour to Teachers' organisations in Madras!

Note.—Elsewhere is published a questionnaire of an enquiry into the economic condition of Teachers. Mr. V. Bhuvanahamurthi Rao, B.A., who has undertaken the enquiry for Madras area, has been kind enough to permit us to publish in it the Journal. We request all our readers to fill up the columns and to send it to the Hon'y. Secretary and Manager, the South Indian Teacher, 41, Singarachari Street, Triplicane, Madras.

TOPICS FROM PERIODICALS

EXAMINATIONS ENQUIRY COMMITTEE

Conclusions adopted at the Final Meeting of the Committee, Elsinore, Denmark, August 19, 1929.

At the World Conference on New Education held at Elsinore, Denmark, in August, 1929, reports on examinations were submitted, from 22 different countries. Some of these reports were the results of intensive studies carried out over a considerable period; others were in the nature of less formal enquiries; still others were statements based primarily on experience and observation. Practically unanimous dissatisfaction with the examination systems as conducted in their respective countries was expressed by the delegates, both in the Committee and in the public meetings held in connection with the Conference. The overwhelming majority were strongly critical of the existing systems, many representatives feeling that any real educational advance will be difficult, if not impossible, until existing examination systems are abolished or reformed. It was freely admitted that conditions differed widely in the different countries, and that no single scheme could be applied to all, but in general the Committee found itself able to accept the following principles:

1. **The Present Situation**—Existing examination systems seriously interfere with educational progress in many countries.

2. **Need for Enquiry**—Careful, scientific enquiry into the examination system is necessary. We commend particularly the beginnings made in England by the New Education Fellowship in co-operation with teachers' organisations, and we urge the Executive Committee to bring together and make known the results of such enquiries throughout the world. The suggestion of Sir Michael Sadler, that in England the Government or some corporation appoint a Commissioner for a term of years to inquire into workings of the examination system, would seem to be appropriate in principle for many if not all of the countries represented at this Conference.

3. **Teachers and Examinations**—The positive educational contribution of the individual teacher needs to be carefully considered in any reform of the examination system, especially as affecting younger children. Modern school administrators recognize that improvement in education depends largely upon the increase in

the number and influence of competent, resourceful, devoted teachers who understand the needs and abilities of children. Experience indicates that a rigid, mechanistic type of external examining and supervision interferes seriously with good teaching. As the responsible persons in closest contact with children and youth, the teachers should take an active part, both as individuals and in their corporate capacity, in examination procedure and reform, co-operating with other bodies in the community vitally concerned.

4. **Possible Scope of the Enquiries**—With respect to the Enquiries herein suggested, they should take into account: (1) a newer philosophy and method in education; (2) the expanding programme of publicly-supported education in the various countries; (3) the changing curriculum; (4) the more recent developments in psychology, particularly available evidence on the emotional effects of the present examination system; (5) the practical experience in pioneer schools in different countries; (6) the scientific measurement movement with its efforts in behalf of new type examinations, the proper and improper uses of 'intelligence tests', 'achievement tests in skill and information, and devices for measuring other than academic qualities.

5. **Examinations and the Adolescent Period**—The nations are more and more tending towards protection and education of children and youth up to 18 years of age for all the population, rather than for a selected few. For this reason an examination should not be the determining factor in the question of providing further education for children and youth after the first five or six years of schooling or at any other period in adolescence. Instead, a normal progress into secondary education should be provided for all children, the determining factor as to the kind of education to be the needs and capacities of the individual and the requirements of society. The imposition of examination by a university or any other institution upon pupils not proceeding to the institution concerned is to be deprecated.

6. **Admission to University Study**—As to examinations for entrance to universities and higher technical institutions, it will undoubtedly be necessary to devise more adequate methods of selection than we now have. University and other authorities should give careful consideration to the body of recent evidence indicating the unreliability, for determining

intellectual traditional examination alone, and the desirability of taking into account other measures of the candidate's ability to profit by university study, such as the judgment of the teachers and the record of school work. Experiments that have been made in practically unrestricted admission to university study in several countries should also be examined for the light they may throw on the whole problem.

7. New Schools and Examinations—

Those interested in the New Education are especially concerned with the examination question, not because they necessarily object the adequate testing of their results, but because they recognize that a fixed examination system, based, as it almost inevitably is, upon a rigid older curriculum and method, discourages the effort in behalf of a new curriculum and a new creative, spiritual, active, responsible approach which is the special contribution of the New Education and is the greatest single need of education to-day. (From *The New Era* London)

A Training College principal on the need of the Profession

L. S. Jat, Principal, Training College, B. H. U., writes in the course of his report :

"I would request the States and School authorities to try to send a better type of graduates. The teaching profession requires the very best type of men—mental, moral and physical and it should not be allowed to become the refuge of notables from other professions. In view of the fact that a large number of graduates of a superior type, who do not find employment, are available every year, there is no reason why the Teachers' Training College should be content with inferior material. . . . The question of maintenance allowance and its regular payment has an important bearing of the work of Teachers under training. If they are to do their work really well it is important they should be paid sufficient to enable them to complete the course without financial worries. In view of the decision of the university council to impose a fee of Rs. 10 per month on the students of this College a sum of about Rs. 40 per month is needed by a student for his expenses alone. If he be a permanent man with some years' service and has a family to support it follows that he should get suitable maintenance for his people. . . . Some of the managers of aided Schools in British India, decline to pay anything to their teachers when they are admitted in the Training College. The contrast between their attitude when recommending a man for training and when he is taken in is amusing

but at the same time tragic. A teacher who is trained adds to his qualifications and prospect no doubt, but the school which sends him up is also likely to gain in case his return to the old school is ensured. Is it now fair, to ask the teacher alone to make the sacrifice in such a case?"

The Madras Mail on Teachers' organisations

Commenting upon the inaugural proceedings of the Madras secondary grade Teachers' association, The Madras Mail writes in the course of an editorial in its issue of the 9th instant.

... Dr. P. Subbaroyan, Minister for Education, admitted at the meeting, that until recently teachers lacked any guarantee of security of tenure, and admitted that even now after the introduction of new rules, only a certain degree of certainty of tenure is assured them. Obviously no rules can protect a man against that refinement of victimisation whereby good men are driven to resign appointments because of their connexion, or suspected connexion, with a party or group other than that predominantly prominent in the educational authority.

This insecurity has had a marked effect in lowering the standard of teachers, and in reducing the morale of the teaching profession. *The remedy is organisation and organisation on the right lines and with the right objects.* A teachers' association should be a professional association. It should withstand the temptation to dabble in politics, to express its opinion on anything and everything under the sun. And above all it should not be content with partial representation. Every teacher should be roped in. It should so conduct its affairs that membership will be considered evidence of a high standard of attainment. It is not enough to press for higher wages, better conditions of service, and a provident fund; these things will come once the profession is united in the maintenance of high standards of conduct and qualifications among its members.

We do not intend to repeat the hackneyed phrases of the importance of the teachers' part in the making of the nation. The repetition thereof is one of the devices by which astute and financially embarrassed ministers evade a concrete answer to an awkward demand for higher pay and better conditions. Teachers have depended too long upon the bounty of others; the tradition of the guru has been too

exploited by administrations seeking cheap schoolmasters; teachers have now to organise, too consolidate their ranks, and to secure by united action that recognition and esteem, that proper evaluation of their services so far denied them. It is not long since the school-master was as much the butt of the humrist and the common man in England as he is still largely in India. But the popular attitude has now changed and school-masters in England are now highly esteemed. The explanation is that the school masters themselves have gained in self respect by organising. In their associations they find that strength which individually

they lacked. And to-day they refuse to be treated as buffoons, the worst paid of all professional men. And they have learnt the folly of dissipating their forces. There is a danger that in this presidency two many teachers' organisations may be formed, each acting independently of the other. . . . It is not well however that there should be a multitude of organisations and the numerous teachers' organisations should get together to see how far amalgamation, or at least federation, is possible without the sacrifice of any sectional interest. We believe they will be surprised to know how far they can go in this direction."

NOTES

Dr. Burton and Democracy.—Education in a democratic world—

(1) A democratic world must be educated. Democracy demands education, and without it, it is a dangerous experiment.

(2) Education in a democracy cannot be carried on to the best advantage, either wholly by the State or wholly by volunteer agencies, but must be undertaken partly by the State and partly by voluntary agencies.

(3) The education of a democracy in a world of democracies must be international in its outlook and in its sympathies.

(4) The education of a democracy cannot safely be limited to the period of youth, but must include systematic and organised effort for the education of adults.

(5) In the whole process of the education of a democracy in a democratic world, the university must assume a large measure of responsibility. Democracy demands, and must have, leaders. And to the university it falls, more than to any other agency, to produce leaders.

In view of the criticisms levelled against the present system of education by persons of an older generation, the following extracts from the *Hygiene of Instruction* by Mr. L. A. Averill will be read with interest.

The obsolete school of the nineties.—The American public school of three decades and more ago was a very different institution from its successor of the first third of the present century. The traditional curriculum was uniform and invariable in nearly every instance. Not more than a third as many subjects were expected to be carried by the pupils. Compul-

sory attendance laws were either non-existent, or elsewhere indifferently enforced. Fewer children and smaller classes obtained everywhere. The cost of maintenance, both relative and absolute, was small, and drew to the schools much less critical attention than do the higher costs of to-day. Only the barest beginnings of scientific pedagogy had been made, and the child study movement was only coming gradually into prominence. Methodology was simple and uniform. Standards were old-fashioned and unbending. The individual child might either sink or swim as he would, and no concern was felt for those who sank. The best stayed on and were educated while the rest out loosed early and drifted away, sometimes to complete failure, sometimes to success as imposing and indubitable as that achieved by those who stayed on and graduated. Organisation was simple; aims were single and unwavering; goals were clear-cut and positive.

The product of the schools of thirty years ago knew only a few things but he knew them well. He could do only a few things, but he could do them well. He had never heard of half the things the modern school boy has a smattering knowledge of. He was a stranger in the realms of general science, of natural history, of hygiene and sanitation, of human geography and world citizenship, of home-making and house-hold arts. In his day there was, however, abundant time for drill, and he could read well and write beautifully; he could figure accurately and spell punctiliously. He was steeped in the love of the classics and the humanities. So unassailable were his attainments in these fundamentals that it has been a decided shock to him to find his own children

a quarter and more after his own schooling, halting readers, lame spellers, and blind writers and figures. Not appreciating the complex factors that have encroached upon the work of the schools since his day, he has looked with increasing dubiousness upon the ever-mounting costs of public education, has openly censured the schools for their glaring shortcomings; and has protested vigorously against the continual saddling of new educational fad upon their curriculum.

The new school will be a miniature of adult society:—Too long the school has been sequestered from life; too long its tasks have been unique and without any observably close parallel with those of the non-school world; too long it has neglected those things of closest human interest, and busied itself on things of a highly scholastic and impractical nature. The cause of mental hygiene has never been served egregiously by thus divorcing the school from life. Such an unfortunate separation has always operated to make pupils chafe and often rebel against their school-work, and has led thousands of them every year to drop out prematurely from the ranks of formal education and confront life ill-prepared and doubtfully accounted. We have remained a nation of south graders, so far as formal educational achievement is concerned, not principally because of poverty that has forced children to go to work as soon as they attain the minimum legal age, but largely because school has appeared to huge numbers of them to offer nothing worth staying on to obtain. Life could be best prepared for by embracing life directly, rather than indirectly and uncertainly in a school room that held itself aloof from vital and practical things.

The new school will break definitely with all this dubious and uncertain educational philosophy, and will hold its pupils beyond the bare legal requirements because it will be patently a preparatory period for complete and practical

living. The artificial boundary-lines between the various school subjects will be obliterated, and the field of knowledge will present a uniformity and connectedness that is reflected in the adult world of human contact and experience; the obsolete and the useless and the impracticable will be dropped from the curriculum, and what remains will be organised, both logically and psychologically; study will be no longer a half memoriter process of the printed page, but will be an active process of research and the investigation of the vital and attractive problems; representatives of business and industries will be invited to school to describe the enterprises in which they are engaged and in which human beings are vitally concerned; the needs and capacities of all sorts and conditions of learners will be amply provided for by varied types of curricula; guidance and counsel and explanatory courses will be no longer considered fads and frills, but will hold as honourable a place in the School as the time honoured three R's have always held; the bugbear of semi annual or periodic promotion will be withdrawn from the present highly artificial place which it occupies, and in its stead school progress will be made dependant upon conscientious and earnest work, as it is in the grown up world of men.

When these and other desirable modifications and improvements in our educationist aim and contents and methods have been brought to pass universally in the schools, the present hiatus between school and life will be bridged; school will be life during its first quarter, and no normal individual will contemplate leaving school prematurely, for to do so would be tantamount to the renunciation of life itself. In consequence of this integration, when the school years are ended there will be no rockers and uncertain graduation and plunge into life; rather there will be a continuity into life of the plans and purposes and skills and achievements fostered in the school environment.

OUR ASSOCIATIONS

Tinnevely District Teachers' Guild.

The fifth Annual Conference of Tinnevely District Teachers' Guild was held in the premises of the Coronation High School, Srivaikuntam on Saturday, the 16th November 1929.

The Conference hall was well-decorated. The delegates and the visitors assembled in

the hall precisely at 9 A.M. The hall was packed to the full and all parts of the District were well represented. The presence of a large number of Headmasters was a unique feature of this Conference.

Among the distinguished visitors present were, Mr. S. Gopala Iyer, Correspondent, C. H.

School, Mr. A. Shanmugasundra Mudaliar, President of Srivaikuntam Educational Improvement Society, Mr. Sankaralinga Kaviyar, President of the Tuticorin Taluk Board, Mr. Rajagopala Iyer, Circle Inspector of Police, Mr. Venkatachala Iyer, Deputy Inspector of Schools, Alwarthirunagari Range, and Mr. Raghunath, Iyengar, Deputy Inspector of Schools, Tinnevely.

The Proceedings commenced with prayer. Mr. T. L. Balakrishna Rao, the Chairman of the Reception Committee, welcomed the delegates and the District Educational Officer. At the conclusion of his address, he requested Mr. K. V. Raman Menon, M.A., Bar-at-Law, District Educational Officer, Tinnevely, to open the Conference. Mr. Raman Menon rose amidst loud applause and in a well-thought out address pointed out the difficulties of teachers and declared the conference open.

Then Mr. V. R. Harihar Iyer, of Tinnevely proposed and S. S. Venkatarama Iyengar of Ambasamudram seconded that Mr. P. E. Devadasan, B.A., L.T., Headmaster, A. V. J. High School, Ittamoli, be requested to take the chair. When the delegates had expressed their unanimous approval by acclamation of hands, P. E. Devadasan Esq., read his presidential address which was attended to with rapt attention.

The address over, Mr. Raghunatha Iyengar, D. E. (London), Senior Deputy Inspector of Schools, Tinnevely Range, gave a lecture on Elementary Education in London. The lecture was instructive and interesting. Mr. S. Emburmanar Iyengar, the Secretary, read the Annual report and the Financial statement of the Guild for the year 1928-29. Letters of sympathy sent by the Zamindar of Singampatti and the outgoing president of the Guild were then read. The Conference broke up at 11 A.M. to meet at 4 P.M.

The Subjects Committee met at 1 P.M. Draft resolutions prepared by the Reception Committee in consultation with the affiliated associations were considered. There was a heated debate on the question of the custody of the S.S.L.C. Public Examination question papers. All other resolutions except the one on this were unanimously approved by the Subjects Committee. The revised constitution of the Guild was also approved.

The Delegates adjourned for lunch provided by the Teachers' Association, Srivaikuntam.

After Lunch, the delegates re-assembled at 4-15 P.M. to discuss the resolutions placed before them by the Subjects Committee. The District Educational Officer and the Senior

Deputy Inspector of Schools, Tinnevely Range were present. A good number of resolutions were moved from the chair as they had been well-discussed in the Subjects Committee itself. The revised constitution was also approved and a budget was framed for the next year. Among these that were discussed in the open conference, the resolution on the custody of the S.S.L.C. question papers was keenly debated upon. Except two associations all were in favour of it. Mr. Pattabirama Iyer invited the Guild to hold its next Annual Conference at Kadayanallur and it was accepted.

The president in his concluding address placed before the minds of teachers very vividly what their duties were to themselves, the children of the country and their motherland. The chairman of the Reception Committee proposed a hearty vote of thanks to the President, the District Educational Officer, the delegates and the distinguished visitors. The conference was then dissolved, amidst loud cheers. At 8 P.M. the delegates and the distinguished visitors were entertained at dinner by the Teachers' Association, Srivaikuntam.

North Arcot District Teachers' Guild, Tiruvannamalai.

A special meeting of the North Arcot District Teachers' Guild was held on Saturday the 16th November 1929 at 12 noon in the Danish Mission High School hall with Mr. E. M. Jeyudasan, B.A., L.T. The President of the Guild in the chair. Attendance of members was full and was representative of different affiliated associations, Messrs. M. S. Sabhesan, our S. I. I. U. Secretary, S. Natarajan of the Journal committee and T. Ramanujachar of the Protection Fund were pleased to come from Madras and participate in the proceedings.

After a short statement by the Secretary on the working of the Guild's Executive Committee, Messrs. M. S. Sabhesan, S. Natarajan and Ramanujachar addressed the house on the conference of the A. I. F. T. A. the "South Indian Teacher" and the Protection Fund. A good number of members joined the Reception committee of the conference.

Mr. S. Sreenivasa Iyer of Vellore Sree Mahanth's, was elected the representative of the guild to the conference.

Messrs. P. N. Swaminathair of M. H. S. T. Malai and Daniel Solomon of D. M. H. S. T. Malai were elected as the auditors for the year 1929-30.

Next, the two local associations treated the members to tea.

Mr. J. Arumainayagam of the D. M. H. S. read a very interesting paper on "What we teach History for." Mr. Krishnasami Iyengar of Voorhee's, supplemented the speaker and explained the use of literature as aid to history teaching.

Proposed by Mr. S. Sreenivasa Iyer and duly seconded, the following resolution was carried unanimously:—

"In the rules relating to the Provident Fund for teachers in non pensionable services publi-

shed in G.O. No. 1295, Law and Education the following alterations be made:—

In Rule 12 (a) line 20, the words "Savings Bank" be omitted and "Fund" be substituted instead.

To add a general definition to the rules thus:—

"Amount to a subscribers credit" means the amount to his credit, in the savings Bank and other investments under Rule 9.

With a vote of thanks to the distinguished visitors and the chair, the meetings terminated.

RULES OF THE SOUTH INDIA TEACHERS' UNION.

A Sub committee consisting of Messrs S. K. Yegnanarayana Ayer, R. Srinivasa Aiyangar, K. S. Chengalvarayan, C. S. Rangasamy Aiyangar and M. S. Sabhesan was appointed in June 1929 to suggest alterations in the S. I. T. U. Rules. The District Guilds were requested to send their suggestions if any. Suggestions were received from the District Guilds of Salem, North Arcot, Madras and also from Mr. S. T. Ramaquja Aiyangar. These recommendations were circulated among the members the sub-committee and the rules of the S. I. T. U. as approved by the committee are given below. These will be considered at the open conference of the S. I. T. U. to be held on Thursday the 26th inst. at 1 p. m.

REPORT OF THE SUB-COMMITTEE.

DEFINITIONS:

(a) The 'Union', Wherever it occurs in these rules means 'the South India Teachers' Union'.

(b) 'Guild', means a Teachers' Organisation accepted by the Union as its district constituent.

(c) 'Association' means any teachers' Association other than Guilds, whether affiliated to the Guild or not.

(d) 'Affiliation fee' means the amount payable annually by Guilds and Associations.

(e) 'Subscription' means the amount payable by the individual members of the Union.

1. NAME: This Union shall be called the South India Teachers' Union and its jurisdiction shall extend over the Presidency of Madras including Indian States and its Head Quarters shall be Madras.

2. OBJECTS: The objects of the Union shall be:

(a) the improvement of educational methods and research.

(b) the safeguarding and betterment of the status, pay and prospects of teachers.

(c) the promotion of corporate feeling among the members, and

(d) the advancement of education in the Presidency.

3. PROGRAMME These objects shall be secured by—

(a) opening a Teachers' Registry.

(b) discussing all questions affecting education and the profession,

(c) eliciting the opinion of the affiliated associations on educational questions and taking action whenever necessary.,

(d) making representations to the authorities concerned on all questions of importance,

(e) holding an Educational Conference at least once a year,

(f) organising District Teachers' Guilds,

(g) forming Teachers' Associations wherever possible,

(h) by affiliating itself to the A. I. F. T. A. and co-operating with other educational organisations.

(i) instituting a Protection Fund.

(j) running a journal of the South India Teachers' Union.

(k) founding Information and Employment Bureaus,

(l) conferring titles on distinguished persons who have rendered meritorious services in the cause of education in this Presidency, and

(m) adopting such other measures as will be necessary to further the objects mentioned in Rule 2.

4. MEMBERSHIP:—

(a) Membership of the Union shall be open to:—

1. District Teachers' Guilds.

2. Teachers' Associations which, for reasons satisfactory to the working Committee, cannot be affiliated to the District Teachers' Guilds.

3. Individual Teachers.

4. Persons other than teachers connected with education.

(b) Teachers' Associations in a District shall ordinarily be affiliated to the District Teachers' Guild in that District, which, in its turn, shall be affiliated to the South India Teachers' Union. Any member of any Teachers' Association affiliated directly or indirectly to the Union shall enjoy the privileges of individual teacher members for purposes of the Protection Fund.

5. (a) Any District Teachers' Guild or Teachers' Association not affiliated to a Guild desiring to affiliate itself to the Union shall forward to the Secretary of the Union an application mentioning the name of the Association, its postal and official addresses, and list of the members with their general and professional qualifications. This application shall be accompanied by the prescribed affiliation fee.

(b) Individual teachers and others who intend joining the S. I. T. U. shall forward to the Secretary. S. I. T. U. an application form duly filled up with the prescribed subscription.

6. (a) AFFILIATION FEE:—

The Annual affiliation fee for affiliated Guilds, and associations shall be as under:—

District Teachers' Guild:—An amount calculated at the rate of two annas per individual member, if any, on its rolls, and Per member on the rolls of each of its affiliated associations as on the closing day of the previous year.

Teachers' Association not attached to any school:—An amount calculated at the rate of two annas per member on its rolls.

Teachers' Association of any school:—An amount calculated at the rate of two annas per member on its rolls.

(b) SUBSCRIPTION:—

The Annual subscription for individual members of the S. I. T. U. shall be as under:—

One Rupee for graduate teachers, 8 annas for non-graduate teachers, and Two Rupees for non-teachers (under rule 4).

(c) ARREARS:—

An affiliated Guild or Association or individual member whose subscription for the year has not been paid by the 1st December of the official year of the S. I. T. U. shall not be entitled to enjoy the privileges of the Union until the

subscription is paid. The names of such Associations or individuals shall be removed if they should be in arrears for two years.

7. OFFICIAL YEAR:—

The official year of the S. I. T. U. shall be from July to June. The annual subscription or affiliation fee, as the case may be, is payable in advance and should be paid not later than the 30th September of the year for which it is due.

8. OFFICE-BEARERS:—

The Office-bearers of the Union shall be a President, a Secretary, an Assistant Secretary, a Treasurer, an Executive Board, and a Working Committee. The President, Secretary, Assistant Secretary and Treasurer shall be elected annually preferably on the occasion of the Provincial Educational Conference at a General Body. Meeting of the Union, presided over by the President of the Union for the year or in his absence by any one elected by the General Body. The President, Secretary, Assistant Secretary and the Treasurer shall be persons resident at the headquarters and they shall be ex-officio members of the Executive Board as well as of the Working Committee.

The Executive Board shall, in addition to the ex-officio members, consist of one representative for each of the Districts in the Madras Presidency elected by the respective District Guilds and his name shall be communicated to the Secretary, S. I. T. U. before the Annual Meeting of the Union. In case there is no District Guild in any District it shall be open to the Executive Board to co-opt any individual member belonging to any affiliated association in that District.

The Working Committee shall consist of the ex-officio members and also of five other members of the Executive Board nominated by the President of the Union newly elected at the Conference so as to secure uniform representation of all groups of districts.

9. POWERS OF THE EXECUTIVE BOARD:—

The Executive Board shall have a general control over the affairs of the Union. It shall have power to fill up vacancies in its constitution provisionally till the next annual election and to perform such other functions assigned to it in these rules.

10. POWERS OF THE WORKING COMMITTEE:—

It shall be the duty of the Working Committee—

(1) to conduct the journal,

(2) to take such steps as it may deem expedient and practicable to carry on the work of the Union,

(3) to prepare the agenda for the Provincial Educational Conference in consultation with the Reception Committee, and

4. to deal with all such matters of great importance and urgency as may be required to be disposed of in the name and for the purpose of the Union.

11. (a) VOTING:—

The Union shall refer any specific questions to the affiliated Guilds and associations for expression of opinion and the opinions of the several associations should be forwarded to the Secretary of the Union within the time specified.

The District Teachers' Guild in each District shall have only one vote. Provincial Associations and Associations not attached to any institution shall each of them have only one vote.

(b) PROCEDURE:—

The following procedure shall be adopted with regard to the decision of any question under circulation:—

In regard to the decision of any question, each District Teachers' Guild, on behalf of its constituent associations, shall count the votes of its constituent associations and the majority of such opinions shall be the opinion of that District Teachers' Guild. The opinion of the majority of the District Teachers' Guilds, and of Associations directly affiliated to the S.I.T.U. taken together shall be the opinion of the S.I.T.U. In case of equality of votes, the W.C. shall have the determining vote.

12. DUTIES OF GUILDS AND ASSOCIATIONS:—

(a) Every affiliated Guild and Association shall report at the beginning of the year, changes in the list of members and send a list of the office-bearers for the year.

(b) Every affiliated Association or Guild shall forward to the Union copies of all resolutions of a general character passed by it and all representations made by it to the authorities concerned.

(c) No affiliated Association shall communicate any resolution not in consonance with the latest resolutions passed at the Provincial Educational Conference to the authorities except through the S.I.T.U.

13. REFERENDUM:—

If five affiliated associations or any number of them representing not less than two hundred members desire that any question shall be de-

cided by a referendum, the Secretary of the Union shall forthwith proceed to decide the question by ballot amongst all the members of the Union.

14. DUTIES OF THE SECRETARY:—

The Secretary shall call meetings of the Executive Board; call meetings of the Working Committee; circulate among members of the Board or the Working Committee or Guilds and associations items of business for discussion and publish the decisions; record the proceedings of each meeting in books kept for the purpose; carry on correspondence; be in charge of the properties and records of the Union and be responsible for the management of the affairs of the Union subject to the control of the Executive Board.

15. DUTIES OF THE TREASURER:—

The Treasurer shall collect affiliation fees, subscriptions, donations and other moneys, keep proper accounts of income and expenditure; make all disbursements through the Secretary; and be the custodian of all moneys except what may be invested in a bank, provided that the balance of money left in the hands of the treasurer does not exceed Rs 20.

16. PROVINCIAL EDUCATIONAL CONFERENCE:—

(a) The Provincial Educational Conference shall ordinarily meet once a year either during Christmas or during summer holidays at such place as has been decided upon at the previous session of the Conference.

(b) If no such decision has been arrived at, the Executive Board of the Union shall decide it.

(c) The Executive Board of the Union shall also have power to change the venue of the Conference to any other place, if it considers it necessary.

(d) An extraordinary session of the Conference may be summoned by the Executive Board either on its own motion or on a special requisition signed by five affiliated district Guilds.

17. RECEPTION COMMITTEE:—

(a) The District Teachers' Guild of the district in which the Conference is to be held shall take steps to form a Reception Committee for the Conference.

(b) The Reception Committee shall be bound to provide the necessary funds for meeting all the expenses of the Conference. It shall also meet the cost of printing and the agenda for the Conference prepared by the Working

Committee and the proceedings of the Conferences and of distributing the same to the affiliated associations of the Union and the District Teachers' Guilds.

(c) The Reception Committee of the Educational Conference shall invite the affiliated associations at least three months before the date fixed for the Conference to suggest to them the names of six persons who, in their opinions, are eligible for the Presidentship of the Conference. It shall at an early date submit to all the affiliated associations the names of the first six candidates from amongst these nominated for the Presidentship and call upon every affiliated association to recommend only one and not more of the six names in the voting paper. The Reception Committee shall meet two months before the date fixed for the Conference to consider such recommendations.

(d) The Scrutiny of the votes of the associations in connection with the election of the President of the Conference shall be conducted in the manner laid in Rule 11 and the person getting the largest number of votes thus calculated shall be declared the President of the Conference. In case of equality of votes, the Reception Committee shall at the meeting record its vote in favour of any one of them and the person who is so recommended shall be the President of the Conference.

(e) In the case of the President-elect being unable to preside over the Conference the matter shall forthwith be referred by it to the Working Committee of the S.I.T.U. with suggestions, if any, and the decision of the Working Committee shall be final.

It shall be open to every affiliated association to send as many delegates as it chooses from amongst its own members. The delegation fee for each delegate shall be annas four only and the delegation fees shall from part of the funds of the Reception Committee.

18. VOTING AT THE CONFERENCE:—

At the open Conference every association shall have only one vote irrespective of the No. of delegates attending the Conference. The Madras Teachers' Guild shall have five votes. All the individual members of the S.I.T.U. shall together have only one vote.

19. VISITORS:—

Persons who are not members of the Union directly or indirectly cannot attend the Conference as delegates but they may be admitted to the Conference as visitors. Visitors to the Conference interested in education and members of the Reception Committee other than teachers may speak at the Conference with the previous

permission of the President of the Conference, but cannot move resolutions or take part in voting.

20. AGENDA FOR THE CONFERENCE:—

The Reception Committee shall invite at least three months before the Conference the affiliated Guilds and Associations and also the individual members to contribute papers and send resolutions. All such papers and resolutions shall be sent to the Secretary, S.I.T.U. at least two months before the date fixed for the Conference. Papers and resolutions not received by the Reception Committee within the prescribed time shall not be brought at the Conference but it is open to the Working Committee to include fresh items in the Agenda. It shall be the duty of the Working Committee to call for the papers and resolutions received by the Reception Committee and to prepare the Agenda for the Provincial Educational Conference. The Agenda shall be officially announced in the South Indian Teacher and it should reach the Associations at least a fortnight before the opening day of the Conference.

21. THE SUBJECTS COMMITTEE:—

The subjects Committee to be appointed at—

(a) each session of the Conference to consider the resolutions to be moved at the Conference shall consist of not more than four representatives for Madras, not more than four representatives for the district in which the Conference is held and not more than two representatives for each of the remaining districts; such representatives being elected in each case from among themselves by the delegates attending the Conference from the respective districts;

(b) The President of the Conference for the year, the Chairman of the Reception Committee for the year, Secretaries of the Reception Committee not exceeding two in number, and all members of the Working Committee for the year, shall in addition be ex-officio members of the Subject Committee.

22. THE ANNUAL MEETING:—

The Annual Meeting of the S.I.T.U. shall be ordinarily held on the occasion of the Provincial Educational Conference and the Executive Board shall present at that General Body Meeting a report of the working of the Union for the year together with a financial statement of an auditor who shall be appointed by the Board and who shall not be a member of the Board.

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23. NOTICE:—

The South Indian Teacher shall be the official Organ of the S.I.T.U. and all notifications in the South Indian Teacher shall be taken as official notices issued by the S.I.T.U. to the affiliated Guilds and Associations and to the individual members.

24. ALTERATIONS IN RULES:—

No alteration in, or addition to, the rules of the Union shall be made except at the Annual General Body Meeting of the Union. Notice of alterations, if any, shall be sent to the Secretary of the Union three clear months before the date of the Conference.

REVIEWS.

PLANT STUDIES by Dr. Ekambaram (Longmans, Green & Co. Price Rs. 1-8.

This little book has been prepared chiefly with the object of helping teachers in the lower forms of our schools. They would certainly welcome a book which would point out to them the scientific method of presenting the facts of plant life intelligently to young pupils. The book, however, seeks to give information which any pupil of the lower forms can pick up for himself. As it is, the book may not help the teacher very much. He will be glad if the internal structure of plant organs and their functions had been dealt with more fully and explained with appropriate sketches. The paucity of illustrations is a serious defect and information is scrappy. A distinct change in the mode of presentation is necessary if the aim stated in the preface should be achieved.

NEW REGIONAL MAP BOOKS.—The Americas By V. C. Spray, B. Sc., F. R. G. S. University of London Press.—Longmans Green & Co., Ltd. Price 1 shilling.

This book contains 62 simple mapping and geographical exercises to be worked by a pupil

reading the Geography of Americas. The exercises are intended to inculcate precision of fact and to ensure a thorough examination of the maps in an atlas. They will also encourage a free use of sketches to assist written explanations and will form a valuable means of revision work. The exercises have been based on Book I of the New Regional Geographies by L. Brooks but can be used even independent of that book.

It has been conceded on all hands that the best method of learning Geography is to do plenty of practical work which enables pupils not only to enable pupils to understand a convention but also to cause him to learn a fact. The exercises are of a varied nature but one should like to have a larger number of exercises on South America. North America has as many as 49. Some questions are rather too difficult to be attempted by the average pupil of our secondary schools but it will certainly stimulate them to work. The publication is quite welcome as the portions roughly cover Part II of the Geography syllabus issued by the Madras Education department. Teachers of Geography will find this book of great use in setting tasks and problems for their pupils.

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NOTICE.

TIRAMACHANDRA SARMA, a member of the S. I. T. U. P. F., (Headmaster, B. M. School) aged 47, died on 15-11-1929 leaving his family to bemoan his loss. He paid to the Fund up to the date of his death Rs. 26 but his nominee, T. MANICKA SARMA was paid Rs. 166 as Benefit Amount on 30-11-29. It would have been possible to have helped the bereaved family more substantially if we had the full quota of one thousand members.

S. M. RAO,
Secretary.

(List of members—Continued.)

Reg. No.	Name.	Designation.	Place.
355	Mr. S. D. Ramachandra Iyer	...	...
356	" D. Ramaswamy Iyer	Asst. Board High School ...	Panruti.
357	" T. V. Thiruvengkatachari	Do.	Do.
358	" K. Venkatasubbier	Do.	Do.
359	" V. Pakkiriswami Nainar	Do.	Do.
360	" P. Chakrapani Pillai	Do.	Do.
361	" K. Kothandapani	Do.	Do.
362	" V. Ganeshan	Do.	Do.
363	" P. S. Pattabhirama Iyer	Do.	Kadayanallur.
364	" Y. Subramaniam	Do.	Do.
365	" T. K. Narayana Rao	" M. H. School	Udumalpet.
366	" U. S. Narayana Iyer	Do.	Do.
367	" A. Ramaswami Mudaliar	Do.	Do.
368	" K. S. Rama Iyer	Asst. Board High School...	Kadayanallur.
369	" V. Kailasam Iyer	Drill and Drawing Master.	Do.
370	" T. Perimba Pandyan	Asst. Board High School ...	Do.
371	" S. V. Venkatasubramanya Iyer	Do.	Do.
372	" S. Periaswami Pillai	Do.	Do.
373	" S. Meenakshisundaram Iyer	Do.	Do.

41, Singarachari St., Triplicane.
9-12-29.

S. M. RAO,
Secretary.

Election to the University bodies.

The following teachers have announced to us their candidature to the different bodies noted against each.

(1) S. K. Yegnanarayana Aiyar, M. A.	Senate	Registered graduates constituency.
(2) Rao Bahadur P. V. Seshu Iyer, I. E. S. (Retired).	"	"
(3) N. R. Kedari Rao, M. A., L. T.	"	"
(4) P. Subramanya Iyah, B. A.	"	"
(5) T. I. Ommen, M. A.	"	"
(6) Rao Bahadur, M. B. Ramaswami Sivan.	"	"
(7) N. Rangaswamy Iyer	Senate & Academic Council.	Headmaster's constituency.
(8) A. K. Krishnaswamy Iyer	Senate.	"

Questionnaire for enquiry into the economic condition of Teachers

Name of the Teacher
Caste and age
Native place
District
School
Place of residence and distance from school.

I Home.

Number of tenants in the house.
Approximate floor area of your portion.
Number of rooms.
Number of bed-rooms.

II Earnings

(1) Salary.

Academic and other qualifications
Service in the institution
Previous service
Initial salary
Present salary
Scale of pay
Date of revision in the scales of salary last made.
What salary and scale of salary would satisfy you?
A brief note on the history of your service with reference to your salary.
Prospects: What maximum salary do you expect to get, and when?
What highest post do you aspire in your life-time as teacher.

(2) Supplemental Income.

Tuition income and the number of hours devoted.
Income from ownership of property worth Rs.
Income from investment yielding Rs. a year.
Annual income derived from publications.
Presents or honorariums, if any.
Earnings of the family, if any.
Examination—Frequency of expectation.

III Family

Is yours a joint family? If not, when did you first break away from the main stock?
Are you, in your opinion, better off now?

Number of adult males in your family at present

Number of adult females " "

Children—No. of children born

boys living

Girls living.

Their ages

Dependents (unmarried brothers, sisters, etc. mother, father, aunt.)

Expenditure of your family.

1. Food Items.

for a month quantity price.

Rice
Dholl and pulses
Spices
Coffee or tea
Sugar
Vegetables
Ghee
Oil
Curds
Milk
Fuel
Other groceries.

2. Clothing purchased for the year for male adults.

do do for female adults.
do for children—male and female.

3. Rent: If the house is your own, its value.

4. Furniture. Cost of each.

Tables
Chairs
Cots
Benches
Musical instruments
Pictures, Number
Floor-covering
Almirahs
Bedding
Approximate value of domestic utensils:—
Value of silver ware
Value of jewellery

5. Miscellaneous expenses.

Hired help, if any.
 Laundry charges
 Barber's fees
 Lighting charges
 Toilet articles
 Betel leaves and nuts
 Aerated waters
 Snuff, tobacco, etc.

6. Maintenance of Health

Doctors', Nurses', Dentists' fees.
 Medicine
 Phenyl
 Tonics or Leheyams, etc.
 Caster oil

7. Professional expenses.

Examination fees, if any, or any fee paid to learn Hindi, Typewriting, etc., or to Special courses.
 Books for improving your professional efficiency.
 Newspapers and magazines do.
 Subscriptions to Associations, Sports Clubs, Vacation trips
 Charity

8. Education of children—fees

books
 conveyance

9. Expenses in connection with Sraddah and other religious ceremonies.

Marriage and other ceremonies
 Domestic festivals and entertainments (Pongal, Sravanam, Deepavali, etc.)

10. Hobbies, if any.

Expenses incurred.

11. Savings such as contributions to the Provident funds and insurance, chit fund, protection fund etc.**IV. BALANCE SHEET.**

Surplus or deficit
 Surplus, how invested and at what interest
 Total savings up-to now

Deficit—how incurred

how met

Total debt and the rate of interest

Causes of indebtedness:—

Are you a member of any Co-operative Credit Society? If so, write the name of the Society.

What is the amount of loan now outstanding against your name?

Do you take salary loans?

Do you contribute to the Recurring or Provident Deposits in the Societies?

Have you taken any shares in any Fund Office?

Number of Shares:—

V. PROVISION FOR OLD AGE.

Is there a provident fund in your school?

How long has it been in operation?

What is your contribution to it?

Your contribution to Life Insurance.

Any other savings.

Is there any provision in your institution for payment of gratuity?

VI. SECURITY OF TENURE

Whether your service is on any agreement

If so, conditions of agreement with reference to period of time covered, notice, etc.

Do you enjoy reasonable and adequate security of tenure?

Any personal experience in the matter of difficulty of retaining the job?

If so, what were the differences between you and the management?

Have you personal experience and knowledge of teachers being dismissed without notice or without opportunity afforded them to explain their position? Have you any suggestion to make regarding security of tenure?

VII. LEAVE RULES, ETC.

Working days with hours.

Hours of work assigned to you.

Any other work except teaching work which you are expected to do in the School

(Specify quantity and nature of correction work, if possible).

Extra holidays besides Saturdays and Sundays or half Saturdays.

Vacation periods and their duration

Correction work to be done in the vacation.

Provision for casual leave.

„ for medical leave with allowance.

Do you experience any difficulty in getting leave?

Any provision for study-leave for improving your qualifications with a lien on service.

VIII. GENERAL

History of your service in the various institutions and the reasons for transferring your services.

Number of trained and untrained teachers in your school this year.

Number of untrained teacher last year.

Number of teachers of 5, 10, 15 years' service

Cases of teachers being sent away during the holidays.

Are you a member of any Teachers' organisation?

Is your Teachers' Association affiliated to the S. I. T. U.

What periodicals do you read?

Are you satisfied with your work as a teacher?

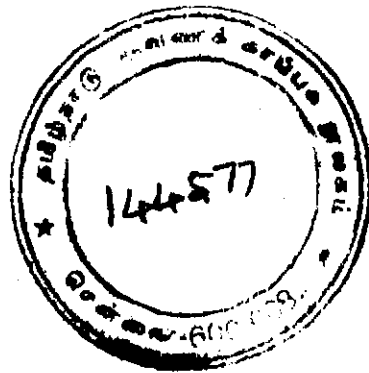
Are you satisfied with the role you play in life?

If dissatisfied, can you assign reasons?

Is your dissatisfaction due to—

- (1) Dislike with the system of education you are imparting?
- (2) Dislike due to lack of prospects in your present low salary?
- (3) Dislike with the conditions of service?
- (4) A feeling of inferiority to other professions?

What remedies do you suggest to make you happy?



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