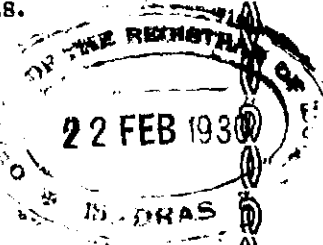


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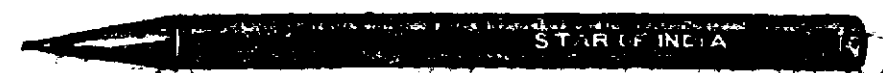
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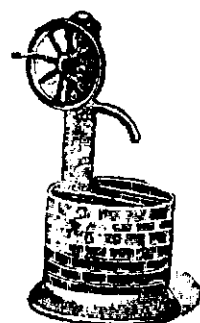
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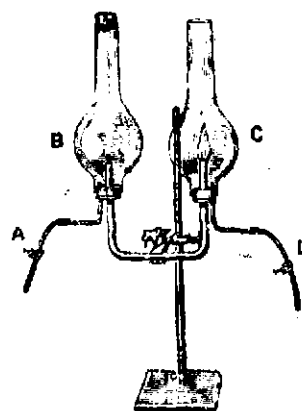
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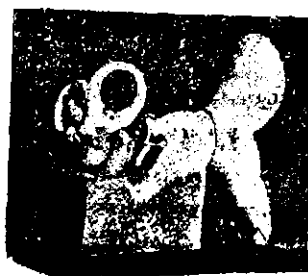
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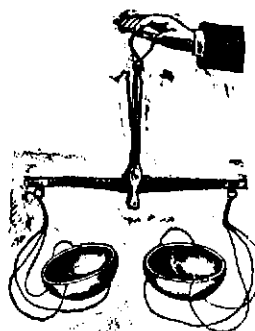


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THE South Indian Teacher

Vol. III]

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[No. 1

EDUCATIONAL FINANCE*

BY

MR. M. VENKATARANGIA, *Principal, V. R. College, Nellore.*

Friends.—It is most gratifying that we succeeded after all in organising this conference of teachers in our district. You all know that we have been making attempts in this direction during the last eighteen months and the fact that so much time has been taken by us to bring about this meeting shows how much we are lacking in the spirit of team work and in the realisation that organised effort is essential for the success of our aims and objects. I hope that this conference will give us the stimulus required for fresh activity and that we shall be able to lay down a programme of work for ourselves which will keep us engaged the whole of the current year. Whenever we meet we must be in a position to report to the Conference what we have been able to achieve in the interval between one Conference and another, wherein we failed and what difficulties we have generally to face. I trust that you will, before this Conference is dispersed, be able to draft such a programme of work.

We are living at a time when there is a conviction that there is no real system of education in our country at present and that what goes by the name of education is something which is not at all suited to the requirements of our people. When the agitation is for the overhauling of the whole system it is rather difficult for a conference like this to choose any topic or topics for special consideration and discussion. In my humble opinion the subject of *educational finance* deserves to be placed in the forefront of all discussions at the present day as any scheme of educational reform will have to depend for its success on the provision of adequate financial resources. We have always been agitating and rightly also, for an improvement in the pay and prospects of the members of our profession. It is our firm faith that the teacher is the centre of any educational system and the quality of education will depend upon the quality of the teacher. The profession must be able to attract men of the right sort who have not

* Presidential address delivered under the auspices of the Nellore District Teachers' Guild,

only the necessary academic qualifications but who are also imbued with a high sense of duty and responsibility. There is no chance of the profession attracting such men unless a considerable improvement is brought about in the pay of the teacher. It is a matter of common knowledge that from sixty to eighty per cent. of educational expenditure in all countries in the world is on the members of the teaching staff; and consequently, however much we may increase the expenditure on other items, the educational system will not work satisfactorily unless the position of the teacher is bettered. Next to the teacher comes the question of accommodation and equipment. These are the accessories necessary to enable the teacher to make the best use of his abilities in instructing and guiding the pupils placed in his charge. Spacious and well-ventilated buildings, well-furnished libraries and reading rooms, properly equipped laboratories, provision for physical culture, facilities for manual instruction, hostels for those who do not live with parents or near relations—all these are equally essential. At present we have the sorry spectacle of teachers whose salaries are so low that they cannot make both ends meet working in buildings which are dark and ill-ventilated and with little or no equipment for effective instruction. We have boys of the age of twelve to fifteen living in private lodgings away from the control of their parents and of near relations and subject to all those distractions and temptations which are the concomitants of modern civilisation. To the majority of pupils the school is not a place of attraction providing them with anything in which they can take pleasure and interest—like newspapers, illustrated

magazines, pictures, and museums. The school is as unattractive as it can ever be and holidays continue to be more welcome than working days.

If these defects have to be removed, if teachers should become a more contented lot and if schools are to become centres of real instruction and attraction to our boys, what is required is money and more money. I have heard it said that it is not the duty of teachers to devote their attention to the study of problems relating to school finance but that they have merely to formulate their demands and leave it to the managements to devise the necessary ways and means. This is not however the correct attitude. It is as much a part of the duty of the teacher to tackle problems of school finance as those of school discipline, school curriculum etc. He must be in a position to suggest means to the public by which they can do something to meet his demands. It is then only that the teacher will put forward his demands with a due sense of responsibility and with a due recognition of the place of education in the scheme of national economy. For, after all, education is only one of our national needs. Its importance is only relative to that of our other needs; and it is up to the teachers to make a critical study of what the nation may be expected to spend on education consistent with the total national resources and the demands on these resources from other directions. It is only when they succeed in impressing on the public the place which is due to education that they can get a better hearing for their claims; and this place requires to be defined in terms of rupees annas and pies and not in vague and abstract ideas. I would therefore urge on the attention of this and other conferences

as well as of other organisations, the need for a study of this subject of educational finance. There is no reason to think that it is not worthy or dignified enough for study by us. It is now attracting the attention of several leading universities, academic bodies and professors in the west. I need only refer to the work done in this connection by the Teacher's College in the Columbia University, the publications issued by the American (U. S.) bureau of education and the works of eminent educationists like Professor Swift of the United States.

The sources which we now have for financing education are too well known to you. We have first the fees paid by pupils, then the income from endowments and private benefactions, the cesses collected by local bodies and the contributions made by government. Of the total expenditure on secondary education which amounted to Rs. 93 lakhs in 1927—28, provincial (government) funds contributed about 24½ lakhs, Local and municipal funds about 7½ lakhs, fees about 44½ lakhs and endowments about 17 lakhs. If the demands for the better pay of teachers and for better buildings and equipment have to be met, it is necessary for us to indicate which of these sources can be made more paying. As regards the fees paid by pupils the opinion is generally entertained that the standard now fixed by the Madras Educational Rules is high and it will be beyond the capacity of the large majority of pupils attending schools to pay higher fees. In other countries the tendency has been to make secondary education also free and under these circumstances it may not be in general interests to enhance the rate of fees paid by pupils. This will specially affect the poorer and the more

backward classes who are now taking to secondary education in larger numbers. Income from endowments and subscriptions is not very encouraging. It now forms only 17½ per cent of the total expenditure on secondary education. Every one knows that in the past most of the secondary schools in our province were started by private individuals and organisations and that a part of their receipts is derived from endowments. Some of these schools are owned by Mission bodies, some by Zamindars, and the rest by private committees. It is a matter for regret that no one has made a history of school endowments in recent times so as to enable us to state whether the spirit of public benefaction for educational purposes is on the increase or decrease. But the conclusion may be safely hazarded that the spirit is not so active at the present day as it was a generation ago. In those days people had a strong and living faith in the benefits of English education and many philanthropic and public spirited individuals came forward to establish secondary schools. The rich considered that in conformity with the ancient traditions of our country a part of their wealth should be devoted to education. The most flourishing of the high schools of the present are the outcome of such generous impulses. The Zamindars played a very important part in this respect and the Mission agencies were equally active. But of late, benefactions of this sort have not been increasing in proportion to the growing requirements of the country; and we may have to confess that so far as secondary education is concerned we have practically reached the limits of help from this source. One cannot be confident so very much now that many donors

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would be forthcoming for the starting of a new secondary school or for improving an existing school. This accounts for the low salaries in almost all private schools whether managed by Committees or Zamindars or Mission bodies though here and there there may be a few exceptions. Even in the matter of accommodation and equipment the existing managements have not been able to collect substantial funds for bringing about the improvements which are absolutely necessary. If these schools are able to keep up appearances and plod on, it is because the department is unwilling to be too harsh in enforcing its rules. It will not be proper to go into the details regarding the causes that have brought about this state of affairs. One or two remarks are however worth making. It is to some extent due to that loss of faith in the benefits of secondary education as it is conducted at the present day which has cast a gloom over the whole educational outlook. It is also to some extent due to the increasing demands made on the purse of wealthy men from other quarters—mostly political, eg. party organisations and election campaigns. It will not be proper or correct to say that the rich are not helping the cause of secondary education but all the same it will have to be recognised that a large proportion of their contributions is now diverted into other fields and they feel that they have much less to spare for education. We may also note in this connection that the rise in the scale of personal expenditure and the larger amount now spent by the richer classes on comforts and luxuries have also affected adversely the flow of educational benefactions. The demands of fashion are more exacting now than before; Motor Cars, clubs, the drama and the

cinema are now absorbing more of a rich man's wealth; and the ancient ideal of plain and simple living has become a thing of the past. It is, therefore, no wonder that the cumulative effect of all these circumstances has been to make the wealthy less keen in helping the cause of secondary education in proportion to their abilities and the requirements of the present day.

The increasing part that local bodies are now playing in the field of secondary education is only an index of the failure of the spirit of voluntary benefaction. There was a time when it was thought that it would not be legitimate for local boards to spend their resources on secondary education as that would benefit only the higher classes. But times have changed and during the last ten years there has been a steady growth in the number of Board secondary schools. Of the 526 secondary schools for boys in this province 236 are maintained by Municipalities and local boards; and the tendency is for such schools to increase in number. We have to note clearly what this tendency indicates. It means that reliance can no longer be placed in the voluntary philanthropy of the rich to provide facilities of secondary education, that the wealthy are at present being swayed by diverse considerations and that when left to themselves they will not care to part with their wealth in the cause of education and that a recourse to taxation is the only means by which their wealth can be tapped. The local boards in our province get their revenue from the cesses and the taxes they collect from the people and it is out of this revenue that they have to meet the expenditure on their schools. We are of course not living in a socialist common wealth but the shifting of the burden of

education from voluntary agencies to statutory bodies like the local boards and the consequent emphasis placed on taxation as distinct from voluntary donations, endowments and subscriptions for the maintenance of schools is significant of a great change in public policy which if developed on right lines is bound to lead to great changes in the scheme of educational finance. Every modern system of taxation is so devised that an increasing share of it is made to fall on the rich, the reason for it being the strong conviction that the riches of the rich are not entirely the result of their private and personal effort and that a large share of their wealth is the outcome of the help rendered to them by society at large and by the state which in this respect is a representative of society, and where private and voluntary charity fails to make the rich part with their wealth for social ends, statutory bodies must intervene and impose by law this duty on them. Whatever other justification may or may not exist for the growth of Board secondary schools I, for one, welcome it, for, it brings into operation this feature of social obligation which the well-to-do classes owe to others. Our methods of taxation are still very crude and it may be that even with the intervention of statutory bodies burdens are not falling on those classes of people who are most able to bear them. But still there need be no hesitation in saying that the step taken by local boards is the right step and it deserves welcome from all quarters.

So far I have referred to the impossibility of raising fees paid by pupils and the weakening of the response of the rich to the call of education. Even in regard to local boards as they are constituted at present it may not be possible for us to say that secondary

education will make rapid and substantial progress at their hands. For they are not free to tax the people to any extent they like and besides education they have to look after several other needs of the public. In this competition between education on one side, public health and communications on the other there is no guarantee that the boards will keep the requirements of education in the fore front; and, as it is, we are finding that in many cases board schools are not better staffed or better equipped than private schools. So the whole thing resolves itself into the necessity of the state taking over upon itself the burden of secondary education. Nothing short of it will solve the difficulties that secondary schools have now to face. Government must be prepared to release a larger proportion of its funds for secondary education, impose if necessary a special education tax or ear-mark the proceeds of some other tax for educational purposes.

The recognition by Government that the ultimate responsibility for establishing a sound and efficient system of secondary education rests on it and not on private effort and not even on the poor local bodies is the only real solution to the problem of secondary education in our country. It will mean that the whole field of secondary education will be regarded as a single unit irrespective of whether particular schools are managed by private committees, local bodies or by the Government itself. Each school recognised by the Government will have to conform itself to certain minimum standards laid down by the departmental authorities—in respect of the pay and the prospects and the qualification of the staff it employs, of accommodation, equipment and other facilities

for the proper instruction of the youth. The rule that men with similar qualifications and doing similar work should receive similar remuneration must be enforced. The wide disparity that now exists between the pay of teachers employed in one institution and those employed in another must disappear and a common standard should be introduced and enforced throughout all schools. The same thing applies to disparity in other matters.

The present policy of the Government is very much different from this. It has schools of its own located in good buildings and teachers in them get a particular scale of pay. Its attitude towards schools maintained by local boards is different and the treatment it accords to private schools is not the same as this. There are many board schools which receive grants equal to their full net cost while in the case of private schools the rule is that only half the net cost will be met by Government. If individual schools are taken, these disparities become too numerous and meaningless and if the aid actually received by schools is calculated on the basis of per pupil or per teacher the system of grants now in vogue will have to be condemned in strong terms.

It is not, however, my purpose to go into a detailed discussion of these matters. I only wish to point out that the remedy lies not in any tinkering with the grant-in-aid code but in the government taking over upon itself the responsibility for all secondary education. It involves in the government meeting the full net cost of each and every secondary school; and this net cost has to be calculated not on the basis of the existing scale of expenditure incurred by each school but on that of a new scale to be determined after

standardising the scale of pay of teachers in all schools and determining the requirements of each school in other respects. It is in this direction that teacher's organisations should strive and educate public opinion and the authorities. Otherwise there is no salvation to all those schools—and they are pretty numerous—which do not have rich endowments and which have to depend entirely on their fee-income.

All this will necessarily mean a great increase in governmental expenditure on secondary education for which the public and the statesmen responsible for administration will demand justification. Educational reformers should however find no difficulty whatever in arguing out the case for the view put forward here and I hope that the campaign for this purpose will be undertaken in right earnest.

There are several other subjects of importance which may be usefully considered by our conference. Eminent men tell us about the ideals of education and the efforts that we have to make to realise them in practice. Literature on this subject is growing in volume and every writer is dissatisfied with the theory as well as the practice of education in our country. I do not know if you can recall to your mind even a single authority who has got anything to say in appreciation of our schools. The Hartog report which is perhaps the latest pronouncement on the subject is not different in this respect from other pronouncements. Every one has got admiration for the system of education which prevails in all the countries of the west, in Europe as well as in America, in conservative countries like England and in liberal countries like France. Even the systems of education in Bolshevik Russia and the new

republics of Central and Eastern Europe have got their admirers but it is our sad misfortune that no one has a good word to say about the education that we have had in our country for the last seventy years. There is no doubt whatever that ours is a fundamentally wrong system and that it is a mistake to call the instruction imparted in our schools by the dignified name of education. There are no two opinions on this subject but the pity is that though we have recognised this a long while ago we have done nothing as yet to alter it.

What is this failure due to? Many often point out to the absence of any ideals in our present day education and that in consequence our schools are leading nowhere. But it appears to me that it is not correct to speak of any separate ideals of education as distinguished from the general ideals of the nation. Education is merely the process of training the youth of the country in the ideals of the country or the nation and every true system of education is entitled to be regarded as a national system. The schools are not to be something apart from the rest of national life; they must be a part and parcel of it. In this sense we had a sound system of education in Ancient and Medieval India. In those ages the people of the country had definite ideals of life before them and a definite conception of the places which each individual or community was to occupy in the general scheme of that national life. So, if at the present day in every country in the world the system of education is found to be fairly satisfactory it is because it fits in with what the people of the country regard as their national goal. Our position is however quite different. As a people we ceased to have any ideals; we lost faith in our ancient

ideals and we have not as yet been able to substitute anything in their place. What is the type of men and women that our country needs at present? Until we can answer this question—and we have not as yet found an answer to it—we cannot hope to have a satisfactory system of education.

Our schools as they are working at present do not seem to have any real place in the general scheme of our national life. They are an exotic growth and to the large majority of our people they have not the same meaning as schools and universities had in Pre-British India or as schools have in the countries of the West and in Japan. If there is a genuine system of education in Russia at the present day it is because the Russians as a people have a national ideal—call it Bolshevism or communism and the schools in Russia train youngmen so that they may be good Bolsheviks or communists; and if our schools fail to train our youngmen on sound lines it is because as a people we have not yet found our true destiny in the modern world. And it is also because of this, whatever we may hear talked on public platforms, neither the parents nor the general public are anxious to make use of schools for the training of the children of the land in character, in citizenship or in social service. They knew too well that these words character, citizenship etc. have ceased to denote anything definite at the present day.

As teachers we are most interested in the maintenance of discipline in schools and we have been complaining more and more that it is becoming increasingly difficult to enforce real discipline. Any measure that we may take in that direction do not attract the sympathy or the co-operation of the parents

or the general public. Many of them are indifferent or regard any attempts that we may be making in that direction as absolutely needless as we are paid not for improving the character of the boys but only for enabling them to pass examinations. I have yet to see parents who wish that teachers should have a hand in bettering the character of their children and who do not feel that teachers are going out of their way in attempting at any such thing. The relation between the teacher and the pupil has become so mechanical that the school has ceased to be a place of attraction for idealists and enthusiasts.

We, as a people, are not leading our lives with a conscious purpose. We are merely drifting on aimlessly and our schools are only reflecting this prominent feature in our modern life. A frank and free exchange of views between enlightened parents and teachers is necessary. Parents should be in a position to state whether they wish their children to grow into any particular type of men and women and whether they are really anxious that schools should undertake the responsibility for such growth. Then the task of the teacher will become clearer and he will know exactly his position in school and in society and his relation towards the youngmen whom he meets in the class room. Till then, all talk about the responsibilities of teachers with respect to pupils who in euphemistic language are said to be placed in their custody will be quite meaningless. We have to ask ourselves whether we ought to be content with our present lot which is that of mere mercenaries or are we to take up our task more seriously, confer with parents and aim at a higher and nobler aim—the aim of every teacher in the real sense of

the word. This is the greatest problem that we and the country at large will have to solve and it is only then that our schools will become, like the schools in other countries, centres of education which they are not at present.

If I am asked what these schools are at present if they are not centres of education, I shall not hesitate to say that they are small factories for feeding boys with a certain amount of information in haste which they are not able to properly digest. Examinations are the tests applied to discover the results of this feeding and we know how our boys are able to stand these tests. It is becoming increasingly difficult for them to do this even though the standards of examination are not now as high as they were twenty or twenty-five years ago. The schools are not fulfilling satisfactorily even this limited objective of providing boys with some knowledge and some literary skill. There is the universal complaint—for which ample justification exists—that the standard of knowledge in English, in the mother-tongue, and in general subjects like science and geography, is now very much lower than what it was in the days of the old matriculation examination. And all this in spite of the increase in the number of trained teachers and the boasted improvements in the methods of teaching English, if not of other subjects. I do not propose to make any elaborate comment on this deplorable state of affairs. I would only request the conference to investigate the matter and suggest remedies for the removal of the existing defects in these directions.

Six years systematic instruction in a secondary school is not enabling our boys to write a letter in English free from ordinary

mistakes of grammar and idiom ; their capacity to write a letter in their mother-tongue is much less. It has not resulted in creating among them a taste for further study, either in English or in the mother-tongue. It doesn't bring them into contact with what is best in their own literature or in English literature. As for their attainment in geography—either of their own country or of the world in general—the less said the better. Their ignorance of what we may call the simple truths of science—physics, chemistry, physiology etc., is appalling. We are not making the best of our youngmen even though they attend schools for about a dozen years.

Let me not leave on you the impression that I am a pessimist or a grumbler. I have tried to depict the truth as I see it—and as several of my colleagues in the profession see it—not with the object of creating a feeling of despair but only with the hope that it will stimulate us to enquire into what is really wrong with our schools at present and what remedies we are to suggest for removing the defects. This is just what I had in view when I referred to the laying down of a

programme of work for the current year. A few sub-committees may be appointed to report on what you consider to be subjects of primary importance and their reports may be taken as the basis for further discussion at our other meetings which may be held more often than once a year. For, let us not forget that, whatever our present shortcomings may be, we are still members of a noble profession with hoary traditions surrounding it ; we still have opportunities of becoming really serviceable to our country through the young men with whom we come into contact. We have no reason to feel ourselves unduly depressed on the score of low pay and unattractive prospects. For man does not live by bread alone ; and our poverty is not more grinding than the poverty of our country as a whole. The ideal of a teacher was a most noble one in our country and my appeal to you all is that we should strive honestly to live up to that ideal and render ourselves better fitted to make our country discover its true place in the comity of nations and help the country in reaching that place.

A REQUEST
PLEASE REMIT YOUR SUBSCRIPTION
EARLY

SOURCES OF INDIAN HISTORY

MACKENZIE'S COLLECTIONS

Sanskrit Manuscripts

BY

Prof. V. Rangacharya

I have already mentioned that in 1823-25, within a few years after Col. Mackenzie's death, a large number of his manuscript collections were removed to England. All the Sanskrit works in the different characters were thus lost to the students of Indian History in this country. These Sanskrit works are even now in the India Office Library and have not been systematically utilised for purposes of historical research. Captain Harkness, Secretary of the Royal Asiatic Society, undertook in the earlier half of the 19th century to translate and digest a portion of the manuscripts sent to the India Office, but no systematic exploration of the Sanskrit manuscripts has been done. I propose to give in this issue an idea of the materials available in the Sanskrit collections of Mackenzie and carried away to England.

Under the section of literature Col. Mackenzie's collections numbered, according to Wilson, 1568. Of these, Sanskrit contributed as many as 687, that is, a little more than one-third of the whole. The Sanskrit works are in a dozen scripts—Devanagari (115), Nandinagari (103), Telugu (285), Kanarese (28), Tulu (10), Malayalam (10), Grantha (96), Uriya (18) and Bengali (2). No Sanskrit treatise is of course in Tamil; because the Tamil script is too defective—a sign of its antiquity and originality—to be used as the vehicle of Sanskrit works. It may be added here that to the above 687

works have to be added 14 Jain works in Sanskrit written in Hala-Kannada script and 31 in Kannada proper.

The value of these Sanskrit works is, in Wilson's opinion, comparatively little; for, they "are for the most part such as are to be found in great abundance, and in better condition, in other parts of India, and are not recommended by rarity or local peculiarity." They were further in very bad order even at the time when Wilson wrote nearly a century ago. They were mostly on palm leaves, exceedingly difficult to read even for Pandits and therefore "almost as much a hindrance as a help to the dissemination of learning." The variety of the scripts in which they are written is another difficulty.

Three sections of the Sanskrit works, however, were singled out by Wilson as specially valuable, namely, (1) the local Mahatmyas and the Sthalapuranas, (2) the Charitras, historical and biographical; and (3) Jain treatises in the collection of which Col. Mackenzie showed acute wisdom and historic sense. The first of these, as Wilson pointed out, describes the legends of the temples and are useful to the student of mythology as a rule; but as in the benefactions made to them, some modern kings, nobles, etc. figure, they incidentally throw some light on history. Nominally parts of the

eighteen Puranas, they are really independent works; and Mackenzie's collections include 122 of them. As regards the *Charitras*, they too are as a rule legendary, but, with occasional glimpses at real history. The Jain works are indeed, on the other hand, of singular value. Mackenzie's collections include 44 of them, many being puranas of great extent. Wilson remarks that these Jain traditions "sufficiently evince the late origin of the sect, in their attempt to improve upon Brahmanical exaggeration by exaggeration infinitely more extravagant. The *Puranas* are attributed to Jina-Sena-Acharya, said to be a contemporary with Vikramaditya, but some traditions identify him with Jinacharya who was the *Guru* or spiritual preceptor of Amoghavarsha, a Jain prince in the Arcot district in the end of the 9th century, or period in which they may possibly have been compiled—other legendary collections are acknowledged to be of that or of a later date. Besides these, Jain literature comprehends a few books on Medicine, Grammar, and Arithmetic, and Rituals, and treatise on the religious and moral obligations of the sect." Wilson's remarks are obviously in need of revision in some respects; but they show on the whole that sanity and that historical sense which, as I have already pointed out, is a marvel.

In his valuable Catalogue Wilson reviews the 687 Sanskrit MSS in 544 sections (the other 144 being presumably additional copies.) These 544 sections are divided into 47 for the *Vedas*; 22 for the *Vedanta*; 7 for *Nyaya* (logic); 70 for *dharma* and law; 56 for the *Puranas*; 122 for the *Mahatmyas*; 17 for *charitras*; 62 for literature, 55 for science; 13 for geography; 6 for medicine; 11 for *Tantras*; 14 for the

sectarial"; and 1 for *Mimamsa* and 1 for *Sankhya*. Almost all the reviews consist of a few lines only. As one goes through the list one is struck with the high value possessed by some sections even now. I do not think that there is anything rare in the sections on the *Vedas*, *Vedanta* and *Nyaya*; but a large number of the *Smritis* of which Wilson gives 70 in his analysis and the majority of which are available in single copies alone, must be of great value and be systematically studied and edited. It would be a very good thing if the Indian Historical Records Commission or the Indian Universities arrange to see how far the *Smriti* collections of Col. Mackenzie have become obsolete on account of the same works having been made available in print and how far, even if the printed editions are available, Mackenzie's manuscripts are useful by way of fresh readings, additions or omissions. A comparison of Mackenzie's manuscripts in this line with the printed editions will show how much original matter in the former can be made available to the student of research. Of the *Puranas*, Wilson gives 56, some of which have duplicate and even triplicate copies in the same or different scripts. Most of these are already known and in print together with English translations; but a few, I believe, are yet to be printed. Wilson notices for example two versions (p. 119 and 142) of *Visvakarmapurana* in Kanarese and Telugu scripts giving 'the formulae and legends relating to Visvakarma and the castes of artificers.' It is worth examining this work. Another work of the section deserving close study is the *Mudgalapurana*, the text-book of the Ganapatya sect, which identifies all the Gods with Ganesa in his different forms. Still another extremely

interesting work is the *Laghu-Buddha-Purana* in Devanagari character, an abridgement of the original brought from Nepal by Captain Knox, made by a pandit in Colebrooke's service. It is a summary of the *Lalitavistara* on the life-history of the Buddha, and probably worthy of a critical edition and translation. The *Sahyadrikhanda* on the legendary history and description of the Malabar Coast is yet to be compared critically with the *keralotpathi*, *keralamahatmya*, etc. The value of the *Sivatathvasudha-nidhi*, the *Lakshmi-narayana-samvada*, the *Vishnurahasya* (a work on Vishnu worship according to the Madhvacharya sect), the *Navagraha-paddhati*, and the *kalpakhandā* as treatises illustrative of the methods of worship, is yet to be ascertained by comparative study. The *Bhugola-sangraha* and the *Jambudipavarnana* (extracted from the Bhishmaparva of the *Mahabharata*) may be utilised for the construction of the mythical cosmology of the Hindus. A number of puranas gathered by Mackenzie and lying in the India Office possess even to-day sufficient interest for the student of history.

The value of the *Mahatmyas* has been already adverted to in the language of Wilson. The latter notices 122 of them. Most of them are local legends with occasional notices of historical incidents. Very often the latter are clothed in mythical garbs. It would be very interesting to take up each of these and see how far the historical data can be sifted from the purely mythical. Some of the *Mahatmyas* are not of geographical but of cultural and iconographical interest, though as a rule they are intended to give the religious myths attached to the holy regions and shrines of different

localities in the country. The local legends, as far as they are available from vernacular sources, have been mostly availed of in the Gazetteers and similar publications of recent years and there is probably nothing new or unknown in this section of the Mackenzie collections; but works like the *Kamakshivilasa* (on the form of the Durga worshipped at Conjeeveram) and the *karttika-mahatmya* (on the religious rites to be performed in the month of *karttika*) are bound to throw valuable light on the practical religious rites and observances and have to be systematically examined, edited and translated.

Even more important than the *Mahatmyas* are the *Charitras*, historical and biographical, of which Wilson gives 17, some of which have already been published or at least utilised by writers, but the materials to be extracted from them are still likely to be useful. The *katakarajavamsavali* written in Kali 4920 (1819 A. D.) on the princes of Cuttack is declared by Wilson to be a modern and mongre list. The *Chitanya-charanamrta* is a Bengali work already fully known. The *Chola-charitra* is a legendary account of 16 Chola princes just like the Tamil *Chola-Mahatmya* and other works (translated by me and published in the *Wednesday Review* and the *Journal of the South Indian Association* a few years ago). The *Devangacharitra* is a curious legendary account of the origin of the Devangas or weavers. The *Madhvacharya-vijaya*, more shortly *Madhuvijaya*, is well-known to the students of Madhvaism. The *Misra* of Dhruvananda Misra is a work in Bengali character on the different branches and history of the Bengali Brahmins attributed to the reforms of Ballal Sen. It

is probable that this work contained nothing which is not known already; but still as a very early work on the subject collected by Mackenzie it is worth investigating. The *Yachaprabandha* on Venkatagiri, may have nothing new but deserves to be translated. The *Rajavamsavali* on the kings of Videha and Ayodhya is probably entirely mythical. The *Vijayapurkatha*, on the contrary, a paper manuscript in Devanagari character, on the history of Bijapur and its Mahomedan sovereigns is worth looking into. The same is the case with regard to *Viracharitra* on Salivahana, the *Salivahana charitra* of the same sovereign, and the *Sarvadesavrttanta-Sangraha* of Mahes Thakur on the reign of Akbar. The *Sankara-vijayam* on the life of Sri Sankara is already well-known.

Of the section on literature proper (Wilson's Catalogue, pp. 151-61) in which 62 works are noticed, a few are likely to be useful even now as sources of historical material. The curious work called *Sarvamanya-champu* (in Telugu script), which is described as 'a mixed poetical account of the war between Futteh Sing and Chanda Saheb of Arkot' is likely to be interesting. The other works of interest are the *Saranga-dhara-paddhati* written by a minister of Chitore in the 13th century; *Prasungaratnavali*, an encyclopaedic gossip on various historical persons and topics written by a Telugu Brahman in the 15th century; the *Sivatattvaratnakara* which is of the same character and which was the work of the court pandits of Basavappa Nayaka of Bednur in the 17th century; the *Chamatkara chandrika* of Singabhupata; the Prakrit *Salivahana Sataka* attributed to Salivahana; the *Bhojaprabandha*; Vid-

yanatha Upadhyaya's *Prataparudra-Yasobhushanam* which, though a rhetorical work, gives verses in praise of *Prataparudra* of Warangal; the *Bharatasastra*, the classic work on drama, dance and music; and the *Pandayaraja-Yasobhushana*, a rhetorical treatise composed by a Nrisimha under the patronage of a Pandya Raja in Mysore.

In the field of sciences (astronomy and astrology, etc.) Wilson enumerates 55 works. Several of these are respectably old. Two commentaries on the *Surya-Siddhanta*, for example, belong to the 16th and 17th centuries. Ignoring the purely technical treatises, the works likely to be useful as sources of history in the collection are the *Kalamrta* which has been described as "a treatise on the seasons, propitious for various rites and acts, for marriage, tonsure, investiture, beginning and ending study, building a house, setting up an image, performance of funeral rites, agriculture and war, by Venkata Yajjula;" the commentary on the above by the same author; the *Panchanga-patra* prepared for the use of Akbar by Rama-vinada; and Padmakara deva's *Narapativijaya* which is an astrological treatise for kings to guide their actions and lives.

In the field of geography, Wilson notes the Jain cosmological work *Trailokyadipika* and the Hindu works *Bhulokasangraha* and *Desanirnaya*.

Three works on Silpasastra, two on gems and five on Vastu Sastra are indispensable for a thorough study of these branches of knowledge.

Of the six works on medicine noted by Wilson, treatises like the *Harapradipika* are bound to throw light on the science of

chemistry, particularly the compounds of metals and their preparations.

The ten works on *Tantras*, the curious *Narapatijaya-charya* on omens and incantations to be attended to by kings and several of the sectarial works referred to in pp. 174-75 of Wilson's catalogue are still likely to be useful, as supplementary or original publications. The *Visva-Mahesvara-Matacharya*, a special treatise on a sect of the Lingayats, for example, is bound to throw light on the ideals and practices of that sect. The *Bhagavat-Samaradhanavidhi* and *Narada-*

pancharatragama are treatises on the Vaishnava and Dasara ceremonials.

It will be seen from the above survey that a large mass of historical materials in the form of Sanskrit works is in England and a systematic examination of them is indispensable. The neglect of work like this by our Universities is nothing less than a crime. The almost incredible wastage of money in barren and unimportant lines, while so much remains to be done in the richer field of historic research, is one of the tragedies of intellectual life in present day India.

XX MADRAS PROVINCIAL EDUCATIONAL CONFERENCE AND EXHIBITION (held at Chidambaram)

DECEMBER, 1928

RECEIPTS.		EXPENDITURE.	
1. Reception Committee fees ...	Rs. 1,992 8 0	1. Mess expenses ...	Rs. 1,636 0 1
2. Delegate fees ...	99 4 0	2. Conveyance charges ...	473 12 0
3. Meal Tickets ...	740 0 0	3. Exhibition expenses (Medals, Prizes, etc. ...)	174 1 9
4. Exhibition Tickets ...	60 12 0	4. Printing and Stationery ...	805 14 6
5. Interest earned ...	21 5 6	5. Contingency :	
6. Sale of articles, etc. ...	19 0 9	(a) Postage ...	Rs. 78 10 6
		(b) T. A. etc. ...	59 6 0
		(c) Railway frt. & transit char. ...	74 5 6
		(d) Remuneration to servants & Petty charges ...	84 3 3
			291 9 3
		6. Cash :	
		In Bank Rs. 40 0 0	
		On hand .. 11 8 8	51 8 8
	Rs. 2,982 14 8		Total Rs. 2,982 14 8

(Sd.) S. R. BALASUBRAMANYAN,
General Secretary.

30-11-'29.

(Sd.) K. SUBRAHMANYAN,
(Sd.) B. V. RENGANADHA RAO,

Auditors.

29-11-'29.

THE THIRTEENTH SESSION OF THE INTERNATIONAL LABOUR CONFERENCE

The Thirteenth Session of the International Labour Conference was held at Geneva from the 10th to the 26th October 1929. It was the third of those sessions of the Conference, the agenda of which consisted solely of questions relating to the living and working conditions of seamen. It thus continued and supplemented the work of the maritime conferences held at Geneva in 1920, and at Geneva in 1926.

The reasons for holding such special maritime conferences are not far to seek. The shipping industry is perhaps the most international of all industries. It is international in its object, which is to transport persons and goods from one country to another. It is international in the surroundings in which it is exercised—the high seas, which are the common property of mankind. It is international also because of the fact that it is open to free international competition. Except in the case of certain kinds of near trade between ports in the same country, no country stands in a privileged position: freight rates are established internationally. Since each mercantile marine is exposed to the competition of all others, it is difficult for any one to bear charges which are not also borne by the rest. Thus if the conditions of work of seamen are to be improved, it is even more necessary than in the case of other industries that the mercantile marines of the various countries should enjoy the safeguards of international labour legislation. Such safeguards can be comparatively easily devised, because wherever similar types of ships are concerned navigation is carried out under similar conditions on all seas; and

seamen, irrespective of the flag under which they sail, work in a similar way, since the exigencies of the service are the same in all mercantile marines, and it is necessary to provide against the same dangers.

The agenda of the Conference consisted of the following four items:—(1) Regulation of hours of work on board ship; (2) Protection of seamen in case of sickness (including the treatment of seamen injured on board ship), i. e., (a) The individual liability of the shipowner towards sick or injured seamen; (b) Sickness insurance for seamen; (3) Promotion of seamen's welfare in ports; (4) Establishment by each maritime country of a minimum requirement of professional capacity in the case of captains, navigating and engineer officers in charge of watches on board merchant ships.

These four questions came up for first discussion before the Conference according to the newly introduced double discussion procedure, the immediate objective being not the adoption of Draft Conventions and Recommendations, but to settle as completely as possible the points on which the International Labour Office should consult the various member states with a view to a second discussion which will take place at the next maritime session when the Conference will be called on to take final decisions. In view of the importance of the agenda, it is not surprising that all maritime states-members of the Organisation were represented with the exception of Norway, which, in the absence of an official delegation, due to political circumstance, sent two observers to follow the proceedings. The number of

countries represented at the Conference was 31, who sent 102 delegates and 152 advisers, making a total of 254 persons. The President of the session was Mr. Edward Aunos Perez, Spanish Minister of Labour and Social Welfare. The personnel of the Indian Delegation was as follows:—

To represent the Government of India:—
Delegates: (1) Sir Atul Chatterjee, K. C. I. E., High Commissioner for India; (2) Sir Geoffrey Corbett, K. B. E., C. I. E., I. C. S. Adviser and substitute delegate; Mr. C. W. A. Turner, C. I. E., I. C. S. Advisers: (1) Mr. J. E. P. Curry, Shipping Master, Bombay; (2) Captain Sir Edward Headlam, Kt., C. S. I., C. M. G., D. S. O.

To represent the Employers:—Delegate: Mr. Jadunath Roy, Calcutta; Advisers: (1) Mr. P. H. Browne of Messrs. Mackinnon Mackenzie and Company, Calcutta; (2) Mr. Fakirjee Cowasjee, Karachi; (3) Mr. M. A. Master of Messrs. The Scindia Steam Navigation Company, Bombay.

To represent the Workers:—Delegate: Mr. M. Dand, M. A., B. L., President, Indian Seamen's Union, Calcutta. Advisers: (1) Mr. Syed Munawar, B. A., M. L. C., General Secretary, Indian Seamen's Union, Bombay; (2) Mr. L. G. Pradhan, B. A., LL. B., Vice-President, Indian Seamen's Union, Bombay; (3) Mr. Muzzammil Ali, Assistant General Secretary, Indian Seamen's Union, Calcutta.

Mr. C. W. A. Turner acted as Secretary to the delegation.

At the beginning of the session a difficult situation arose as a result of protests lodged by the employers' group with regard to the composition of the Conference, following which the employers' delegates in a body absented themselves from the Conference.

The difficulty was tided over, and the employers' group induced to return, however, by the Conference passing a resolution inviting the Governing Body to seek all appropriate means of avoiding in the future a repetition of such difficulties. The work of the Conference, despite the temporary abstention of the employers' delegates went on smoothly, and the Draft Conclusions submitted by the four committees set up to deal with the items on the agenda were adopted in plenary sitting without any significant amendments, and the four questions were included in the agenda for the next maritime session for final discussion.

Hours of Work on Board Ship. The conclusions of the Committee on Hours of Work on Board Ship were adopted in the plenary Conference by 71 votes to 20. The conference decided after examining the Grey report on the subject that it was desirable to consult Governments on the question of international regulations of hours of work of seamen by means of a Draft Convention and invited the International Labour Office to ascertain the views of the Governments on the following main points:—(1) Scope of the draft conventions: (a) as regards vessels, (b) as regards trades, (c) as regards persons employed on board; (2) Methods of regulating working hours it might be possible to adopt for different categories of the crew, i. e., engine room staff, deck staff, and the catering staff: (a) in port, (b) on sailing days, (c) on passage, and (d) on arrival days; (3) possibility of providing that overtime for certain classes of work necessary for safety shall not be subject either to limitation or compensation.

Protection of seamen in case of sickness. The Committee set up by the Conference to

study this item submitted two reports. The first report, dealing with the individual liability of the ship-owner towards sick or injured seamen, was adopted by 65 votes to 16. The second report, dealing with sickness insurance for seamen, was adopted by 68 votes to 14. Both reports concluded that the question dealt with was suitable for treatment in a Draft Convention. The Conclusions adopted on the first point related to the risks covered (sickness, injury, and death) and the liabilities of the shipowner (medical treatment, maintenance, wages, repatriation, funeral expenses, and the protection of the property of deceased seamen or those left behind as a result of sickness or injury). The Conclusions adopted on the second point laid down the principle of compulsory sickness insurance for all persons employed on board ships engaged in maritime navigation, including sea-fishing boats, but with the exception of ships of war. Possible exceptions are suggested in the case of foreign seamen or seamen not resident in the country whose flag the vessel flies, masters and officers in receipt of remuneration which is high in relation to the general level of remuneration, members of the employers' family, pilots and workers below or above specified age limits.

The Promotion of Seamen's Welfare in Port.—The report submitted by the Committee set up by the Conference on this item was unanimously adopted by the Conference. The following are the main points on which the International Labour Office has been invited to consult governments.

The institution in all large ports, where such bodies do not already exist, of authorities or officially recognised organisations, including representatives of the shipowners

the seamen, and the authorities and institutions concerned; and adoption, with due heed to national and local conditions, of legislative measures or regulations for the purposes of systematically combating the dangers of alcoholism and narcotics, of supervising hostels, and of protecting seamen in their movements between their ships and the shore; the initiation of suitable measures for the protection of the health of seamen against tuberculosis, tropical or other diseases, and especially the organisation of treatment for venereal diseases, as is provided for by the Brussels Agreement of 1924, the adoption of measures more directly concerned with the stay in port of seamen of all nationalities, including the provision of suitable hostels, meeting and recreation rooms, libraries, etc., and the extension of facilities for thrift.

Minimum requirement of Professional capacity in the case of Captains and officers in charge of watches.—The report of the Committee on this subject was adopted by 65 votes to nil, and it was decided by 73 votes to 2 to place the question on the agenda of the next maritime session. It was the general opinion that as experience has shown that a vessel however well built, equipped, navigated and staffed, could be exposed to serious dangers from the fact that the staff of another vessel did not possess sufficient professional capacity, some form of international guarantee in this respect was absolutely necessary. It was, therefore, decided that the States Members should be consulted on the following points:—Possession of a certificate of professional capacity is to be required by national legislation for employment as (a) master or skipper; (b) navigating officer in charge of a watch;

(c) engineer officer in charge of a watch. The determination of the scope of this Draft Convention on the basis of general definitions, which might be as follows:—Possibly, general conditions for granting certificates which should be specified by national laws or regulations: (a) a minimum age; (b) a certain standard of professional experience; (c) the necessity of passing one or more examinations organised and supervised by the public authorities.

The Conference also passed resolutions dealing with the following questions:—Conditions of life and labour of Asiatic seamen, especially when employed outside their countries or on board foreign ships; hours of labour in inland navigation; conditions of labour in aerial navigation; the application of Draft Conventions and Recommendations adopted by previous maritime Sessions of the Conference; and equitable treatment of seamen employed on board vessels plying within the territorial waters or on the inland waterways of the country of which such seamen are citizens, within the general framework of the social legislation of such country.

The resolutions concerning the conditions of life and labour of seamen in Asiatic countries, submitted jointly by Mr. Daud, Indian workers' delegate, and Mr. Liang, Chinese workers' delegate, deserve special attention. The resolution pointed out that though equal treatment of seamen without distinction of race and colour was an essential requirement there existed at present marked inequalities by which differential treatment was accorded to Asiatic seamen, as compared with other seamen performing the same work, in such matters as wages, hours of work, system of recruitment, housing, health and the protec-

tion afforded by the laws of the country of the shipowner in respect of insurance, workmen's compensation, freedom of association, etc., and requested the Governing Body (1) to direct the International Labour Office in the conduct of its general inquiry into the conditions of Asiatic labour to devote special attention to the conditions of Asiatic seamen and (2) to consider whether this question could be placed on the agenda of an early conference. Mr. Daud, in his speech on the resolution pointed out that there were over 250,000 seamen in India, of whom 200,000 were victims of chronic unemployment, and that even in the case of the 50,000 who are able to secure employment, invidious distinctions existed in respect of wages, hours of work, etc. Thus while an Indian fireman was paid Rs. 23 or £ 1-15., a British fireman was paid £ 9-10 a month. Other abuses pointed out by Mr. Daud were the present system of recruitment of seamen by brokers, the woeful lack of housing accommodation for seamen, and the longer hours of work exacted from Indian seamen.

Before closing the account of the Conference reference has also to be made to the objections raised by several Indian employers' organisations against the appointment of Mr. P. H. Browne, as one of the advisers to the Indian employers' delegate. The objections were based on the following contentions:—(a) That Mr. Browne was nominated in agreement with non-national organisations of employers in India, and as such cannot represent them; (b) that Mr. Browne was not nominated in agreement with the most representative organisations of employers in India; and (c) that Mr. Browne represented non-national interests which are in serious conflict with the national interests of India, and

as such not only can he not faithfully represent the latter, but might seriously prejudice the same. The objectors also referred to the case of Sir Arthur Froom, whose credentials were challenged at the Conference of 1926 by Indian employers on almost identical grounds, and whose nomination was validated by the Credentials Committee on that occasion on grounds of "expediency" alone. After giving a full hearing to the parties to the dispute, the Credentials Committee decided to recommend the acceptance of the credentials of Mr. Browne on the grounds "that while representation at the conference implies the representation of national elements, it could not enter into the

substance of the question" and that it was for the Government to decide, by virtue of its sovereign powers, the national or non-national character of any organisation of employers or workers.

The thirteenth conference, despite the difficulties which it had to face, was on the whole a most successful one, so much so, in fact, that at the last sitting the spokesman of the workers' group was able to assert that perhaps for the first time since the seamen had been called upon to partake in the work of the organisation, they would return to their respective harbours with relief and hope in their hearts.

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EDITORIAL

The All India Teachers' Conference.—

The Reception Committee deserves to be congratulated on the excellent impression it has succeeded in creating in the mind of the public with regard to the capacity for organisation on the part of teachers. Reports that have reached us from different quarters show that the Conference has proved a great success. Delegates from Bengal, Bombay, United Provinces, Hyderabad, Patiala, Mysore, Travancore, Cochin, Puduchottai, and the Panjab attended the Conference and a special feature was the presence of a fairly large number of lady delegates some of whom took an active part in the discussions. The strength of the Reception Committee was nearly 1300, most of whom were teachers employed in secondary schools in our presidency. The Singarachariar Hall was tastefully decorated through the exertion of the decoration committee and it presented an animated appearance throughout the Conference. The Educational Exhibition attracted a large number of visitors. Exhibits were received from as many as 102 individuals and institutions and they were classified under appropriate sections. The Exhibition Guide prepared by the exhibition committee and distributed freely to visitors helped them in studying carefully the different kinds of exhibits. The thanks of the committee are due to Mr. G. Sreenivasachari and his colleagues for the excellent arrangements they have made in this connection. The interest which the delegates took in the deliberations of the Conference never flagged and the discussions which followed the reading of papers were often lively. The resolutions that were considered at the Con-

ference related to different topics and there was excitement now and then as in the case of the amendment which sought to delete the provision for the compulsory adoption of the medium of the mother tongue in higher education. This amendment was pressed to a division and lost by a narrow majority. Mr. Seshadri who occupied the chair in the absence of Sir P. S. Sivaswamy Ayyar, showed considerable skill and tact in conducting the proceedings and managed to get through the programme. The strain of the conference proceedings was relieved by choice selections of music by Miss. Krishna Bai and her sister and by the pupils of the Hindu High School and T. T. V. High School. The "excursion", organised by the committee included visits to the Pencil Factory, Chengalvaraya Nayagar Institute Govt. Trades School, Ramakrishna Mission Students' Home, Seva Sadan, Corporation model School, Museum, University Library, Marine Aquarium and Harbour, and a number of delegates took advantage of the opportunity provided by the committee.

The garden party which Kumararaja Muthia Chettiar was pleased to give on the 28th, and the "Special Dinner" of the Reception Committee afforded ample opportunity for social intercourse among the delegates. The physical demonstration which was organised by Mr. Andrews was witnessed by a large number of teachers and the arrangements made in that connection were excellent. The success of the Conference was due to the real co-operation of all classes of teachers. The district guilds vied with one another and contributed generously. Several of the office-bearers

of the guilds volunteered their services, turned up at Madras earlier, and rendered valuable help to the Working Committee. We should not be understood as in any way belittling the work of other persons when we refer in particular to the help rendered by Mr. P. A. Subramaniya Aiyer, Mr. K. Rangasamy Aiyangar, and Mr. V. Venkatasubbaya. Mr. Subramaniya Aiyer placed all the School buildings at the disposal of the Reception Committee and also made it possible for a number of his colleagues to work as volunteers in the Exhibition Committee or in the hospitality committee. He also visited the camps frequently and gave valuable suggestions. Mr. Rangasamy Aiyangar and his colleagues in the hospitality committee spared no pains to make the stay of delegates quite comfortable. Mr. Venkatasubbaya as captain of the volunteers had a very difficult task and it speaks well of the volunteers that, under very trying situations in the hall, they were able to rise equal to the occasion and maintain order. This All India Teachers' Conference showed unmistakably that teachers could organise themselves efficiently and also undertake responsible work on a large scale.

The Addresses.

We commend the address of welcome and the presidential address to the notice of our readers. The address of welcome was, in the absence of the Rajah of Chettinad, delivered by Mr. S. K. Yegnanarayana Ayyar, the Vice-Chairman of the Reception Committee and the President of the South India Teachers' Union. It is quite appropriate that he should have laid stress on the need for, and importance of, organisation. A perusal of his address will show that he is

not advocating a mere Trade Union spirit when he is calling upon teachers to organise themselves. He makes it clear that teachers should avoid undue publicity and do their honest bit of work and that they should care more for duty than for privilege.

The presidential address is a clear analysis of the educational system as it obtains at the present day. Such a dispassionate study is what one should have expected from Sir P. S. Sivaswamy Ayyar. We, however, hoped that he would not stop at that but would proceed further and point out the need for action along definite lines. The defects of the educational system are well-known and public men of the standing of Sir P. S. Sivaswamy Ayyar should warn the public and the authorities of the consequences of the present policy of inaction. They will be really helping the cause of education if they should make the public appreciate the need for a radical reform in the educational outlook. Sir P. S. Sivaswamy Ayyar agrees with the finding of the Hartog Committee that there has been waste of money and effort in the field of elementary education. While dwelling on the explanations suggested by the Hartog Committee for this wastage and stagnation, Sir P. S. Ayyar states that the inspecting staff is in need of great improvement in quality. The authorities will do well to pay attention to his observation regarding the inspecting staff.

"It is open to doubt whether the members of the inspecting staff would themselves be quite capable of efficient teaching in accordance with the needs of local environments. It would be easy enough to criticise the work of the teacher, but it is not so easy to do the work of teaching oneself. What is required, however, is

not merely an increase in the numbers of the inspecting staff but a considerable improvement in the quality of the staff. Judging from the reports of the inspecting officers, one often finds that they are more or less of a stereotyped character and the record of an inspection carried out according to a mechanical routine."

Sir P. S. Sivaswamy Ayyar has devoted special attention to the problem of secondary education. The Secondary School Leaving Certificate scheme is declared to be a failure as it has not succeeded in diverting unfit students from the university. He also takes serious objection to the present system of public examination at the end of the school course. He does not seem to be favourably impressed with the progress of the student in the university classes. It seems to be his feeling that there should be correlation of education to employment. No one will be found to disagree with him in his view that a sound course of secondary education would probably prove to be both sufficient and necessary for the large majority of young men. "The improvement of the system of secondary education and the provision of facilities for vocational training appear to be the most urgent need of the hour." He points out that it should be possible for teachers to discover by means of psychological tests the aptitudes of pupils and to guide them properly. But he should have known how parents are by no means anxious to listen to the advice of teachers and how pressure is constantly brought to bear upon them to promote boys even when they are unfit. Elsewhere in his address he has himself stated that "the diversion from the university can only come about from experience of disappointment and economic pres-

sure." Higher education cannot therefore be reformed unless the outlook of the public in regard to educational matters is changed. The root of the evil, which Sir P. S. Sivaswamy Ayyar has not chosen to deal with, lies elsewhere. The resolution of 1904 wherein the Government of India has outlined its educational policy admits that many of the defects of the educational system are due to the fact that success in examination is regarded as a passport for Government service. The public and the pupils are alike interested in the market value of education. The Hartog Committee has, in the interest of sound education, clearly stated that a degree should not be regarded as a passport for public service and that the state should conduct its own examinations. Dewan Bahadur Ramuuni Menon, the Vice-Chancellor of the University of Madras, is reported to have stated recently as follows at the celebration of the Christian College day: "Another danger threatening universities at the present time was the tendency to lower the standard of education. This was because university degrees had come to be passports to Government services. The only effective remedy for this would be the dissociation of the two. The services should have their own examinations." The only way to improve higher education lies in taking steps to bring about this reform.

We are thankful to Sir P. S. Sivaswamy Ayyar for his kindness in placing his views on educational matters clearly before the profession but we, however, venture to point out that he has unconsciously placed the teaching profession in an awkward situation by his rather overcautions remarks in the last part of his address. His remarks are likely to

create an impression that teachers in this Presidency are crying for fabulous salaries. As a matter of fact, the salary of teachers in Madras compares very unfavourably with that obtaining in other Provinces in India, though the number of trained teachers is larger in Madras. We should like to invite the attention of Sir P. S. Ayyar and of other public men, to the observations which Mr. P. Seshadri made in the concluding speech regarding the emoluments of teachers. The salaries of teachers in America will have been described as low in comparison with the high salaries of persons in other walks of life in America. There is no doubt that the salary which the American teacher draws is much higher than what is paid to a teacher with similar qualifications in Madras. It is well-known that the American teacher can in addition to his salary hope to enjoy certain allowances which will help him to go on educational tours and to equip himself better for his work. Teachers in Madras presidency do not get "reasonable salaries"; nor can they hope to get "reasonable prospects." Any mention of low salaries obtaining elsewhere will prove a convenient handle to unscrupulous managing bodies. Gentlemen of the standing of the learned president should be made aware of the fact that the salaries of teachers in Madras are low and that even such low salaries are kept in arrears.

Speaking on this subject, Mr. P. Seshadri said, in his concluding address,

"I want you (teachers) to look at people boldly in the face, and not with any sense of shame when you are asking for better salaries. Facilities for travel, the privilege of buying books and forming one's own little library, the great advantage of subscribing for Magazines and journals, the joy of going to theatres and concerts and the in-

estimable advantages of Social life, these are as much the right of members of the teaching profession as of any other. And so long as conditions prevail in this country as they do, with regard to the payment of the teaching profession, you hardly enable them to live the kind of life which is necessary not so much for their own individual advancement, as for the educational advancement of this land.

Is there anything nobler than the career of a judge whose duty it is to punish the wicked and reward the good, whose duty it is to see that the scales of justice are kept even? Have any of these so-called leaders ever come forward to say that the judges of High Court should work without salaries or on nominal salary, because it is a nobler profession? Is there anything nobler than seeing, for instance, that people who die, are if possible prevented from dying, that persons suffering from dreadful diseases are relieved of their pain and suffering? Has it ever been proclaimed on any platform that doctors should not receive good fees? Why should it unfortunately happen that members of the teaching profession alone should be asked to sacrifice, particularly when it happens to be a profession which requires rich intellectual and emotional qualities for the efficient discharge of its duties? It is impossible to expect that any body could teach poetry, literature, or drama effectively, or feel enthusiastic over the great achievements of history and civilization if he has not seen some of the good things of life, and I hope that none of you, from any false sense religion or virtue will ever agree to the proposition that a member of the teaching profession should work in poverty."

If our public men should really feel that the organisation of teachers should not adopt what they consider to be the undesirable features of trade-unionism, it is up to them to urge upon the authorities and managing bodies the necessity for the improvement of the conditions of service of teachers. What Sir P. S. Sivaswami Ayyar has stated at the end of his address should be borne in mind both by the public and the teaching profession. "Nothing should be done which is likely to be considered derogatory to the ideals and traditions of the noblest profes-

sion in the world." The teaching profession wants *nothing more* and it will not be satisfied with *anything less*.

Government Examinations.

We have received a copy of the report on the examinations conducted by the commissioner during the year 1928-29. This report states that the office of the commissioner made the necessary arrangements in connection with the Indian (Imperial) Police Service Examination, the qualifying examination for admission to the I.M.M.T.S. Dufferin, and the clerkship examination under the control of the Staff Selection Board. In addition to this work, the office conducted 12 examinations in 662 centres and the total number of candidates registered for these twelve examinations were 41931. Of these twelve examinations we should mention especially the Secondary School Leaving Certificate and the Training School Leaving certificate examinations. As many as 17891 candidates were examined for the S. S. L. C. examination and they were distributed among 357 centres. Out of these candidates, supplementary candidates numbered 6766. We should think this public examination has become very unwieldy as clearly pointed out by Sir P. S. Sivaswamy Ayyar and that steps should be taken to minimise the evils of a public examination of this magnitude. We are glad to learn that fifty-five schools took advantage of the provision of the vernacular medium for instruction and examination as against 19 of last year. This is certainly an answer to conservative teachers who would not think of moving in the direction of adopting the vernacular medium unless it was made compulsory. The subjects in regard to

which the vernacular medium was employed were Elementary Mathematics, History of England and India, Physics, Chemistry, Botany and Domestic science. Now that the Academic Council has decided to demand for eligibility 40 per cent. of marks in English and Second language, it is the duty of teachers, who alone are competent to judge the merit of students, to point out to them and to their parents that their chance lies only in adopting the medium of the mother tongue in all the non-language subjects. Those who think that the required percentage in English can be secured either by prescribing a larger number of texts or by holding extra classes will do well to consider the necessity and advantage of adopting the vernacular medium. The commissioner has, in his letter to the Government, borne testimony to "the good work done by the Secretary and his staff in discharging the responsible and difficult duty of arranging for and conducting the several examinations."

The Hand Book of the Conference.

We are glad we were given the opportunity of publishing the Handbook of the 5th Conference of the A. I. F. T. A. The papers that had been submitted to the conference were printed in time and made available to the delegates at the time of the conference. Among those who contributed papers should be mentioned Dr. Mason Olcott, Mr. Michael West, Rev. J. H. Maclean, Miss Krishna Bai, Rao Bahadur Ramaswami Sivan, Rao Sahib T. S. Subramaniam, Mr. S. R. Ranganatham, Mrs. Paul Appasamy, Miss Barrie, Dr. Krishnayya and Dr. Gray. A large number of copies are kept in stock so as to meet the demand that is likely to be made by the associations affiliated to the

S. I. T. U. and A. I. F. T. A. It is necessary that every association or school should purchase a copy of this book containing very valuable contributions on useful topics. It is priced at Re. 1-8-0, postage inclusive. The proceedings also will be published in due course and, thanks to the honorary work done by the official reporters who are members of the Madras Shorthand-writers' Association, it may be possible to publish a more or less detailed account of the proceedings. We hope that the enthusiasm which was perceptible on the occasion of the conference was not ephemeral. If our associations and schools could order for a copy of the papers and proceedings in time, they will not only equip themselves but will also be substantially improving the resources of the journal. Orders may be kindly placed with the Secretary, Journal Committee, 41, Singarachari Street.

The 21st Provincial Educational Conference.

This Provincial Educational Conference was, as previously arranged, held on the 26th December and it was a purely business meeting. Mr. S. K. Yegnanarayana Aiyar took the chair. The annual report which, among other things, made a reference to the satisfactory progress which the South Indian Teacher and the Protection Fund have been making, was adopted. The members were informed that the Malabar District Teachers' Guild has been affiliated to the union. The report of the Sub-Committee relating to the alterations in the rules of the union was taken up for discussion. It was resolved that the annual affiliation fee for the district guild shall be calculated at the rate of Rs. 2 for each of its affiliated

associations subject to a minimum fee of Rs. 15. Another important change was with regard to the procedure for voting. The proposal of the committee which was adopted at the general body meeting gives each guild one vote in respect of any question referred to it for decision. Affiliated associations not connected with guilds shall each of them have one vote. The opinion of the majority of guilds and associations shall be the opinion of the union. At the open conference every question shall be decided by a show of hands but when a poll is demanded every association affiliated to the union or the guild shall have one vote irrespective of the number of delegates deputed by it. The opinion of the majority so determined shall be declared to be the opinion of the union. The responsibility for the preparation of the agenda for the provincial conference is now thrown upon the Working Committee of the union while the Reception Committee is called upon to provide the necessary funds for the printing of the agenda and proceedings. The office-bearers for the year were elected. Mr. S. K. Yegnanarayana Aiyar, Mr. Sabhesan, and Mr. V. Rangasamy were re-elected as President, Secretary and Treasurer respectively. Mr. C. S. Rangaswamy Aiyangar was elected as Joint Secretary under the new rules. Under the new rules the district guilds will form really important factors entrusted with definite responsibility and it is hoped they will stand by the union and add to its strength.

The annual meeting of the subscribers of the Protection Fund was also held on the same day. Mr. M. S. Sundareswaran gave an account of his experience of the working of a similar fund and pointed out the necessity for the provision of "Fixed calls." The

office-bearers of the year were elected. Mr. P. A. Subramania Aiyar and Mr. M. S. Sabhesan were elected as the President and Vice-President of the Protection Fund respectively. Mr. Madhava Rao was re-elected as the Secretary of the Fund.

The Silver Jubilee of a city School.

The authorities of the P. S. High School, Mylapore, celebrated on the 14th January 1930, the Silver Jubilee of the School. Mr. R. G. Grieve, C.I.E., Director of Public Instruction, presiding over the function. Dewan Bahadur L. A. Govindaraghava Iyer, the Secretary of the P. S. Charities, briefly reviewed the history of the School from its inception. It is a record of an all-round progress and all those responsible for such a record deserve to be congratulated. We are glad to find that during these years very cordial relations existed between the staff and the management and that both

were ever alive to the interests of the School. The Progress of the School may in some measure be said to be an index of such relationship. We wish the school a long period of prosperity under such happy conditions.

Such Jubilee celebrations are really valuable as they give an opportunity for the management, staff, pupils, past and present, parents and well-wishers to meet on a common platform, when a calm review of the activities of the schools during the past can be made and useful and profitable lessons may be learned for the betterment of the School, its teachers and pupils. We shall be glad to publish reports of such Jubilee celebrations in the columns of our Journal.

Senate Elections.

Appeal to Teacher voters! Vote for teacher candidates!! Stand by the teaching profession!!!

21ST PROVINCIAL EDUCATIONAL CONFERENCE

The 21st Provincial Educational Conference was held on the 26th Dec., at 1 p.m., in the Singarachari Hall, Triplicane, Madras, with Prof. S. K. Yegnanarayana, President of the Union in the chair.

Report for the Year 1929.

The Executive Board of the South India Teachers' Union has great pleasure in submitting the 20th Annual Report of the Union.

1. Strength:—

The number of District Teachers' Guilds affiliated to the South India Teachers' Union continues to be 15. District Guilds have been started in Malabar and Kistna but they have not as yet affiliated themselves to the Union. The number of Teachers' Associations directly affiliated to the South India Teachers' Union is 6, while the number of individual members of the Union is 11. District Guilds have yet to be started in South Kanara, Cuddapah, Godavari, Vizagapatam and Ganjam and it is hoped that as a result of the propaganda work done this year, these Districts will organise Guilds and affiliate them to the Union.

2. The 20th Provincial Educational Conference:—

This Conference was held at Chidambaram on the 28th and 29th December 1928 in the hall of the Sri Minakshi College. It was presided over by the veteran educationist Mr. P. T. Srinivasa Aiyangar. The task of making arrangements fell upon the South Arcot District Teachers' Guild which had to provide for the conveniences of more than four hundred delegates and visitors. The Union feels thankful to the Reception Committee for making the stay of the delegates and visitors comfortable in spite of the inclement weather which Chidambaram was then experiencing. The South Indian Teacher which had just then finished a year of useful work printed beforehand the Presidential address and numerous other papers submitted to the Conference and the cost of this was entirely borne by the Reception Committee. The exhibition, which was run by the Reception Committee on the occasion, was opened by Dewan Bahadur L. A. Govindaraghava Iyer and it attracted a large number of visitors.

3. The Work of the South India Teachers' Union and District Guilds:—

Early in the year the Union was called upon to offer specific suggestions on the new syllabus

for the reorganised S. S. L. C. Board of study framed by the S. S. L. C. Board. The South Indian Teacher published a special supplement containing the draft syllabus in full and were sent to the various Guilds and Associations copies of the same by the Union. The opinions of the Guilds were submitted to the S. S. L. C. Board but it is still hoped that the Guilds will reconsider the final syllabus in all its aspects and place at no distant date before the authorities an acceptable syllabus. Another important work in which the Union was busily engaged this year was in connection with the Fifth Conference of the All-India Federation of Teachers' Associations to be held in Madras on the 27th, 28th and 29th December. A meeting of the Executive Board was held on the 22nd June 1929 in Madras and later, on the same day, a General Body meeting of the Union was held at which a Reception Committee, representative of all classes, was formed for making arrangements for the Conference. A working committee was also elected to carry on the work connected with the same. Further, a committee consisting of Messrs. S. K. Yegnanarayana Aiyar, R. Srinivasa Aiyangar, K. S. Chelvarayan, C. S. Rangaswami Aiyangar and M. S. Sabhesan (convener) was appointed to scrutinise the present rules of the S. I. T. U. and submit a report based upon suggestions from the District Guilds, whose opinions were to be invited. The District Guilds of Madras, Salem, N. Arcot and Coimbatore submitted their views and the final report as submitted by the Committee was printed in the December issue of the South Indian Teacher. It is for the Annual Conference to be held now to accept the same, with such modifications as may be deemed necessary.

4. The South Indian Teacher:—

The South Indian Teacher, the official organ of the Union, will be finishing its second year of existence with this year. Since this journal is the official organ, publication in which has been accepted as official notice, (at a meeting of the Union held in June last) the Union earnestly appeals to every affiliated association and also to every teacher whose means allow him to do so,

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to subscribe for the journal so that they might be in touch with the work of the Union and its affiliated associations. The success of the journal is assured if every affiliated association, interested in the Union, is prepared to bear its responsibility in maintaining the professional journal in an efficient condition.

5. The Protection Fund:—

The strength of this Fund now is 344 and the Fund has now Rs. 700 under Reserve Fund, Rs. 210 under Profession Fund, in addition to a sum of Rs. 5,467-8-9 under Benefit Fund. In the current year there was only one death and no additional call at all and the beneficiary derived a sum of Rs. 166. Need it be said that the benefit would have been greater if the strength had stood at 1000? Attempts are being made to register the Fund early next year and as this must remove misgivings in the minds of some, the Union calls upon every member of the Profession to join the Fund immediately and thus benefit himself and his brethren.

The changes in the office bearers were few. The Executive Board met only once in June last. The President of the Union attended the meeting of the Salem Guild; the Secretary attended the meetings of the Guilds of Trichinopoly, N.

Arcoot, Coimbatore and Chingleput to do propaganda work in connection with the A. I. F. T. A. Conference and the Protection Fund; The Assistant Secretary travelled widely throughout the presidency and was chiefly instrumental in enrolling members for the Protection Fund. Mr. S. Natarajan found it possible to visit the Andhra districts and the result of the propaganda work was seen in the enthusiastic support given to the Reception Committee by Associations and teachers in those areas. He was further deputed to represent the Union at the Educational Workers' Conference held in Bangalore in May last.

6. Finance:—

The financial statement is appended hereto. A few Guilds and Associations have yet to pay their subscriptions for the year. It is hoped that they will do so as early as possible.

7. Conclusion:—

In conclusion, the Board trusts that the reconstituted Union will strengthen the Teaching Profession and become a powerful factor to be reckoned with, in any scheme of constitutional reforms that may be introduced in our country in the near future.

M. S. SABHESAN,
Secretary.

FINANCIAL STATEMENT as on 15th December 1929

(FOR THE CALENDAR YEAR 1929)

RECEIPTS.				DISBURSEMENTS.			
		Rs.	A. P.			Rs.	A. P.
To opening balance with the				By printing	...	22	5 6
M.T.G.C.S.	...	17	3 8	Postage	...	26	0 0
Affiliation fees	...	136	0 0	Adv. to S.I.T.	...	40	0 0
Subscription	...	19	0 0	All-India Fedn. fees	...	15	0 0
Interest received	...	1	1 8	Rent paid	...	84	0 0
Rent received	...	84	0 0	Typing	...	4	0 0
Delegation fee	...	3	8 0	Miscellaneous	...	12	4 0
				Cash with the M.T.G.C.S.	...	57	3 10
Total	...	260	13 4	Total	...	260	13 4

Audited and found correct.

V. RANGASWAMI,
Treasurer.

N. KRISHNAMACHARI,
Auditor.

Report of the Managing Committee of the South Indian Teacher for the year 1929.

Our report this year is more hopeful and encouraging. We had greater encouragement from the members of the Union and the journal is slowly but steadily making its way into all parts of the Presidency, though there are still some districts that can support us even in a greater measure than they are doing now. Many District Boards have readily sanctioned the supply of copies to schools under their management, though headmasters there are, who are still slow to take advantage of the opportunity. The Government too, have come generously to our help. The Departments of Public Instruction, of Madras, and of distant Assam have ordered the supply of copies to their officers. The Governments of Their Highnesses the Maharajas of Patiala and Indore, have instructed the schools in their States to subscribe for copies of the journal, while it is put in the approved list of several other provincial and State Governments.

Thanks to the resolution of the S.I.T.U. Executive that any notice of the Union published in the journal shall amount to proper notice, most of the associations affiliated to the S.I.T.U. have now begun to enter our Subscribers' list.

The number of Subscribers this year rose from 250 to nearly 500. Our receipts under this heading also increased from Rs. 715 to Rs. 1,331. Under advertisements, we are able to secure during the year under review about Rs. 600. Last year we had a deficit budget we had to pay nearly Rs. 300 to the printer and another sum of Rs. 177 to several individuals and associations that advanced us money in the initial stage. Of this latter sum, the S.I.T.U. as its last conference, was pleased to treat the sum of Rs. 80 advanced to us as a grant. In the course of the year, we were able to pay the bills outstanding on the 1st January 1929.

Thanks to the coming conference of the Federation, the S.I.T.U. was able to do propaganda in the districts and the Secretary of our Committee was deputed to attend the meetings of the District Guilds of Guntur, Nellore, Chingleput and North Arcot. Some propaganda was done on these occasions.

The revision of the S.S.L.C. syllabus early in February this year, gave us a good opportunity to issue a supplement containing the syllabus. It was distributed free to subscribers, and we were able to focus in some measure, the attention of teachers on the proposed revision.

Early in March, the Madras Teachers' Guild, arranged under the auspices of its Geography

Section a course of Six Lectures in Geography. With their kind permission we published them in book form. These books are now finding a good sale and if each school could go in for a copy it is expected they would secure for the Committee a sum of Rs. 150. Again reprints of Mr. N. Subramanyam's papers on Practical Exercises in Geography for Forms I—III, were in great demand. We had them reprinted. We take this opportunity to express our thanks to Mr. N. Subramanyam for permitting us to publish them in book-form.

And now with a view to increase our resources, we have ventured to publish the proceedings of the Conference of the All India Federation of Teachers' Associations. This venture will cost us Rs. 800 and if teachers are alive to their responsibilities we stand to gain nearly Rs. 200.

We hope we can confidently claim to have done some work in the matter of strengthening the S.I.T.U. by rousing at least some amount of professional consciousness among teachers. If there could be seen a wave of enthusiasm among teachers, if we could hear of frequent meetings of Teachers' Associations, where the questions of mere pay and prospects no longer loom large, but where teachers seriously think of more effective organisation, we shall be pardoned, when we claim that the journal had a share in effecting such a changed outlook. If every teacher could realise that the JOURNAL IS HIS JOURNAL and that by strengthening its hands he will strengthen his organisation and ultimately himself, the Journal will be assured of a bright future.

In conclusion, we have to thank the Management of the S.I.T.U. Protection Fund for Rs. 50 which they have paid for some little service we rendered them by way of advertising their activities. Our thanks are due to the Madras Teachers' Guild for the grant of Rs. 25 which they made this year also and to the S.I.T.U. for helping us at a critical time with an advance of Rs. 40, which we hope, they will treat as donation, as they did last year.

We take this opportunity to express our sense of gratitude to all our subscribers for the encouragement they have given and hope that they will continue the support even in a greater measure in the coming year. We shall be failing in our duty if we do not express our thanks to those ladies and gentlemen, who regularly contributed valuable articles and helped us to continue our work uninterrupted, and our thanks are specially due to the members of the Editorial Board, particularly to Mr. M. S. Sabhesan for the ever-ready co-operation rendered in all matters connected with the Journal.

PROCEEDINGS OF THE 3RD MEETING OF THE MANAGING COMMITTEE OF THE S. I. T.

A meeting of the Journal Committee took place on the 26th December 1929 at 3 P.M., when Mr. S.K. Yegnanarayana Iyer took the chair. After the adoption of the minutes of the last meeting, the report of the working of the journal for the year 1929 was considered and adopted. The Secretary's statement of accounts was approved. The following resolutions were then passed.

Resolved that any individual or association, that gives Rupees Fifty as a single money payment be supplied with a free copy of the S. I. Teacher.

Resolved that the (publications proceedings of the conference, and 'on Teaching' N. K. Venkateswaran, (undertaken by the Secretary, be approved.

The Budget for the next year as prepared by the Secretary was then adopted. With a vote of thanks to the chairman the meeting terminated.

THE SOUTH INDIAN TEACHER.

FINANCIAL STATEMENT OF THE S. I. T. FOR THE YEAR 1929 BEGINNING WITH 26TH DEC.,
1928 AND ENDING WITH 31ST DEC. 1929.

RECEIPTS.		Rs.	A.	P.	EXPENDITURE.		Rs.	A.	P.
Opening balance: Cash	...	23	10	9	Prg., Sty., &c ,	...	2,031	7	0
" Bank	...	14	10	4	Miscellaneous Prg.	...	25	0	0
Subscription	...	1,385	12	0	Loans repaid	...	111	0	0
Sale of publications:—					Stamps	...	184	13	0
(1) Geography Lect.	...	65	8	0	Conveyance, establishment,				
(2) Syllabus	...	92	10	0	and contingencies	...	225	14	9
(3) Prac. Work in Geo.	...	47	4	0	Mr. N. K. V.'s a/c	...	4	0	0
Sale of reprints and recovery					Commission. a/c	...	91	12	0
of Prg.	...	81	7	0	Interest paid	...	0	5	11
Recovery of Postage	...	24	4	0	Cash with Bank.	...	223	8	7
" of Conveyance	...	19	9	0	Cash with Secretary	...	100	12	10
Grant from M. T. Guild	...	25	0	0					
Loan	...	151	0	0					
Sale of books	...	10	6	0					
Advertisements	...	621	4	0					
Adv. from A. I. F. T. A.	...	150	0	0					
Interest	...	0	1	0					
Sale of Handbooks	...	296	4	0					
		3,008	10	1			3,008	10	1

Audited and found correct.

(Sd.) V. BHUVARAHAMURTHY,
Auditor.

S. NATARAJAN,
Secretary.

THE S. I. T. U. PROTECTION FUND

Proceedings of the General Body meeting held on the 26th Dec. 1929.

The following is the report of the Second Annual Meeting of the S. I. T. U. Protection Fund, held on Thursday the 26th of December 1929, in the Singarachariar Hall, Hindu High School, Triplicane, Madras, under the presidency of M.R.Ry. S. K. Yegnanarayana Ayyar Avl., Professor of English, Pachappa's College, Madras.

There were 65 members present from the different parts of the Presidency. The following items of business were gone through:—

(1) The minutes of the last meeting were read and adopted.

(2) The Annual Report with the Financial Statement was read and adopted unanimously.

(3) The following office-bearers, were then elected.

(a) Messrs. P. A. Subramanya Ayyar, Headmaster, Hindu High School, Triplicane, as President, M. S. Sabhesan, Senior Lecturer in Botany, Christian College, Madras, as Vice-President, S. Madhava Rao, Senior Assistant, Christian College School, Madras, as Secretary, and S. T. Ramanuja Ayyangar, Assistant, Z. H. School, Kattuputtur, A Sundaresa Ayyar, Assistant, Caldwell High School, Tuticorin, C. S. Rangaswami Ayyangar, Headmaster, Municipal High School, Villupuram, S. Srinivasa Ayyar, Assistant, S. M. D. H. School,

Vellore, V. Guruswami Sastrigal, Headmaster, High School, Tirukattupalli, and K. S. Chengalvarayan, Assistant, Board High School, Krishnagiri, as members of the Board of Management.

(b) Messrs. S. K. Krishnamurthi Ayyar and R. Ramakrishna Ayyar of the Hindu High School, Triplicane, have been appointed as Honorary Auditors for the year 1930.

(4) The Budget as amended by the Board was then approved.

(5) Amendments and Resolutions have been adjourned to the next General Body Meeting for consideration except under Rule No. 14 the following was added with the approval of the General Body.

"In no case the Benefit Amount shall be less than the call money paid by a member."

At the request of the President, Mr. M. S. Sundareswara Ayyar, M. A., L. T., Assistant Secretary to the Commissioner for Government Examinations, Madras, spoke on certain aspects of the Protection Fund and pointed out amongst other things, the great need that there is for the fixed call in our scheme of Protection Fund.

The General Body placed on record its appreciation of the work done by Mr. S. K. Yegnanarayana Ayyar as President of the Fund for the last two years.

With a vote of thanks the proceedings came to a close.

S. M. RAO,
Secretary.

THE NEW ERA.

(The Journal of the New Education Fellowship.—Published from 11, Tav Stock Square London, W. C. 1).

The January Number of this useful periodical is just to hand. This number is devoted to 'Pioneer Education in Poland' and is copiously illustrated, with pictures of educational work in Poland. 'Education in Poland is democratic. An interesting law states that all elementary schools must have an active committee of parents.' writes the editor. 'The ministry has vision and is in touch with progressive methods and modern educational thought'. Besides, the number contains its usual features like International notes, Book Reviews, etc.

We are glad to notice that from July onwards, this Journal will be converted into a monthly, the subscription being 8 sh. per annum. We are promised a progressive series of articles on new discipline and new curriculum, examination reform, and modern methods of Teaching, and doubtless the value of the Journal to teachers will be greatly increased.

The Secretary of the Journal Committee of the S. I. Teacher, is at present the Secretary of the Madras branch of the Indian Section of the New Education Fellowship and will be glad to supply further particulars about the N. E. Fellowship.

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

NOTICE.

Members of the Protection Fund are hereby informed that the General Body which met on 26-12-29, in the Singarachariar Hall, Hindu High School, Triplicane, did not sanction commission for canvassing members from 26-12-29 onwards.

S. M. RAO,
Secretary, S. I. T. U. P. Fund.

(List of Members—continued.)

Reg. No.	Name.	Designation.	Place.
374	Mr. T. Selva Sama Pandean	Tamil Pandit, Board High School	Kadayanallur.
376	" K. A. Bhujanga Rao	Asst., San Thome High School	Mylapore.
377	" M. S. Sambamurthy Iyer	Asst., V. M. High School	Bodinayakanur.
378	" S. Venkata Rao	Do.	Do.
379	" R. Venkatramier	Do.	Do.
380	" D. Balasubramanyam	Do.	Do.
381	" K. Balaram Rao	Asst., Board Elementary Hindu Koilkuntla. Boy's School	Do.
383	" D. Nagalingam Pillai	Hindu Boy's Elementary School Abhiramam.	Do.
384	" Appala Kameswara Rao	Headmaster, Board Ele. School	Vizagapatam.
385	" Bh. Viranarayana	Asst., S. R. H. School	Tuni.
386	" K. Umamaheswara Rao	Do	Do.
387	" Ch. Latchanna	Asst., Board Higher Ely. Girls Schl.	Do.
388	" B. Viraraghaviah	Asst., Board High School	Bapatla.
391	" G. Balanna	Headmaster Board Ely. School	Koilkuntla.
392	" Kolluri Kameswara Rao	Board Ely. School	Tuni.
393	" M. S. Ramaswamy	Headmaster, Board High School	Ariyalur.
394	" Y. K. Rajagopala Iyer	Asst., C. S. M. High School	Pudukottah.
395	" S. Purushottam	Chief Lect in Math. Maharajah's Vizianagaram. College	Do.
397	" R. Srinivasa Iyengar	Head master Sarvajana High School	Peelamedu.
398	" U. N. Alagiriswami Naidu	Asst., Municipal High School	Udumalpet.
399	" N. Venkateswaralu	Do.	Kurnool.
400	" S. Srinivasamurti	Do.	Do.

S. M. RAO,
Secretary.

THE FIFTH CONFERENCE OF THE ALL INDIA FEDERATION OF TEACHERS' ASSOCIATIONS

The Fifth conference of the All India Federation of Teachers' Associations, at its sittings on the 28th and 29th of December 1929, under the presidency of Prof. P. Seshadri adopted the following resolutions:—

1. This Conference requests all Provincial Governments to institute Advisory Boards of collegiate and secondary education.

2. That a conscience clause should be introduced with regard to religious instruction in schools and colleges.

3. This Conference urges upon the Government of India, the Provincial Governments and the Indian states the need for enunciating a broad policy of technical education and developing the industry and commerce of the country with the aid of the natural resources and the indigenous talent.

4. This conference requests all Provincial Governments and Indian states to prepare a scheme for the unification of educational service.

5. This Conference requests Provincial Governments and Indian states to frame a definite code of service rules for teachers in non-Government institutions and make its adoption a condition of recognition.

6. *Arbitration Board* :—

This Conference is of opinion that immediate steps should be taken to constitute Arbitration Boards in all Provinces and Indian States for the settlement of disputes between the managing committees and teachers.

7 (a) This conference is of opinion that the difference in the salary scales of teachers in Government and non-Government institutions is detrimental to the cause of education and appeals to the Government and Department of Education to minimise the difference by adopting a standardized scale of salaries for teachers in non-Government institutions and by offering to meet all incremental charges in the scale, the initial salary being borne by the institutions concerned.

(b) A minimum scale of salary for each Grade of teachers should be laid down and incorporated in Educational Rules and insisted on as a condition of recognition of schools.

8. This Conference requests Provincial Governments and Indian States to recognise and aid Teachers' Associations.

9. It is the opinion of this Conference that the medium of instruction and examination in the secondary and higher stages of education should be the mother tongue and it urges upon the Government and Universities the compulsory adoption of the same.

10. Secondary and University Education :— This Conference appoints the following committee to report on the recommendations of the Harpur Committee's report.

1. Prof. P. Seshadri (Convener).
2. Mr. P. A. Subramania Ayyar of Madras.
3. " Paranjpai of Poona.
4. " Inamdar of Amraoti.
5. " S. K. Yegunarayana Iyer of Madras.
6. Mrs. N. Nanjamma of Bangalore.
7. Rai Sahib Haridas Goswami of Bengal.

11. (a) *Primary Education* :—This Conference is of opinion that compulsory Primary Education for the children between the ages of five and twelve must be introduced by the Government at once.

(b) This Conference appoints a committee consisting of the following gentlemen with power to co-opt and requests them to submit their proposals, regarding compulsory elementary education.

1. Prof. Seshadri.
2. The Right Hon. V. S. Srinivasa Sastri.
3. Mr. Akkad.
4. " Paranjapai.
5. " Rai Sahib Haridas Goswami.
6. " Birendranath Chakravarty.
7. " C. Krishnasamy Rao.
8. " Bagavan Singh

12. *Physical Education* :—This Conference urges the Provincial Governments and Indian States to take earnest steps for the better provision of Physical Education in schools and colleges

(i) by making Physical Training and games Compulsory for all pupils,

(ii) by insisting on the appointment of trained physical instructors, with a high standard of general educational qualification and a special knowledge of hygiene and First Aid.

(iii) by enabling the schools and colleges to acquire suitable playgrounds with the help of three quarters or even the whole actual costs in the shape of Government grants.

(iv) by making health instruction compulsory in all schools and colleges.

(v) by starting and conducting, wherever necessary common physical education institutions for the benefit of all the students in the locality.

(vi) by making sufficient grants-in aid to efficiently conducted voluntary institutions for the purpose in respective localities.

(vii) to start Provincial Boards of experts for the purpose of taking action wherever necessary on the results of medical inspection report, if need be, of students.

13. *Education for Citizenship*:—(i) This Conference is of opinion that a course of lectures on citizenship should be given in all schools and colleges with a view to equipping the future citizen with an intelligent knowledge of his rights and duties.

(ii) This Conference urges on schools and colleges to see that national songs in their respective Indian languages are sung so as to foster a love for the motherland.

14 This Conference is of opinion that co-operation is an effective means of national uplift and resolves that (i) it should be made one of the subjects of study in Training Colleges, Secondary Training Schools, and if possible, in the High School classes. (ii) Co-operative Book Depots should be started in all educational institutions, (iii) teachers should take a more active part than at present.

15. *Sex education*:—This Conference urges the Provincial Governments to take steps for the provision of instruction in Sex Hygiene in schools and colleges by qualified teachers and professors.

16. *An All-India Journal*:—This Conference resolves that an All-India Teachers' Magazine be started as a means of pooling All-India experience in teaching and as a means of fostering unity in the Teaching World in India as soon as funds permit and that the following Sub-Committee be appointed to consider the steps to be taken in the matter:—

- (1) Prof. P. Seshadri,
- (2) Mr. D. P. Khattri,
- (3) " M. S. Sabeshan,
- (4) " B. J. Akkad,
- (5) " G. S. Krishnayya,
- (6) " K. S. Vakil,
- and (7) " T. V. Apparsundaram.

17. Resolved that much greater emphasis be laid on the value of school libraries as a very powerful instrument for the education of the children and that both the Government and the school managers be required to give liberal library grants to their schools to provide up-to-date popular juvenile literature and periodicals for every day use of school children.

18. Resolved that this Conference urges upon the authorities concerned to establish magic lantern bureaus or centres in every province and Native State in India to afford facilities for lantern lectures in schools in their respective areas.

19. The Conference is of opinion that the methods of school inspection now current are capable of improvement and do not help the schools adequately to improve in efficiency and outlook and that a new system must be tried of having a number of subject Inspectors to work in co-operation with the ordinary inspector whose main function must be to direct, organise and co-ordinate.

20. Resolved that the All-India Federation of Teachers' Association is keenly alive to the necessity of co-operating with all educational organizations with similar aims.

21. This Conference is of opinion that wherever possible Parent-Teachers' Associations should be started with a view to bring about greater co-operation between Parents and Teachers.

22. This Conference request the Provincial Governments and Indian states to institute special funds to enable teachers to undertake occasional long distance educational tours.

23. That periodical leave on full pay should be provided for teachers for purposes of study and tours.

24. The following committee be appointed to consider and report on the present system of examinations in India:—

1. Prof. P. Seshadri.
2. Mr. Paranjpai.
3. " K. S. Vakil. (Convener).
4. " S. K. Devasikamany.
5. " Raghuvir Prasad.
6. " Tyagaraja Ayyar of Pudukota State.
- and 7. " G. S. Krishrayya of Mysore.

(a) This Federation is of opinion that the success of elementary education in the country mainly depends upon popularising adult education and as such it requests the government to start a successful campaign on Adult

Education in consultation with the non-official educationists.

(b) This Federation considers the Library movement to be a valuable adjunct to adult education and calls upon teachers to more actively participate in the movement.

26. This conference regrets the paucity of the schools for defectives (the deaf, the dumb and the blind) in this country and earnestly requests the Government, the local bodies, Rajas, Maharajas and Nawabs and the general public to

sack the problem of the education of defectives and to save them from perpetual bondage, dependence and humiliation, for their maintenance.

27. This conference recommends to the earnest attention of the members of the Federation the resolution passed by the fourth assembly of the League of Nations calling upon the teaching profession all the world over to familiarise the younger generation with the ideals and work of the League of nations.

NOTES.

MADRAS LIBRARY ASSOCIATION.

Summer School in Librarianship.

The Madras Library Association will run a Summer course in Library Science this year also. The course will begin on or about the 4th of April. Mr. S. R. Ranganathan, M. A., Librarian of the University of Madras and a Secretary of the Association will be the Hon. Director of this School. Lectures will be delivered on the theory of the different branches of the subject, during the first month, after which, a course of practical training will be given in the Madras University Library, for about six weeks. At the end of the course, there will be an examination and diplomas will be awarded to those that complete the course satisfactorily. No fee will be charged. But the candidates should provide themselves with necessary books and stationery. Only 12 candidates will be admitted and preference will be given to those who are sent by our Institution members, or are already employed as Librarians or are teachers in schools or colleges. The minimum academic qualification required is the possession of an eligible S. S. L. Certificate, but preference will be given to graduates. The candidates should state their general educational qualifications and furnish testimonials as to character, and they should also enrol themselves as members of the Association if they have not already done so. The annual subscription for membership is Re. 1. Applications should reach the Secretary, Madras Library Association, University Library, Madras, on or before the 15th February 1930.

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THE TEACHERS' REGISTRATION COUNCIL (ENGLAND).

Conditions of Registration.

The following are the Conditions approved by the Council under which Teachers may be admitted to the Register:—

I. Attainments.

The applicant must have obtained one of the qualifications described below:—

1. A certificate of having passed the final degree examination of any University approved by the Council for the purpose of Registration, under such conditions as to courses of study and preliminary examinations as may be accepted for the time being by such University.

2. A certificate of having passed the examination prescribed or approved by the Board of Education as qualifying a teacher for recognition as a Certified Teacher in Public Elementary Schools.

3. A certificate of having passed an examination conducted by any Joint Board or other examining body approved by the Council for the purposes of Registration; or

4. A Diploma or Course Certificate gained as an internal student of any University, Technical Institute, or other Institution, approved by the Council for the purpose of registration; provided that any Certificate, Diploma, or Course Certificate submitted under 3 and 4 above is accompanied by evidence satisfactory to the Council that the applicant has passed through a course of instruction extending over the period prescribed, and including such auxiliary subjects as the Council deems necessary.

The prescribed period for such a course is three academic years of full time (day instruction, or three academic years of part time instruction where the applicant after attaining the age of sixteen has had seven years of practical experience of the profession or industry concerned.

Note.—Where the degree, diploma, or other qualification, enumerated above, has been obtained in respect of a technological subject, the Council will require evidence that the applicant has, after attaining the age of sixteen, spent not less than thirty-six calendar months in the practice of the profession or industry concerned. Of this period at least twelve months must be concurrent with or subsequent to the course for the degree, diploma, or other qualification held by the applicant. In subjects in which the Council is satisfied that no degree or diplomas exist, of the character described in I-4 above, and in exceptional cases, the Council may accept other satisfactory evidence that the attainments of the applicant are of a sufficiently high character to warrant Registration.

II. Experience.

The applicant must submit evidence of successful teaching experience in an educational institution (University, College, School, etc.) accepted by the Council for this purpose, or in private practice under conditions approved by the Council. The prescribed period of such experience is either :—

(a) One academic year of whole time experience, i.e., where the applicant is mainly or solely employed in teaching ; or

(b) Three academic years of part time experience, i.e., where the applicant is not mainly or solely employed in teaching ; subject, in the latter case, to the provision that the Council may require evidence of an additional period of experience. The length of this additional period will depend on the total amount of time which the applicant is shown to have devoted to teaching.

The required period of experience will be reduced when an applicant has served during war time in the Army, Navy, or Reserve Forces, including Ambulance or Nursing Services accepted by the Council for the purpose.

Evidence of experience in teaching must be submitted on Form B.

III. Training in Teaching.

(A) General requirement (to be satisfied by all applicants who do not apply under Condition XII, or who are not able to avail themselves of the Alternative Temporary Requirement

which is in force up to and including December 31st, 1930. See III (B) below).

In addition to fulfilling Conditions I and II, applicants must produce evidence of one of the following :—

(i) Of having passed successfully through an approved course of professional training in an institution recognized by the Council for this purpose ; or

(ii) Of having served as a graduate teacher or as one holding equivalent attainment for at least one year in a school which is recognized by the Teachers' Registration Council for this purpose, together with evidence of having shown competence as a teacher and of having pursued a course of study in the principles and methods of teaching to the satisfaction of the authorities of a Training College, or Department of Education attached to a University or University College in Great Britain, or to such other University, Institution of University standing, Technological or Commercial Institution as may be approved by the Council for registration purposes ; or

(iii) Of having served for one year as a teacher in any University in Great Britain or in such other Universities, Institutions of University standing, Technological or Commercial Institutions as may be approved by the Council for registration purposes, together with evidence of having shown competence as a teacher.

(B) Alternative Temporary Requirement.

Up to and including December 31st, 1930, teachers who cannot fulfil the above General Requirement may be admitted to Registration if they produce evidence of having reached the standard of attainment described in Condition I and also of having taught for a period of at least three academic years or its equivalent in not more than two educational institutions (Universities, Colleges, Schools, etc.) accepted by the Council for this purpose, or of having taught in private practice for this period under conditions approved by the Council. The period will be reduced by one term in respect of each week which the applicant is shown to have spent in attending a Vacation Course for Teachers, provided that the total period of experience is not thereby reduced to less than two academic years. Evidence of teaching service must be accompanied by a certificate of competence as a teacher, signed by the head teacher or by the Chairman of the governing body of an educational institution in which the applicant has served for at least the year. Where the applicant is in private practice two certificates of competence are required. Each of these must

be signed either by a parent on behalf of a junior pupil or by an adult pupil and must be based on at least one year of instruction.

IV. Fee.

Until further notice the Fee for Registration is a single payment of Two Pounds. There is no annual subscription. Applicants for admission to the Register must send with their application a remittance of two pounds, which will be returned should the application be refused.

V. Certificate of Registration.

Applicants accepted for Registration will receive a Certificate of Registration.

In no case can a duplicate of the Certificate of Registration be issued. Where, however, the original Certificate is lost or destroyed the Council may approve the issue of an official statement that the holder of the original Certificate has been duly registered as a teacher.

VI. Duration and Renewal of Certificate of Registration.

For the purpose of revising the Register and keeping it up-to-date it is provided that the Certificate of Registration shall be valid for a period of nine years only from the date of issue or of last renewal.

Before the date of expiration of a Certificate the Council will send to the latest known address of the holder a form of application for the renewal of the Certificate. This form should be returned promptly. No fee is charged for the renewal of Certificates of Registration, but the Council reserves the right to refuse the renewal of the Certificates in cases where the holders are found by the Council to have been guilty of conduct rendering them unfit for Registration, after the persons concerned have had an opportunity of being heard.

VII. Re-admission to Register.

When a Certificate of Registration has been cancelled it cannot be renewed, but a fresh application for Registration may be made under such conditions as may be prescribed by the Council for the time being.

VIII. Register Entry.

Applicants accepted for Registration will receive in addition to the Certificate of Registration a signed copy of the Register Entry containing the Name and Address the date of Registration and the Register Number, together with a statement of the Attainments, Training, and Experience on which the applicant was admitted to Registration.

IX. Additions to Register Entry.

Registered Teachers who desire to have their Register Entry altered by the addition of new particulars as to Attainments or Training in Teaching must apply to the Council enclosing the signed copy of their Register Entry, together with the necessary evidence and a fee of five shillings. Should the application be granted the Register Entry will be altered accordingly, and a signed copy will be forwarded to the applicant. ALL CHANGES OF ADDRESS MUST BE NOTIFIED PROMPTLY, AND WILL BE RECORDED AND ACKNOWLEDGED WITHOUT FEE.

X. Duplicates of Register Entry.

Registered Teachers who desire to have additional signed copies of their Register Entry must apply to the Council enclosing a supplementary fee of two shillings for each copy.

XI. Official List of Registered Teachers.

The Official Register of Teachers is not published, but the Council issues at convenient intervals an official List of Registered Teachers, giving in alphabetical order the Name and Address, the date of Registration, and the Register Number of each Teacher who is Registered. The Council, however, reserves the right to determine the final form of any List of Registered Teachers which may be printed for publication.

XII. Exceptional Cases.

Applicants who do not fulfil in every respect the foregoing Conditions may be accepted for admission to the Register in exceptional cases as teachers of distinction, provided that full particulars are submitted to the Council and that a special resolution admitting the applicant is carried by a majority of two-thirds of the members present and voting.

SRI SARADA VIDYALAYA

The Saradha Vidyalaya was started in July 1928, in response to the expressed wishes of a number of applicants who could not get the required educational facilities in the other existing institutions for women in Madras or elsewhere owing to their being past the age of admission into such institutions.

Such applicants were either widows over 18 years of age or married women abandoned by their husbands or left absolutely helpless and eager to stand on their own legs by honest work as teachers, if young, or nurse of the sick and for which some such hall-mark as the Government technical examination diploma as

"Trained Teacher", or as "qualified Nurse" is essential under the existing conditions of these professions.

It was not sufficient to provide for the educational training only, but also the actual home conditions of lodging and boarding had to be provided, to be of any real use to such aspirants from the mufassal.

Started on a modest scale to provide such combined facilities for the mufassal applicants, the institution had to gradually expand to accommodate 75 boarders and 80 day-scholars (from the Madras city itself) at present, and in consequence the home had to frequently shift to bigger and bigger buildings, and at present, the home at No. 58, Big Street, Triplicane, having been found quite inadequate had to overflow into another building close by, the rents for these being Rs. 150 and Rs. 50 per month respectively and as even these are found insufficient for the needs, it will be necessary to shift the whole institution to a more commodious single building preferably in or near Mylapore before next July.

As it is necessary in the best interests of this institution, if it is to be of a permanent nature, that it should have a home of its own, which at a modest computation, will cost about Rs. 1,00,000, and, as half of this amount will

have to be found before applying to the Government for the other half as grant, I have ventured to appeal to the generous public who ought really to be the patrons of such institutions of public utility, to help to make this self supporting, by contributing their mites, however little that may be, in a spirit of hearty good will and sympathy.

It is hoped that the response to this appeal will be sufficient not only to provide for this commodious habitation of its own, but also to leave a nuclear fund which may be helpful in maintaining it also.

In this connection, it is necessary to point out that, so far, this institution has been able to take in applicants from the Tamil Districts only, and it is hoped that it will be found possible to open a Telugu section also from next July, as, owing to the inadequate number of applicants from the Telugu Districts, and the great difficulty of providing such necessary facilities for the few, it was not found feasible to open the Telugu section so far.

All donations and subscriptions, either monthly or annual, may be made payable to the Hon. Secretary or the Treasurer, Sri Saradha Vidya, Triplicane, Madras.

R. S. SUBBULAKSHMI,
*General Secretary and Correspondent,
Sri Saradha Ladies Union, Triplicane.*

THE TEACHERS' BOOK SHELF*

LANGUAGE IN EDUCATION BY Michael West, M.A., D. PH. (Oxon), I. E. S. Principal of the Teachers' College, Dacca. With a preface by J. J. Findlay, M.A., M. Ed., Ph. D. Honorary Professor of Education in the University of Manchester. Published by Messrs. Longmans Green & Co., Ltd. Cloth bound, Price Rs. 2 8-0.

Mr. Michael West is well known in India through his earlier work called "BILINGUALISM" and the "NEW METHOD READERS" which he has planned to enable Indian children to learn English. He has now produced another book called "LANGUAGE IN EDUCATION" based on the six lectures that he delivered at Patna University in November 1928.

Probably, no educationist in India has gone into the study and research of the practical problems of Language in Education with such enthusiasm, earnestness and thoroughness as Mr. Michael West. This, his latest production,

is small in volume but great in purpose. In a few well-defined chapters he analyses the foreign language problem in all its bearings, states the results of his experiments in psychology and method with the precision of a logician and argues his case with the skill of a lawyer.

"In regard to some matters I differ rather widely from the author's point of view, but we are both of us working in a field where co-operation is far more important than to emphasise points of difference", writes Prof. Findlay in his preface to this book; and it is not improbable that among Indian educationists, many readers of this book will hold the same view.

The first chapter, "Aphasia in Education", is devoted mainly to laying emphasis on the idea that language is not a mere means of expression, a mere medium for conveying our thoughts to other people. It is the stuff of which our selves are made; it is the most important of all formative influences in moulding

not only the intellect, but the character also.' His description of the mind of the educational aphasic runs thus: 'When a man has lost the power of propositionising and cannot speak or write, when both internal and external speech have been undeveloped or badly trained, it is obvious that he will be lame in thinking.' Defective instruction in subjects like Arithmetic or History only leaves a gap in the child's education. "But", says he, "defective language teaching causes a disease at the root of the mind itself. It disorganises the whole psychic system, of an individual and of a nation." He has drawn, admittedly, a gloomy picture of the languageless people, such as may be applicable in lesser or greater degree to any part of the world in which a popular education has outgrown efficiency.

Most of the maladies of the languageless people are here traced to inefficiency in the mother-tongue. To the author English teaching is almost a trivial and unimportant matter compared with the urgency of improving the teaching of the vernacular. He attempts to prove that the alleged causes of insufficient time for and insufficient emphasis on the study of the mother-tongue are not correct. He is inclined to the view that the examination is largely to blame and suggests a rational method in place of the present defective one. The following passage dealing with the function of the teacher of the mother-tongue is worth quoting: "The task of a teacher of the mother tongue is not so much to convey certain knowledge, as to convey a certain attitude, to create literary appreciation, a sense of artistry in expression, and that literary conscience which cannot bear to set down a thing on paper which is not clear and correct. A teacher cannot convey love of literature to others unless he actually loves literature himself; he cannot teach boys the impulse and the craftsmanship of self-expression unless he is an author himself; nor can he make their consciences sensitive to the beauty of accuracy if his own is made callous by years of inexactitude. Like poets teachers of the mother-tongue are born, not made." No wonder then that he, who sets up such an ideal, deplores that in the present day 'cheap teachers of the mother-tongue fritter away golden hours of youthful energy' in class-room.

According to him two main causes have contributed to the present deplorable state of the mother-tongue: (1) the defective system of Examination (2) the defective teaching of the pundits whom he describes as 'underpaid, under qualified helpless baits in their bear-garden of a class-room.' Really several other factors have

also come into play. The low market value of the mother tongue, the callous indifference of the educational authorities to its development and a false sense of dignity of the English-educated Indian have all brought about a revolting mental attitude in the elected and electors, that sacrifices the sacred interests of the mother-tongue for a mess of pottage. But the author has refrained from going into the sordid details of how in India the noble ideal of Schools of Service became degraded into a squalid system of educational grab and refers the readers to pp. 28-31. 'Bilingualism, where they are given.

In discussing the 'language policy' he advocates the establishment of two sets of schools, one for the more gifted children of all classes and the other for the less gifted. He urges on the great importance of the mother-tongue as the medium of instruction. To be frank, his frequent references to the inaccuracy in the use of English by Indian M. A.'s are irritating. The lapses in language of a few individuals need not have been exaggerated into generalisations. Probably, the efforts of an Indian to secure proficiency in the use of the English tongue will be better appreciated by Mr. Michael West, if only he cares to observe the measure of success that has attended the efforts of a non-Indian to master an Indian language.

He argues for the priority of reading in the scheme of language-teaching. The point of difference between the direct method and the new method is, that while in the former the boy is kept back in his reading to the pace at which he can learn to speak (which will naturally be very slow), in the latter his reading goes ahead as fast as it can in the fixed time given to it and speech follows after. He says 'we should every year be accumulating a larger and larger number of intelligent people who could read English much better than they could write and would so tend to express the results of their reading in the vernacular.'

A special chapter is devoted to the psychology of reading, in which the main stages in the development of reading ability are outlined. The next chapter deals with the practical technique. The construction of reading-books on what he terms as the principle of pleasure, is discussed in considerable detail here. A new word is defined as one unit of work with its corresponding gain in reading ability. Incidentally, the author enters into a discussion on the teaching of GRAMMAR. He would have grammar shattered into its component fragments in the course of the reading-lesson. It is his

opinion that no separate or formal grammar is needed at all. He says, "a systematically designed text-book and a scientifically designed practice form—these two make up a complete system of teaching in a skill-subject." The latter is certainly the harder and gives much room for further valuable research.

An elaborate chapter is devoted to the discussion of the teaching of speech and writing. This is of capital importance to every language-teacher. Several practical class-room problems are interestingly treated. Varieties of exercises in speech and writing are suggested. The picture symbol vocabulary which he and his co-worker have evolved is ingenious but really tends to become cumbrous and inadequate to express even a limited requisite number of connotations. Word guides intended to help children to recall a story are decidedly superior.

In his scheme of teaching very little is left to the initiative of the teacher. It is his settled conviction 'that the text-book in a skill subject should be treated with the same respectful non-interference as we accord to the magnetos of our motor-cars.' True, 'it is not likely that the harassed teacher will devise impromptu better exercises than those worked out by the text-book maker in the quiet of his study with an unlimited time and patience at his disposal.' But it is equally probable that all text-book-makers may not find the unlimited time and patience necessary for the purpose. It is a pity that Mr. Michael West judges all text-book-makers by his own standard. However that be, it is the teacher alone that knows the exact practical requirements of his own class by everyday-study and experience. Therefore any text-book can only be a tool in the hands of the teacher. Even as man is not for Sabbath but Sabbath for man, the teacher is not for the text-book, but the text-book for him. If the person handling the book is worth his job, as indeed he must, he knows how to take the pupils through the book.

His system of phonetic symbols avoids the difficulties of the other systems in that it does not, make confusion worse confounded. The symbols are capable of being easily learned.

He emphasises on the importance of the pupils' ability to analyse the actual rhythm of poetry. The following extract gives us his idea about the teaching of poetry: "Let the issue be faced squarely. If English is to be taught as a factual language, as a language of knowledge and information, and for communication on the affairs of life, then any phonetic standard will serve which is intelligible throughout the range of that communication. But if English is to be

taught as a language of poetry, doing true justice to its bell-like diphthongs and the measured tramp of its rhythm, then something more is required—very much more.

The last chapter is on Examinations and Foreign language teaching. He declares that the examination is the inevitable determinant of the teaching. He deplors that at the present time examinations are for the most part set by amateurs who have no knowledge of the psychological and statistical technique of examination. He recommends the establishment of a Board of Examinations Control whose business it would be to give professional guidance in the setting of the papers. They would also make a statistical study of the reliability and efficiency of the examination as a measure of real capacity in the subject.

This book is worth the careful study of every teacher of language. It is a valuable addition to the school library. It may be recommended as a text-book for the critical study of students in training colleges. By this production Mr. Michael West clears up certain clouded issues in the matter of language-teaching. The book is ostensibly written to be applicable to the wider world, but a major part of it is devoted to the discussion of special problems concerning India. A useful bibliography of books consulted, is also appended to the book.

G. S.

SYSTEMS OF EDUCATION, England, Germany, France and India. By Dr. Ziauddin Ahmed.

Published by Longmans Green & Co.

This book is a useful contribution at the present juncture to the literature of educational politics in our country. The plan of the book is based on Balfour's system of Education in Great Britain but the method of enquiry conducted in the book has been governed purely by national considerations and hence the utility of the book. The spirit of the enquiry is so judicious and moderate that the conclusions arrived at by the author gain in intensity thereby. The whole book can be said to be a powerful indictment of British educational policy in this country followed since 1902. There can be no possibility of a difference of opinion with the learned author when he points out that all the ills of our present educational system are to be traced to the prevalence of a diarchy therein by which neither the State nor the private bodies are made to shoulder the responsibilities of educating the continent. The fact that the

Government has allowed these private bodies to share the field of Education with them for such a long time has been responsible for the growth of communalism and denominational institutions in the country and the communalistic orientation of the Government itself. Regarding the educational system the pro-vice-Chancellor with his varied experience as a professor, and a member of the Calcutta University Commission is able to prove clearly that the pivot of the educational system is the Secondary Education and that so long as the Secondary Education of the country is not made a self-sufficient unit by itself, the education of the country cannot possibly improve.

He criticises ably the different ways in which the various provinces played with the School-Leaving certificate scheme for about twenty-years by pointing how such a scheme cannot possibly succeed until the Secondary School is considered to be a preparatory school for the Universities and not for life. Indeed the whole book so teems with remarks and suggestions, essentially useful to the educationist that to recount them is impossible. The book contains also a useful chapter upon the facilities for Indian students abroad with many practical hints and suggestions. The so-called Training Colleges established in the various provinces for the Training of teachers come in for a good deal of criticism at the hands of the author. The chapter on the general plan of Education especially must be read by all our ministers of education so that they might at least learn what an educational authority thinks of them as a result of their

past actions. In short the book is a highly useful contribution no less to the teacher, the Educationist and the Politician than to the government.

Here are a few samples of the author's masterly Survey of the condition of Education in the country:—

(1) The method of instruction in English should be a combination of the methods usually followed for teaching the classics and for teaching the modern European languages and the mother-tongue.

(2) The rapid change of Text-book, which is due to the persuasion of text book-writers, exercised in every conceivable manner, is another cause of the defective teaching of English.

(3) A committee appointed by the government of India for securing equivalence of standard among the various Universities is likely to do useful work and its advice, if unprejudiced, will always be welcome.

(4) The Training Colleges attempt no new educational experiments: They do not even teach modern theories of Education. The Indian system of Education is a fifty-year old system. New types of schools like the school attached to Visva Bharati or the Moga school for Training village teachers are unknown to the Students of training Colleges. The absence of imitation in the Training Colleges, coupled with the Mechanical and routine-like nature of the inspections, is the principal cause of the monotony prevalent in our Secondary Schools.

S.

NOTE.—In recent years there has arisen a remarkable activity in the educational world, and everywhere, efforts are being made to make schools more efficient. Teachers are anxious to keep themselves in touch with the latest developments in educational aims and methods. In response to persistent demands from a number of teachers, we propose to give in these columns critical and as far as possible exhaustive accounts of recent educational publications.

We shall be glad to receive from our readers contributions for publication in this section; also information regarding any new publication will be thankfully received.

We believe, that publishers will co-operate with us by supplying us with free copies of their educational publications along with a list of books published by them in any month, for inclusion in this section of the journal.

[Eds. S.I.T.]

S. O. S.

From Hospet.

As we go to press, we received the following astounding telegram:

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தமிழ் வாசக புத்தகங்கள் :—

சங்க வாசகங்கள் 1 முதல் 5 வரை, முதல் ஐந்து வகுப்புகளுக்குரியன. சென்னை மாகாண ஆரம்பாசிரிய சங்கத்தின் ஆதரவில் வெளியிடப்பட்டுள்ளன. ஆரம்ப பாடசாலைகளுக்கும், மற்றுமுள்ள உயர்தர பாடசாலைகளின் சீழ்வகுப்புகளுக்கும் ஏற்றவாறு, சரித்திர சம்பந்தமானதும், தாய்நாட்டுப் பெரியோர்களின் ஜீவிய சரித்திரங்கள், நாகரிக விஷயங்கள், இலக்கிய இலக்கணங்களுக்கு அமைந்தவாறும் சிறுவர் சிறுமியர் எளிதில் கற்றுக் கொள்ளுமாறு தெளிவான நடையில் எழுதப்பெற்றுள்ளன.

முதல் புத்தகம்	0 2 0	நான்காம் புத்தகம்	0 4 0
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தீதிக்களஞ்சியம் III or IV F.	0 5 0	1. முதல் பாகம் III Std.	0 3 0
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புகழேந்தி V or IV F.	0 8 0	3. சிறுபொறிபெருந்தி V Std.	0 4 0
ராமதேவர் IV or V F.	0 10 0	4. பொருமைப் பேய் V Std.	0 4 0
பலநாட்டுப் பஞ்சாத்தனங்கள்		ஜீவகன் : துப்பறியும் வித்தகம்	0 3 0
IV or V F.	0 10 0	V Std. or VI Std.	
தசரதராமன் I or II F.	0 6 0	மாயாவினோதக் கதைகள் V or VI Std.	0 5 0
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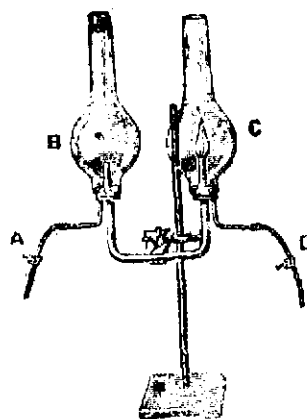
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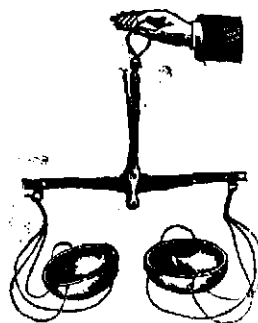


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THE South Indian Teacher

Vol. III]

15th February, 1930

[No. 2

VILLAGE NEEDS AND THE TEACHER.

By

Miss F. R. Bradley.

What is the village teacher's "job"? Does the school time-table and do school hours constitute the limits of his task? Can he reckon success or failure according to the number of boys and girls who do or do not get a thorough mastery of the 3 "R's."?

To find the answer to these questions it becomes necessary to ask what are the aims of village education. This is a question the experts are still dealing with. But it is worth while for those also, who are not experts, to try to think the question through, even though they may not hope to discover anything like a complete and final answer. Is not the aim of all education the fullest possible development of the individual's personality for the good of the community as a whole? And should not the aim of village education be, the fullest possible development of the personalities of those taught for the good, primarily of the village community, but also for the good of the nation, and incidentally for the good of the whole world? An impossibly wide horizon? Perhaps so in practice, yet unless the teacher

keeps these beliefs in the back of his mind, he will only have partial success, for, whether they will or no, men, women, in these days have to learn to be citizens of the world.

However in daily life the horizon of the individual is bound to be narrowed down, and the answer to the original question of the village teacher's task will be better answered if it is confined to the village and its needs. The problems of the villages are almost innumerable. They vary rightly from district to district but the chief ones are the same everywhere and are connected with poverty, illiteracy, much ignorance of improved farming methods, almost complete ignorance of the laws of hygiene and health, debt, caste prejudice and quarrels, and also religion. The latter for the most part binds the village worshipper in bonds of fear and often encourages customs which are harmful to himself and the community at large.

It is not the aim of this article to discuss religious problems, but the writer is convinced

that no permanent solution of other problems will be found until truly spiritual religion is fostered in the village community. It is therefore taken for granted that the teacher will do his utmost to hand on to his scholars religious teaching and still more foster in the school the sense of the reality of the spiritual world.

How can the teacher best tackle the other difficulties of village folk, by concentrating on his scholars, or by trying also to deal with some of the outstanding evils directly? Probably many teachers will find it necessary to concentrate most of their time and energy on their scholars. But even as they do this, in order effectively to help the boys and girls to become better village citizens, they will have to deal with some aspects of village life and try to improve local conditions also, for the simple reason that "CHILDREN ONLY LEARN BY DOING."

Some examples will perhaps make this clear. The children may be able to read fluently a chapter on the benefits of fencing a garden or field, and may even be able to recite the whole lesson by heart. But they will really KNOW it if they have one day found all their cherished seedlings devoured by cattle in an unfenced part of the school garden, but other seedlings in a fenced part still growing safe and sound and later producing flowers and vegetables. Or, the boys and girls may be able to recite dozens of sound rules about personal and community hygiene, but they might just as well recite them in Greek, if they don't day after day learn to practise them until they become second nature and they know their benefits from experience. No teacher will be able to cure or prevent all the cases of itch and

sores in a village but he can do his best to see that a satisfactory standard of personal cleanliness is maintained amongst the children of the school. He may not be able to reform the sanitation of the whole village, but he can at least see that pits or trenches are dug for the use of the school children, and used by them, so that they do not add to the defilement of the immediate school surroundings. And it may well be hoped that children who have become accustomed to such simple sanitary measures will not wish to go back to the disease spreading habit of no method at all.

But though the teacher will do well to concentrate first on his scholars, if he is really keen he will probably find time to attempt some other forms of service for the community as well. In fact it will only be the man with no grit in him, and with no real love for his country who will be able to stand by and make no attempt to help towards the solution of some of the villagers' problems and difficulties. The particular form of service to which he gives himself will depend on his own capacities, and the needs which seems to be the greatest in his particular village. In all villages illiteracy is a tremendous problem, but in some there are men and lads who are conscious of their need, and eager to master the arts of reading and writing; where such a group exists the teacher has a golden opportunity for running a night school. In other villages gambling and drinking are a fearful snare to the men and boys, and though learning would probably not attract such a set at all, organised games might prove a powerful and effective counter-attraction and provide scope for "sport" in its better sense and also an opportunity for the gradual introduction of fair play and

the team spirit. In some again the starting of a club for men with talks on topics of interests outside the range of village life, or the reading aloud of newspapers and other literature can be a real boon to the illiterate villager and moreover can be the thin end of the wedge which in time will break down some of his parochial prejudices and his conservatism. In yet other cases if a co-operative bank is started the teacher may well offer his services as secretary, and so do something in the fight against the burdens of debt which are so tremendous a handicap on the majority of village folk. In all these matters it is taken for granted that the teacher is a man. Happy is that village which also possesses a woman teacher, or when the teacher's wife is ready and eager to do her part to help forward the cause of the women. They also will be able to find very many and very varied forms of service.

The above are a few of the more obvious forms of service which the village teachers might attempt. The list can be extended almost indefinitely and might include poultry-keeping, scouting, periodical health and hygiene lectures and many other widely differing "jobs" and helpful "hobbies." But these are all concerned with what the teachers can DO. There is an immensely more important side to the subject of "the teacher and the needs of the village" and that is the question of what he must BE.

The teacher who accepts a village post will do well to realise that the temptations to become slack in all directions will be tremendous. In the one-man school with three or four classes to be managed by one teacher there will certainly come a time when, if he is not fore-armed the teacher will ask what earthly use it is to prepare the

lessons, and what is nothing less than a curse, the teaching of all the children by rote only, will slip in. The teacher who descends to this contradiction of all true education is verily bringing a curse to the village, for he is crushing out of existence active thought and initiative and originality in the children—the very characteristics which are already so greatly lacking in village people. Such a teacher is cultivating again in the next generation the very attitude of mind, the mental dullness and apathy which make village reconstruction work so tremendously difficult now. Surely it is far better that a child should remain illiterate rather than that his mind should merely be crammed with innumerable words and phrases of which he probably does not understand one in fifty, and does not dream that even that one has any connection with practical life!

This may seem a sweeping and ridiculous denunciation of an age-old method of learning. But the sight of eager little minds slowly but terribly surely being crushed and moulded to pattern, until the power to think is gone for ever moves any men or women who can think, to wrath and grief. The village teacher should determine that whatever else he does or does not attempt in the way of service to the village, he will remain the master of his soul, and despite every temptation to slackness he will give his whole strength and courage to his job so that his teaching shall truly educate the boys and girls and help them to become active and thinking village citizens.

There is another curse of village life already in existence which the village teacher will do well to face, it is the average attitude towards women. In most villages

the moral tone is appallingly low, and it may as well be accepted at once that if the teacher also fails here, however excellent his educational methods, he will not succeed in his attempts to build up strong characters in the boys and girls. The man who himself breaks the laws which alone can safeguard the home, the basis and foundation of any community, will only help to perpetuate the evils of that community.

But there is also the wider and more general question of the attitude to the "weaker sex." Age-long village custom dictates that the male shall be regarded as inherently superior to the female, and a superiority complex in the men and boys, and a corresponding inferiority complex in the women and girls is the result. Of course in practical life some women are the respected heads of their households in spite of the theory. But because the theory exists and is actually believed by the vast majority, many men are arrogant and become petty tyrants, and the powers of many women are undeveloped and lost to the community. The village teacher

should do his utmost to inculcate the spirit of true chivalry in the boys of the school, and that regard for all women and girls which shall develop into true respect for their personalities. This principle also applies to the problem of caste-quarrels and the oppression of the Adi Dravidas. There again true and sane respect for the personality of every human being must be the rock on which inter-caste friendship and the uplift of the out-castes should be built. Every young teacher of to-day must surely wish to do his part to sweep away the tyrannies of caste. But he will have to remember that "example is better than precept." It will be his own attitude to the out-caste and also to women and not least to his own wife that will teach the boys and not carefully learned maxims though they be repeated a thousand times.

The village teacher who is awake will have immense problems to tackle and tremendous difficulties to face. But he will have opportunities as great as the problem and difficulties for serving not only the children and the village, but also his motherland.

The Teaching of things is more important than the Teaching of Words and the ideas obtained from books should always be translated into action.

AN EXPERIMENT IN ADULT EDUCATION

By

Mr. S. Jagannadham, Kindergarten Assistant, Teachers' College, Saidapet.

The Saidapet Experimental Adult School was opened in July 1927, by Mr. H. Champion, the then Principal of the Teachers' College, and now the Deputy Director in charge of Elementary Education. The school which has been steadily working for the last 2½ years and more, can be said to have grown in popularity among the weavers and among the Muhammadan population of Saidapet. For the benefit of workers in the field of *Adult Education* elsewhere, it will be useful and interesting to record here our experiences.

Aim of the School

The adult feels quite certain that by coming to the school, he is not aspiring for a better job but he knows he is making a very profitable use of his extra time by learning. His eyes are opened to see the real value of education and as such he begins to take an interest in the education of the child who is to be the future citizen. More than becoming literate, he begins to lead the life of a clean and cultured citizen and is anxious to take a keen interest in the life around him and in the affairs of the world in general.

The Pupils

The education imparted here is given to three different classes of people. Most of the Hindu adults are drawn from the weaving population of Saidapet; these are the day-labourers getting on an average, 12 annas per day. Some adults are students of technical institutions and a few are teachers of elementary schools, peons in public offices, attenders in firms etc. Some of

our former pupils were butchers, dhobies and beedi manufacturers. It will be worth while to record here that an adult does not feel quite at home when he is made to sit by the side of a boy and asked to read his lesson. But on the other hand we have to take in boys of over 12 who are also day labourers. The instruction is given to a group containing 5, 6 or 7 adults. They are not taught in the form of a class. Except in the case of pupils who show eagerness and enthusiasm to master a thing, the progress has been slow but steady. In the former case it has been praiseworthy and quick.

Work

The school works for five days in the week 3 days being devoted to the learning of the three R's, one day to library reading and the remaining day to *Bajanas*, *Kalakshepams* lectures, lantern shows, etc. The attendance at the *Bajana*, etc., has been uniformly good, and on such days the function will generally be brought to a close with the distribution of plantains, sweets etc.,. Apart from taking books on the library day, the adults take extra books for home reading at the end of a day's work. The school time is from 6-30 P.M. to 8 P.M. but generally the work may go on till 8-30 P.M.

Prayer

The school commences with prayer. The prayer is conducted in the same hall, with the Hindus and Muhammadans together; appropriate devotional songs have been selected separately for Hindus and Muhammadans. The Hindus have learnt:

1. தோடுடைய செவியன்.....etc.,
2. மாற்றியாத செழும் பசும் பொன்னே...
3. ஏறுமயிலேறி.....

These have been written in bold types on large sheets of paper for being daily displayed in the hall at the time of prayer. In the case of Moslems it was found necessary to teach them their own prayer continuously for a month and more and the help rendered by Mr. Moulvi Abdul Wahab M. A. of the Muhammadan College has been very valuable in this connection.

Story Reading

After prayer, it is usual to read a few pages of some story books. The forest life of the Pandavas by Pugalendi written in ballad form forms the subject matter at present. The previous readings were stories of Desing Rajan, Siruthondar, and selections from Alli Arasani, Thirugnanasambandar, Ramayana, and chosen stories from Aryamatha Upakyanam, Shanmuga Vijayam, Kumaran etc.

Newspaper and General Knowledge Talks

The newspaper talk consists of local events, and other important announcements, useful and interesting to adults. The general knowledge talk was based on health bulletins, explaining the significance of feasts and festivals, and on useful pictures. In this connection it may be suggested that the worker can gather useful pictures from newspapers, and magazines, paste them on one side of a note book and write a short and simple account of the picture on the opposite side. This may itself form a good paper for the adults.

The Teaching of Tamil

The adults are taught by the word, picture and story methods as opposed to the letter or

alphabet method. During the lesson there is ample scope for conversation, reading and writing. Words are written on pieces of thick cardboard. The alphabet chart is also hung for ready reference. Teaching notes for new teachers are also maintained. It may be said that with the enthusiasm displayed by the teacher and the taught to learn the language as quickly as possible, the whole portion could be finished in 4 weeks. A cartman took about 40 days to finish the first lessons before he took to the reading of a printed reader. Much spade work had to be done in improving the spoken language, in analysing words into syllables and letters, and putting letters into words.

In the higher classes the adults have a sort of Textbook. Generally these are story books and not object lesson readers. The actual work is supplemented by the teacher who also reads books from the library. Reading, dictation, composition and transcription are the important exercises that are gone through every day. The illiterate was taught to write his name on the very first day of his admission.

The Teaching of English

There is a great demand for the learning of English. In many cases it is not a real desire but merely a craving to follow the fashion of the times. They are of opinion that by learning the alphabets and the simple cat, mat, and rat they could acquire a working knowledge of English. An experiment was made to teach half a dozen adults really interested in learning English. The worker followed the conversation method. No text book was followed. The following questions, etc., indicate the order of lessons and topics:

Arithmetic

In teaching this subject no definite scheme has yet been framed. But it is just possible to meet the demands of the adults in a general way. The four simple rules, the multiplication tables, the fractional tables, simple money problems, calculation of wages for work done, the totalling up of a purchase etc., have been the topics of everyday work.

General Knowledge

Herein lay the difference between the ordinary night school and this adult school. The object of the school is to make real men of these illiterate or semi-literate adults. Lectures were given on the following topics: Need for adult education, character-forming, thrift, love of mankind, self-discipline, etc. A lecture on the need for physical exercises was followed by a demonstration. Some of the adults got permission to do some gymnastics in the school play ground.

Lantern lectures included among others, cholera, its causes, prevention and cure, alcohol and the human body, wonders of the sky, the Ramayana, the Dasavathar etc. A Cinema show on National Health attracted a very huge audience including children, parents and the general public of the locality. The attendance at some of these lectures was very large and at some it was not as encouraging as it should be. The difficulty is the long distance they have to walk to the school. With the object of bringing these activities near their homes an attempt was made to have a Bajana, an exhibition and another lecture in the temple premises. These were very well attended not only by the adults of the school but by the whole weaving population near that temple.

1. What is your name?
2. What is this? What are there?
that those
3. Learning the names of the parts of the body.
How many hands have you? (I have).
How many legs has a cow? (The cow has)
4. Where is it? Where are these? (on, under, between, near, in front of, behind).
5. Colour. (Singular and plural).
6. Taste: (Mutual questioning is also practised.)
7. Days of the week, Months of the year. (Using a calendar).
8. The work of different workmen:
(e.g.) The postman brings letters.
The potter makes pots.
9. The use of 'with' (e.g.) I see with my eyes etc.
10. What is the chair.... made of?
11. The use of eat, drink, buy, price etc.
12. Adjectives.
13. Adverbs.
14. Telling the time.
15. Comparative and Superlative forms of adjectives.
16. Short lessons on a cat, a dog, the school, the post office, the market, the Municipal park, the railway station, etc.
17. Past Tense.
18. The use of Pronouns.
19. Ten short lessons on Ramayana.
20. Simple stories from Hitopadesa.

The above scheme was followed in detail and in about 8 months they were in the last item mentioned above; vernacular was freely resorted to during the course of conversation and in explanation.

The Library

An idea of the nature of library work is also worth the consideration of the workers. The adult education class can boast of a fairly good library. The books are grouped under the following heads: Stories, Puranic stories, Biographies, Ballads, Stories from literature, Devotional, History, Geography, Nature study and Agriculture, class readers, advanced readers, Novels etc. The library catalogue has been printed and an asterisk mark against some of the books indicates that they are very popular. The workers can also find out the popular books by adopting the following plan.

As soon as a book is lent out a | mark should be shown against that book in a register kept, specially for studying the list of popular books

Example

Gopalan					
Ramayanam					
Ananthakrishnan					

From a perusal of this register one can easily say that the adults take an interest in reading novels, puranic stories, short stories and religious stories and ballads.

It should be mentioned that the library is the outcome of the strenuous efforts of the lecturer in charge and his co-workers to tap all sources.

The Season and the Time of Work

The time of work depends upon the season. The quantity of work turned out after prayer depends upon the time at the disposal of the adults. During the months from July to October the adults find it impossible to be in time (i.e.) at 6-30 P.M. The time of their attendance is determined not by the school clock but by the setting sun. After sun set

some are engaged in lighting the local Subramaniaswami temple. As there is always a leader for these groups of adults who come to the school, the followers also wait for their leaders. We have to get hold of these leaders and induce them to come to school in time. But from October to January when the sun sets early it is dark before 6 P.M. and the adults turn up before the appointed time. They have more time to study during the cold weather. The story-reading occupies only a short time during summer but a longer time in the cold months.

The Season of Festivals and Festivities

Our previous experience has shown that the weavers are very busy during the one month preceding Pongal. (usually roughly from Dec. 15th to Jan. 15th). During this period they have to do extra work and earn more money for their Pongal festivities. The usual attendance appears only after all the Makara sankaranti festivities are over. During the marriage season the attendance is rather low. It is also found necessary to remind the pupils about the school after the holidays. A long break from regular attendance tells much upon the attendance after this interval.

During the ordinary school holidays the adult class worked in spite of want of workers. A reading room was opened in one of the houses lying in the centre of the weavers' locality. The adults enrolled themselves as members of the reading room. The Swadesamitran was subscribed for. The worker has to be attending this school everyday. Only then the adults will turn up in large numbers and spend some time in reading books, journals or newspapers. The influence of personality

has got to do very much in making the adults take an interest in the reading room or the adult education class.

The influence of personality

The magnetic influence of the personality of the worker on the mind of the adult is indeed marvellous. The adult can very well judge the sincerity of the worker. Some instances may be quoted. A cartman addicted to drinking used to attend the night classes. He felt he had to wound the feelings of the teacher while the latter was sitting and teaching him by his side. Slowly he left off the bad habit on the days he came to school. But this was only a temporary influence. On leaving the school he again took to cart driving and to his old bad habit again. He admitted that he tried his best to leave off the bad habit while at school. He was ashamed to own his bad habit and felt sorry for it. A very strong personality is required to change the minds and the hearts of persons. Another case of a strong and sincere personality can be cited as an example. A few followers of a humble devotee of Shanmuga abstained from all bad habits and vulgar talk and the regard they had for their guru was so high that they gave up once for all the habit of taking flesh.

If the adult is really to progress in his literacy and advance in his reading habit, the teachers of the adult school have to be regular in attendance and sincere in work. So, many of the honorary workers here had to be requested to continue their teaching for more than 6 months. There have been a few cases where persons have taught their groups for nearly one year.

It is also necessary to point out that when the attendance is steady, the school too has to work for some more days in a week. For example in the previous months the school worked for five days in the week. The reasons are two-fold. They themselves were coming in larger numbers and as such it was found best to make their time in school very useful and educative. Considering the few hours they were able to spare for getting some instruction, it was found necessary to extend the time of work also.

PROBLEMS FOR THE PRESENT

1. Saving's Bank.

An appeal was made to the adults to lead a thrifty life and save something for the future. Two peons, one dhoby and one weaver opened accounts in the post office saving's Bank. But now only one, the washerman, is carrying on regular transactions in the Saving's Bank. The circumstances are such that they are not able to save. Some of them have got into debts to clear off which they have joined chit funds. They find it difficult to subscribe even to these funds regularly.

2. A Daily record of Work

The honorary teachers are being asked to maintain a daily record of work. These records are intended to show the progress attained by the adults in their charge. They are very helpful to new teachers.

3. Scheme for lectures

The adults were asked to give the teachers the subject or subjects in which they liked to be enlightened. Many of them have given

some questions to be answered by the teachers. These questions fall under the headings : wonders of science, civics and religion.

4. Classification of adults.

A separate register has been opened wherein the adults are classified according to the streets they live in. This enables the worker to find them out in their homes whenever a necessity for so doing arises. For the future worker this register will be indispensable. Each volunteer can look after one street which may be his 'ward'.

5. The Teacher.

Already we have pointed out the influence of the personality. A worker of this school must be in close sympathy with the humble organisation of the adults and he must also attend marriages, and festivals in their houses. By coming together, we understand ourselves better. The educated man coming in touch with the worker or the labourer, learns more and he can adapt his scheme of adult education in a better way than he can, by merely teachers and the taught reading books. Experience is the book of life. Frequent visits and talks bring the together and an affectionate bond is thus established.

6. Absence of Workers.

Absence of workers tells much upon the quality and the quantity of work. Just as duties follow rights, giving precedes taking, so also we have to see that in our efforts at self-preservation and conservation of energy we have also to sacrifice a little for a true and a great cause.

SOME DIFFICULTIES.

1. Floating Population.

Many of the daily wage-earners are not natives of Saidapet. They settle here just for a few months and then begin to try their luck elsewhere. Some of the natives of Saidapet are very regular and some irregular. There have been at least a dozen cases where the adult has remained with us for more than a year. In these cases the adult admits that he has made a marked improvement in so far as the three R's are concerned.

2. Lack of Responsibility.

There is also a tendency in the adult to have his name registered on the rolls in the attendance register. He feels very eager to get the free supplies of the school. After that his interest vanishes. These people have yet to be taught their responsibility for the care of books, and the safe return of library and text-books after use. Very few think about the safety of the belongings of a public and charitable concern.

3. The Distance of the School.

To a few people the distance of the school from their homes prevents them from regular attendance. But cases are not wanting to show that when there is earnestness on their part, people residing even at a distance do make it a point to attend the school.

PROBLEMS FOR THE FUTURE.

1. Workers here and Elsewhere.

The workers here are students of the L. T., Secondary and Manual Training Departments. They are volunteers. Such system of voluntary work will be possible

only in training institutions of this kind. Full timed day teachers cannot be expected to devote much attention to the details of working connected with a Night School. At the beginning, full timed teachers are required for the adult schools elsewhere so that they can give their best thoughts to the several difficulties that may creep in and also do their best to improve the quality and quantity of instruction.

2. Cleanliness.

(a) This is a problem which has to be solved by example. The adults have to be taught to enter the school after washing their faces, feet and hands. A bucket of water and a tumbler must be kept at the entrance to the school. Such of those who wear caste marks can also have their respective marks. The materials for these should be kept within their easy reach in the school.

(b) The day labourers generally have their baths very late in the day (i.e.) about 1 P.M. or even 2 P.M. just before they have their meal for the day. They have to be taught to realise the value of a refreshing bath in the morning.

(c) Very few people see the value of clean clothes and a clean body. Many of them bathe on alternate days and they wear the same cloth for a number of days. Only by persuasion they have to be brought round. Interested workers must visit them in the day and make them learn the value of cleanliness.

(d) They would not take care of their body in the midst of their toil to find means to feed their large family. They have even to be reminded about the existence of free dispensaries. Though they know the value of clean habits they do not have the mind to carry the rules into practice.

3. A Second Occupation to be Taught.

Apart from their usual occupation they require to be taught a subsidiary occupation. The people can learn carpentry, weaving of screens or mats or some cane work or bamboo work. This requires some outlay of money.

4. The problem of Unemployment.

It is necessary to keep a list of those who have no work and those who want better jobs. It will also be useful to have the names of employers and their employees. The employers can be interviewed very often. They should be kept in close touch with the working of the school.

5. Teach what is really Wanted.

The worker has to bear in mind the motto 'teach what is really wanted.' The adults who come to school come with a definite purpose and to this end we must adopt our teaching. A merchant wants to learn to write letters in English. A boy who has a working knowledge of English wants to prepare himself for an attender's post. A postman wants to be thorough with the reading of addresses. A weaver requires to be taught some religious verses. These and similar requirements have to be adequately met.

The Awakening.

After these 2½ years, the Saidapet Public have come to feel the usefulness of the adult school. People are just realising the need for such a school. There were a number of fresh arrivals within the past 3 or 4 months. There is still a probability of getting more in the future.

FINANCE.

The college affords great facilities as regards accommodation, lighting, furniture, slates, note books etc. The teachers are all volunteers from training sections.

The college also contributed some money towards the purchase of text books, and library books; the incidental charges have been met by the lecturer in charge and his co-workers. Some sympathisers presented pencils and note-books.

Two variety entertainments were got up and out of the proceeds substantial help was rendered. A harmonium and an almirah were purchased for the school. Text books were bought and supplied free to adults. The public were invited to these entertainments and their response to these functions was encouraging.

Conclusion.

Such is the true nature of the work of the experimental school. The groundwork has been almost complete and in the building of

the structure much has yet to be accomplished. Being an experimental school it drew a large number of visitors who all appreciated the humble work turned out in the school. The kind encouragement of the Principals, the great lead given to the work by the lecturer in charge, the close interest of the workers, and the sympathy extended to the volunteers by their co-workers are all responsible for the little success the school has attained up till now. It is an opportunity extended to the teacher in any school, government, public, private, aided or unaided, to think about the problem of mass education and contribute his due share to the solving of the same. Let god bless the workers with strength of body and mind to carry on the work to the goal of success!

The Library

One of the special features of the College is the establishment of an adult school for the men of Saidapet which is run by voluntary workers. The School is organized by one of the College lecturers and one member of the Kindergarten section assisted by the students under training.

An indispensable adjunct to adult education is the Library. Adult Education will not be complete unless facilities are provided for adults for making use of what they have read. If the habit of reading is implanted in adults by the establishment of libraries, we may say that the scheme of adult education has met with success.

In pursuance of this idea a library of 800 books, chiefly books from publishers and sympathisers, has been formed which is well used. We know that in rural libraries there are a large number of dead books, books for which there is no demand. If the library is to be a national asset, we should exercise a sense of discrimination in the choice of books. We should find out, by actual investigation, what books should and what books should not find a place on the shelves of libraries. With this object in view, a record is kept of books issued to the adults. This list which is published for the benefit of schools and other agencies that maintain libraries, is the outcome of an experiment that we have made in the Teachers' College Adult School library to determine the kind of books calculated to interest adult day labourers.

This list of books will be supplied free to all people who ask for it and who send two annas stamp along with their application.

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ECONOMICS FOR CHILDREN-I

By

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Our Elementary and Secondary Schools are crowded with heavy courses and examinations and any suggestion to impose a new and additional subject would of course be regarded with grave suspicions. But I crave the indulgence of the reader to have a patient hearing of the arguments which I propose to set forth in this article in favour of the proposal suggested by the headline.

There is an increasing necessity for revising many of the courses that are now provided in the curriculum of our Secondary Schools, as pointed out by the Hartog Committee on Education, especially in the direction of imparting a rural bias. Emphasis is being sought to be laid upon the study of such subjects as Nature Study, Sanitation, Co-operation etc. One of the methods of creating this new outlook may be by the study of the Elements of Economics. By the term Economics I mean precisely what Marshall said as "the study of man in his ordinary business of life". Unfortunately on most of these ordinary problems of life, most students (including the University students) have no knowledge worth the name.

The study however, involves no great efforts and no great equipment. All the problems of Production, Exchange and Distribution can be observed and studied even in a remote village. This will give the students an opportunity to be acquainted with the Great Book of Nature. The diversion to the field, the street or the factory is greatly

needed at this time when the teacher and the pupil are growing sick of the classrooms. My first object in proposing an elementary course in Economics is then with this idea of arousing in the young minds, a keen desire for life in the open, for developing and quickening their intelligence and making education really pleasant. Far from adding the last straw to the camel's back or making the courses more unattractive!

In the second place the study of Economics in the Lower and the Upper forms of the Secondary Schools will have an immense practical value. The vast majority of the High School students do not proceed to the University: and it is desirable that they should not be deprived of the knowledge of an eminently useful subject as Economics. A practical study of the problems of economic life would give them the necessary equipment to take an intelligent interest in the discussions of many current topics of the day.

My third plea for the teaching of economics will be more readily admitted. The poor results in the subject are due in a large measure to the inadequate time given to its study at Colleges. It is really impossible to cover such a wide field of study within the short period of two years. The students have not less than ten subjects to do for their examinations and it is but natural that they could give only a tenth part of their time for this subject. The syllabus is too heavy. The inevitable result follows. Nine out of ten who leave the College forget the little

they have learnt, and there are very few opportunities to refresh their memories. If, on the other hand, the study had been commenced at a much earlier stage the results would certainly be more fruitful. In other words the foundations should be laid in the School.

There is another advantage in commencing the study of Economics at School. The proposed course would be in every sense practical, and is to be based entirely on observation and inferences. This aspect of

the realistic study of Economics is sadly lacking in our Colleges and nothing short of a scheme of studies as proposed will really solve the problem. If we recognise that History should be taught from the very earliest stages it is illogical not to admit the claims of a practical science such as Economics. At least, for the sake of making collegiate instruction in Economics more effective and worthwhile we should experiment on the teaching of the subject in the Schools.

A Committee of Cincinnati teachers recently reported that economics should be taught in the senior High School in order:

1. To furnish a laboratory for scientific analysis of the laws and facts of our complex economic organisation.

2. To create in this laboratory an informed, interested, critical, and socially-minded citizenship for constructive handling of dynamic economic problems.

3. To appreciate the fact that industrialism has transformed the old individual order into a social one.

4. To appreciate man's effort in obtaining wealth and using it wisely.

5. To give the students some instruments or tools of thought which will be useful vocationally.

6. To form the habit of using economic truths even when personal motives or principles must be sacrificed.

7. To enrich the Student's general reading background and to train for an intelligent appreciation of current literature on the affairs of the day.

(From the Research Bulletin of the
National Education Association,
September, 1929.)

THE UTILITY OF THE IDEAL IN EDUCATION

By

LOUISA PARSONS HOPKINS.

(From the Kindergarten of December, 1890.)

This is a practical age. One of the first questions we ask in regard to any proposed scheme of action or thought is: of what use is it? We have come to regard utility as the only excuse for being, and not utility in a very high, broad or far-seeing sense, but in rather an external, transient and materialistic sense,—the immediate and mechanical view of things as useful or not useful. Does this course furnish bread and butter? does it mean money? will it diffuse the necessities of physical sustenance? These are very important aspects of utility and concern us to a very wide extent as we meet the problem of life face to face. Especially in a work of beneficence for the mass of humanity, we are compelled to emphasize this phase of utility, at least before we attempt a larger interpretation. The exigencies of the destitute and the ignorant seem to lie in that plane; we must help them to the means of obtaining food, clothing, shelter and warmth. But even for this class the idea of utility, as a much deeper and fuller significance. Is not the life more than meat and the body than raiment? Life is by the poorest felt to include feeling, knowledge and progress in the scale of being.

We find ourselves in the midst of an era of material and physical development, and we are led to form the notion of physical and material supply as the *summum bonum* for all mankind. To train the muscles to

perfect manipulation, to lay the foundation of industries, to prepare the child for successful trade and to occupy him physically, is the educational ultimatum of to-day. Let him learn so much of reading and writing and arithmetic as will enable him to elbow his way through the world; let him study so as to provide himself with what he needs for a livelihood; let him understand that honesty is the best policy, and, if he may be made so fashionable as to catch such unworthy notions of morality, that the virtues are on the whole worth acquiring as a safe and useful accomplishment,—then he has started on the course which will give him at least a chance in the "survival of the fittest" so far as this world is concerned.

Now, have we done the best we can for the race when we have thus blotted out the ideals of life and have reduced all activities to one mechanical level? We have taken out of our educational philosophy all that is inspirational; we are reduced to the plain facts, to the practically useful in every branch of study. We study arithmetic only with an eye to successful trading, to accurate counting. We take up geography only to memorize its statistics to have the facts of political boundaries clear, the census correct, the ground-work of commercial geography ready on which to build our future wealth in safety. It is the "gradgrind" system to which we gravi-

tate, and it leads us into a barren and arid country where all that is best and most human starves and dies.

Now, in every study and work there is material for finer issues. To go beneath the surface, to see the causes and relations of things, to see the design and harmony of nature, to follow the thread of structure and development, to feel back and think back from the surface-fact, and forward from the mysterious spring of power and creative thought, into all its manifestations of nature and of human life and art,—this vivifies the whole realm of study and we are *born again* into the world of the ideal; we breathe a freer air and gain a broader outlook. All our faculties awaken to an ever-evolving opportunity and growth of activity. The imagination is ennobled by the preservation of the ideal and enters into every mental effort. The student, trained to search out the meaning and the plan, to discover the purpose and method of every class of facts presented to his comprehension, will add something to the worth of those facts, will enlarge and exalt the boundaries of what he deals with, and build up the science in which his thought has found stimulus and satisfaction, as well as the art where his inquiry for the ideal has preserved and strengthened his originaive power. On the other hand, the acquisition of the bare isolated and external fact, the mechanical aggregation of dead material, will block the way of the scholar, will stultify and degrade the mental powers and impoverish all the essential realities for him forever, because it is the opposite of education or *leading out*; it *shuts in*, narrows and hardens the powers and processes of the mind, it makes a parrot or a machine of the child, born to seek, to

know and to originate. One of the most difficult of educational propositions is that which undertakes to convince men of the supreme reality of what is not apparent to the senses, to show them that the unseen is more real and essential than the seen; that the things perceived by the outward eye and ear are merely transient and external, and that they are useful only as they build up and sustain the unseen and lead to eternal verities. One of the most difficult of undertakings is to convince people that what they see and handle is not so real as what is not perceived by the senses. We see experiments in physics, and the subject seems to us exhausted; gravitation and vibration seem to have no meaning beyond weight and momentum, but do not be content with this meagre and superficial idea of those forces; the presentation is only the hint of the active power, a symbol, a suggestion of the great reality. In fact, those forces are behind and within all the universe; no eye can see them,—if we reach to heaven we do not compass them; the things they control, the medium through which they express themselves will perish, become changed and disintegrated, but the forces themselves—how indestructible and unvarying! it is our great privilege as human beings that we can discern their imminence and their permanence.

We feel a new reverence for the powers God has given to man as we see human thought run forward to meet the divine thought. Kepler, following out his mathematical logic, discovered the laws of motion for the planets before astronomical science was able to demonstrate them, until his third law was at last established by observation. Darwin felt his way along an

untrodden path to meet the footsteps of the Creator, and was able to point out the progressive development of organic life and reveal a new truth to humanity. He who cannot trust his intellectual strength so far as to think the thoughts of God clearly, can yet become so quick to respond to a spiritual union with the Creative Spirit as to feel his presence in the beauty of earth, sea and sky, or in the laws which are already revealed, and this spiritual recognition is a boundless inspiration. Everything we have to study in such a sympathy we shall approach with ardor; we touch the inside, not the outside of nature, while we are conscious of its indwelling spirit. If we go through the days and years of life without looking or feeling below its material, its round of pleasure or of work, we are meeting it as a mere animal. Are we busy? so is the bee; are we industrious and patient? so is the ant, and both perhaps to a greater degree than ourselves; do we investigate the outward material of things? So does the beast; he uses his senses and physical means of knowledge as well, perhaps better, than we. If we would be more than the brute, we must see something more than the external form, we must see that of which the material is only the medium of expression to man, that which arouses in the mind, thought; in the heart, sympathy; in the soul, aspiration. The inward eye must be open to discern the reality and strive for it more and more.

And in all this striving which follows the clear perception of the truth, the process of development proceeds; human growth is a succession of conquests in the struggle toward the ideal. There is no advance for him who rests in the outward and does not look beyond the immediate and tangible.

He is imprisoned, hopelessly, in the cell of physical life, who does not look out with a yearning for freedom and longing to escape which grows into a determination and effort to burst the prison bars; so from desire is born struggle and hope, so out of suffering achievement and the enfranchisement of power; so the waves and billows are surmounted and the shore is won; so the whole earth groaning and travailing, ushers forth the soul of man on its sublime pilgrimage. Evolution is the constant method, not a painless, not a stolid change from low to high, from small to great, but a bursting of the fetters, a pressing against our environment, a stretching of our in-born capacities, a strong reaching forward, breaking down every stronghold, throwing open door after door which shuts in the growing, longing and conquering spirit, till with throe after throe we are brought forward into larger places, on the higher stand-points and into nobler spheres of life and activity.

The brown beetle scrambles about the muddy floor of the stagnant pool, and not until he struggles upward, as if to reach some fair image of what he might be, does he become a winged creature formed to dart through the summer air. "The chrysalid, with rapture stirs; the water beetle feels more nigh His glory of the dragon fly;" the whole creation is lifting up its myriad hands for something of which it dreams and which through struggle it may reach at last. We can imagine even that some spirit moves in the solid rock to crystallize and glorify it; there the ruby and the diamond attest the glorifying power of an ideal. So a noble ideal acts upon the most heavy and inelastic temperament and transforms it at last.

Education must start with ideals; into every external and outward form it must breathe an inward significance which alone gives value to that outward form.

It is high time that educators should recognize in every direction and detail of their work that all that is worth reaching is the outcome of what is immaterial, the expression of the hidden, a growth from within outwards and not an arbitrary form to be adopted by conventional methods, the fossil of some dead thought, the mere rubbish of the schools, the technicalities of the school-master.

Bring back the brave ideals of truth, purity, beauty and love. Let them enter into the earliest development of the little child. Build up in his soul-perceptions a personality which represents his intuitions of goodness, love and power, and which embodies his ideals. Let the idea and the apprehension of God be the beginning of his knowledge and wisdom. With what a progressive ideality have you thus endowed him as he stands at the threshold of his immortal career of knowledge, growing from more to more, "till mind and soul according well shall make one music!" Indeed, everything we know must have its image in our minds. We see what corresponds to the image we have formed in the brain. Even when we are simply looking we see what we expect to see, or what we hope to see. If we go out into the woods for anemones we see anemones, the egg hunter sees birds' nests, the fisherman observes when the day is good for fishing, the housewife when it is good for drying clothes. Walking with a group of children one soon finds what their several tastes and enjoyments, their studies (if you, please) are

by what they see and hear and find. The observation which responds to some wish of the heart, some image of the thought, is the real study, the only study that ever informs the world, the only kind of study worth having. Let a man, then, go out into the fields and woods or among people, to his work of study or recreation, with the right image in his mind.

The ideal is the all-important thing to start upon; the image in the mind, the wish in the heart, the love and hope we carry in the soul, is what will shape the life; it selects everything for us and feeds us with its own nourishment; we grow more and more into a pattern of this image from day to day. All knowledge will fall into the magnetic lines of that ideal. Do we think of nature's beauty, of her variety of form, of her secrets and of her mysteries? They will all unlock themselves to us and let us in. The naturalist, the scientist, is studying his subject, not from books and teachers only, and at given times, but constantly from every source of illumination. His ideal secretes from all phenomena that surrounds it and is brought into connection with it, material for building itself strongly into a foundation for other ideals; just as the coral polyp secreting its rocky elements from the sea establishes a footing and basis on which others may also build many a glorious structure undreamed of by the coral. Such an ideal includes a grand ambition, too. Agassiz wrote to his mother when he was ten years old, "I mean to become the first naturalist of my age," and he was. Great ideals cherished in the heart grow into a hope and a controlling determination to achieve them. The facts we learn, the rules we try to follow, the processes we go

through, are all outside matters,—but the inspiration is a spring at the root of all activities and builds up within us intellectual power for every effort, love for all learning, and the character and individuality which is ourselves eternally. Whatever our ideals, they will make us grow into their image sooner or later. The day will come when we might as well have them all printed on our foreheads, they will be so plain there. The ideal is the pattern we are being formed by and fitted to, just as if it were laid upon our lives and Fate with her shears stood by trimming and paring the beautiful fabric of being to fit it more and more exactly and unalterably to that pattern, be it good or bad, noble or base, generous or mean, earthly or heavenly. So in a smaller way do we stand beside our work, be it ever so small, with the pattern in mind by which that work must be shaped, if it is to be worth anything. Even a good game needs a plan or pattern well adjusted, well regulated. One cannot do anything well without a clear notion to start with of what he is to do and how and why he is to do it. Helter-skelter methods accomplish nothing; we must get a very complete and vivid ideal to begin with. This grows in the mind by keeping it there, just as a seed grows and swells by being in the damp earth; it gains in clearness and distinctness of outline, it brightens and looms up in glowing proportions, until we can use it for a pattern in all the detail of work. Man can do things he never would have dreamed possible without it. There it stands all illuminated with the fervor of interest and expectation, as if it had a compelling radiance within itself and shone with an almost creative light: he must obey its unceasing sugges-

tions and every blossoming power of life will open only to adorn it. What is every form of being, every type of life, every structure and organism but an expression—a way—a medium—through which we strive to reach great ideal of eternal thought and love, of power and beauty, and through which it ever strives to reach us?

The poet, the seer and the little child can see and hear and feel the divine in every clod and in every flower, in every form of nature and in every sentiment and relationship of the soul. How beautiful and illuminating is the fact that the child is a natural poet or seer and takes by instinct what otherwise it could never grasp in childhood. "Heaven lies about us in our infancy and trailing clouds of glory" come the generations of childhood into our reverent hands. Yes, the child, like the poet, sees God in all, the spiritual within the natural; out of this insight alone comes the full comprehension of outward forms presented one after another to our attention and investigation, to our experiment and discovery; then will proceed in right order knowledge and use, first that which is natural and afterwards that which is spiritual,—the essential involved in and informing the superficial,—and the superficial will prove as nothing without such indwelling. Out of this insight and sympathy with nature grows certain knowledge, living interest, love of learning. Not the shadow, but the substance of knowledge is thus at work on the imagination of the child, to give him ideals which rest in the mind as a fertile germ, ever growing, ever expanding into more inclusive types, ever ready for application to more and more varied forms, ever ready for expression in more and more varied material. How belittling is the

system of thrusting form before essence, of teaching empty words, of cultivating physical aptness in handling and moulding material, while neglecting the building up of those ideals for whose expression all this mechanical facility is alone worth anything. "Let us have everything," says Bacon, by "inward necessity." An ape can busy himself with the outside or the inside of a material object, he can see, hear, smell, taste or feel it, as well as the man, but his want of ideality is his brutish limitation. If utilitarian effort aims at nothing higher than this outward impression and outward use, as if man were but a brute, to be trained to complete command of the senses for the objects of brute life simply, only to protect and perpetuate the physical life of himself and his offspring, is it not depraving and degenerating in its ends?

Ah! stop indeed to discriminate at this point in our schemes of industrial education. We are dealing not with brutish beasts, but with the human intelligence for which the ideal element is inseparable from material facts. An immortal being must be fed with spiritual nourishment if it would grow; that alone builds the man, the occupation of his soul as well as his body; the activity of the soul must inhere in all his physical activities and inspire them; let every work of his hands be instinct with spirit and love. "There is everywhere in nature and science a voice audible to human ears, and a speech intelligible to human understanding," even in the child; nay, in him more than elsewhere which is not possible of apprehension to the brute; it is the truth, the beauty, the logic, the faith which underlies all material phenomena, the perception of the immaterial. The possi-

bility of conceiving ideals vibrates in every human soul, even the emptiest and the dullest; it is the response God has placed there to His infinite beauty, to His eternal truth and to His divine love.

Let education take her winged way above the animal senses, above the inorganic material, while using and training both, and seize the image which makes dead matter into living symbols, drawing from every real thing its creative ideal. Carlyle says, "Nature is the time-vesture of God." Browning sings of

"God in the broken gleams, in the stifled splendour
and gloom!
Speak to Him for He hears, and spirit with spirit
can meet,
Closer is He than breathing and nearer than hands
and feet."

How grandly sound the voices of the astronomer and the student of nature as they proclaim, from starry skies and ciphered page, from the gateway of plant and animal life, the closeness of the ideal, the consecration of the real. Says Agassiz, I will frankly tell you that my experience in prolonged scientific investigation convinced me that a belief in God—a God who is behind and within the vanishing points of human knowledge—adds a wonderful stimulus to the man who attempts to penetrate into the region of the unknown.

Let us have no dead materialism or aimless motive in our new educational departures, but make all industrial training glow with mental or moral fervor, that the real and ideal may unite in the most perfect utility. Only when the idea of continuity and harmony shall be fully conceived shall we be able to secure eternal utility. As nature associates with the physical training of childhood all the beauty, mystery and

spiritual meaning of its outward forms, so must the educator inspire all the material of educative employment, all crude opportunities and tentative essays of industrial work and training, with their related possibilities of spiritual expression. Taste and feeling must stimulate industry if it is to become creative. Symbols of beauty and truth adapted to his degree of advancement should be presented to the worker; if he can do no more than copy them let the moral idea of truth in execution and faithful imitation inspire the eye, the hand and the heart. Let some bright hope, born of love, animate the labor and give it a finer quality and more complete finish. Enrich the intellectuality, refine the purpose, exalt the motive of the

worker if you would raise the tone of the work. In all these industrial occupations do not shut the door on that which differentiates human from brute industry, viz.: the expression of the mind and soul. The child's share of the divine thought must blossom into form through the skill of his fingers if one element of value is to be added to the dead matter upon which the child works. What force shall be mighty enough to transform industry into creation and thereby make it human? Is it not the power of thought, the energy of love, the force of the divine ideal which springs from man's spiritual relationship? The God in man reconciling the world unto Himself?

"System is a good servant, but a poor master."

"When we have acquired the habit of experimenting, we become independent thinkers, then does real education begin."

The hand is the most marvellous instrument in the world; it is the necessary complement of the mind in dealing with matters in all its varied forms.

The intellect must be surrounded by the Rich men of the affections, and backed by the power of the will, or it attains no perfect Truth (Phillips Brooks.)

The greatest deeds of a man are but the developed emotions of an infant's soul. Education is the cultivation of a just and legitimate familiarity betwixt the mind and things. (Bacon.)

Brawn should not be sacrificed to Brains. (C. V. Raman.)

The best Teacher is he who can command both love and respect of his Standard:

GLEANINGS

Leadership in Education

W. J. C. writing on this subject in *School Life* (Sept. 1929) enumerates the following six requisites in an aspirant for leadership in Education.

1. Willingness to undergo hard work.
2. Physical capacity to stand hard work.

(Napoleon with four hours a day for sleep, Edison in his laboratory 24 hours at a time, without food or drink, Ford building his automobiles after a 10 hour day of his regular employment, illustrate the demands which leadership makes upon the human frame).

3. A clear cut purpose.
4. Ability to make use of obstacles.
5. Ability to get along with people.
6. Outstanding capacity to identify the self with the cause. Great principles recognised as spiritual truths seem to make little impression upon a material world. Once a great principle is embodied in a human form and actually lived in a material world it has immense influence.

Discipline and Punishment

Prof. W.H. Kilpatrick in the course of an article *NEW IDEAS ON DISCIPLINE SUPPLANT OLD METHODS OF PUNISHMENT*, in *children U.S.A.* and Reproduced in the *Punjab Educational Journal*, February 1930, writes:—

"Don't make punishment your main reliance, you might as well make medicine the main thing in your child's daily diet. For, 'Punishment has no separate place in character building. It may at times be used wisely when it seems the only way to prevent the building of bad habits. Even here it works best with younger children, and the less we as parents have to do with bringing it about and the more naturally punishment results from the act itself the better. If it must be given, certainty and uniformity are much better than severity. Severity is particularly to be avoided lest we hurt the emotional nature and destroy the fine harmony which should hold parent and child. Our main reliance in character building however is not punishment but wholesome rigorous activity under wise guidance and varied social surroundings. The test as to success at any stage is : what kind of character is being built?"

Education for a Changing Civilization

Vitalizing the High School Curriculum is the subject matter of the Research Bulletin of the National Education Association, (Sept. 1929). Modern Civilization is essentially dynamic. Science and the machine are reconstructing our life. They have effected profound changes in Industrial life and have modified considerably such social institutions as the community and the family and have effected far-reaching changes in Social customs. It will be conceded that a school designed merely to meet the demands of yesterday or even of to-day cannot meet the demands of to-morrow, as far reaching changes are taking place.

The National Education Association has embodied in this bulletin the results of their enquiry into the needs of the growing pupil and how far the existing school system may be modified to suit the changing civilization.

"As civilization changes, our secondary school curriculum should strive not only to keep pace but to lead the way. A static school in a dynamic civilization is an anachronism. He who commands the secondary school to stand still while civilization moves on would relegate it to a place of insignificance.

According to the sixth year book of the Department of Superintendence a school which aims to fit pupils to take their place in a static world is hopelessly inadequate. It is essential that curriculum builders realize that just as the world to-day differs from that of forty or even ten years ago, so we may expect further and perhaps accelerated changes in the future. The conception of education as preparation for life that is constant and unchanging is untenable. We do not know what life is to be even a few years hence. A new conception of education is needed. The School should help the pupil to achieve poise and balance in the midst of change.....

"The need is for a curriculum suitable for a rapidly changing civilization, with large social, spiritual and industrial values, and sufficiently differentiated to meet the needs of adolescent youths with varying levels of ability, social and economic backgrounds and hopes for the future"

Will our Educationists and Educational reformers note this aspect of curriculum preparation?

Examination Systems in other lands

We extract the following from ZiaUddin Ahmed's masterly survey of the 'Educational Systems in England, Germany, France and India', as we believe it will be particularly interesting to educationists in India.

German System of Examinations

In Germany the system of monthly, terminal and annual examinations does not exist and students are not examined year after year for promotion as in England and in India. The year is divided into three terms; at the end of every term the teachers in every subject give their opinions about each student which are entered in a register. At the end of the year, the Headmaster, in consultation with the teachers and on the basis of the records supplied by them, promotes the students from their classes. The proportion of students who are kept back is very seldom large, and never exceeds 10%. Advice and threats are administered sufficiently early to make both students and parents careful about their study and progress, but the fate of the boys does not hang on the chance of passing certain examinations. In every school marks are given for sports, games, obedience, good behaviour and general diligence.

The final examination of the High School is called the *Abiturienten* examination and entitles the student to join a university or any higher technical institution of University Status..... The examination is held in each school by the teachers of the subject under the general supervision of an inspector of the division. The examination is both written and oral, and only one question is set in each paper. The student is expected to write an essay instead of answering a fixed number of questions as is done under the English system. The teacher usually suggests three subjects of which the Inspector of Schools selects one.....Students are not examined in all subjects but only in the principal subjects....."

French System of Examinations

"The system of examination in France is very different from that of England and Germany. Public examinations are held at the end of every stage of public Instruction—*Certificate des Etudes* at the end of compulsory primary education, *Brevet d'enseignement primaire supérieur* at the end of the Upper Primary education, *Brevet Supérieur* at the end of Normal school education, which is the highest stage of free education, and the *Baccalaureat* at the end of the secondary education.....

All public examinations are held twice a year the first at the end of the academic session in June or July and the second just before the beginning of the next session in October. In the second examination only those candidates are permitted to appear who failed in the first examination or who for cogent reasons could not appear in the July examination.....The examination is both written and oral, the oral part being twice as important as the written part... ..The teachers' remarks made during the last three years are also duly considered by the examiners. Every candidate for certificate is required to write an essay on a subject of his own choice, and if his essay comes up to a certain standard of merit an entry to that effect is made in the certificate. Candidates are required to write on one of the following subjects :—(A) Boys—Agriculture, application of science to agriculture, application of Science to Industry or maritime education; (B) Girls—Education of children, hygiene, domestic economy, and house management.....

Examinations in France are not conducted by one central authority. Printed papers are not sent to each centre of examination, as in the English system. The Rector of each university nominates one examination Board in his province for the *Baccalaureat* Examination and one Board in each department for each of the other examinations.....Very great care is exercised in the selection of the President of the Board by reason of the extraordinary importance of his position. Most of the members of the Examination Board are local teachers, who are not debarred from examining their own pupils.

The examination Board appoints several examination committees, called juries, for conducting the examinations. Written work is always examined by two examiners. Answer papers are not sent out to the examiners; the examiners come to the centre and examine the answer papers (which are not books) in rooms specially provided for them.

The oral examination is open to the public, but not the written examination. The written examination is not based on Text-books, but aims at testing the general fitness of candidates. The use of dictionaries is allowed in the written examinations in languages. In the oral examination, three to five members of the jury sit on one side of the table, and the same number of candidates on the other side. Practical examinations in science are usually conducted in the schools themselves. In the written examination each paper consists of three questions of which students are required to answer only one.

English System of Examinations

The English System is dominated by the idea and practice of examinations. The boys and girls are admitted at the age of eleven in central schools and scholarships are awarded to them on the result of a competitive examination. An examination is held at the age of 15, which is called in some cases, the First School Examination, and is conducted by different authorities.....

A Second Examination is held at the age of 18, by eight different authorities, which entitles the candidates under certain restrictions to join the universities. The University Colleges often conduct their own admission examination..... The Universities conduct a series of examinations for their graduates and undergraduates. Every student is required to pass a public examination, a year or two before his Degree Examination.....

Under the British system of Examination, the examining authority appoints examiners for each paper. In every subject several papers are set, and each paper has a different examiner.....The students assemble at various centres of the examination at the appointed time. Printed

papers in sealed envelopes are sent to the superintendents of examinations at various centres. Students are required to answer six or seven questions in three hours. The answer books are sent to different examiners who award marks numerically. The maximum marks are fixed for each part of a question, and the maximum marks allotted for the whole paper vary from 50 to 100. The marks are totalled by the examining authority, which declares the candidates to be successful, if they succeed in securing the prescribed percentage of marks in each subject and in the total. The names of examiners are kept confidential and students are forbidden to write their names on the answer books. Special stress is laid on the fact that the examiners and the examinees should not know each other. The ability of a candidate is judged entirely by the number of marks he secures in the examination. All candidates are required to answer the same question at the same time at different centres. In the bigger examinations assistant examiners are appointed to assist the Head examiners. The assistant examiners very often do not meet, and examine according to the written instructions issued by the head examiners. The efficiency of a school is judged by the percentage of passes in public examinations.

A REQUEST

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EDITORIAL

Budget (Education), Part II:—

We gather from the accounts that appeared sometime back in the dailies that the Finance Committee had approved of the recommendations of the Director of Public Instruction regarding the increase of expenditure under certain heads. The grants for education, which have been sanctioned by the Finance Committee, will be embodied in the budget for this year. Provision is proposed to be made for the following: New girls' Schools and new teachers for the same—Rs. 1,09,000; Medical inspection and stipendiary grants to new schools Rs. 46,900; Equipment grants to secondary schools Rs. 1,41,600; Revision of subsidies to schools under local bodies Rs. 84,348; Teaching grants to aided schools Rs. 31,000; Building grants Rs. 1,44,000; Grants to District Educational Council Rs. 55,000; Sub-Assistant Inspectresses Rs. 49,800; and Industrial Schools Rs. 100,000.

We are glad that the director of public instruction has provided for an increase of expenditure to the extent of nearly eight lakhs, and it is some satisfaction that the Finance Committee has readily accepted the recommendations of the Director. While we are thankful to the authorities for the small mercies we cannot help feeling that the recommendations of the director are somewhat halting. There is no indication that the needs of the different grades of education, especially those of Secondary Education, have been properly appreciated. Members of the Finance Committee some of whom are directly connected with the management of Secondary Schools, will not be unwilling to sanction additional expendi-

ture on Secondary Education if the director of public instruction had placed before them the deplorable condition of many of the secondary schools. The memorial which was submitted to His Excellency the Governor by the teachers in aided Secondary schools had set forth in clear terms the direction in which help would have to be rendered. It should have been easy for the director to make out a strong case for aided schools and we regret to find that a valuable opportunity has been lost. No Finance Committee will be prepared to take the initiative in the matter of expenditure and it is unfortunate that the budget for this year fails to bring a ray of hope to teachers in secondary schools, whether under local bodies or under private management. The presentation of the case of aided schools is as cautious as the provision for relief is meagre. The provision that is made is perhaps in the nature of *Mangalakshadai*, and we are asked to take the wish for the deed.

The present *triennial* system of subsidies to local bodies maintaining secondary schools is proposed to be modified and hereafter every board or council will be given a lump sum subsidy representing the existing subsidy together with an addition of 5 per cent of this amount. When new classes or schools are opened, the subsidy may be increased more or less proportionately. The sum of Rs. 84,348 included in this budget is to meet the increase of 5 per cent and to provide for subsidy to new schools. This provision can hardly be considered adequate when we remember that there are over 180 secondary schools under local bodies whose resources are by no means satisfactory. The

relief proposed for aided schools is still more disappointing. A sum of Rs. 31,000 is intended to satisfy the needs of over 270 secondary schools under private management. The official statement which accompanies the recommendations abounds in half-truths. It makes one think that the Government grant amounts to half the net cost and that it will be generally equal to the income guaranteed from endowment, subscriptions and other sources. But the Managing bodies complain that the grant amounts only in rare cases to half the **net cost**. Considering that the income from endowment etc., is, in the case of most of the schools under Indian management, negligible, it follows that most of the schools get very little by way of grants. We find it stated that the director admits only such expenditure on establishment, contingencies etc., as is considered reasonable by him. This precaution is meaningless and unnecessary in as much as the salaries etc., are admitted to be very low. We are glad, however, that the director is prepared to concede that well established and efficient schools which raise the fee-rate should be "aided more liberally by Government." How we wish the provision recommended by the director is commensurate with the needs of the school. A paltry sum of Rs. 31,000 can hardly prove adequate. Yet persons there are whose names are mentioned now and then in connection with the ministership and who imagine that the Government is encouraging aided schools to the detriment of schools under local bodies. Dewan Bahadur Kumarasami Reddiar is reported to have stated that "the declared policy at present was to give greater encouragement to private agencies than to local bodies." He even doubted the wisdom

of this policy. We should like to know what efforts he has made during all the years he has been a member of the Legislative Council to remove any inequality and to place all the secondary schools on a sound basis. The director has recommended (1) that **excess fees** (fee over the standard rate) collected should be treated as management's contribution for the purpose of assessing grants, and (2) that registered managements should be allowed to retain the profits made during the year subject to the condition that the money thus retained is not allowed to accumulate but spent with the approval of the Director on improvements to the school". These recommendations were no doubt urged by The South India Teachers' Union and The Madras Teachers' Guild as a temporary measure and they will give immediate relief to big high schools. We are thankful to Mr. Grieve for having given effect to the suggestion made from time to time; but what about the numerous small schools situated in semi-urban areas? It is feared that any raising of the fee-rate will affect the strength of the school, especially when an adjoining school is levying fees at standard rates. The authorities should not aim at simplicity of procedure but they should be anxious to know the special difficulties of secondary schools and come forward with proposals which will, by giving relief to these schools, enable them to function efficiently. Unless the Minister for education calls upon the director of public instruction to submit a special report on the condition of secondary schools and to formulate definite proposals for placing them on a sound footing, the public is not likely to have any comprehensive scheme for the improvement of secondary schools placed

before it for consideration. Will any member of the Legislative Council interest himself in this matter?

Plain Fact.

We had occasion to review in our last issue the book on "Systems of Education" written by Dr. Zia Uddin Ahmed. A few interesting extracts relating to the systems of examination in different countries are published elsewhere. This is just the book that we should like to see in the library of every school. It contains very useful information regarding the systems of education in England, Germany and France and a perusal of the book is likely to make the teachers think more seriously of educational problems awaiting solution. The teaching profession which has been content all these years with merely carrying out instructions has unfortunately begun to lose faith in itself and it has come to entertain a notion that reform of any kind is not feasible in India and that the present system is the best possible one under the "peculiar circumstances" in our presidency. This book will prove a good corrective to this petrifying influence of our environment and will also stir up the apparently stolid profession. Teachers will no longer abandon the goal because of the difficulties that lie ahead of them. A uniform system of education which is predominantly literary, can never be expected to serve the thousand and one purpose of the complex modern society. Other countries had difficulties of their own which for the time being appeared formidable. Teachers in our presidency are not yet so dead to all healthy influences that they cannot respond to the call of the country. Why should it be impossible for us to do to our children what the teach-

ers in Germany and France were willing to do for theirs.

One fact which stands out more than anything else in this book is the very large part that the state has been playing in modern advanced countries in respect of all grades of education. The myth that higher education is not the concern of the states is easily exploded and schools as well as Universities are, with few exceptions, state institutions in Germany and France. Even in England, the situation is considerably changed after the war and the part played by the state is remarkable. More striking than the provision of the funds is the spirit of determination on the part of the authorities to understand the nature of the problems and to meet the needs of the country. We should like to indicate the chief features in the educational systems of the different countries.

In England "expenditure on education has gone up by leaps and bounds since the war. . . . The cost of Elementary Education has increased $2\frac{1}{2}$ times i.e., from 25½ million before the war to 61½ million at present. In Secondary Education the expenditure has increased $3\frac{1}{2}$ times from 4½ to 14½ million". "The total charge on public funds for education is over 80 million pounds of which about three-fifths is paid out of taxes and two-fifths from rates". "The total expenditure (excluding London University) on education of the London county council for a population of 4½ million is £ 12½ million of which 47% is paid by the Board of Education in the shape of grant out of taxes, about half from rates out of the general income of the London county Council, one per cent from

fees and two per cent. from miscellaneous sources." The cost of Secondary Education in London is met at present by tuition fees, rates and taxes in equal proportions and 40% of the pupils are free scholars. About 913 Elementary Schools are maintained in London area and each school is at perfect liberty to frame and follow a curriculum of its own. The county of Kent possesses 437 Elementary Schools and 40 Secondary Schools and besides these it is also carrying on a system of Rural Education which lays great stress on gardening.

Germany presents a well-organised graded system of education which seeks to secure a correlation of education to life. It recognises the existence of three classes of individuals in every sphere, viz., the numerous workers fit only for routine, the skilled workers of the foreman type, and the few leaders who are to guide and control. The chief feature of the German system is the variety of schools with inter-relation wherever possible and necessary. Children may be in the kindergarten school till their 6th year or they may be trained at home. Elementary Education is compulsory from 6 to 14. All children of the school-going age should all of them attend the common school up to the tenth year (Einheit Schule). Then they may proceed to a higher Elementary School (Volk Schule) and have their education free till 14. Some children may after the 10th year join another type of school (Mittel Schule-Middle School) which offers instruction for 6 years. It is also open to the children to join a high school where the course extends to 9 years. Children who leave the Einheit Schule will join the type of school suited to their needs. The High School of which there are 3 different types

leads to the universities and Technological Colleges the specialists are turned out whence. In the Volk Schule, Mittel Schule, and Trade School subjects that are taught may be the same but the viewpoint and method are different. No one can take up any technical job in Germany without undergoing a preliminary period of apprenticeship. A student who leaves the Volk Schule with the idea of entering life should enrol himself as an apprentice and should also attend a Technical School (Gewerbe Schule) during this period. An examination is held at the end of the course and any one who passes this test can carry on work as watch-repairer etc. A student who leaves the Middle School may either join the High School with a view to joining the University or join the Trade School. The course in the Trade School is for 3 years and on passing the examination at the end of the course the pupils are required to enrol themselves as apprentices and to work for another period of 3 years. A final examination is held and successful candidates are called "masters" in their trade and "no person is entitled to open an independent shop unless he has passed the master's examination". A pupil who does not make progress in the high school may on the completion of the sixth year join the Trade School and qualify himself for a trade. The High Schools are spoken of as Real Gymnasias or Oberreal Schule according as they pay special attention to classics or to Sciences and modern languages. How can we in India speak of diverting students who are not fit for University from University courses when we are anxious that our Secondary School should continue to prepare students for life and also for the University?

"The French system of education is so arranged that an intelligent child of humble parentage has an opportunity of obtaining the highest education in a University or a Technical College by receiving free education in successive stages." Education is compulsory up to the age of 13 but intelligent students may leave the school earlier if they pass an examination. Secondary education is given in the *Lycees* or Government institutions or in the colleges maintained by Municipalities or private bodies. In each *Lycee* there are parallel classes where the courses of instruction may be classical or semi-classical or modern. An examination (the Baccalaureat) is held at the end of the seven years' course and success in this examination entitles one to join the University. The lectures in the University are free and open to all and the degree of Doctorate is the only degree that is awarded.

The bundle of Twigs.

The moral of the story of the old man and the bundle of twigs should have special significance to the members of the teaching profession. The S. I. T. U. cannot yet feel that all the teachers in the presidency have been made to realise the value of a strong organisation. A strong organisation is urged not so much from an aggressive point of view as from a deep conviction that the profession can contribute its share to the building up of the nation only when it is properly organised. We are therefore sorry to see that teachers in the Board Schools of Tinnevely district should have chosen to start a separate association for themselves. The Tinnevely District Teachers' guild has been doing valuable work and it can always afford

ample opportunities for the teachers in aided schools and also for those in schools under local bodies to meet freely and to discuss problems affecting the profession. The utility of an association, the membership of which is confined to a limited group, is open to question though we may overlook for the moment the loss which it may entail to the profession as a whole. The S.I.T.U. was not made aware of the circumstances under which this Board Teachers' union was started. A report of the first conference of the union held in December was placed in our hands recently and we are not able to find that any case has been made out for starting a separate organisation. If the improvement of the conditions of service of teachers in Board Schools be desired, a deputation of these teachers can wait on the president of the Board. The District Teachers' guild would not have refused to present the case of teachers in Board Schools to the authorities. It cannot be said that Refresher courses, Exhibitions, etc., are matters in which the co-operation of teachers in aided schools may not be sought with advantage. The address of Mr. A. P. Sivaprasad the chairman of the Reception Committee of the District Board Union Conference discountenances by implication any fissiparous tendency on the part of teachers. He has not cared to explain why a separate organisation has at all been found necessary. We do not know whether many will be found to agree with him in the view that the local administration has given teachers more freedom and security than the private managing bodies. If that view be granted to be correct, it becomes all the more necessary that the Board Schools should not attempt to break away from the guild, leaving

the teachers in private schools to shift for themselves. We appeal to teachers in Board Schools in the District of Tinnevely to take a broad and long view of things and to be prepared for sacrifices which should be naturally and legitimately expected from their more fortunate position of freedom and security.

Elections !!

It is gratifying to note that as many as eleven teachers have been returned to the Senate of the Madras University by the Registered graduates. A larger number could have been returned if the teacher voters had been animated by a strong feeling of professional solidarity. Teachers should realise that success on such occasions creates a profound impression in the public mind and also enhances the prestige of the profession. Now that election to the syndicate is approaching, it is necessary that efforts should be made to return from the senate to the syndicate a few teachers who have been intimately connected with the university affairs. Rev. Father Bertram, Mahamahopadhyaya Prof. Kuppusami Sastri, and Mr. P. A. Subramanya Aiyar have intimated to us their intention to stand for election to the syndicate.

We hope all the teacher members in the senate will give their special consideration to the teacher candidates and see whether they cannot see their way to vote solidly for those candidates who have established their claims for support at their hands by their steady work in the senate and other authorities of the University.

At Last.

We invite the attention of our Readers to G. O. No. 180, Education dated 6-2-30,

published by us elsewhere *re*—a contract between teachers and managements. The G.O. lays down that "the terms on which the teachers are engaged, including the execution of a written agreement between the management and each teacher as prescribed in Appendix 28", shall be taken into consideration in granting to or withdrawing recognition from a school. It is something that the department have realised now at least that in many institutions, teachers do not have any reasonable sense of security of tenure of their posts. The S. I. T. U. and its affiliated associations have been agitating for the past several years that the Department should take measures to introduce a standard scale of salaries acceptable to all institutions, and frame suitable rules for conduct of teachers on the lines of the rules applicable to teachers in the subordinate educational service. Even last year when the question was referred to them, all teachers' associations were against the introduction of any form of contract but reiterated their demands *re*—standardisation of salaries, as formulated upon by them at successive educational conferences.

It is therefore strange that the Department should now force a contract on them, without any effective safeguard, against the improper interpretation of the terms. Though the contract implies the existence of definite leave rules, it is well known that in many schools no rules exist *re*—scale, of pay, leave, etc. In the event of termination of service, the model form of contract suggests that the services of a teacher may be dispensed with by giving him three calendar month's notice. Managements, very often with a false plea of economy, may dispense with the services of a teacher even in the middle of an academical year, when it will be very hard for the teacher to get another job. The provision for an Arbitration Board, to intervene in such cases would be a safeguard against the present 'sudden notices to quit given by the heads of several schools. We invite the attention of teacher's associations to these and other defects in the proposed contract and suggest that they may carry on an effective propaganda, for better service conditions.

THE ALL-INDIA TEACHERS' CONFERENCE

SOME IMPRESSIONS

The All-India Federation of Educational Associations held its fifth session last Christmas in Madras under far more favourable conditions than the 4th session in October, 1928, in Bombay. The organisers were fortunate enough to secure from the start active support of all educational officers, associations and institutions whose sympathy and support were necessary for the success of their proceedings. The excellent Educational Exhibition with which the proceedings were inaugurated was opened by the Head of the Department of Public Instruction, Madras, and consisted very largely of specimens of work of Government and other educational institutions in the Madras Presidency. These appear to have vied with one another in collecting and exhibiting all that was best in their work. The specimens put up covered a wide range of work from the kindergarten to the teachers' training college and represented every branch of primary, secondary, and normal school activity. Of these, the exhibits of work in psychological measurements and in regional survey put up by the Lady Willingdon Training College showed the high watermark reached by this institution in these branches of educational work. The papers read before the Federation also embraced an extensive field and attracted large audiences of workers in the educational field and evoked much interesting and useful discussion. The proceedings of the Executive Committee of the Federation were also animated by a desire to establish the Federation on a sound constitutional basis and prevent in future any important decision or proceeding in the name of the Federation which had not the approval of its Executive Committee. Judging by the results, the Fifth session was perhaps the most successful and bore ample fruit, in that it brought together a much larger number of teachers and teachers' Associations than ever before and helped substantially in consolidating the Federation as a distinct professional organisation with a high professional purpose.

The next step in the process of consolidation of the Federation and in raising the general tone of its discussions and deliberations would, perhaps, be to make a united effort to prevent their being influenced by local questions or grievances and to give them a higher general All-India character by omitting therefrom all that has a barely local bearing.

K. S. V.

"In a word, the Madras Conference of the All-India Federation was a picture of exceptional keenness and exemplary effort. The Exhibition beat all previous record attained by similar educational shows; though the number of resolutions was big and this needs shortening—the debate on some of them was of a very high order and was of interest even to laymen. The welcome address and the Presidential speech are interesting reading and the appointment of a committee on behalf of our Federation to go into details of the Hartog Committee's Report is only a fitting response to the detailed and commendatory mention of the Report in Sir P. S. Sivaswami's speech. Teacher-volunteers, entertainment by sister-delegates, excursion for those who had no engagement during the period the Council met, a tone of simplicity and cordiality that was in evidence throughout, representation from Patiala in the north, Travancore in the south, Bombay in the west and Calcutta in the east, all these gave a unique success to the Conference."

N. L. INAMDAR.

The Fifth All-India Federation of Teachers' Associations was a unique success. That more than a thousand teachers from the distant corners of India should have gathered together not only to discuss the various problems of education but also to give a lead in many educational matters to the various authorities engaged in the task of educating the children and the youth of the country is an indication that the teaching profession is no longer shy of the manifold problems affecting the intellectual training of the nation.

The papers read were of a high standard and indicated a clear and firm grasp of the intricacies of the several aspects of education. Physical education, elementary education, vocational training, vernacular medium, fine arts in education and rural uplift all received their due share in the course of the three days that the conference was held. The difficulties that were said to be in the way of reform are real. The many suggestions offered to overcome them were practicable. The discussions were conducted with calmness befitting the talented body that met.

Those who were responsible for the conduct of the Educational Exhibition deserve our special

warm thanks. A number of things done by the pupils of India were exhibited and their sight filled teachers' hearts with fulsome gladness. The exhibits showed that Indian children, given adequate play to their instincts and energy, can show what they are capable of. All honour to these young people whose work was a source of inspiration to us who witnessed their work. The young can surely inspire the old!

The Madras Teachers who worked for the conference have laid us under a deep debt of gratitude. The delegates that came from outside never felt any want. Every arrangement had been made for their comfort. The enquiry office, the volunteers and the office leaders of the local committee were actuated by the true spirit of service.

Mr. P. Seshadri who presided while the papers were read and discussions held was literally a mass of tact coupled with firmness. He conducted the proceedings in a masterly manner. He wounded none. He gave every one, who cared to, a fair chance to have his say on every important matter. His amiable disposition and ready wit contributed much to the success of the proceedings. His concluding speech was marked by thoroughness of the grasp of our educational requirements. His advice to the teachers that they should maintain their high dignity was most opportune.

On the whole the Conference was a grand success. We, in Mysore look forward to the privilege of convening it in our State in December 1931.

K. N. KINI.

Head Master Govt. High School Tumkur.

The organizers of the Madras Session of the All India Teachers' Federation deserve to be congratulated on the splendid success that the Conference achieved at Madras. The Presidential speech of Sir Sivaswami Iyer was thought-provoking. His remarks on some of the weaknesses of the present day graduates deserve to be read by all those who are anxious to have a more efficient type of Graduates. Coming to the resolutions we find that there was a prolonged discussion on some of the burning topics of the day. The question of the medium of instruction came in for a good deal of discussion. [Both the amendments for dropping the words 'Compulsory' and 'University Stages' were lost and the original resolution was passed.] The programme for games and sports were also very interesting. The spacious compound of the

Wesley College grounds was selected for this purpose. Mr. G. F. Andrews Assistant Physical Director to the Government of Madras, who was in charge of this demonstration must be congratulated for the varied display of physical activities both indigenous and foreign. The Reception Committee had done well in getting the different papers (to be read before the conference) printed. This arrangement, besides saving time of the Conference, enabled the delegates to know beforehand the contents of the papers. The Conference is greatly indebted to Kummaraj A. Muthia Chettiar of Chettinad for entertaining the delegates. The delegates must also express their thanks to the Volunteers of the Conference. I must say that they were all politeness and looked to the convenience of delegates. This review, brief as it is, would be incomplete without a reference to Principal Sheshadri, the soul of the Federation, who from the very time of the birth of the Federation in 1925 at Cawnpore, has been taking parental interest in its growth. His quick despatch enabled the Conference to finish its work in time. The Delegates would never forget his "Is any body against? CARRIED."

B. J. AKKAD,

At Triplicane in Madras the significance of the letter V seemed to have assumed its three-fold aspect 'vini', 'vidi', 'vici', principle of 'modus operandi' of Principal Seshadri, (S. D. College Cawnpore President of the Executive Committee and Council, seems to me to have found nowhere else a more successful application than at the hands of the 'Rose-Crested Field-Mars-hals (if I be permitted to so use the term) of the Hospitality Committee who mobilized their 'Bare-Head Forces' in a way perhaps unknown to our History. The result was all cent per cent success and no discomfort of any kind whatever was experienced by any soul that breathed at that time the ever jolly atmosphere of the Great Hall so deservedly associated with the ever glowing name of the Rt. Hon. Shastri-jeo whose sincere response to the introductory words of President Seshadri could ever remain fresh in a North Indian mind.

The President, a sage-like saintly figure, Sir P. S. Sivaswami Aiyar of Madras, Vice-Chancellor of two important Indian Universities, one from the South, Madras and another from the North, Benares—In his address mainly referred to the Hartog Committee Report. He has been the first President of his kind combining in himself educational as well as political merits. As such, his august speech seemed to have been characterized by suggestions which

may well afford us data for contemplating on our activities in Future.

In the absence of the Chairman of the Reception Committee, the Vice Chairman, Prof. S. K. Yagnanarayana poured down the address of welcome in a very admirable and gentle way, gave an unusually cheerful utterance to their respectful ideas regards the absent Chairman. Amongst the speakers, I could not but allude to one who referred to the Chairman of the Reception Committee, Raja Sir Annamalai Chettiar as building up a temple of learning following the footsteps of his glorious ancestors, who had acquired a great fame by the building of temples of Gods. On enquiry this speaker too was said to have come of a very remarkable ancestry and at present, too holds a very honorable post under the Madras Government, and is very keenly interested in Indian Research. So am I told also about eldest son of the Raja Sahab who manifested his goodness of courtsey in receiving the members at the evening entertainment at the College—the Grand Red Building (Wesley College, Royapetta) which along with others in the Southern Metropolis might well serve to remind any traveller of similar monuments of North Indian cities of Delhi and Agra.

Let me not here forget to mention about Prof. Buck of America who has been taking a remarkably keen interest in games and who gave the members an unusual opportunity of witnessing Western games. The arena was quite full of visitors from different parts of India.

Amongst the distinguished visitors, besides the esteemed President, Sir P. S. Sivaswami Ayyir we had among others Sir Tej Bahadur Sapru, President of the Hindustani Academy of the U.P. Government, and some ladies who in their turn played their happy part in reading papers, discussing points of great interest and entertaining the audience with their pleasant Bengal and others music when there was so to say a sort of weariness caused by monotony of work in the Hall.

The concluding year of the decade finds in our midst as Vice-Presidents enthusiastic workers Messrs. Vakil and Chaturvedi of world-wide Educational Experience.

In conclusion, therefore, the Session at Madras manifested advancing development right

about success. Nowhere else did the Roman legions of Principal Seshadri (a very worthy follower of the three V principle referred to in the beginning) so concentrate as at Madras manifesting versatile genius and vitality of thought which may some day bear fruit and let not Indian education remain a mere dream to which state of affairs the learned Danish lady speaker, I think, seemed to bear sufficient testimony over and above our last year's Reverend President Dr. Arundale.

S. R. TEWARI.
Baroda.

It was a refreshing sight to see gathered in the Singarachari hall a large number of ladies, some of whom actively participated in the discussion and made fine speeches.

The Exhibition held in connection with the Conference was a grand affair. It was illuminating and highly instructive. An extensive Collection had been made of interesting educational exhibits from institutions all over the country. The Madras Exhibition undoubtedly surpassed all similar exhibitions of previous years and a visit round the innumerable stalls which were literally crammed with exhibits, impressed one with the idea that Madras was probably ahead of other provinces as regards the manual side of education.

The demonstration of physical activities in the Wesley College grounds, under the direction of Mr. G. F. Andrews was a grand success. All the High Schools in the city of Madras participated.

The arrangements made for the reception of the delegates and visitors left nothing to be desired and the Bengal delegates carried with them pleasant memories of the warm reception they had at the house of the pious Headmaster of the Hindu High School when he presented them with copies of the sacred book 'Sundrakandam.'

It was a remarkable feature of the Madras Session that a large number of Teachers had enrolled themselves as volunteers and did splendid work under their able leader, the venerable looking Headmaster of Pachaiyppas

G. MUZUMDAR.

NOTES A PROPOSAL

RE

The Preliminary Certificate Examination

OBJECTS AND REASONS.

1. Before the eighties of the last century there were comparative Examinations at the end of the Upper Fourth Class and Fifth Class corresponding to the Fourth and Fifth Forms of the present day. These were conducted by the Departments in the whole Presidency and promotions were made on the results of the said Examinations. I myself was a candidate for those examinations in the years 1875 and 1879 in the Upper Fourth class and Fifth class respectively and during those years the results in the Matriculation Examination were, I believe, far better than they are at present in S.S.L.C. Public Examination.

2. Probably in the year 1880 or so the Middle School Examination took the place of those comparative examinations and continued for some years. The Middle School examination as its name implies marked the middle stage of Secondary Education and was held for pupils of the Third Form. This was abolished and was succeeded by the Lower Secondary Examination which was also afterwards done away with.

3. There was also another examination called "The Upper Primary Examination" for pupils of the fifth standard i.e., at the end of Primary school course. This examination was conducted for each District separately and was abolished after a few years.

4. Thus at one time there were three Public examination to pass through before entrance to the university course including the matriculation examination. Now on the other hand there is only one Public examination i.e., the S.S.L.C. Public examination at the end of eleven years from the beginning of school study. During these eleven years pupils, good, bad and indifferent are somehow promoted from class to class and from form to form until at last a very large number appear for the S.S.L.C. Public examination every year and only about 20 per cent. or 30 per cent. get through as 'Eligibles.'

5. It has therefore become very imperative that a Public examination should be instituted at a convenient stage before the S.S.L.C. Public examination. If that Public examination were

instituted at the end of the Third Form, it would not suit the pupils of the VIII standard of Higher Elementary Schools who are now almost freely admitted to the Fourth Form of Secondary schools. But if it is made applicable to the pupils of the VIII standard of Higher Elementary Schools also, the nature of instruction in the latter schools should be entirely changed in which case the object of Higher Elementary Schools will be altogether frustrated. I would therefore suggest that the Preliminary Certificate Examination should be introduced at the end of the Fourth Form. Then such of the pupils of the VIII standard of Higher Elementary Schools as seek admission to the Fourth Form of Secondary Schools will also be tested regarding their fitness for the S.S.L.C. course.

6. Now, a large number of students who do not become 'Eligibles' in the S.S.L.C. Public Examination and who form about 70 per cent. or 80 per cent. even though they have spent two or more years in the Fifth and Sixth Forms together are no better than Fourth Form pupils as they are quite unfit to receive instruction in the said Forms. Those students cannot be considered fit for admission for Higher Elementary Training in spite of their having completed their S.S.L.C.

7. Now-a-days students who have completed the course of instruction in the Third Form are admitted for Higher Elementary Training and the period of Training course has been extended for two years. If only the students of the Fourth Form who pass the Preliminary Certificate Examination are admitted for Higher Elementary Training, the period of the Training course may with no loss of efficiency, be reduced to one year and the large amount of money given as stipend to students for one year may be utilised in a better way.

8. If promotions are made on the results of this Examination, I am sure, the students of the Fifth and Sixth Forms will be far better and there will be a far greater percentage of 'Eligibles' in the S.S.L.C. Public Examination in spite of minimum number of marks for admission to the university course having been raised

from 35 per cent. to 40 per cent. in English and in A Vernacular in the S.S.L.C. Public Examination.

9. The pupils who fail in the Preliminary Certificate Examination can save their expenditure for a course of study in the V and VI Forms which may amount to at least Rs. 600 for each student. They may try to pick up some Technical or Industrial knowledge or enter any occupation earlier and begin to earn.

10. Again the Fourth Form has been found to be a great barrier for students to cross on account of financial difficulties. If the incomplete S. S. L. C. Books returned to the Office of the Director of Public Instruction by High Schools are examined, it will be found that about 80 per cent. or even 90 per cent. of those books will be those of boys who have discontinued their study on account of poverty after reading in the Fourth Form for a few months or even for a year. A certificate of having passed the examination will be a great benefit to them.

11. If the pupils of the Fourth Form are filtered by this Preliminary Certificate Examination, the number of pupils in the Fifth and Sixth Forms will become very small but those few will be of very excellent type. It will not then be difficult to expect about 70 per cent. or 80 per cent. of 'Eligibles' in the S.S.L.C. Public Examination as also in the University Examinations.

12. True, the strength in the High School classes i.e., in the V and VI Forms will go down considerably but it may be made up to a large extent with an increasing strength of boys in the Fourth Form who would repeatedly attack the Preliminary Certificate Examination.

13. But if the numbers in the V and VI Forms go down so very considerably as not to exceed even twenty pupils in each of those Forms, it will be better to abolish those two Forms and make the schools Secondary Schools with IV Form as the highest and this would save the finances of very many local bodies which are spending large sums of money in maintaining high schools which are not self-supporting.

14. This proposal if approved and brought into operation is certain to benefit not only a large number of boys who are unfit to receive Secondary Education but also the domestic finances of many a poor or middle class family of this Province and the public finances of many a Board and Municipality which have not funds enough even for compulsory Elementary Education.

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15. In this connection it will not be out of place if I state on the authority of the distinguished Educationist, Rao Bahadur P.V. Seshu Ayyar, B.A., L.T., Retired Principal of the Kum-bhakonam College that the very same idea herein expressed was engaging the serious attention of Sir J.H. Stone, the late Director of Public Instruction, Madras, during the last days of his regime.

16. The Government will issue orders to the District Secondary Education Boards to conduct this examination under their supervision.

17. The Government will appoint a Board to prescribe the syllabus in each subject for this examination for the whole presidency.

18. This examination may be brought into force in the year 1930-31 and the first examination may be held in March 1931.

Rules and Regulations for the Preliminary Certificate Examination may be as follows:—

(a). A Public Examination under the above name shall be held once a year in the month of March throughout the Presidency, each High School being a centre of examination.

(b). Candidates for the examination shall be pupils of the Fourth Form who have put in attendance of 60 per cent. of the number of working days in each term and a total attendance of 120 days in the year or 150 days in the whole year provided attendance or a term shall not be counted in more than one school.

(c). No candidate shall be admitted for the examination unless presented by a recognised Secondary School, not only for the first time but also for each subsequent time provided candidates of over 20 years of age may appear as Private Candidates.

(d). In the case of Private Candidates Certificate of age shall be produced from the Headmaster of a recognised High School or from an Inspecting officer in the Government Service.

(e). Each candidate shall remit a fee of Rs. 5 for each examination.

(f). Candidates shall be examined in the following subjects:—

i	English—General Paper	100.
	Time 2 hours max.	
ii.	Vernacular or Sanskrit	do 100
	Composition & Transaction	
iii.	Elementary Mathematics	do 100.
iv.	Elementary Science	do 100.
v.	History of India & England	do 100.
vi.	Geography	do 100

(g) A candidate shall be considered to have passed the examination if he gets 30 per cent. in English and 25 per cent. in each of the other subjects with 33 1/3 per cent. on the total.

(h). Successful candidates shall be placed in the I, II or III class according as they get a minimum of 60 per cent. or 50 per cent or 33 1/3 per cent. respectively on the total.

(i). Every successful candidate shall be given a printed certificate to the effect that has passed the examination and that he is placed in the I, II or III class as the case may be, signed by the Secretary to the Commissioner for Government examinations.

(j). Papers in non-language subjects may be answered either in English or in the candidates vernacular according to their option.

(k). Each school shall be furnished with a copy of the list of marks of the candidates sent up by the school before the first week of June following examination.

Vidya Vinoda

Kulapathy V. V. PARAMESWARA AYYAR,

Headmaster & Manager.

Native High School,
Palghat,
14-12-1929.

The High Commissioner on the value of Foreign Degrees.

In the course of his report on the work of The Education Department, London, for the year 1928-29, published recently, the Assistant Secretary to the High Commissioner observes :

"It may well be asked whether India derives any proportional benefit from this annual migration of so many of her young men (nearly 800 every year). Setting aside the proportion—it is satisfactory to note an ever increasing one—of those who have taken good degrees at their own Indian Universities, and have come to this country for research or advanced courses in Science, Medicine, Engineering, there is the large number of unqualified students who each year leave their homes with little or no idea of the exact purpose of their proposed training in Great Britain, or of the use to which when completed, they are to put it on their return to India. In many cases, inquiry has shown that there still lingers to deep seated belief that a British degree or qualification will in some magic way lead to a service appointment. Despite the rapid Indianisation of the various services, and of the fact that the large majority of appointments formerly made in this country are now made in India

itself, and that applicants with Indian University qualifications only, are equally eligible, the belief that a candidate who has been to this country will have an advantage over his competitor who has stayed at home dies hard. It is this class which contains the largest proportion of those who are content to take vague courses in Arts or Science, etc., which even if successfully completed are not in themselves a qualification for definite employment of any kind, and what is more important, could have been equally well taken at Indian Universities. Side by side with their University course many students of this type read for the Bar and are also to be found among the unsuccessful candidates at the London examination for the Indian Civil Service. It is significant to note that of the 266 candidates who appeared at the examination held in August 1928, no less than 170 were Indians, only 17 of whom were successful.

It is among this class of students that there is also to be found those who have come with little or no prior qualifications which would entitle them to begin a degree or other course in this country. It is true that there are each year a few whose keenness and courage in making the large journey with totally insufficient funds and with no guarantee of regular remittances merit a success which is denied to them because of their lack of means and of preliminary training. But in the majority of cases it is not too much to say that they appear merely to have drifted here, where they soon become a source of anxiety to the parents or guardians who have thoughtlessly allowed to them to leave India, as well as a cause of trouble to University or other authorities in this country. Is as is frequently the case, their remittances fail or for other reasons they come to the end of their resources, this office is called upon to make arrangements for their return to India.

These things have been said before, but they need to be repeated, if Indian public opinion is to be stirred to action. It is no exaggeration to say that India ultimately gains nothing, either materially or intellectually, from the exodus of an appreciable proportion of the young students who annually proceed abroad. They return to their homes, in many cases, disgruntled and embittered, with no definite qualifications for employment of any kind, and only too often completely divorced in thought or feeling from the kindly family life and interests of their own people. It can scarcely be denied that there is each year a grave wastage which ought to receive the serious consideration of all those who have at heart the interest and welfare of the young men of India.

'It is obvious that the remedy for this state of affairs lies in India. Only a strong public opinion, fostered and supported by official action, both on the part of Government and universities, will succeed in discouraging the going abroad of young immature and unqualified students. An official announcement in plain and emphatic terms to the effect that a British degree or training is in no way an essential qualification for the various Government appointments would be bound to have the effect in the way of encouraging young students to stay in their own country.'

Contract between Teachers and Managements

(Fort St. George, February, 6 1930

G. O. Ms. No. 180, Education)

No. 28.—(1) INSERT the following as clause (1) to Rule 12 of the Madras Educational Rules :—

"the terms on which the teachers are engaged including the execution of a written agreement between the management and each teacher as prescribed in Appendix 28."

(2) INSERT the following as Appendix 29 to the Madras Educational Rules :—

APPENDIX 28.—Rule 12 (1)

"The agreement contemplated under Rule 12 (1) need not necessarily be the same in all schools; but in all cases it shall contain reference to the term of service, salary and vacation, pay and conditions of termination of service.

It should be noted that the Government consider that when a teacher is appointed on probation, the maximum period of such probation should be one year.

The following is a draft form of agreement which will serve as a model :—

AGREEMENT made the.....day of..... one Thousand Nine Hundred and.....Between (school authority) of the one part and (teacher) of the other part.

WHEREAS the said (school authority) have agreed to engage the said (teacher) to serve the (name of) school at (place) in the capacity of a teacher and at the salary hereinafter mentioned.

NOW THESE PRESENT WITNESS and the parties hereto do hereby mutually covenant contract and agree in manner following, that is to say :—

1. That the said (school authority) shall employ the said (teacher) and the said (teacher)

shall serve the said (school authority) as a teacher in the (name) school at (place) from the date of his taking charge of such appointment until such employment shall be determined as hereinafter provided.

That except it be in a purely temporary vacancy the said (teacher) shall be on probation for a period of.....months from the date of his first taking charge of his appointment during which period it shall be open to the said (school authority) to dispense with his services without giving notice or without assigning any reasons.

2. That the said (teacher) will employ himself honestly, efficiently and diligently under the orders and instructions of the Headmaster or other officers or managers of the said school under whom he shall from time to time be placed as a teacher in the said (name) school in which capacity he will discharge all such duties appertaining to that office and do all things which may be required of him or which are necessary to be done in his capacity as aforesaid and will make himself in other respects generally useful as may be required of him.

3. That he will not on any pretence absent himself from his duties without first having obtained the permission of his superior officers authorized in this behalf or in case of sickness or inevitable accident without forwarding a medical certificate satisfactory to the officers aforesaid as may be required by the leave rules of the said school.

4. That he will devote his whole time to the duties of the said employment and will not on his own account or otherwise either directly or indirectly carry on or be concerned in any trade or business whatsoever, without having first obtained the permission of his superior officers authorized in this behalf.

5. That he will conform to all the rules and regulations in force in the said school inclusive of leave rules a copy of which is appended and will obey all such lawful orders and directions as he shall from time to time receive from any authorised officer of the said school.

6. That this agreement may be terminated at any time by either party on giving to the other three calendar month's notice in writing of such intention to determine the same, or by (school authority) on paying three month's salary in lieu of such notice and may be determined by the (school authority) forthwith without any notice in the event of such misconduct on the part of (teacher) as may be considered by the Director of Public Instruction to warrant suspension or cancellation of his

Teacher's Certificate under Rule 154 of the Madras Educational Rules.

7. That if the said (teacher) shall observe and comply with all the provisions of these presents there shall be paid to him for such times as he shall be in the service of the said school and actually perform his duties a salary of Rs.....per mensem for the first year of his service which shall be increased each subsequent year of his service by Rs.....per mensem up to a maximum of Rs.....but that in the event of his temporary absence from duty by reason of sickness or leave or otherwise he shall be paid such salary only as shall be determined by the rules in force in the said school.

PROVIDED ALWAYS that the teacher shall get the full salary or a proportionately reduced amount per month during the vacation according as he has worked for the full period July to March inclusive or a shorter period.

8. "That it shall be lawful for the school authority at any time if satisfied on medical

evidence that the said teacher is unfit and is likely for a considerable period to continue unfit by reasons of ill-health for the discharge of his duties as such teacher to determine his service under these presents on paying him three months' salary less any amount which may have been paid him as leave allowance after the date of his last appearance in the school for the regular discharge of his duties as teacher (the decision of the school authority to the unfitness of the teacher being final and conclusive) and thereupon his service shall absolutely cease and determine."

IN WITNESS whereof.....
and.....have hereunto set their hands the day and year first above written.

Signed by.....

in the presence of

Signed by.....

in the presence of

ANNOUNCEMENT

The Executive Committee of the Salem District Secondary School Teachers' Guild have resolved.

(1) To allot a sum of Rs. 25 towards the travelling Expenses of its Assistant Secretary for enlisting members of the Protection Fund in the District of Salem.

(2) To treat the loan of Rupees Fifty (Rs. 50-0-0) given to the S. I. T. in April 1928, as a grant, entitling the guild for a free copy of the Journal.

Will other District Guilds Follow this splendid lead?

NEWS FROM ASSOCIATIONS

GUNTUR DISTRICT TEACHERS' GUILD.

The Second Quarterly Conference at Guntur.

(From our own Correspondent)

The second quarterly session of the Guntur District Teachers' Guild was held at Guntur on Saturday the 18th in the gaily decorated Town High School hall from 10-30 A.M. Nearly two hundred teachers representing almost all schools in the district attended. Miss. Welty and Miss. Stregnem of Stall Girls High School with some of the lady members of the staff were also present. Mr. J. Kuppuswamy Choudhary, M.L.C., President Guntur District Board, Mr. G. Simhachalam Pantulu, Vice-President, Dr. J. Roy Struck, M.A., D.D., and Mr. V. Ch. John, M.L.C., were among some of those distinguished persons that graced the function with their presence.

Welcome Speech

After prayer Mr. B. Ramachandra Rao Pantulu B.A., L.T., Headmaster, Town High School, Guntur, welcoming the teachers and members of the Guild to the Conference made an extensive survey of the present system of education which took its start almost a century ago and had all along encouraged humanities to the total neglect of Sciences. It is only during the last two decades that some sort of encouragement is given to sciences but not to the extent that is necessary for cultivating applied sciences for the material advancement of the country. In this way the present system of education has not contributed to the proper adjustment of Indian society to its natural environment. Here in lies the tragedy of unemployment so rampant among the educated classes. Further this education has not fostered the Tennysonian Trinity of human effort namely self-knowledge, self-reverence and self-control. The system of education must be so altered as to develop inventive spirit in man in place of simple admiration of the products of applied science.

It is high time that the Indian Educationists had developed by a larger vision of and deeper insight into the scheme of things in general and give an international outlook in all subjects of study.

He next dealt with the rising tide of the youth movement and the mild unrest that characterises the present day students so much so that the teachers' task has become heavier than before. The position of the teacher has

been growing worse and worse with no adequate remuneration for the heavy responsibilities resting on him. The times demand strengthening of corporate spirit among the teachers for establishing their rights and privileges in the body politic. He then requested Mr. D. S. Reddy, B.A. (Honours Oxen. District Educational Officer, Guntur, to open the Conference.

D. E. O's. Opening Speech

Mr. D.S. Reddy, the popular District Educational Officer, then rising amidst loud cheers was profusely garlanded and made an eloquent and most humorous speech during the course of which he invited the teacher to take note of four essential things. In the first place teachers must cease begging and rely upon his own worth and work for securing adequate recognition. Secondly he called upon the highly qualified teachers to associate with those below them so as to bring about a high level of culture among all teachers. Thirdly he suggested to the teachers to address themselves to problems of school work such as syllabuses and text-books so as to be able to offer useful advice to departmental officers and fourthly he made out a strong case for the holding of exhibitions along with teachers' conferences.

Mr. D. T. Rao's Speech

Then Mr. D.T. Rao, Bar-at-Law, Bezwa da made a very interesting and instructive speech on "Teacher's Organisations." In doing so he gave the benefit of his experience of industrial organisations in England and other Western countries and put in a strong plea for the formation of "Teachers Guilds" on the lines of Trade Unions. He suggested that this might be done with the consent of Mr. B.L. Mitra, the member of the Viceroy's Executive Council. The infusion of the spirit of Trade Unionism among teachers, he said, would serve as panacea for all the ills of the teaching profession.

Mr. Abdul Kyhoom's Speech.

Janab Abdul Khyoom Sahib Babadur, B.A., L.T., Headmaster Government Muhammadan High School, Guntur, spoke next encouraging self-effort and self-knowledge and self-reverence among the teachers and spoke at some length

upon the relation of teachers to pupils and upon the obligation of teachers to maintain a high level of culture and a noble character.

Business Meeting

Then the Conference fell to business and Mr. S. A. Panchapagesa Iyer, President of the Guild, occupied the chair. Several resolutions were passed some of which were discussed even late in the night. The Conference broke up at 2-30 P.M. when all teachers and others present numbering about 300 were entertained at a Tea Party given by the public of Guntur. After refreshments the conference was adjourned to 8 P.M. in the night as the teachers had to attend District Inter School Sports in the premises of the College. Mr. N.V.L. Narasimha Rao Pantulu M. A., L. L. B., Bar-at-Law, Chairman Guntur Municipal Council, gave a very hearty dinner both morning and night to the members of the Guild and the arrangements made by him and his subordinates were splendid.

The Conference re-assembled at about 8-30 P.M. and before the work was commenced Mr. V.A. Satyanarayana, representative, Yogic Research Academy, Lonvala, G.I.P., gave a marvelous demonstration of Yogic Asanas and his mastery over all the parts of his body and the way he exhibited them was simply superb. The following were the resolutions passed:—

Resolutions

1. That the annual meeting of the Guild be held in the first week of April instead of January along with the District Sports.
2. 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 standardization, by liberal government grants and subsidies and introduction of service rules and also fixing up of a minimum salary of every grade of teachers and making it as a condition of recognition.
3. Resolved to publish a year book of the Guild for the current year if funds permit.
4. Resolved to wait in a deputation upon His Excellency the Governor of Madras and submit a statement of representations at the time of his ensuing visit to Guntur.
5. That the personnel of the deputation should be fixed by the Executive Committee.
6. That in the revision of the Grant-in-Aid Code provision may be made for the following:—
(a). That 75 per cent. of the net cost may be met by the Government.

(b). That the proceeds of all additional instalments of school fees as well as the interest accruing from Endowments be treated as Managers' contribution for the upkeep of the institution.

It was nearly 11 in the night and so the Conference closed its sessions by offering thanks to the public of Guntur for having entertained them with At Home and Mr. N.V.L. Narasimha Rao Pantulu for having given them dinner. The Secretary submitted that the Guild was 300 strong and appealed to those who have not yet become members to join the Guild.

C. V. SUBRAMANYAN,

Secretary.

SALEM DISTRICT TEACHERS' GUILD

Auditors' Report 1929

Sirs,

I have the honour to present the audit report of the Salem District Secondary School Teachers' Guild for the year 1929.

The account books and the correspondence register giving stamp accounts have been maintained in excellent order. All items of expenditure are supported by vouchers and the postal expenses were verified with the correspondence registers and found to be correct.

The year opened with a balance of Rs. 104-6-6. The total receipts of the year from the members' fees were Rs. 74-8-0 and the total expenditure Rs. 111-7-3 excluding Rs. 23 received and sent to the All-India Teachers' Federation as Reception Committee membership fees. Barring the only two items of expenditure which are special to this year alone viz., a Reception Committee fee of Rs. 10 to the All-India Teachers' Federation and the travelling allowance of Rs. 15 and odd to the Assistant Secretary of the Guild the routine expenses go up to Rs. 86-7-3, an excess of Rs. 12 and odd over the annual income. The general body must devise means and methods to see that each year's receipts balance at least the expenses for the year, if not give a surplus.

Herewith is also appended a balance-sheet of the Guild accounts. The closing balance for the year is Rs. 67-7-3 being distributed as follows—Rs. 54-14-3 with the Assistant Secretary Rs. 6 with the Secretary and Rs. 6-9-0 with the President.

(Sd.) R. NARAYANASAMI,

Auditor.

Balance Sheet.

Receipts.			Expenditure.		
	Rs.	A. P.		Rs.	A. P.
Opening balance	...	104 6 6	S. I. T. U. Official fees	...	15 0 0
Annual subscription from members.	74	8 0	S. I. T. Subscription	...	9 0 0
Reception Committee membership fees	...	23 0 0	Stationary, printing, etc.	...	29 33 0
			Travelling allowance	...	15 1 3
			Cost of Fund. Rules and M. L. C. Proceedings	...	1 15 0
			A. I. F. T. A. Conference	...	10 0 0
			Rec. Com. Fees	...	23 0 0
			Postal expenses	...	86 10 0
			Closing balance	...	67 7 3
		201 14 6			201 14 6

KRISHNAGIRI, }

22-1-30.

KRISHNAGIRI, }

10-2-30.

(Sd.) R. NARAYANASAMI,

Auditor.

22-1-30.

(True copy),

K. S. CHENGALROYAN,

Assistant Secretary,

Salem District, S. S. T. Guild.

THE ANANTAPUR DISTRICT TEACHERS' GUILD

Revival of the Organisation

The Anantapur District Teachers' Guild was revived on the 15th instant with the enthusiastic support of almost all the Secondary Schools in the district. Delegates had come from Tadipatri, Uravakonda, Anantapur and Dharmavaram High Schools and met along with the members of the Local High School Teachers' Association at the London Mission High School, Gooty, at a gathering presided over by Mr. F. Maltus Smith, M.A., Principal and Correspondent of the High School, who welcomed them in a short speech.

The District Educational Officer, Mahomed Abdus Salam Sahib Bahadur, B.A., in opening the session stressed on the importance of Teachers' Guilds in these days and on the need for including as members even elementary school teachers' associations. He also observed that teachers should agitate for their rights and privileges in a constitutional manner, through guilds and associations.

President's Speech

The President, in the course of his speech, reiterated the necessity of a strong organization of teachers so that their opinions might have the weight of the profession and pointed out the

twofold aspect of the Guilds' responsibilities, viz., that it should protect the rights and privileges of the teacher and that it should also repudiate unprofessional conduct on the part of any of its members.

The reports on the work of the Guild during the past five and a half years, and on the proceedings of the Provincial and All-India Educational Conferences, held at Madras in December 1929, were then read by Mr. C. Ranganatha Iyengar, M.A., L.T.

A sub-committee was appointed to consider the draft constitution of the Guild, and its report was examined at the open session and passed without much modification. Provision has been made in the rules to include as members even individuals who were in sympathy with the cause of education as a whole.

Ellection of Office-Bearers

The following office-bearers were elected for the coming year:—President:—Mr. M. Maltus Smith, M.A. (Oxon); Vice President:—Mr. S. Kuppuswami Aiyar, B.A., L.T.; Secretary:—Mr. O. Ranganatha Iyengar, M.A., L.T.; Joint Secretary:—Mr. M. Appu Rao, B.A., B. Ed.; Auditor:—Mr. K. C. Seshan, B.A., L.T.

It was resolved to hold the next conference at Anantapur in November 1930.

Resolutions

The following resolutions were then passed :—

That teachers in Ceded Districts be allowed to appear for University Arts Examinations of the Andhra and Madras Universities without attendance certificates.

That managers of District Board and Aided Schools be requested to meet the travelling expenses of delegates to annual meetings of the Guild.

That courses of lectures on the teaching of Geography and Elementary Science in Secondary Schools be organised by the Government for the benefit of teachers in the Ceded Districts in view of the remodelled S. S. L. C., course.

Mr. C. Ranganatha Iyengar then addressed the teachers on the system of election based on 'Proportional Representation by means of the single transferable vote' with reference to the recent election to the Senate of the Madras University. He appealed to teachers to register themselves on the rolls of the University in large numbers and support in all elections teachers-candidates without fear or favour.

The session came to a close with a vote of thanks to the President proposed by Mr. Vaitheeswara Aiyar, B.A., L.T., Headmaster, Tadpatri High School.

A lantern lecture was given by Mr. E. D. Martin, B.A. L.T., of Bellary at 6-30 P.M., in the London Mission Training School.

Note:— We have received a large number of books and periodicals for Review. 'The Sections Teachers' Book Shelf' and 'Our Letter Box' are crowded out of this issue. We hope to include the next number, when notices of books and periodicals, received this month will be published. Eds. S.I.T.

S. I. T. U. P. F. Cash Account for the Period ending, 15 12-29.

RECEIPT.		PAYMENT.	
	Rs. A. P.		Rs. A. P.
To Open Bal. M. T. G. C. S. Ltd.		By Office Furniture	7 12 6
Fixed Deposit a/c	2,520 0 0	„ Printing	24 0 6
Current a/c	441 14 8	„ Postage	52 0 0
„ Regn. Fee 112 0 0		„ Stationery	15 0 0
„ Prepayment 3 0 0	115 0 0	„ Salary	172 12 0
„ Annual Subn. 336 0 0		„ Rent	84 0 0
„ Prepayment 2 0 0	338 0 0	„ Adv. Charges	100 0 0
„ Annual Conbn. 343 0 0		„ T. A.	8 0 0
„ Prepayment 5 0 0	348 0 0	„ Withdrawal	6 0 0
„ Fixed Call 3,369 0 0		„ Benefit Amount	291 0 0
„ Prepayment 2 0 0	3,371 0 0	„ Cheque Book	0 6 0
„ Fines	9 7 0	„ Commission	15 8 0
„ Suspense	1 5 0	„ Contingency	32 8 0
„ Interest	126 13 2	„ Miscellaneous	0 2 3
	7,271 7 10	„ Closing Balance:	
		M. T. G. C. S. Ltd. F. D.	5,550 0 0
		„ Current account	109 3 6
		„ Indian Bank (Savings)	802 11 1
		„ Cash with Secretary	0 8 0
			7,271 7 10

II

Balance Sheet of S. I. T. U. P. F., as drawn on 15-12-29.

LIABILITIES.		ASSETS.	
	Rs. A. P.		Rs. A. P.
Reserve Fund	700 0 0	Office Furniture 40.4.6	
Professional Fund	210 0 0	Less dep. 2.0.3	38 4 3
Benefit Fund	5,467 8 9	Investments :—	
Prepayment	12 0 0	M. T. G. C. S. Ltd. F. D.	5,550 0 0
Suspense	9 3 0	„ Current Account	109 3 6
Balance of Working Fund	9 15 1	Indian Bank (Savings)	802 11 1
Forfeited R. F.	92 0 0	Cash with Secretary	0 8 0
	6,500 10 10		6,500 10 10

III

Working Fund.

	Rs. A. P.		Rs. A. P.
To Printing	24 0 6	*By Open Balance	60 7 0
„ Stationery	15 0 0	„ A. C. 343-4	347 0 0
„ Postage	52 0 0	„ Fines	9 7 0
„ Salary	172 12 0	„ Interest	0 6 1
„ Rent for '28-36.0.0			
„ „ for '29-48.0.0	84 0 0		
„ T. A.	8 0 0		
„ Withdrawal	1 0 0		
„ Cheque Book	0 6 0		
„ Commission	15 8 0		
„ Contingency	32 8 0		
„ Depreciation	2 0 3		
„ Miscellaneous	0 2 3		
„ Balance	9 15 1		
	417 4 1		417 4 1
		*As per last Balance sheet	0 7 0
		Amount transferred from Rent	
		due a/c of last B/S.	60 0 0
		Total	60 7 0

Audited and found correct
(Sd.) S. K. KRISHNAMURTHI IYER,
Hon. Auditor.

S. M. RAO,
Hon. Secretary.

NOTICE.

Members of the Protection Fund are hereby informed that the General Body which met on 26.12.29, in the Hindu High School, Triplicane, did not sanction commission for canvassing members from 26-12-29 onwards.

S. M. RAO,
Secy., S. I. T. U. P. F.

JL
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THE MADRAS GEOGRAPHICAL ASSOCIATION

Summer School of Geography, April 1930

It is proposed to run under the auspices of the Madras Geographical Association a Summer School of Geography in the Geography Department of the Teachers' College, Saidapet, from Thursday the 10th April to Tuesday the 22nd April 1930. It is primarily intended to give training in Practical Geography to teachers of Geography in High Schools.

The Summer School undertakes to provide for the teacher who has already had grounding in Geography work the training which would normally require two term's work, in the course of a short period, by means of intensive effort along a concentrated course of studies, judiciously chosen for their value and importance from the point of view of the teacher. The course will consist mainly of practical Work, Field Work and Excursions, and will present the salient points in such essential matters as map-making, map-reading and map-correlations, the study of land forms, climate and weather, use of graphic methods and statistics, and construction of diagrams, models and appliances. A course of training in Elementary Surveying will be given by an Instructor from the Engineering College and a few general lectures, illustrative of geographic method and view-point, will also be delivered.

A committee, consisting of Miss J. M. Gerrard, Miss E. D. Birdseye, Miss H. A. Edington and Mr. N. Subrahmanyam, will conduct the School.

The increasing recognition of Geography as an educational subject, both in the College and the High School, more especially the inclusion of it in the remodelled S. S. L. C. Course both as a compulsory and as an optional subject, have made it incumbent that those who handle the subject shall get up now that amount of practical training, which they have not been able to obtain up till now, and which they will not for some time to come get otherwise. Only so will the teacher be in a position to handle the subject competently in the class and come up to the

mark. It is specifically to provide this opportunity that this Association has undertaken to have another Summer School this year.

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

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

To cover the cost of stationery, postage, printing, excursions and other incidental charges, a fee of Rs. 10 will be charged for the entire course. This amount should be remitted to the Secretary, after receipt of the intimation of selection, so as to reach him not later than the 25th March, 1930. Those whose fees are not received by that date cannot have their seats guaranteed.

Lodging and Boarding for those that require it will be arranged in the Teachers' College, Saidapet, and the probable expenses will be Rs. 15 for the whole period, payable in advance. Those wishing to stay in the Hostel will remit this amount to the Secretary. Only vegetarian food will be provided. Special arrangements will be made for accommodating lady teachers.

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

"The Secretary,
THE MADRAS GEOGRAPHICAL ASSOCIATION
Gopalapuram,
CATHEDRAL POST (MADRAS)."

so as to reach him not later than the 15th March, 1930.

MADRAS, } N. SUBRAHMANYAM,
15th February, 1930. } Secretary.

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