

The XXII Madras Provincial Educational Conference



(UNDER THE AUSPICES OF THE S. R. RATHNASABAPATHY MUDALIAR)

1. The conference will be held at Coimbatore in the third week of May.
2. A strong and influential Reception Committee has been formed with Rao Bahadur C. S. Rathnasabapathy Mudaliar as the Chairman.
3. The special features of this Conference are :—
 - (a) Excursions
 - (b) Exhibition
 - (c) Discussion of Educational topics like Rural education, Agricultural Education, The Re-organised S. S. L. C. etc.
 - (d) The teacher's Registry.

The Reception Committee seeks the co-operation of all teachers in making the conference a success. Details of Excursion Schemes will be published in the South Indian Teacher in April, 1930. Teachers are requested to send exhibits of educational value to the Secretary of the Reception Committee on or before the 15th May, 1930 and to intimate to him details of their exhibits before the 1st May. Notices of Resolutions to be moved should be given before the 10th April.

Contributions on educational topics are invited and as it is proposed to issue them in the form of a handbook, it is requested that such papers be sent to the Secretary on or before the 15th of April, 1930.

All communications should be addressed to M. R. Ry. R. Srinivasa Aiyangar Avl., Secretary, Reception Committee 22, Prov. Educational Conference, Peelamedu.

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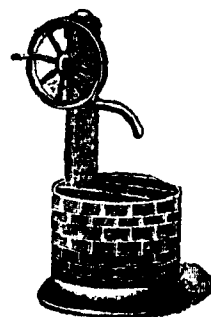
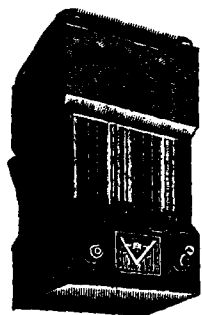
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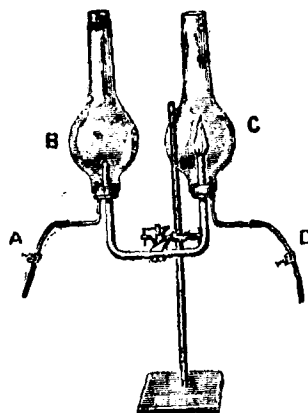
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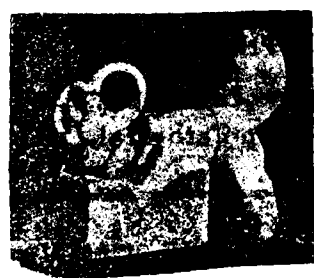
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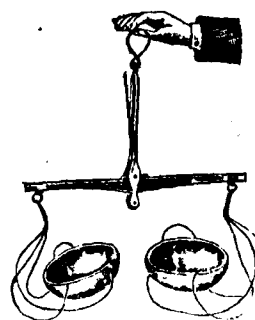


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[No. 3

A LIVING EDUCATION.

BY

MISS M. W. BARRIE, M.A.,

Lady Willington Training College, Madras

I feel I must prefix my words with an apology because as the times are so critical and the need for a new outlook and a fundamental change in education so great and pressing, I am going to make bold and say some strong things, or perhaps I ought to say I am going to state some facts strongly.

For what I am going to place before you is but what most students of modern thought and life are already familiar with. But we require to know them together as it were so as to make our united thought a power for change, for change is seldom or never brought about by single individuals—progress requires the united action of many acting as one force.

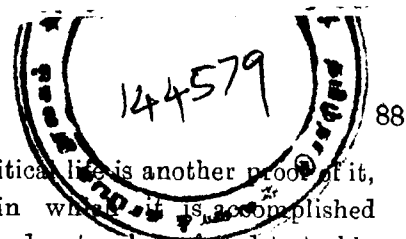
Change is perhaps the thing most dreaded by the average man and yet it has to be brought about somehow.

Let us then first glance at the condition of the world of human thought as it is at the present. In every department of life men's minds are undergoing change—not only an expansion of consciousness but also a deepen-

ing of understanding. Old theories are being brought to the touch-stone of Reality and are either being illumined thereby or are being overthrown and replaced by new ideas based on facts of life. And as a natural consequence, all the old practices, customs and habits of life—political, social and religious—are being fundamentally changed.

This it is which is causing the crisis in our human affairs and the crisis is perhaps at a more vital and critical stage in the educational world than in any other department of our complex existence, for, though the old foundations of educational belief have been swept away the old educational practices still remain.

It is curious that the educational world has been and still is so reluctant to awaken to this fact. You may even be reluctant to accept this fact but a glance at all the changes and developments that have been taking place around us will prove that it is true. Every new development of our



social and political life is another proof of it, for the way in which it is accomplished shows how we educators have failed to tackle our problems which are the problems of life and living and have left "outsiders" to take up tasks which we should have seen and done.

While in the days of old, the teacher was the guide, counsellor and friend in need in every branch of life, now, because of our blindness to reality there has arisen, (1) a Scout Movement to counteract the deadening and cramping effects of our educational system on the nature of our children, (2) a social reconstruction movement to educate people how to live, live better and to understand life, (3) a special department to educate the people for civic responsibility, (4) a department to encourage and guide labour and (5) another to encourage industries and both they have to take up even so called ordinary education and are probably doing it better and accomplishing more results than we professional educators are doing—all of which stand as a living reproach to Educationalists and show that the "ordinary" man realises what human nature and life requires better than we do.

And so bit by bit the work of the teacher is being taken out of his hands. Education books may talk platitudes about the work of education being to train the child for life and we may look back regretfully to the old educational system of India where the teacher had this noble work to do and did it but facts are facts. We have lost our ancient and honourable heritage. Life has been progressing and changing in spite of our so-called education. Real education or learning has been through living not through the orthodox education,

for we no longer understand the life of the individual and are now only the second-hand purveyors of facts which we first of all detach from their setting, their living meaning, before imparting to the child. The true nature of the effect of our education has now been seen in the West and measures are now being taken to remedy the defects of the old system. Let me illustrate the nature of the discovery that was made by the frankly expressed opinions of University professors. When the Workers' Education Association was established and certain University professors volunteered to spend part of their leisure in giving short courses to men who had to toil all day for their daily bread, to their surprise they found that these apparently uneducated men were not less intelligent as they had feared but were really more quick and capable of understanding and assimilating in many respects than the average University student. The reason given was that, though the student had obtained the best education available, the effect of this had been to isolate him from the direct experiences of life, while the working man, although he had had little or no so-called education had been in contact with the facts and difficulties of life and this had developed a better power of understanding and judgment than in the student. It is for the same reason that Bernard Shaw stated recently to the alarm and amusement of the scholars of the West, that the only valuable part of University life was the social life.

Unfortunately, the adjustments that have been brought about by other agencies have hidden from us for such a long time the real weakness of our educational system. The social and civic agencies have preserved

the balance and we educators have not been aware of it.

The same things are true of India also. A keen student of life and the signs of the times lamented to me the other day that it is the un-educated Indian (so-called) who is making good and seizing the opportunities of improvement that the present is offering, while education which should make a man more capable of facing and mastering the problems and difficulties of life is actually proving a hindrance and rendering him incapable of facing these with courage, power of mastery, and initiative.

We do everything on paper but we establish a condition of mental indigestion and mental rheumatism. Like the western pedant we think we can build bridges on paper without knowledge of practical conditions. We emphasise facts and forget the functioning of the mind. We split all knowledge into parts and it is well-nigh impossible for the child's mind to make the synthesis that it must do if the knowledge is to become for it power.

So all that is now asked of teachers is to assist boys and girls to read, write and reckon, a task for which little or no qualification is required and only a mechanical method is asked. The other institutions will do all the rest for them and put them into touch with the real life. What a sinecure the position of the teacher has become! Everything that is vital and dignified in the teaching profession is gone and only the dead bones of education left to its members.

We read geography and science but we do not know them, for not the smallest effect arises out of our science but the passing of examination. Again it is 'outsiders' that

drive on reforms. A minimum of activity in the natural world produces electric power but our educational stoking produces nothing but ashes. All the energy goes to waste. Knowledge is not power, for that type of knowledge could move mountains of difficulties.

Are we, teachers, satisfied with this? Are we going to allow the reproach to be constantly made that we cannot educate children for life, that we do not know how to develop in our children civic responsibility, to awaken in them an understanding of their surroundings, an understanding that will enable them to master their environment and not just be an automatic part of it that we can do nothing to prepare them to face the problems and difficulties of life, to be able to surmount difficulties and find a livelihood for themselves and create industries?

Now the first condition for remedying an evil is to be alive to it. And it is for this reason and also because it is generally recognised that it is through the type of education that a nation adopts that the future generation and the future destiny is decided that it is essential that we face this pressing problem without any more delay. The problem is that change is required in education and the second part is for us to decide what that change is to be.

I do not propose to answer the question but merely to suggest where and how that answer is to be found, for the answer does not lie in any one method but in the deep and sincere application of the individual to the problem. But there are certain principles which may serve as guides to our individual endeavours. We will find our answer only by, first, a study of the needs of children at the various stages of their

and, secondly, by a study of the general conditions prevailing in the nation. The first will supply us with a key to quick learning; the second with an endless fund of knowledge which has the additional value of stimulating thought. The living present should be more powerful and potent than the dead past. Theories should not be substituted for the living facts of life. In Nature one does not find the potency of the life of tree in the trunk or branches but in the seed. The tree may fade and wither but the seed will carry on the life more strongly and vigorously than the ancient tree. The children are the seeds of the race. And if we are neglecting and sacrificing the vital part of the life of the nation to preserve the ancient tree-trunk in which the sap can no longer rise, we are killing the life of the nation. But if we tend the young plants, there need be no fear of the welfare of the race. Nothing is greater than Man's unconquerable mind. It loves order and so dislikes disorder that the moment it is aware of it, it sets about setting its house in order. But the unfortunate thing is that we fear this deep unconquerable mind of man so much that we are not as a rule able to give it freedom to function. We hasten to choke it up with this theory and that till it is comfortably imprisoned in the meshes of traditional ideas in the place of living actively in the understanding of the facts about it.

The first requirement then in education is to liberate the natural activity of the children, to allow their natural instinct to respond mentally and emotionally to the things and life around them, to function freely. Only then will we see the awakening of disciplined purpose in place of the helpless drifting on

the one hand or the equally helpless uncontrolled mental and moral responses which make us dread freedom of our young men and women so much.

But if the stimuli of environment are to be the real awakeners of the inner active mentality which they always are whether we believe it or not,—then we whose work it is to watch the unfolding of the child's mind and to guide it to all the experiences that it requires for its growth and development, must see to it that the environment is of such a nature that it will find there the necessary stimuli to both inner and outer activity.

Hence I present to you that our first business is to present the facts of Life as it is lived not as theories only. For the essential character of the mental and moral nature of the individual is made up of types of reactions. And the types of reactions depend on the types of stimuli which play on the individual form his environment to a very great extent. This includes not only physical environment but also emotional, mental, moral, religious. Hence the more directly we can bring the individual into touch with all the forces and facts around him the quicker and more sure will be his responses. It is this fact that we all know, which makes us insist on the direct observation of nature in the early days of school life. But our school life has how been arranged so as to prevent any but the most ludicrous apology for direct contact with the natural environment having any place in the life of the child. Our schools are prison houses made to prevent the boy being influenced by the natural elements around him. This condition has grown out of a false philosophy of life, but we are afraid to

believe and act on the new because we do not see *how* to work according to it. We wait for somebody to solve this for us. But each has got to find his own application of the principles. I maintain then that the most essential thing we have to do is to continue this direct contact with life as it is lived, so insisted on as essential in the K. G. stage through the school life in such a way as to call forth the growing powers of the boys and girls. This is being done through the introduction of what are known as regional surveys. These are studies of living conditions which supply not only the most valuable book for the pupils but the best type of mental training, making them keen and true observers with sound judgment based on observed and collected statistics as nothing else can do. Even books then become also living things and not merely dead collections of fact that have to be crammed into the memory. And with this strong active, intellectual development goes the original creative power to do and accomplish things. This is the true basis of what the Americans are calling their latest thing in education, *viz.*, the project method. It is the securing of the bonds between the seeking activity of the child, which is the divine urge that brings it birth, and the environment into which it has been born. And it is in thus assisting of the natural law of development there is the surest secret proof of success in education; and that brings joy and deep satisfaction also to the child.

How the working out of such a type of education has to be accomplished is the problem of individual educators but it cannot be done by imitation. The only thing we can imitate is the tireless endeavour to try and find out a true way. Each trial, each

experiment will and ought to be unique in itself. Moreover it is this deep and sincere endeavour that makes mutual understanding of and mutual help from each other possible. Without it we merely become jealous or critical imitators to others' endeavours. But the most important thing to remember in our efforts to educate truly is that this mysterious link between the life of the individual and the life of nature and of society which surrounds him is the deepest fact of life. Mind, emotion and power all grow primarily as response to environment not as conning lessons from books. Hence if we do not know the nature of this link we will never be able to assist the living learning process which are really fundamentally one.

As it is, we teachers interpose ourselves and our book theories between the child and its environmental experiences and force it into unnatural conditions and habits. It is in doing this that we do the greatest possible harm to the child. Not only do we weaken its power of real learning but we also substitute our half-truths for the real stimulating facts of life which alone can call out real mental intelligence which shows itself as quick and clear adaptability and educability.

It is this truth that makes an un-educated man (sic) more "intelligent" than the so-called educated.

Therefore knowing the environment and the effects that the different types of environment produce on children, we can set about preparing the material required for education of this natural type, *viz.* to assist the individual to grow.

If then the science of Pedagogy is to know how to assist the child towards the understanding of life the school to do this must

become a miniature of the adult environment containing all the activities of life carried on in a disciplined and thorough way so that the pupil may learn or play (for they should be synonymous) with a purpose.

Hence the very pressing need of experimentation in the best and most scientific sense—not pottering about with imitations.

In facing the problem of studying the natural and social life around him the teacher himself will find the same natural stimulus to achievement that he will find awakening in the pupils.

To accomplish the change in the school will, it is true, mean a complete re-orientation of education and a complete though gradual, reversal of educational methods, as America has found and as she is trying to accomplish. But it is the task before us if we are to do our work thoroughly in the service of the nation. Let every educator become a sincere and thorough experimenter proving his method by the vividness and vitality of the response and life of his pupils and you will see how quickly and how surely and how well a revolution can be accomplished in the life of a nation.

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HOLIDAY EXPERIMENTS IN EDUCATION

BY

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

We all know that holidays are necessary for both the teacher and the taught. They are indeed necessary to give rest to, and refresh, the body and mind of both. Excursions, resorts to hill stations and travel can be thought of during the holidays. But there are few teachers who can afford to enjoy the holidays in the manner shown above. Many of them have to stay in their own places. Let us take for granted that they enjoy their well earned and well deserved rest in their own places. In this article it is proposed to show how in the period of rest, they could also carry on useful educational experiments.

The two experiments referred to in this article are.

1. How far we can keep the reading habit of the child and keep him in touch with books during the holidays

2. How we can be of use to the semi-literate workmen of our locality?

The two experiments will reduce themselves to the organisation of Holiday clubs and libraries to children and labourers respectively. I shall first describe the two experiments as they were carried out during the summer of 1929 in my locality.

I proceed on the assumption that each teacher is a lover of books and then by his love of books he is also a collector of books, useful to his own self, his children, members of his own profession and to all others as well. Though every teacher cannot boast of a good collection yet a joint collection from many of the teachers may be a good

collection to start with. These may be arranged in two groups, one for children and the other for adults.

Children's Holiday Club

During the holidays I desired that my class children should come to my house for one hour a day either in the morning or in the evening and read some books from my collection of books. This met with the wishes of the boys also. But the next day I thought to myself whether it would not be useful to extend the facility for reading to all boys from class V to form III. In consultation with two leading men of the locality we agreed to start a children's Holiday club in the premises of the Annadana Samajam. Notices announcing the opening of the library were printed and distributed to children. I placed at the disposal of the children 50 Tamil story books, 30 English books and back numbers of the Hindu Illustrated weekly. The attendance was encouraging during the first week. About ten children close to the Samajam attended the library and spent an hour in reading books they liked. A list of the books in the library was hung in the wall for purpose of ready reference. But as time went on, the attendance began to decrease owing to marriages in some houses, and festivals in temples.

Lessons for the future

In order to make the experiment quite successful the following suggestions are offered.

Children must be told before the closing of the school for the holidays, that they could have the privilege of coming to the Holiday club. The library must contain books for light reading for leisure hours, stories of wit and humour, books on language riddles, Number puzzles and these should be kept prominently in the library. There must also be some books which describe some new games. Close to the library there must also be a playground. Materials for word-making and word-building should be easily available to young children. Inducement should be offered for the playing of some indigenous indoor and outdoor games.

The leaflets should be distributed to the parents of children and they must be requested to induce their children to attend the club. The library must be regularly supervised by at least one teacher remaining in the locality. The teachers may join together and supervise the centre in turns so that this may not be an undue strain on one individual.

Provide Attractions

There must be some provision for the display of pictures and posters. Some puzzles may be put up on the board for solution during the week. Picture puzzles attract young children. A good collection of pictures may be made from old newspapers. One or two pictures may be exhibited daily. Pictures form a great means of aiding visual instruction. Back numbers of the monthly magazines as the Viveka Bodhini, Balavinodhini, Treasure chest, etc. may be kept in the library. Important news of the day should be exhibited in a 'News Board' kept specially for the purpose. Once in three days a new picture book or a chart giving

some general information may be displayed on the table or on the wall.

The teacher in charge may devote a half hour in reading a story pleasing to the children.

Now and then interesting discourses may also be arranged. The teacher can take the children on an excursion to places near the locality. The permission of the parent can be obtained in all these cases so that they may not be anxious with regard to the safety of their children.

Just before the reopening of the school, a children's party may be arranged.

Hobbies

The teachers can also suggest some useful hobbies and advise the children now and then as to how best they can do their work successfully. Even when setting holiday tasks it will be useful to suggest to children to do some piece of work which will relieve to certain extent the strain on doing home work connected with the three R's. Examples of some hobbies are: collection of stamps, pictures, match box labels, birds' feathers and shells, preserving leaves and flowers, making an album of great men and women, making models in cardboard and paper, making toys in candle, chalk, clay, match boxes, cocoaunt shells, making screens and cages with broom etc. Some part of the work may also be carried in the club.

A Newspaper for Children

In western countries there are special newspapers for children such as the one called the Children's Newspaper Edited by Arthur Mee. It is a pity that we do not have one here. But in the absence of a printed one we could bring out a manuscript weekly

Pictures from the illustrated weekly of the Hindu and "Times of India" may be used in the hand-written weekly. This may contain four or five pages of matter, written on one side of a foolscap paper. Ruled papers are preferable. The newspaper may include the following topics. A biographical sketch, a puranic story, humorous story, News of the world in pictures, weekly feasts and festivities, language riddles, number puzzles, suggested lines of handwork or hobbies, etc. I have been issuing a hand-written weekly on similar lines to my class every Friday evening. Last year it was possible for me to bring out 29 issues from November 128 to April '29. This year again I have started the same from November '29.

Value of Co-operation Essential

The co-operation of teachers, parents and pupils is highly essential for carrying on experiment during the holidays. Co-operation between teachers and pupils will be found necessary for bringing out a weekly such as the one described above and for preparing charts and picture books. Older pupils may also help the teachers in supervising the work of the Holiday Club and the Adult Reading Room.

Children's Club as a Valuable Adjunct To School

Though it is pointed out in this article that children's club may be formed during the holidays, it may be suggested that these children's clubs are valuable adjuncts to each school from the elementary school to start with. They may be worked on the lines indicated in the working of the Holiday club. In the long run it would be found that these clubs do supplement the instruction given in the class room. There are

opportunities in these clubs for the mental physical, social and moral development of children. The children's club is a means by which teachers can come into close contact with pupils and observe them. Anything which provides education in recreation should have a prominent place in the club. The teacher or the captain should impress on children that they should take success and failure in good spirit. They should neither be too vain when they succeed nor be too disturbed when defeat stares in their face. I should also like them to give up some cruel practices prevalent in some indigenous games. For example knocking against the fist in a game of marbles and hitting against the back with a hard ball in a game of Ganapathy ball should be given up.

II Reading Room for Adults

Last time I gave an account of the working of an adult school. During the holidays it is not possible to work single handed. But something has to be devised in order to keep the adult in close touch with the worker. So the idea of the Reading Room suggested itself. The reading room was located in one of the houses freely lent by the owner. Lighting arrangements were also made free of cost. About 50 Tamil books including short stories, novels, and puranic stories, bound volumes of the back numbers of the Anandabodhini, Vivekabodhini and some old Annual Supplements of the Swadesamitran were placed in the library.

One morning it was announced in an assembly of adults called for the purpose, that the reading room will be kept open every night from 7 to 8. About 40 pupils attended the first night. In order to provide some attractions, every Tuesday was convert—

ed into a Bajana day. An understanding was also reached to the effect that whoever celebrated a marriage in his house should give a treat to all the members of the reading room on the Bajana day. A subscription of one anna per head was levied for getting a daily issue of the Swadesamitran.

The attendance was very satisfactory during the first two weeks. A number of adults visited the reading room, took books and read in the hall. Some others took them home. Newspaper was read only by a few. The particular information they liked to note was the price of cotton in the market. The proprietors of the company have also learnt of this use of the newspaper. People who were neither members of the reading room nor students of the Adult school also took books from the reading room. Very many exhibited tastes for reading novels and puranas.

I may also point out one or two difficulties. Those who are fond of reading books naturally came to the library. But there are also others who have no inspiration from within to read books and spend time usefully. To these people an inducement has to be offered from without. The worker has to go to these people and get them to read. In the midst of regular working, marriages intervened. Two days before the marriage and a day after the marriage there would be a decrease in strength. But when compared to the children's club, the adult reading

room worked more steadily and successfully for 2 1/2 months.

As was remarked in the case of children the worker may read a story or a newspaper for half an hour. Useful educative charts and pictures may be described. Anything calculated to increase the general knowledge of the adult can be done. The worker will have an opportunity to see these labourers near their homes and learn something about them for his future guidance. On New Moon days and Karthigai days when most of these adults observe a holiday, an excursion to any place near by can be arranged.

Conclusion

My experiments should not be regarded as imposing a heavy task on the teachers. The experiments are suggested in the hope that teachers will view the work not as a task but as a labour of love. To those who are inclined to carry on similar experiments, new ideas will strike themselves in the course of actual working. Any labour of love cannot be reduced to Rupees, annas and pies or Hours, minutes and seconds. Probably in the beginning the worker has to exert himself a little in setting matters aright. Since no one can accomplish an object single-handed, he must have a number of followers to help him. With this co-operation the work of each member of the group can be minimised.

MANUAL TRAINING

By

Mr. K. Vedanta Desikan, B.A.L.T., Headmaster, R. R. School, Mylapore.

The Manual Training Section attached to the Residential High School has of late won the appreciation of the educationists, and many people want to know how we have been able to give training in manual work along with the general education, what syllabuses we follow in regard to these technical subjects and how far it is profitable to work this section in a High school. It is just for the purpose of demonstrating what has been done in this direction in our school that we have arranged this small exhibition of the Manual Training products. In explaining the scope and extent of this work in our school, I hope to put before you some of our thoughts and conclusions on this important subject.

The department has included manual training under Group B in the revised syllabus and it may be now an easy matter since it is announced in clear terms that manual training is necessary for our pupils. But real credit should be given to those pioneers who groped their way in dark hours to arrive at a satisfactory solution. The man of insight looks far ahead into the future and dreams of ideals which become gradually realised. 'He strives like an athlete all his life long and thus when he comes to the end of this striving he has what is meet' (Plutarch). This was more or less the case when in April of the year 1922 even before the Residential High School came into existence the thoughtful secretary of this, our beloved Home, introduced some kind of Manual work, Rattan work at first and

Carpentry later on, for the inmates of the institution during the vacation time. He had of course two birds to strike at one blow when he introduced this work. Not only was it to serve as a hobby for the leisure hours and a hand and eye training for the boys but at the same time it was also calculated to enable the boarder to produce things of utility so as to earn a portion of his bread. The work proved to be very successful even in the short span of a few months with the result that it was made a compulsory part of the school syllabus when the school was started in July 1922. The attempt was a pioneer attempt and purely private. The management did not even then think of approaching the Government for any grant before they assured themselves of the possibility of making such Manual Training subjects a compulsory part of the school curriculum. In the first school year the experiment was made only in two subjects, Rattan and Carpentry, and the year's results gave an unmistakable verdict of success. It may be mentioned here how almost all the furniture necessary for the school were made in the budding workshop.

In the same year 1922-23 the management introduced two other subjects, Weaving and Spinning. They bestowed their best thoughts in the matter of choosing subjects for manual training in order that they might be of immense practical use to the boys of the Home. The subjects for this section of any school should be chosen according to the economic needs and conditions of the loca

lity where the school is situated. In those early stages people doubted very much whether it was worth while introducing manual work in High Schools. There was then a hot discussion in the press about the utility and the futility of vocational instruction in educational institutions. Sir Charles Todhunter who happened to visit the Home in those early days expressed his views on this subject as follows: 'I was sceptical about this kind of instruction until I saw your Home.' His confession of conversion to the views of the Management was something like a tribute paid to their laudable motives and an encouragement to their work. I mention this here only to show how there was then a general feeling that vocational instruction included in the school curriculum would, far from being of any practical use whatever, go even to the extent of impairing the general education. Luckily the counter-current of happy views was at the same time emanating from people like Mr. Petavel and Sir Asutosh Mukherji who were perhaps inspired by the good old maxim of Ruskin, "Employment is the half and the primal half of Education." Sir A. P. Patro, the ablest exponent of vocational instruction in schools truly appreciated the work that was then being turned out in the Home in an atmosphere surcharged with doubts and diffidence. The department of Education was also satisfied with the work turned out and when an application was made for grants for the building and equipment of the Manual Training workshop the Government readily responded. The Management of the Home had really an uphill task in those early days in working out the new scheme in their school. Now and then we find a note of pessimism in the nature of the warning

given by the Department but the Management with a strong determination expressed their deliberate intention to continue the Manual work though they might be compelled by circumstances to change the subjects of instruction. This only shows that the idea was there deep-rooted in the minds of the Management and it is therefore not a matter for surprise that the manual training department has had a luxuriant growth. Seven years have elapsed since the starting of the school and all these years the Manual work of the school has been one of steady progress. Its usefulness and its educational value are now established beyond all doubt. In the course of these years a few more experiments were tried with additional subjects like knitting and goldsmithy. But for one reason or other it was thought necessary to drop those subjects. The Management are now seriously thinking of reviving Tailoring which was also given a trial for a year. The successive Inspectors of Schools have borne testimony to the work turned out in these departments and the figures appended herewith will give us an idea of the progress for the last three years. (Appendix B)

Many people ask us how such a training has been useful to the boys after they leave the school. Do they then follow the technical instruction which they had here? The answer is not quite an encouraging one. We can count on our fingers the boys who have taken to a Technical Course, and have tried to continue the course of instruction they had here. But the majority have a general craving for the Higher studies whether they have the necessary ability or not. A job that will fetch a steady income is usually sought after in preference

to a course which they think may not be so fruitful. The natural question therefore arises, 'How are these boys with vocational instruction better than those without it?' It has not in any way solved the problem of unemployment nor has it diverted the attention of the young minds to the industries of our Country. The answer, as you all can expect is this: We generally lack the spirit of enterprise and initiative and would try in spite of overwhelming odds to get a peaceful, though a plodding, job. Another reason why our young boys do not pursue this technical course is that there is no proper opening for such activities in the outside world. Let us take for example a mediocre boy who has passed his S. S. L. C. Examination and has learnt Weaving or Carpentry. He has neither the means nor the ability for higher education and is therefore quite willing to pursue his technical education. If he has learnt weaving he can qualify himself better by joining the Government Textile Institute and other similar institutes. But a few only have done so and remain only as instructor in weaving. But to divert a larger number of boys, there should be large demand for such people and I am sure with the increasing demand more boys would like to profit by the training which they receive here. But so long as their chances are restricted they have only to rot as petty schoolmasters or clerks. In the case of Carpentry it is worse still. The only course left for Carpentry boys is to open Cabinet shops in a village or a city and undertake to supply household furniture that may satisfy the urban and the civic requirements. Similar will be the lot of those boys who learnt cane work. This is just the

the reason why boys do not generally take to an industrial course. Create demands for such men and find out capital for them to start with and I am sure many will take advantage of the situation and the bread-winning problem will certainly be solved to some extent. I make these suggestions only as an answer to the general query 'Why do not these boys pursue the practical instruction after their school career and take to industrial walks of life?'

There is however another side of the question which we, as teachers, should try to keep in view. The aim of such instruction in schools is as has been well defined by the Government itself, to teach pupils to think clearly and to work accurately through the discipline of the hand and the eye and thus create a bias or bent for higher technical training or vocational education. Judging from the results of these years, surely the bias has been created. But the lack of enterprise and the gloomy prospect of an industrial life are the only serious obstacles. There is always the fear of little and limited income or no income at all. But the training given cannot be ignored as little or as nothing. The virtues that are often attributed to such training of the hand and the eye are not after all chimerical. The Woollen carpet-making though it is the least profitable stands, as a lesson on art. The workshop training is a corrective to the monotonous class-room. There is a good deal of truth in the Inspecting Officer's remarks made in January 1926 which run thus: "It is interesting to note that so much time is devoted to manual training and that the literary education given is in no way adversely affected. In other words it might also be asserted that

because of the attention paid to manual training the boys are better fitted to undertake their literary studies." All these years we have been devoting two afternoons of two hours each per week for manual training and this has not in any way disturbed our keeping pace with the syllabus of the school lessons. It is rather a pleasant diversion from the purely intellectual work. In this connection it might be of interest to note how the different kinds of boys take to this kind of work. Our observation reveals the following: 1. Some of the clever boys of the class room are equally skillful in the workshop. 2. Some dull boys of the class room remain equally dull even in the workshop. 3. Some average boys of the class room are good at their manual work.

It is this last class of boys who can be easily persuaded to profit by this training and follow a technical course. The Management, keenly alive to the necessity of opening up a suitable course for such technically inclined pupils of the High school, started the Industrial school in 1925 whose successful running so far augurs a promising future. Many of our High school boys who would otherwise have been thrown into the whirlpool of uncertain and unprofitable walls of life have joined the Industrial section to their great advantage. The first class of pupils though clever in the workshop generally like to soar high and get University education. But to one and all of these pupils the general educational value of hand and eye training is of course of real importance.

There is another aspect of the training in an institution of this type. This is mainly

an orphanage where the poor boys are fed and clothed free. The manual training department throws open a course for each boy to earn at least a portion of his expenses. It is a matter of pride and dignity if any boy should by his honest work be able to earn at least a third of what is spent on him. It gives him a good deal of self-reliance and a happy consolation that he is not entirely a burden on society. This kind of moral strength is bound to be of immense use if it should be fostered. We do really make some attempt to enable the boys to earn a portion of their school fees. The wages of their manual work are credited to their accounts and they are also commissioned to find a sale for their finished articles by hawking on holidays. The rapidity with which our show-room is filled up week after week when the old finished models are being taken out for sale, bears eloquent testimony to the work of the boys in the manual training classes. A record is maintained for each boy where will be seen the details of his work, the models he has made in the course of a month, the amount he has earned by way of wages and the time he takes to finish a model. A boy in the carpentry section after an apprenticeship of two years will be able to make things worth Rs. 7, earning as wages 1-8-0 in the course of one month. But he works only for four hours a week. Those in the weaving and the rattan classes after the same period of apprenticeship are able to produce things worth Rs. 1 and 1-8-0 and earn as wages Rs. 2 and 0-9-0 respectively. These figures tell us in clear terms that the prospect of an earnest boy earning his school fees is not discouraging. The reason for our boys not being able to earn more by manual work is obvious,

They are always led away by the feeling that after their school course they are not going to follow the practical course. If only they possess the strength of conviction that they would, if necessary, earn their livelihood as a skilled weaver or as a skilled carpenter rather than go about begging for a petty job, I am quite sure that they would put more strength and will and earnestness into their work even while at school and would considerably increase their professional efficiency and earning capacity. The consciousness that the work of the carpenter or that of the weaver is beneath an educated man's dignity and that therefore they are not going to profit in after-life by this kind of work must never get into their heads. In foreign countries the sons of millionaires who have made their fortunes by business are sent to the workshops to work as ordinary workers. In the Bombay presidency the cotton merchants send their sons to the market as brokers to learn the secret of business. So our boys too if actuated by such business ideals would be able to fare better in life. After all it is not possible for all to become graduates nor is it our ideal to have a nation of starving graduates. If only we pause to realise, what a heavy toll we pay for the higher education and what strenuous work and enormous expenditure are sacrificed at its altar, the need for a diversion from the ordinary routine of education will become clear. How I wish very many of our young boys realise this? I have been told by many ladies and gentlemen who have travelled abroad that such a thing as the boys earning their school fees, earning while learning is actually being done in many schools which have workshops attached to them. In this

institution, that has also been the ideal of the management for years past and the only obstacle that defies such attempts is the rather heavy syllabus of our S. S. L. C. Course. If the syllabuses of the School Final Course can be reduced a little and if more time be given to the new B Group subjects of the revised syllabus where manual training finds a cosy corner, this ideal can without any inconvenience be brought within the reach of practical politics. Long have we been dreaming of the day when we could have manual work for all boys every afternoon instead of once in three days. Let not the advocates of general education think for a moment that we are blind to the necessity of such general education for each and every individual till the School Final standard. We shall not be rash in assuring them that this provision for manual work as we desire, will not in any way hamper the intellectual growth of the boys. On the other hand the workshop serves as a handmaid to school work. The workshop spirit has well nigh been imported into the classrooms of the school. The workshop aids to the muscle, the brain and the method of study of the pupils. We have some very interesting cases where boys have tried to express some of their thoughts in the form of models, just like the lock sectional model of a sliding steam valve etc. The scope of work in this direction depends on the ingenuity and the initiative of both the teacher and the taught. Again if a chair or a blackboard gets broken to-day we have the carpentry boys ready to get them repaired in a few hours. The school and the workshop have become so closely associated that we cannot now think of the one without the other. The day is not far off

when we could have all our necessary clothing made in our weaving section.

In this connection I wish to be permitted to point out whether the same measure of success can be obtained in the manual training classes of day-schools with a larger number of pupils. I think we should rather be sceptical about the efficiency of work till some institutions should rise up and dispel the sceptic view.

Here the boys are small in number and the general conditions of the boarding school are favourable for securing a higher standard and a greater efficiency of

work from the pupils. How far the conditions of a day school will be conducive to a satisfactory working of the workshop yet remains to be tested. But this is no excuse for hesitating to introduce manual training classes of one kind or other according to the economic needs of the locality in all the day schools of the Presidency. It will be a pardonable pride if we announce to our co-workers in the field of education that we have demonstrated here in our humble home the possibility of a happy combination of the school and the workshop and that these two halves are necessary to make up the one whole of a wholesome education.

S. I. T. U. PROTECTION FUND

List of members—(Contd.)

Reg No.	Name.	Designation	Place.
421	Mr. R. Koniya Naicker	Asst. D. J. High School	Gobichettipalayam.
422	" U. S. Doraiswamy Iyer	" M. H. School	Udumalpet.
423	" P. S. Sivasubramanya Iyer	" Board High School	Krishnagiri
424	" N. Ananthanarayanan	" do.	do.
425	" B. Vythianathan	" do.	do.
426	" V. Krishnamoorthy	" do.	do.
427	" S. Krishna Sastri	" do.	do.
428	" E. J. Rajaratnam	Head-master do.	Namakkal
429	" K. Seshagiri Rao	Asst. do.	do.
430	" R. S. Narasimha Iyer	" do.	do.
431	" A. Kalyanasundaram Iyer	" do.	do.
432	" K. R. Gopala Iyer	" do.	do.
433	" V. S. Krishnaswamy Iyer	" do.	do.
434	" N. R. Subramanyam	" do.	do.
435	" R. Umamaheswaran	" do.	do.
436	" N. Subbaraman	" V. M. High School	Bodinayakanur.
437	" R. Rajagopala Iyer	" do.	do.
438	" Y. Krishnaswami Iyer	" National College School	Trichinopoly.
439	" K. Kuppusawami Iyer	" Native High School	Kumbakonam.

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

A TALK OVER TEA

"Have you heard of the New Education?" asked the lady in the felt hat.

"New Education?" said the old-fashioned school master looking over his glasses at her. "No, New Journalism, New Humour, New Economics, if you like, but not the New Education."

"What a lot of new things there are nowadays, to be sure?" said the old lady, his wife.

"New Editions of old classics, my dear, new treatment of old themes, new bread, new wine among other things; some of them disagree with an old leather bottle like me."

"It is a movement," said the lady in the felt hat.

"I thought it might be something of the kind," said the old-fashioned school master.

"I have just been reading a tract about it. It is such a nice tract by a lady of qualities."

"Ladies of quality always have been writing about education or talking. The Gracchi had a mother, you know. I could show you"—the old gentlemen half turned towards his particular book-shelves by the window—"nearly a dozen such volumes by gentlewomen and ladies of title, all more than a hundred years old, the books I mean—that I have picked up for a penny or two pence. They amuse me. Here, for instance is the combination of interest and instruction in the form of a book of 'Emblems' written to convey the Golden lessons of instruction under a new and more delightful dress to the Right Honourable Lord New Bottle."

"Yes, but that is not about the New Education," said the lady in the felt hat.

"They had not discovered it was new in those days, certainly," said the old gentleman.

"But you don't understand. This is quite a New thing altogether."

"As new as a baby and about as novel," said the old gentlemen.

"But this is a thing they have made in Germany. It is a revolutionary movement."

"I am getting old, but I do not yet know of any revolutionary discoveries that came from Germany, though the Germans are an educated people and make champagne and sheffield knives, chess champions and musical composers, Oleographs and serviceable English professors. I may learn. Miss Braddon says Huxley and Darwin stole their ideas from a teutonic source, but probably she had private inspirations—I never verified her statements. Are you sure it is new?"

"It is quite new," said the lady "or at least, I never heard it before."

"You might tell me about it" said the old school master meekly.

"Well," said the lady, "our great idea is this. The mother should preside over the education of her children."

"It may not of course have been the same idea but a very similar one prevailed from Neolithic times up to the advent of the Infant school mistress. My average age of admission used to be between nine and ten. The mother, aided perhaps by a governess or governor, used to have it all in their hands before that age....."

"How tiresome you are!" said the lady "They did not know the right methods then. The New Education is an Education of true methods. Our great idea is that the education should be natural and should develop the faculties."

She paused, but the old gentleman remained profoundly interested.

"We propose, you know, to.....develop a child's faculties. Our great idea is to encourage and guide its spontaneous activity. Surely you know the gospel of Froebel?"

"I thought this thing of yours was new," said the old gentleman. "But let us discuss this question. Personally, I admire Froebel very much, and have the greatest esteem for his opinions. But militant froebelism is not Froebel. Doubtless you will admit that he was a very singular and exceptional man. Now do you know he was very much neglected as a child and had scarcely any toys at all?"

"That only shows how clever he was to be clever against such difficulties," said the lady.

"So far as I know, he preached the gospel that a child educates itself, that learning is a necessity and a pleasure to a little child. Puzzled by the fact of his own intelligence, in spite of his poverty of teachers, he discovered the function of play, as Sarpi discovered the function of veins from the puzzle of valves."

"And so he invented the kindergarten."

"Rechristening," said the old gentleman, "might almost be called the New Research."

"I don't see what that has to do with it."

"We will put that on one side, then, and return to Froebel. He proclaimed the educational value of a child's spontaneous activity. So far the New education is almost as old as mammalia. You may visit a kindergarten now, if you will, in a basket in my stables, though my cat, so far as I know, has never heard of Mothers in council. Her only gift is her tail."

"Encourage and guide," said the lady. "The cat's educational methods are nearly instinctive."

"And all the more natural and perfect on that account. I am an old man and I have passed my life chiefly, I think, in forgetting things; but it seems to me that so soon as you begin to 'encourage and guide, you drift away from spontaneous effort, back to pedagogy. How can a child's activity be spontaneous if it is encouraged and guided?"

"You can let it be a natural encouragement," said the lady. "You can put instructive things in its way, let it have psychological toys—a scientific order of development."

"Is there such a thing? Is not the kindergarten the Formalization of play, and ought not play to be above all things informal? Instead of its being the invasion of pedagogy by nature, it is the invasion of Nature by pedagogy. Is not your individual child the best test of what toys it needs? It will throw the dull one aside and play with those it gets most interest out of—and most interest means most instruction."

"But ordinary toys are so unscientific. Messrs. Glue and Pinks, the kindergarten toy dealers, have published a lovely little pamphlet to explain this."

"Messrs. Glue and Pink, as educational authorities!....." The old gentleman made a peculiar chuckling noise, and was interrupted by a fit of coughing.

"If," said he, so soon as his lozenge had been given him, "If there is this wonderful difference between the toys of New Education, and the vulgar toy, why is there not a palpable difference between the elect of the kindergarten and the vulgar herd?"

Froebel, you epoch-makers say, put his theory into practice. Where is the culminating man he made of? Can you tell a slate-laid, clay-modelled, and card-board cut man from a tin-soldiered, box of bricked and putty man?" "Of course I cannot argue if you scoff", said the lady.

"Has the kindergarten ever produced any thing equal to John Stuart Mill, whose education was as pedagogic and bookish as any one can well imagine?"

"I have no doubt it has, but for the moment I cannot recall any man's name. I will ask our secretary. I think I must be going now."

"After all," said the old gentleman, "your New Education amounts to the discovery that little children ought to play about. And Mother nature has always seen to that, you know, and doubtless always will. As for mixing work and play, they had ivory letters and used to play at word-building, in pagan Rome." "You don't understand—really you don't understand. But I must be going. I will send you some pamphlets. I must run away to a meeting where I am going to make a speech in support of a motion or a resolution or something. I forget what it is

about, but I know it is very important and now I have enjoyed this chat immensely. I knew I should not convert you, but I always like a tussle. It stirs me up. But you are dreadfully prejudiced you know. Good bye, dear Mrs. Blimber."

The old gentleman smiled at the old lady as the New educationist left her room. "I suppose" said she, she would call herself the New woman. Really she is immemorially old....."

"Oh, Morley!" said the old lady, "not more than Eight and twenty, surely."

"I mean, my dear, her type has always been in existence, teaching a hoary world, the elements of the art of living. In our first spring every bud is a discovery, you know, but only a few have the gift to shout about it."

She may, of course, be a little more prevalent now, because of the cheapness of printing, the higher education and the multiplication of meetings or she may seem a little more prevalent because I am growing old. I do not see the use of her, but except just after dinner. I will confess I like her very, very, well."

"I like her," said the old lady. "You can always hear every word she says."

Teaching is neither a winter job for a farm hand, a temporary source of pinmoney for a girl while she waits to be married, nor a mere stepping-stone to a career in another profession or occupation. When conceived fully in all its infinite possibilities for the future of humanity, we can reach no other conclusion than that the nation's teachers—if the nation's children and the nation's life are not to suffer—must represent in their background and in their method the very best in the nation's life.

—D. A. Thom.

GLEANINGS.

"There are some parents in our time (I am sorry to speak it) who before they receive into their service a cook, a falconer, or an horse-rider, they have an especial care to have them skilful and cunning in their qualities, and to have the best and most expert they can get. But when they entertain a school-master to teach their children, being the props and continuing stays of their houses, the monuments of their names and fame, they are desirous to have a young man, who will take small allowance, which they term wages, will be an inferior servant, will wait and serve at table, will use verbal and gesticular compliments. Such a one according to their sinister surmises is fit to teach. They do not much care whether he be well learned or hath taken any degree of school, or is lawfully allowed to teach, or hath any good method in teaching, or hath had experience and approbation in the training up of children. . . . These things, which are most material and necessary, they least regard, using more exact diligence, in making choice of servants for their sports and pleasures than of schoolmasters, for the virtuous education of their children."

(An Apology for Schoolmasters, by Thomas Morrice, Educational Times 1894).

"And it is a pity that commonly more care is had, yea and that amongst very wise men, to find out rather a cunning man for their horse, than a cunning man for their children. They say nay in a word, but they do so in deed. For to the one they will gladly give 200 crowns by year, and loth to offer to the other 200 shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should; for he suffereth them to have tame and well ordered horse, but wild and unfortunate children" (Ascham's Schoolmaster).

The True Spirit.

H. G. Wells, in the course of an article on *The Scholastic frame of Mind*, writes, "Respect the Schoolmaster's profession and he will respect his duties. In the case of assistants an over-bearing headmaster or headmistress, or a headmaster's wife without the grace of tact, may do more by a petty infliction to ruffle the serenity and trouble the teaching of a staff of assistants than all the energy or scientific pedagogy in the world could do in the direction of improvement. Petting and flattery are less likely to spoil an assistant than one quarter the amount of snubbing or 'Staff discipline.' Yet how many Master's meetings are, as it were, gatherings of the mere tools of Omnipotence

to one that has its proper flavour of the Council of Gods? A self-assertive assistant may be a thorn in a Headmaster's private flesh, but an over modest one is a weakness in the School. A self-depreciatory teacher, if he means it, deserves all his self-depreciation and more alas. Away with him. He will follow this authority and that, fluctuate at a frown and speculate over a smile. One might as well try to cut down trees with a Japanese fan as teach with the loveliness of modesty."

The Bengal Arbitration Board.

With effect from January 1, 1930, an Arbitration Board has been constituted in Bengal for a period of two years.

The function of the Board is to settle disputes between teachers and managing bodies of all non-Government schools. During the two years whilst the Arbitration Board functions, those sections of the Bengal School Code dealing with such disputes will remain in abeyance.

It is laid down that appeals to two different authorities by the teachers of any one school cannot be made. The teachers must decide to appeal either to the Director of Public Instruction or to the Arbitration Board. An appeal to both is not permitted and no appeal shall lie against the decision of either after the decision has been confirmed by the Syndicate of the Calcutta University.

Any teacher may appeal to the Board on a question of dismissal, discharge, or reduction or withholding of salary. With all appeals must be sent Rs. 15, which may be refunded wholly or in part to the teacher and made payable by the school.

The Arbitration Board shall be constituted of :—

(a) One Headmaster of a Government High School, nominated by the University Syndicate and approved by the Director of Public Instruction.

(b—d) One Head master of a non-Government High School, and two members of the Managing Committees of non-Government High Schools, nominated by the Syndicate.

(e—h) Four members of the Senate, nominated by the University (2 by the Syndicate and 2 by the Senate).

(i) One member, nominated by the Director of Public Instruction.

(j) One Inspector of Schools, nominated by the Syndicate and approved by the Director of Public Instruction.

The Arbitration Board shall elect its Chairman from its own members and appoint a Secretary.

Five members shall form a quorum.

Some Interesting Figures.

The following are the figures of the scales awarded by Lord Burnham (March 1925).

Assistant Masters and Mistresses.

	Men.		Women.	
	Minim.	Maxim.	Minim.	Maxim.
Graduates.				
London	£ 276	£ 528	£ 264	£ 420
Provinces	234	480	216	384
Non-Graduates.				
London	£ 204	£ 432	£ 192	£ 312
Provinces	185	384	174	306

Annual Increments.

Graduates : Men £ 15 : women £ 12.

Non-Graduates : Men £ 12, women £ 9.

The first increment is payable after two years' service at the minimum.

Head Teacher.

Minimum commencing Salaries.

Headmaster.....£ 600

Headmistress.....£ 500

From The Schoolmaster.

The public School Teachers' incorporation and Court of Appeal Act (1895).

(Opinion of The New Zealand Schoolmaster.)

The general principles of the Bill will, we feel sure, commend themselves to the common-sense of the profession. The teachers in each educational district are as a preliminary proceeding to be incorporated. This will have a good effect in ways other than those contemplated in the measure. Anything tending to make teachers realise their corporate life and professional unity must do good. And as the benefits of the Bill are only extended to members of these district corporations, teachers every where will have the strongest possible inducement—their own personal self-interest—to band together. Every appeal must be sanctioned by the associated teachers of the district to which the appellant belongs, and his associated brethren must guarantee such part of the costs of the appeal as the applicant may be adjudged to pay. There is here a direct stimulus to the careful investigation of every case, which will prove a powerful check against frivolous appeals. The Board of Appeal is well constituted. The Board of Education (management) appoints a representative the local corporation one, and the Stipendiary Magistrate of the District is to preside. Every thing that can be done is done to ensure fair play for all parties—proper judicial procedure and a speedy settlement of the dispute. The Court is to be a Court of equity and adequate arrangements are made to prevent moral justice being thwarted by any mere quibble or technicality. Neither party to the appeal is to employ counsel."

Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children and by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the service and the welfare of childhood.

EDITORIAL

From the Frying pan to the fire !!

Teachers' Associations have been frequently bringing to the notice of the Government the insecurity of tenure of service of teachers in non-government schools. The public have been told that the matter is under the consideration of the Government. The Mountain has laboured but brought forth not even "the proverbial mouse." The government order on the contract between "Teachers and Managements" published on the 6 Feb. 1930 has not been conceived in the proper spirit and the proposal is no more than an eyewash. The contract in the proposed form is highly objectionable. In the first place it has grossly failed to insert definite recommendations regarding scales of salaries, and leave rules. Secondly it has introduced in the model form of agreement certain "original" and grotesque provisions for which there can be no justification. All that the Government has done now is to incorporate in the Educational Rules a model form of agreement. It is left to the managing bodies to fill up the blanks relating to salaries, period, etc. Either party is, under the provisions of the agreement, free to terminate the contract by giving three months' notice. The clause relating to the vacation salary betrays a narrowness of outlook and is distinctly reactionary. Let us quote the terms of the G. O.—"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." We commend the form of agreement, especially the clause quoted above, to the notice of the Editor, London Times (Educational supplement) so that he may know the "ludicrous" nature of the provision supposed to improve the condition of teachers. We are surprised to find at the end of the clause the words "the said teacher will make himself in other respects generally useful as may be required of him" This is far too vague and it may be interpreted as including the canvassing for the Manager at the elections, the sale of Raffle tickets etc.

The authorities have not, for reasons best known to themselves, cared to adopt a suitable remedy. This causes no surprise to us since we have been told time and again by responsible officers of the Department of public Instruction that the Government cannot have any control over the managing bodies in regard to salaries of teachers and conditions of service. This idea which may appear plausible to the unwary, contravenes all the pledges contained in the educational despatches and memoranda. May we ask the authorities whether the provisions in the code do not impose a definite standard in respect of buildings, furniture, and equipment? Are not the managing bodies prohibited from prescribing books not approved by the authorities? Do not the provisions in the Grant-in-aid Code and Educational rules contemplate the refusal of aid and withdrawal of recognition if the managing bodies do not conform to the rules laid down for the purpose. Yet when the standardisation of scales of salaries of teachers in aided schools and

improvement in the conditions of service are mentioned, the authorities talk of the freedom of the management! The Government will be cutting the ground from under their own feet if they allow the idea to be seriously entertained that they cannot have a control over the managing bodies. To accept this view is to allow the education of more than a lakh of pupils in aided secondary schools and more than 7000 scholars in aided colleges to be left uncared for.

It is therefore the duty of the Government to take all such steps as will promote the efficiency of aided institutions and hold out a guarantee to the public that education in aided schools is as good as that in government institutions. One point which militates against the efficiency of aided schools is the insecurity of tenure, and frequent change of teachers should be made impossible in the interest of sound education. It is here that the agreement proposed by the Government is lamentably weak. The contract will be entered into for a definite period, say 5 or 10 years and many managers will always be tempted to send away senior men at the expiration of the period since they prove costly.

The Government cannot shut its eyes to this contingency since it is aware that the resources of the aided school, thanks to the mechanical operation of an inelastic grant-in-aid code, are never satisfactory. There are some well-intentioned managers who cannot easily reconcile themselves to the idea of sending away teachers, however embarrassing the financial situation may be. Even these persons will with a clean conscience now begin to replace senior qualified teachers by trained or untrained juniors. A mere provision

of 3 months' notice does not promote security of tenure of service, and schools will in all likelihood come to have a floating population of teachers with the result that no tradition will be built up. The Government is not unaware of the various disturbing factors of a communal, linguistic or territorial nature and notice to quit may be conveniently served when a son-in-law, or cousin, or the relation of the leader of a party happens to be unemployed. Very often a teacher may incur the wrath of the powers that be if he will employ himself "*honestly efficiently and diligently under the orders of managers of the said school.*" The South India Teachers' Union has been urging on the government the need for a Board of appeal. The government which have fought shy of the question of security of tenure all these years may well take a leaf from the government of New Zealand. As early as 1895 the New Zealand government got a bill, known as "The public-school Teachers' incorporation and court of Appeal Act," passed with a view to promoting progress in education. Managing bodies are not more unreasonable or less considerate in New Zealand but yet the act contains a provision for a court of appeal. We publish elsewhere the view of "the New Zealand school master" in regard to this Bill. An Act to amend this public school Teacher's Act of 1895 was passed in 1897 solely with the object of making clear the term "dismissal". This Amending Act "provides that a Teacher shall be deemed to be dismissed in any case where his engagement is determined by notice from the Board; provided that such dismissal shall not be deemed to be wrongful if the (school) Board satisfies the court of Appeal under that Act that the determination of the

engagement was reasonable, having regard to any of the following circumstances.

- (1) The efficient and economical administration of the Board's affairs.
- (2) the fitness of the teacher
- (3) his conduct
- (4) any other special circumstances irrespective of the Board's own legal right to determine the engagement by notice.

The union wants nothing more and any thing less will be hardly found to meet the difficulties of the situation. We hope that the associations affiliated to the union will each of them look at the question from all aspects and communicate their opinion to the secretary of the union for such action as may be necessary.

Madras University :

The seventy-third Annual Report of this University presented by the syndicate will come up for consideration at the meeting of the senate to be held in March. The volume is rather bulky and no attempt has been made to stimulate the interest of the public in the finances of the university or in the activities of the same. The busy senator will not be in a position to understand what progress the university has made during the year. The several chapters in the Report are nothing more than mere numbering of points and the senate has no chance of knowing what the syndicate itself thinks of the work of the Library and Research departments. Research departments may not be expected to produce results in a short time but it is up to the syndicate to assure the senate and the public that a definite machinery has been set up to avoid duplication and to ensure co-ordination of the work of the different departments wherever possible.

We are not able to understand the meaning of making provision for Research laboratories in science subjects when no serious attempts have been made to get the buildings ready. It is not a sound policy to embark upon Research schemes and to spend money when the laboratories are not ready. One may be prepared to overlook any shortcoming in the administration if the construction of buildings for the library and laboratory for which adequate funds are available, should make any progress. The system of "Block-grant" to which reference is made in the report can further the interests of the university if the syndicate should appreciate properly the principles of sound budgetting and adopt a definite programme of development. How can the government be induced to enhance the amount of "block-grant" when the amounts provided for approved schemes have not been spent or have even remained untouched year after year? Whatever view may be held with regard to the administration by the syndicate it must be admitted that the conditions imposed by the government in their letter re "Block grant" are derogatory to the university and will surely hamper the progress of the university.

The university library has made an all round progress. The number of volumes issued in 1929 was 99,600 as against the 79,756 in 1928. The number of periodicals rose from 245 in 1924 to 263 in 1929. An important change in the library administration was made when effect was given in November to the open-access system and we are glad to see that a "graduate member of the staff is set free to help the readers in the choice of books."

The library plays no small part in acting as a link between colleges and the university and between teachers and students.

The Madras University has earned a name for high standard in Examinations. This is not enough: a forward policy which will improve the teaching side of the university will have to be adopted. There are several Research departments in the university and the expenditure on these departments must mount up if they should keep pace with the modern developments. Many more schemes such as the school of Experimental Psychology, the Institute of physics etc. are under consideration. It is somewhat disconcerting for the university to be now told that it should be satisfied with a block grant of 2.3 lakhs. It will not be possible to increase the fees for examinations and the new syndicate will therefore have to consider the financial situation in all its aspects and to make the penny go the longest. We should like to appeal to the syndicate to take immediate steps to constitute a small Text-book committee for the sole purpose of getting ready non-detailed text books on modern lines in the different vernaculars. If the university is not prepared to take the initiative, the course in second language will have no attraction for students and will even be ridiculed by them.

Nero Fiddling!

Our attention has been invited to the report of a public meeting held at Rajamundry towards the end of February. We shall have no occasion to refer to this meeting but for the fact that a number of teachers holding responsible positions in the government colleges in that city took part in the debate on the vexed question of the

vernacular medium. Mr. Chakravarthi, the Principal of the Arts college occupied the chair on that occasion.

Mr. Thompson, the Principal of the Training College in opening the debate, seems to have expressed the view that a working knowledge of English may be sufficient for all practical purposes and that a greater attention may with great advantage be devoted to vernaculars. Gentlemen who followed him emphasised the importance of the vernacular medium. There may be some force in the argument of Mr. Bhadriah that the vernacular medium may not be practicable in the college classes. This argument should not be advanced with the idea of abandoning the vernacular medium altogether. Our efforts should be directed towards adopting a definite programme of action so as to introduce the vernacular medium within a prescribed period in all grades of education. The question of the vernacular medium is not a matter for idle argument nor should it be regarded as a matter of mere policy. We, as educators, should primarily view this question from the point of view of pedagogy. The present system of instruction through a foreign medium is indefensible on any ground and it is no wonder that Mr. Thompson with his experience as Inspector and Principal of the Training College should urge the importance of the vernacular medium.

Those who oppose the adoption of the vernacular medium will be a party to the colossal but preventible waste in secondary education. If they have eyes to see, they may easily perceive that the time of the pupil is taken up with the drill in the foreign tongue and that his progress is very unsatisfactory. Should such persons

continue to remain unmoved by this wastage they will be playing the role of Nero in the sphere of Education. As has been frequently stated in these columns, the opponents of the vernacular medium do not choose to advance any new argument. Nor are they prepared to be guided by the experience of other countries. They show a general disinclination to appreciate the magnitude of the problem.

It is a matter for great satisfaction that the majority of teachers who took part in the debate expressed in no ambiguous terms their preference for the vernacular medium. Their view stands in refreshing contrast with the narrow view of the chairman. He is reported to have stated as follows, "Apart from its unifying influence, English has a national importance and international importance. What most of the speakers said in favour of vernaculars, was more a matter of sentiment than of reason.....". We regret to observe that there is neither reason nor sentiment in the rather irrelevant remarks which formed the concluding speech of the chairman. Are we to assume that he was thinking all along that English was proposed to be abolished? We should like to invite his attention to the Recommendations of the Departmental committee appointed by the Board of Education in England to inquire into the position of the Welsh language and to advise as to its promotion in the educational system of Wales.

Kite Flying !!

The general discussion which accompanied the presentation of the Budget at the Madras Legislative Council is not likely to impress one very much. We

are reminded of the annual pastime of *kite flying* in Madras, when even adults, flock in large numbers on the Marina and derive satisfaction from chasing the kites. How can any one reconcile the pitiful appeals from members for good water, good roads, speedy justice, good education etc. with the idea of a responsible Government? Such a discussion might have served a very useful purpose during the period of Minto-Morley reforms. It gave an excellent opportunity to the government to have an idea of the needs of the people. It was possible in those days to modify the budget proposals and to provide for an increase of expenditure when a case was made out in the debate. Under the Montford constitution it is not open to the House or to any member to suggest proposals for increasing the expenditure at the time of the budget. The house has got the power to cut down expenditure and a power of this kind is an instrument which a member of a party can wield with good effect so as to bring pressure to bear upon ministers. Ministers therefore will not be solely guided by the office note and file in the formulation of proposals and they will be always anxious to understand the requirements of the people and to provide for the same so far as it may be possible.

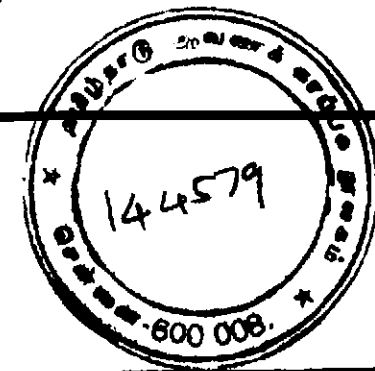
A general discussion such as we now have is a waste of time and money and it does not redound to the credit of the members. How unreal and artificial the situation is may be seen from the fact that every one attempts to traverse a wide ground and talks vaguely of retrenchment of expenditure. It is not strange that members who now talk of retrenchment have without even a mild protest given their approval to the proposal of the minister for education regarding the

classification of the posts in Madras Educational service into class I and class II. We have to express in this connection our appreciation of the bold stand taken by Mr. Ethirajulu Naidu of Guntur. He was the solitary individual, so far as we are aware, who stood up for the prestige of our University and protested at the undue and unreasonable preference for foreign degrees on the part of the government. His observations are worth quoting.

"There had also recently been a tendency to place greater credit on English and western university degrees than on Indian degrees. If this was going to be the set policy, he would suggest to government that they should cut down all their grants to the universities and close them down. That would be the only thing to do consistent with a frame of mind which preferred a western university qualification to their own." Comment is needless. We do not know whether the minister for

Education had any consultation with members of his party before he came to the Legislative council with his proposals. Mr. Ethirajulu Naidu and his friends will be doing a real service if they can get an independent committee of a few laymen appointed to advise the council as to the relative merits of officers holding Indian or Foreign degrees. The permutations and combinations suggested for eligibility for recruitment to class I are ingenious in the extreme and we fail to see why the doctorate degree of German and French universities should be left out of consideration. The members of the legislative council owe it to themselves to see that our degrees are not treated with scant courtesy by our own ministers. The only redeeming feature in the budget so far as Education is concerned is the grant of the sum of Rs. 27 lacs to the Andhra university. We wish the Andhra university success in all the undertakings which may be under contemplation.

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OUR ASSOCIATIONS

RAMNAD DT. TEACHERS' GUILD

Conference in Sivaganga

The Ramnad District Teachers' Guild held its second Conference in the year, in Rajah's High School, Sivaganga, on Saturday the 1st instant, Mr. N. S. Venkatarama Ayyar, M.A., L.T., the President of the Guild, occupying the chair. The conference was largely attended, nine affiliated Teachers' Associations taking part in the proceedings.

Of the three lectures delivered, the first by Mr. V. Subrahmaniam of Madura was for doing away with all Examinations. The second by Mr. G. Sundaram Ayyar of Devakottai insisted on the Guild implementing a few at least of the resolutions adopted by the All India Teachers' Federation. The third was a paper by Mr. S. Kuppuswami Ayyar (Sivaganga) on "the Other Side of the Shield," in which teachers were desired to be a little introspective and see how far the ills they are heir to are not of their own making.

As many as sixteen resolutions were next considered. The first resolution required the Guild to get itself registered under the Society's Act. The second and the third resolution called on the Guild to organise District Educational Exhibitions in connection with the Guild's Annual Conferences, and also to organise Inter-School Debates. Two resolutions tabled for the taking over by the Guild of Inter-School Sports and Tournaments were dropped, it being felt that the defects referred to might be rectified by the agency now working them. The sixth resolution was to request the manager to grant T. A. to delegates attending the Guild Conferences. In the seventh resolution, every school was advised to organise adult education under its aegis. The next requested the Government to arrange courses of lectures in Geography and Elementary Science in every group of 3 or 4 Districts, for the benefit of teachers. The Draft-Agreement between the managers and teachers in the Fort St., George Gazette of Feb. 11 was the subject-matter of the ninth resolution, and came in for severe criticism as the draft was objectionable in that (1) it sanctioned some of the unauthorised encroachments by managers on the freedom of teachers; (2) it allowed disciplinary control of teachers by officers other than the Headmasters, and (3) no rules were contemplated in relation to minimum pay, leave and arbitration. The matter was remitted to a committee of three, for suggesting

improvements as well in the contents as in the phraseology employed. The tenth Resolution was to move the Academic Council of the Madras University to reduce the 40% minimum in English to 35% in the S.S.L.C. Examinations of the current and subsequent years. In the eleventh Resolution, the Guild requested the S.S.L.C. Board to remove all the divisions under the Elementary Science Syllabus relating to Animal and Plant life, these being generally taught in the lower school, and to confine the History and Geography Syllabus to (1) the History, Geography and Administration of India and (2) the Outlines of the History of England. The twelfth Resolution requested the Board not to insist on specialisation before VI Form. The next Resolution asking for a second examination in September for the S.S.L.C. was dropped. But the fourteenth requested the Board so to revise the S.S.L.C. Examination Time-table that there would be every day but one subject to be examined in. The fifteenth resolution emphatically deprecated any attempt to institute a public or semi-public examination prior to the S.S.L.C. or the Matriculation. The last item of business was the consideration of the attitude of the D.E.O. of Ramnad in reference to the "Simple Dress" resolution of the Ramnad District Elementary Teachers' Association. The subject, however was adjourned with a view to ascertaining more details on the question.

After the conference was over, all the delegates adjourned, to re-assemble at 5-30 p.m. at an At Home give by the Sivaganga Teachers' Association. The Raja Sahab of Sivaganga presided over this very enjoyable function, which was attended by several ladies and the elite of the town of Sivaganga. The occasion was improved by a spirited and inspiring lecture on "The call to teach" by Mr. E. D. Philip, B.A., Deputy Collector and Private Secretary to the Raja Sahab. The Raja Sahab as chairman of the function spoke of his keen interest in schools and schoolmasters and wished the Guild all success. This speech was succeeded by one from the President of the Guild, who thanked the Teachers' Association of Sivaganga for their generous hospitality during the day to all the delegates attending the Conference, and thanked the Raja Sahab for his kind sympathy for the profession and pleaded for the public taking greater interest in teachers, who were persistent entities either to make or mar the future of their children, according as they were or were not given a little joy, and a little freedom in life.

The conference and the At-Home, were a marked success, reflecting great credit on the Headmaster, staff, and scouts of the Rajah's High School, Sivaganga.

THE TRICHI DISTRICT TEACHERS' GUILD

(From our Trichy representative)

The quarterly meeting of the Trichy Dt. Teachers' Guild was held at Ariyalur on 15-2-1930 under the auspices of the Ariyalur Board High School Teachers' Association, under the presidency of M.R.Ry. A. Ramier Ayl., M.A., Professor National College, Trichy. The meeting was largely attended by teachers from almost all the schools and colleges of the District. Mr. M. S. Ramaswami Iyer M.A., L.T., Headmaster, Ariyalur High School, welcomed the teachers in a neat little speech.

Professor Rama Iyer then delivered an address in Tagore's educational ideals and our system of Education.

The Conference then adjourned for dinner at 9-30 P.M.

Proposed preliminary Examination

The conference met again after dinner to discuss the question of instituting an Examination in the middle stage before S.S.L.C. as adumbrated in the printed memorandum by Mr. Parameswara Iyer of Palgat and also under contemplation by Government. Mr. S. K. Devasikamani B.A., L.T., (Bishop Heber College) opened the discussion, and in tracing the history of the conduct and the subsequent abolition of Lower Secondary Examination, urged that multiplication of Examinations was undesirable, that it would be undue strain on young and tender minds and that future reform lay in the direction of the removal of any Public Examination at the end of the School course. Mr. M. M. Balakrishna Ayyar, Kulutalai Board School, pointed out that while the trend of Educational public opinion in Europe and America was in favour of "Secondary Education for All", that slogan here seemed to be secondary Education for the select few, by processes of filtration in the shape of Examination mills. Mr. S. Seetarama Iyer of Katuputhoor urged that it was not wisdom to repeat the "Slaughter of Innocents" in the case of boys proceeding from middle and Elementary Schools. Mr. Y. Vaidyanatha Iyer B.A., L.T. of National College pleaded for im-

provement in the quality of instruction by strict class promotions without the proposed public examination. After few more observations by other speakers the following resolutions were adopted.

Resolutions

1. That in the considered opinion of this guild a Public examination at the end of the third or fourth form is undesirable, unnecessary and will be fraught with evil effects.

2. The Trichy Dt. Teachers Guild, in meeting assembled, appeals to the managements of institutions, to classify the Drawing and Physical training instructors, in the regular cadre of at least Secondary Grade Teachers.

(a) 3. The Trichinopoly Teachers' Guild appeals to Government to increase the special Teaching grant and subsidies by at least 4 lakhs of Rupees and to provide in the Budget for the year 1930-31.

(b) The Guild regrets that in the successive re-organisation of the Educational services, the secondary Grade and other non-graduate Teachers as Pundits, Physical training Instructors etc., have been left in the cold neglect and the Guild appeals to Government and the Department to re-organise their cadres with liberal scales, without further delay.

4. The Trichy Dt. Teachers' Guild, appeals to the South Indian Teachers' Union and other affiliated associations, to adopt the Resolution No. 7 of the All India federation of Teachers' at Madras, last December (viz.) that standardised scales for all grades of teachers in non-government schools should be instituted and adopted by Government, the management meeting the minimum Salaries and Government bearing all increments—this resolution should be adopted as the one universal demand of Educational Public opinion, of propaganda and for revision of the system of Government Grants and subsidies in future.

5. This Guild, reiterates its considered opinion that specialisation must be confined to the VI Form which may be considered as the preparatory course for the University or for life, that considerable reduction must take place in the syllabuses, that any change contemplated or in the process of making must be subjected to public opinion and criticism, and that the new schemes and syllabuses must be postponed to the year 1931 or later, pending the proposed re-constructed and re-organisation of Education in all its stages Elementary, Secondary and Collegiate.

6. (a) Whereas the draft agreement between teachers and managers of schools published in

the Fort St. George Gazettee dated 6-2-30, is based on the assumption of Government considering Teachers and managers as employees and employers, repeatedly repudiated by the S.I.T.U., whereas the said agreement far from solving the pressing problems of teachers' security of tenure in a statesman like manner, is likely to accentuate existing differences between teachers and authorities and cause unhealthy unrest in the educational world; *this Conference* is of opinion that the draft agreement is not acceptable unless accompanied by the introduction of (1) A uniform set of service rules for all institutions (2) A uniform set of leave rules for all teachers (3) A machinery to secure a career for all trained teachers once they enter service.

7. That a sub-committee consisting of Messrs. S. K. Devasikamani, B.A., L.T., S. T. Ramanuja Ayyangar B.A., L.T., and M. M. Balakrishna Iyer (convener) be appointed to consider the details in the said rules of service and draft agreement and to circulate their report to the affiliated associations and the Guild for re-consideration at the next Guild meeting.

Mr. T. R. Sreenivasa Iyengar B.A., L.T., Deputy Inspector of Schools, Aryalur entertained the audience with an interesting lecture and choice quotations in Tamil from Poet Kamban on the meeting of Bharata and Guha, and their moral and spiritual value.

Visitors and Delegates were the guests of the Aryalur Teachers' Association, and excellent arrangements were made for their boarding and lodging. Mr. T. S. Ananthanarayana Iyer, B.A., L.T., local secretary thanked and garlanded the President and the lecturer and the Conference dissolved rather late at night.

THE ANANTAPUR DISTRICT TEACHERS' GUILD

After five and half years of its existence in a moribund state, the Anantapur District Teachers' Guild was revived on Saturday the 15th instant under very good auspices and with the enthusiastic support of almost all the Secondary Schools in the District. Delegates had come from Tadpatri, 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. The gathering was presided over by Mr. F. Maltus Smith M.A., Principal and Correspondent of the High School, who welcomed them in a neat little speech.

The District Educational officer, Mohammad Abdus Salam Sahub Bahadur B.A., in opening the Session, stressed the importance of Teachers' Guilds in these days and the need for including as members even elementary school teachers' associations. In observing, further, that teachers should agitate for their rights and privileges in a constitutional manner, through guilds and associations; he warned them against compromising their dignity and noble calling with demands for high wages, since, especially in this country the teacher has from remotest times come to be looked upon with veneration and respect, though his material possessions are very poor. A vote of thank having been proposed to him by Mr. C. K. Tharu, B.A., L.T. Mr. F. Maltus Smith M.A., was duly installed as the President of the session. In his introductory speech, he reiterated the necessity of a strong organisation of teachers so that their opinions might have the weight of the profession and pointed out the twofold aspect of the Guild's 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 Aiyengar 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 many modifications. Provision has been made in the rules to include as members even individuals who are in sympathy with the cause of education as a whole.

The following office-bearers were elected for the coming year:

Mr. F. Maltus Smith M.A., (Oxon.)	President.
„ S. Kuppuswami Aiyer, B.A., L.T.,	Vice-President.
„ C. Ranganatha Aiyengar M.A., L.T.,	Secretary.
„ M. Appu Rao, B.A., B. ED.,	Joint-Secretary.
„ K. C. Seeban, B.A., L.T.,	Auditor.

It was resolved to hold the next conference at Anantapur in November 1930. The following resolutions were then passed:—

(1) That teachers in Coded Districts be allowed to appear for University Arts Examina-

tions of the Andhra and Madras Universities without attendance certificates.

(2) That Managers of District Board and Aided Schools be requested to meet the travelling expenses of delegates to annual meeting of the Guild and

(3) 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 Coded Districts in view of the remodelled S.S.L.C. course.

Mr. C. Ranganatha Aiyengar 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 and observed, from the results of the election, in this and preceding years, that only those candidates come out successful as have (1) Money, (2) official Influence in a Central office in the Presidency Town, and (3) wide popularity either as Politician or Leader of a Community. Those that are *intellectually brilliant but who are 'born to blush unseen'* have absolutely no chance of success in this system of election, unless they have the unstinted support of the members of their profession. He appealed to teachers to register themselves on the rolls of the University in large numbers and support in all elections teacher candidates without fear or favour of outsiders.

The session came to a close with a vote of thanks to the President proposed by Mr. Vaitheeswara Aiyer, 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. The slides related to several topics and were intended to show how the teacher could make use of them for educational, social and rural work.

The Local High School Teachers' Association provided hospitality to the delegates.

CONSTITUTION AND RULES

OF

The Anantapur District Teachers' Guild

I. Name

The name of the Guild shall be 'The Anantapur District Teachers' Guild.'

II. Objects.

The objects of the Guild will be

(a) To study educational problems with special reference to the Anantapur District.

(b) To work for the adequate realization of the educational needs of the District.

(c) To co-ordinate the work of the various Teachers' Associations of the District.

(d) To safeguard and advance the interests of the teaching profession, and to secure for it its legitimate place in national life.

(e) To act as a vehicle of representation at Provincial and other Conferences of teachers.

III. Methods.

To gain these objects, the Guild shall work by.

(a) Affiliating Teachers' Associations in the District and enlisting as members individual teachers and others who sympathise with or work for the Cause of Education.

(b) Convening District Teachers' Conferences and organizing educational exhibitions.

(c) Subscribing and contributing to educational journals, and circulating important journals to affiliated associations.

(d) Conducting educational experiments.

(e) Organizing public lectures, demonstrations and refresher courses of study.

(f) Issuing leaflets and pamphlets for propaganda.

IV Membership.

(1) Membership shall be opened to all Teachers' Associations of various grades in the District.

(2) Each Association will be affiliated on payment of (a) Rs. 5 per year in the case of a Complete Secondary School or of an Association whose activities extend over the whole District. (b) Rs. 3 in the case of an incomplete secondary school or of an Association of smaller magnitude than a District Association. (c) Rs. 2 in the case of a middle school.

(3) Individuals who are not members of an Association and who are either teachers or are interested in and work for the cause of education are also eligible for membership on payment of Re. 1 in the former case and of Rs. 2 per annum or Rs. 4 for life in the latter.

V. Council.

The management of the Guild shall be vested in a body to be called the Council of the Guild and will be composed of:—

(a) One representative of every Teachers' Association affiliated to the Guild.

(b) One representative of individual teacher members, elected from among themselves;

(c) One representative of non-teacher members, elected from among themselves.

(d) Members, not exceeding three, co-opted by the President of the Guild in order to make the Guild more representative;

(e) Members of the Executive Committee.

VI. Office-Bearers.

The Guild shall elect the following office bearers at the annual meeting. Every member of an affiliated association present at the meeting becomes *Ipso facto* a member of the General Body.

- (a) President.
- (b) Vice-President.
- (c) Secretary and Treasurer.
- (d) Joint Secretary.
- (e) Auditor.

(2) The President of the Guild shall be responsible for the work of the year, and shall preside over all the meetings of the Guild. In his absence the Vice-President shall act as the President. When no Vice-President is available, the meeting will elect its own chairman.

(3) The Secretary shall.

(a) Keep a regular record of the minutes of the annual conference, and the meetings of the Executive Committee;

(b) Prepare an annual budget;

(c) Prepare agenda of the Executive Committee meetings;

(d) Publish from time to time important proceedings and resolutions of the Executive Committee;

(e) Prepare report of the work of the Guild;

(f) Be responsible in general for the running of the Guild;

(g) Maintain a register of affiliated associations with the names of their office-bearers;

(h) Circulate minutes of meetings to all parties concerned;

4. In his absence the Joint Secretary will perform his duties.

VII. Executive Committee.

The Executive Committee shall consist of the office-bearers of the Guild, and shall carry on the work of the Guild under the general control of the Council.

The functions of the Executive Committee shall be—

(1) To publish the report and other necessary papers;

(2) To appoint paid servants of the Guild from time to time;

(3) To manage the finances of the Guild according to the budget as passed by the Council at its annual meetings;

(4) To appoint sub-committees to report on matters of importance, and to co-opt members if necessary;

(5) To fill up casual vacancies occurring among members;

(6) To establish relations with the Teachers' Associations in other areas;

(7) To carry out the resolutions passed by the Council and the General Body.

VIII. Finance.

1. The funds of the Guild will comprise of
(a) The subscriptions of affiliated Associations and individual members.

(b) Donations and special subscriptions.

2. Expenses shall be incurred on items considered necessary to the secretary in consultation with the President subject to the sanction of the Executive Committee.

IX. Meetings.

(a) There shall be an annual meeting of the Council followed by a Conference to be held at such a place and time as may be determined at the previous Conference.

(b) The Council shall act as the Subjects Committee.

(c) The Executive Committee shall transact business at its quarterly meetings generally and special meetings whenever necessary, and in special cases by correspondence. The quorum for a meeting shall be 3.

(d) A summary of the whole correspondence regarding the business of the Executive Committee shall be recorded and the conclusion arrived at shall be circulated among its members.

(e) A special conference of the Guild may be called by the Executive Committee on a requisition to the President by two thirds of the number of affiliated Associations.

X. The Annual Conference.

1. The Reception Committee of an annual conference shall invite the affiliated associations to suggest to them the names of persons who, in their opinion, are eligible to the Presidentship of the Conference and shall submit such names to the affiliated associations for the final recommendation of one of the names. This recommendation shall then be considered by the Reception Committee at least two months before the Conference.

In case of emergency caused by the resignation of the elected President or otherwise, the Reception Committee shall refer the matter to a combined Committee of itself and the Council.

2. It shall be the duty of the Reception Committee of each conference to prepare a draft of resolutions to be placed before the Council and publish it at least a month before the date

of the Conference, inviting amendments and suggestions of new resolutions. A member of the Council shall have the right, with the permission of the Chairman, of suggesting any resolution for consideration, not included in the draft or suggested previously by affiliated associations.

3. The Council shall frame the programme of the Conference.

XI. Miscellaneous.

1. The funds of the Guild shall be deposited either, in the Post Office Savings Bank or in the Co-operative Bank at the head-quarters of the Guild.

2. No alteration in this constitution shall be made except by a two-third majority of the members present at the annual meeting or at a special meeting called for the purpose.

3. The head-quarters of the Guild shall be where the Secretary happens to be.

THE TANJORE DISTRICT TEACHERS' GUILD

A meeting of the Guild was held at the Board High School, Kuttalam on Saturday the 22nd of February with M.R. Ry. Rev. N. G. Ponniah Ayl., in the Chair. The meeting commenced precisely at 2 p.m. There was a large gathering of teachers. After a short welcome address by Mr. N. R. Subramania Aiyer Ayl., Headmaster, Board High School, Kuttalam, Mr. T. A. Ramachandra Aiyer, B.A., L.T., Headmaster, Board High School, Nannilam delivered an extremely thought-provoking lecture on 'Education as an aid to Culture.' He observed that Education at present is utilitarian while in ancient times it was mainly cultural, and now it can at best only aid culture. According to the lecturer, a cultured man is an ideal Karmayogin. He compared and contrasted the eastern and western cultures and in his opinion they were as far apart as poles. He remarked that the system of education must be adapted to the national culture. He cited several evidence to prove that we have lost our national culture and we have no mind of our own. He suggested the following remedies for the present deplorable plight of National education. The knowledge imparted ought to be such as would develop the inner life of the recipients; less importance should be attached to English and in course of time the study of English should be optional in the High Schools and Colleges; greater stress should be laid on the teaching of religion; history should be taught through our temples and

lastly our education institutions should be free from Government control, as far as possible.

The President remarked that the lecture was very interesting and provided ample food for thought, though he differed from the lecturer on several material points.

Mr. N. R. Kedari Rao, M.A., L.T., Lecturer, Government College, Kumbakonam gave an eloquent and thoughtful address on "The teaching of Non detailed Texts." He pointed out that the objects of the introduction of additional text-books were to broaden the knowledge of the pupils, to enable them to take a comprehensive view of any given subject and to give them adequate training in separating the essential from the non-essential. He traced the different stages in the conception of the methods of handling Non detailed texts and showed how methods had to be varied according to the level of the pupils. In his opinion whatever may be the method followed in teaching the additional text-books, the setting of topics and discussing with the pupils as to how to deal with them is absolutely essential. Though it is true that nowadays the pupils are unable to study the text-books for themselves and understand, partly due to their poor equipment and partly due to the unsuitable character of the text books, the non-detailed study should not be abandoned, for it goes a great way to deepen and enrich the students' interest in life.

The address was followed by a discussion in which Messrs. Satagopachariar of Kumbakonam, Narayanaiah of Tanjore and the President took part. Pointed references were made to indiscreet choice of text-books, disproportionately largely quantity of matter, unwieldy classes, bad training in the lower classes and lax promotion.

The meeting broke up at 5-30 with the usual vote of thanks. The Kuttalam Teachers' Association was at home to the Guild. They provided a delightful lunch at 3 p.m., and a sumptuous dinner at 7-30 p.m.

The following resolutions were then passed.

1. The Guild places on record its deep grief and keen sense of loss at the most untimely death of Mr. M. Krishnaswami Aiyer, late Headmaster, Hindu High School, Shiyali, a great educationist and a most estimable member of the profession.

2. The Guild expresses its deep sense of sorrow at the demise of Mr. S. Narayanaswami Aiyer, B.A., L.T., Retired Headmaster, Municipal High School, Koranad, after a service of over 30 years in the teaching profession.

3. The Director of Public Instruction, Madras, is requested to hold vacation lectures on the new S.S.L.C. Elementary Science and geography syllabuses at different centres.

4. The Guild requests the District Board to arrange at an early date for special lectures in Elementary Science and Geography according to the revised syllabuses and to allow the teachers of all Secondary Schools in the District to attend the lectures.

5. The Guild strongly protests against the exclusion from the benefits of the Special Teaching grant of teachers in private aided Secondary Schools, getting a salary of Rs. 100 and over and requests the authorities concerned to reconsider their order and provide an additional sum of special teaching grant for this year to allow all trained teachers to share the grant.

6. The Guild deeply regrets to note that the new Rules incorporated in the Educational Rules with a view to ensure to teachers Security of tenure fall far short of the recommendations made by the Guild at the meeting held on the 16th February, 1929 and do not go far enough to help the teachers in private aided Schools, in as much as no provision is made for the settlement of disputes between the teachers and managements. The Guild strongly urges that provision be made for an appeal to the Director of Public Instruction, on the lines suggested in the above recommendations.

7. The Guild apprehends that the financial Committee of the Legislative Council has made little or no provision for the improvement of Secondary Education in general and in particular for improving the salaries of teachers in Secondary Schools and earnestly requests the Government to make a liberal provision in the budget for increased grant-in-aid.

8. The Guild prays that the rules of eligibility for admission to the Colleges recently issued by the University to be in force from 1932 be revised so as to reduce the minima required in English and compulsory Second language from 40 to 35 per cent.

THE KURNOOL DISTRICT TEACHERS' GUILD

The Annual Conference of the above Guild met in the Municipal High School, Kurnool at 3 p.m., on Saturday the 8th inst. six affiliated Associations taking part in it. The delegates were welcomed by Mr. R. K. Kuppuswami Aiyer, B.A., L.T., the President of the Guild. Then a lecture on "Vocational Education in

Schools" was delivered by Mr. J. W. Peter, B.A., with Mr. T. R. Srinivasamurthi B.A., L.T., Retired Head Master, in the chair.

At 4 p.m. the business meeting began for the adoption of the Annual Report and the Election of the office-bearers for the year 1930. In the report the Secretary, Mr. K. N. Pasupathi Iyer B.A., L.T., surveyed the work done during the year 1929 and referred to the poor financial state of the Guild owing to the heavy arrears of subscription due from the various affiliated Associations. He suggested that with a view to make the Moffusil Associations in the District play a prominent part in Guild matters, the Guild Head-quarters might be shifted to Nandyal. The following office-bearers were then elected:—

1. President

Mr. G. Gurubatham B.A., L.T., Nandyal,

2. Vice-President

Mr. R. K. Kuppuswami Iyer, B.A., L.T.,
Kurnool.

3. Secretary

Mr. Syed Amir-ud-din, B.A., L.T., Nandyal.

4. Joint Secretary

Mr. P. Raju B.A., L.T., Kurnool.

5. Three members of the Managing Council

Mr. M. Ramiab B.A., L.T., Atmakur.

Mr. K. Parthasarathi Iyengar, B.A., L.T.,
Koilkuntla, and

Mr. J. Viswanatham B.A., L.T., Kurnool.

6. Guild representative on the S.I.T.U. Executive, Mr. S. Vaidyanatha Aiyer M.A., L.T. Kurnool.

The business meeting over, a Physical Training demonstration organised by Mr. E. S. Subbanna Charlu of the Municipal High School, Kurnool was held. The Fancy drill games, Pyramids and Indian Club exercises were much appreciated by the spectators.

At 5 p.m. the Municipal High School Teachers' Association was "At Home" to the delegates.

When the Tea-Party was over, the formal opening of the Conference was made by Mr. Ghulam Dastagir, B.A., L.T., District Educational Officer, Kurnool. He delivered an eloquent address advising the Teachers to have confidence in their work and to place before themselves proper aims and ideals and develop the individuality and character of the pupil.

entrusted to their care. He emphasised that the Teachers' chief aim ought to be to turn out men worthy of playing a proper part in life, rather than to fit pupils for the University.

Under the presidency of Mr. G. Gurubatham, the President of the Guild, the following resolutions were discussed and passed:—

1. That the Head-Quarters of the District Teachers' Guild be shifted from Kurnool to Nandyal.

2. That the District Board, Kurnool be requested to restore the post of the 5th assistants to the Middle Schools under its management, in enable the Head-masters to devote more time for Supervision and Office work.

3. a. That the Eligibility rules applying to the S.S.L.C. Examination Candidates of 1930 and 1931 will work hard upon them in view of the high percentage demanded of them in English and Vernacular Composition and the abolition of the Moderation Board, which has worked till this year, to the great advantage of deserving Candidates.

b. That the Guild requests the Madras University Authorities to fix 35 per cent as the minimum for a pass in English and Vernacular Composition at the S.S.L.C. Examinations of 1930 and 1931.

c. That the Guild requests the University to revive the Moderation Board to consider hard and deserving cases of Candidates for these years also.

d. That the Eligibility Rules under the New Scheme for the award of S. S. L. Certificates from 1932 are unsatisfactory as they demand a high percent of 40 as minimum in English and Vernacular.

4. That a sub-Committee consisting of the Science Assistants of the Three High Schools in Kurnool and the Training School, Kurnool be convened by the Vice-President to consider the Ele. Science syllabus under the Revised S.S.L.C. Scheme and suggest further modifications in it.

5. That the guild requests the Director of Public Instruction, Madras to arrange for Vacation Lectures on the S.S.L.C. Syllabuses in Elementary Science and Geography under the new Scheme at different centres in the Presidency, in order to elucidate their Scope on the method of treatment, and also to arrange for refresher courses in other subjects.

6. That the Guild protests against the exclusion of Teachers in Secondary Schools under private Management, getting a salary of Rs. 100 and over from the benefits of the Special Teaching Grants, and requests the Director of Public Instruction and the government to reconsider the matter.

With the usual vote of thanks, the Conference ended at about 8 p.m.

Kurnool District Elementary Teachers' Conference (Dhone Section.)

The Elementary Teachers' Conference of the Dhone Section in the Kurnool District was held at Dronachelam on the 15th and 16th instants in a well-decorated and specially erected pandal under the Presidency of M.R.Ry. A. Ranganadham Mudaliar Garu, B.A., B.L. About three hundred teachers in all from several villages assembled together. M.R.Ry. V. Sankarasarma Garu, Chairman of the Reception Committee, read the address of welcome. The President spoke amidst cheers in elegant words on the condition and requirements of the teachers assembled at the conference. He emphatically said that the strength of the school-going children should increase in proportion to the increase in the teaching staff year after year and that the authorities should find means to equip the teacher with the articles necessary to improve the vocational training according to the requirements of the locality.

An exhibition in connection with the conference was held in the local Board Middle School and H.M.D. Janab Gulam Dastagir Sahab Bahadur, the District Educational Officer, Kurnool, was pleased to open it. Several exhibits on drawing, needle-work clay-model and crayon work were brought and some of them were very good which speaks well of the development of art in rural areas.

M.R.Ry. M. Kannaiab Garu, (Kurnool) Vice president of the District Teacher Managers' Association, addressed the Assembly on Teachers' Associations in general and their duties. He exhorted them to meet as often as possible and affiliate their District Association with the Provincial Organisation and the South-India Teachers Union at a very early date.

Resolutions to improve the pay, prospects and privileges of teachers were moved and passed. Prizes consisting of gold and silver medals and certificates of merit, were awarded to the winners in the Elecution and essay competition as also for the good exhibits brought by the teachers.

Among the gentlemen present were M.R.Ry. B. P. Sessa Reddi Garu, President, District Board, Kurnool, M.R.Ry. M. Sanjiva Reddi Garu, President, Taluk Board, Dhone, M.R.Ry. K. Lakshamma Garu, Member Secondary Education Board, Kurnool. M. R. Ry. Maddikera Yella Reddi Garu, the Retired President, Taluk Board, Dhone, and Member, District Board Kurnool, was the Chief Organiser, and the success of the Conference is entirely due to him,

THE TEACHERS' BOOK SHELF

THE CLASS ROOM REPUBLIC by E. A. Craddock, Published by A & C Black Ltd. London, pp. 80. Price 1-8-0

If there is any word that sums up the tendencies of modern life that word undoubtedly is discipline. It is the power behind the huge machine of modern life; it regulates and controls the various forces that make up modern civilization. The days of autocracy are past, let us hope never to return.

The modern age is the age of democracy which implies co-operation and opportunities for fullness of life for every individual. The citizen of the future has to use this instrument of democracy for the happiness of the human race. Perhaps at no period in the history of the human race was this problem of reconciling discipline and authority with the growing tendency to chaos and anarchy that characterises modern youth so difficult as it has proved to-day. To teach the great lesson of reconstruction, to reconcile freedom with discipline, democracy with order, is the great task of education. (Sic)

Every school worth the name has a system of discipline in force, a code of conduct written or unwritten which aims at the moral, mental and physical well being of the pupils attending it. These rules might originally have been framed with the intention of making teaching possible. But as Mr. Craddock rightly points out, we can see in it rightly or wrongly a potent lever for uplifting the boyish soul, a mighty weapon for the destruction of the evil.

However it is a sad experience of heads of many institutions that there is an increasing number of revolts and strikes against these codes. Such a state is not conducive to stimulate the good in the pupil while it often inflames the evil. The reasons are not far to seek. To the school-boy wrong is not wrong because it is wrong, but because its commission brings punishment at the hands of authorities. He has never been made to feel that good conduct is a duty he owes less to his teacher than to his class and himself, and that his ill-doing is a crime against society, not against an autocracy of the school. But it is a fact commonly observed that boys submit to the 'school boy code of honour' without the least hesitation. These rules being established by convention set up by generations of boys, do not offer that spice of adventure that makes breaking of class room rules interesting. Mr. Craddock, therefore is

rightly of opinion that if the teacher would delegate his disciplinary powers to the boys themselves, if he could replace by democratic control, his autocracy over them, in short if he could establish a class room republic, he would succeed in training the boys in the ways of democracy and in the formation of the right habits and right traits of character in his pupils. Boys possess inherently certain excellent qualities such as a sense hero-worship, trust and loyalty, dislike of ridicule, love of risk, respect for tradition and convention, a sense of impartiality and a very keen sense of justice and intense activity which if properly used and directed, would produce very beneficial results, to the teacher and the pupil alike.

Mr. Craddock has done this, in inaugurating the *Class Room Republic* eight years ago in his form class. (IV Form average age 13). The function of his republic is clearly this: The teachers' business is to teach and to guide the pupils in the acquisition of knowledge. The discipline of the class, both inside and outside the class room, should be in the hands of a committee elected by the boys. This committee should be empowered by the class to punish and to reward and should be responsible to the class. In short the committee is made responsible for everything except actual teaching. Mr. Craddock describes in the book under review an incident, which is bound to happen in any school, where there are boys like Richards, a self assertive type and wilcox, with a dominant passion for things mechanical. These boys naturally refused to submit to some punishment imposed by the committee; but the class as a whole, stood by the committee, and after giving them a full hearing resolved to see that they obeyed.

The effects of such a system, tried for over two years are thus summed up by Mr. Craddock: "I have had the two most pleasant years of all my teaching experience, which extend over a long period. My boys are happier, infinitely more tractable and infinitely more diligent. The relations between us are more cordial, more intimate, and more work inspiring than I had ever known in previous years. My work is easier, that of the boys more spontaneous and more cheerfully done, and it proceeds at twice the old rate and with twice the old enthusiasm. Punishments have become so rare that when they are necessary, the necessity excites remark."

But the success of such an institution depends primarily upon the teacher. If he hesitates to accept the decisions of the committee, if he does not trust in the capacities of the boys to govern themselves and if he is afraid of becoming an adviser instead of the commander that he will otherwise be, *The Class Room Republic* will be a failure.

Mr. Craddock answers at length possible objections against such a scheme of Class Room Republic and even suggests how it may be extended to the whole school—A School Republic.

The book therefore, will be a valuable guide to teachers anxious to get the maximum time for regular teaching and at the same time, train the pupils in right lines of conduct. We have pleasure in recommending this book to all teachers interested in the problem of discipline.

A TEXT-BOOK OF ELE. SCIENCE by R. Sankara Aiyar and V. Srinivasa Aiyar.

Part I Simple Physical Measurements, Price.

0 8 0

Part II Simple Physics

0 10 0

Part III Chemistry

0 10 0

(Published by R. Thirumalai & Co., Madras.

Messrs. Sankara Aiyar and V. Srinivasa Aiyar deserve to be congratulated for these publications designed to suit the needs of the IV form pupils of the revised S.S.L.C. course. They have brought to bear in these booklets, their rich and varied experience gained in the course of several years of teaching in the High School classes.

It is however a pity that the publishers have not taken necessary care to get the book neatly printed without errors, though we are glad to notice that Part III is better than the earlier parts in these respects. We believe when the second edition comes out, the publishers will avoid the defects.

Lessons in Biology

(1) ANIMAL LIFE by K. S. Padmanaba Aiyar
M.A., D.Sc., Price 0-10-0

(2) PLANT LIFE by Dewan Bahadur
K. Rangachariar, Price 0-12-0

(Published by P. Varadachari & Co., Madras)

Messrs P. Varadachari & Co., the enterprising publishers from Linghi Chetti St., Madras, have added these two books to their science series. They are prepared in accordance with the De-

partmental Syllabus in Elementary Science for the Revised School final. "Animal life" by K. S. Padmanaba Aiyar is carefully planned and written in simple and easy style. Sketches and diagrams, however, are hazy as half-tone blocks, have been used. Line blocks however will be more illustrative. As for the second book, the author has used, rather copiously technical terms, and some of the chapters are written in a language, which our 4th or even 5th form boys would find it hard to follow. Though the book closely follows the departmental syllabus and may be used as a text-book Mr. Rangachariar could easily have written a better book.

EXPERIMENTAL HYDROSTATICS AND MECHANICS FOR SCHOOL CERTIFICATE STUDENTS by E. Nightingale of St. Albans' School. Publishers G. Bell & Sons Ltd., Price 4 sh. 6d.

This book, dealing with Mechanics and Hydrostatics is designed to meet the needs of the pupils appearing for the School Certificate Examination. The author is already well known for his book, 'Heat, light and sound' and this book is planned on similar lines. The subject is developed from an experimental and historical basis, which make the study of Dynamics and Mechanics really interesting. We appreciate particularly the method of approach to Newton's Law of motion. An attractive feature of the book is the inclusion in it of many modern applications of science. Short accounts of the lives and works of those pioneers whose names are landmarks in the history of the subject are given. Each chapter is followed by a list of examples which are taken mainly from school certificate papers.

The book is certainly useful for students of elementary Hydrostatics and Dynamics, and will form a sound basis on which a teacher may frame his course of lessons.

A NEW AND COMPLETE HANDBOOK OF BLACK BOARD DRAWING FOR ELEMENTARY, MIDDLE AND HIGH SCHOOLS by P. K. Muthukrishna Mudaliar, Sarvajana High School, Peelamedu, Coimbatore Price Rs. 1.

The book is written to stress the importance of Drawing as a subject of school curriculum and to create in the pupils a love for the subject. It contains a fairly adequate number of plates with figures, clearly and neatly drawn. Brief, yet full, instructions on method accompany each plate, thus making the book a self

instructor. The author has in his choice of outlines shown how drawing could be correlated with the other subjects.

The page on, 'How to frame a suitable drawing syllabus' will afford interesting reading to all drawing masters. We are therefore sure that this book will receive the encouragement it deserves.

ELEMENTARY SCIENCE PART I by Prof. Lakshminarasu (Price not stated) Published by Theenathayalu & Co., Madras).

Prof. Lakshminarasu, well-known for his Text-books on Science, has just come out with this little book, the first of a series written to suit the needs of the re-organised school final

course. The book under review deals with simple physical measurements. In his Preface, he states. "The elementary and Practical character of the Secondary School scheme has been kept in view" etc. "A lesson finished should always furnish a useful direction for the lesson to come". The value of the book will certainly be enhanced, if the author had borne in mind these dictums in writing the book.

The book, though bound well shows unmistakable evidence of hurry. Many of the diagrams could very easily be better drawn producing a better effect. We believe that when the other parts are published these and other defects found in this booklet will be removed.

UNION LETTER

President's Tour

Coimbatore—Monday the 11th March:—The Guild Secretary was kind enough to give me an opportunity of meeting the members of the Guild, resident at Coimbatore, when I happened to go to that town on some other business on that day. A meeting was arranged in the Thomas Memorial Hall of the Government College of Coimbatore. It was presided over by the principal, Mr. Patrachariar, the President of the Guild. It was a matter for genuine satisfaction that representatives from all the schools of the city were present at the meeting. The Government College and the Training School, the Municipal High School and the two Mission Schools were all represented.

I spoke for about half an hour emphasising upon the need for unity amidst the various sections of the profession under different managements a unity which could be easily established on the academic interest and the common responsibility we have in looking after the young, entrusted to us. I also spoke to them

about the coming Conference and how eagerly we were expecting to see it a grand success.

Erode—Monday the 10th instant.—On my way from Coimbatore to Bangalore, the Mahajana band of enthusiastic teachers and Mr. Rajagopala Iyer of the Municipal High School met me at the station and assured me of their hearty support in the matter of conference arrangement

Anantapur—Tuesday the 11th instant.—As I went to the place two days before the day fixed for my visit and as my stay there was short, I was not able to meet the teachers; but I met Mr. Appa Rao, the Joint Secretary of the Guild the worthy colleague of our good friend Mr. Ranganathan. I was glad to note that Mr. Smith of Gooty, the newly elected president is very enthusiastic about the Guild affairs. And I hope under his able guidance, the Guild will have a long period of prosperous and useful activity.

S. K. YEGNANARAYANA Aiyer.

LIST OF ASSOCIATIONS AFFILIATED TO THE S. I. T. U.

Madras

- I. The Madras Teachers' Guild, 41, Singarachari Street, Triplicane.

TEACHERS' ASSOCIATIONS

1. P. S. High School, Mylapore.
2. Hindu Theological High School.

Chingleput

- II. District Teachers' Guild (Native High School Chingleput.)

TEACHERS' ASSOCIATIONS

3. National High School, Chingleput.
4. U. F. C. M. " School, Madurantakam.
5. Wesleyan Secondary School, Madurantakam.
6. Hindu High School, Madurantakam.
7. U. F. C. M. High School, Conjeevaram.
8. Conjeevaram (Pach. High School).
9. Board High School, Uttiramerur.

Chittoor

- III. District Teachers' Guild, Chittoor, (B. Z. Sec. School, Chittoor).

TEACHERS' ASSOCIATIONS

10. Board High School, Chittoor.
11. B. Z. Middle School, Chittoor.
12. Sherman Memorial High School, Chittoor.
13. Board High School, Chandragiri.
14. Board High School, Tiruttani.
15. R. P. B. S. High School, Kalahastri.
16. Sri Mahant's High School, Tirupati.
17. Board High School, Madanapalle.
18. Theosophical H. School, Madanapalle.
19. Board Middle School, Pakala.
20. " " Vayalpad.

Kurnool

- IV. District Teachers' Guild (Municipal High School, Nandyal.)

TEACHERS' ASSOCIATIONS

21. Board High School, Atmakur.
22. " " Koilkuntla.
23. " " Markapur.
24. " " Cumbum.
25. Municipal High School, Nandikottur.
26. " " Giddalore,

27. Municipal High School, Pattikonda.
28. " " Kurnool.
29. Coles Memorial High School, Kurnool.
30. Government Muhammadan High School, Kurnool.
31. Govt. Training School Kurnool.
32. Municipal High School, Nandyal.
33. S. P. G. High School, Nandyal.
34. S. P. G. Training School, Nandyal.
35. Municipal Muhammadan H. School, Nandyal.

Bellary

- V. District Teachers' Guild (Wardlaw High School, Bellary.)

TEACHERS' ASSOCIATIONS

36. Wardlaw High School, Bellary.
37. Municipal High School, Bellary.
38. St. John High School, Bellary.
39. Bord High School, Harpanahalli.
40. Municipal High School, Adoni.
41. Board High School, Rayadrug.
42. Board Middle School, Yamiganur.
43. Board Middle School, Alur.
44. Board Middle School, Kotur.

Anantapur

- VI. District Teachers' Guild, (L. M. H. School Gooty).

TEACHERS' ASSOCIATIONS

45. Municipal High School, Anantapur.
46. Board Middle School, Madakasira.
47. Board High School, Uravakonda.
48. L.M. High School, Gooty.

Guntur

- VII. District Teachers' Guild.*

TEACHERS' ASSOCIATIONS

49. Board High School, Bapatla.

North Arcot

- VIII. North Arcot Secondary School Teachers' Guild Municipal High School, Tiruvannamalai.

TEACHERS' ASSOCIATIONS.

50. Voorhee's College, Vellore.
51. Sri Mahant's High School, Vellore.
52. Municipal High School, Gudiyatam.
53. " " Tiruvannamalai.

54. Danish Mission High School, Tiruvannamalai.
55. Municipal High School, Walajapet.
56. C. S. M. High School, Arkonam.
57. Board High School, Polur.
58. Board High School, Wandiwash.
59. Hakim High School, Arcot.
60. Board Middle School, Kuppam.
61. M. E. L. M. High School, Ambur.
62. Hindu High School, Ambur.

South Arcot

- IX. District Teachers' Guild (M. H. School, Villupuram).

TEACHERS' ASSOCIATION

63. A. A. M. High School, Tindivanam.
64. Board High School, Tirukkoilur.
65. Board Middle School, Kallakurichi.
66. Municipal High School, Villupuram.
67. Board High School, Panruti.
68. Danish Mission Sec. School, Nellikuppam.
69. S.P.G. Middle School, Cuddalore O.T.
70. Board Middle School, Porto Novo.
71. Board High School, Vriddhachalam.
72. Board Middle School, Kattumannarkoil.
73. R. C. Town High School, Chidambaram.
74. Pach. High School, Chidambaram.

Tanjore

- X. District Teachers' Guild (High School, Tirukattupalli).

TEACHERS' ASSOCIATIONS

75. Municipal High School, Mayavaram.
76. National High School Mayavaram.
77. Municipal High School, Kornad.
78. Board High School, Tiruvarur.
79. Board High School, Pattukottai.
80. Board High School, Tiruthuraiipundi.
81. Board High School, Kodavasal.
82. " " Aryampet.
83. " " Nannilam.
84. " " Kuttalam.
85. Town High School, Kumbakonam.
86. Banadurai High School, Kumbakonam.
87. National High School, Kumbakonam.
88. Sarangapani Middle School, Kumbakonam.
89. Lutheran Mission High School, Shiyali.
90. Hindu High School, Shiyali.
91. National High School, Nogaipattam.
92. Findlay College School, Mannargudi.
93. National High School, Mannargudi.
94. Nadar's High School, Porayar.

95. High School, Tirukattupalli.
96. Victoria High School, Papanasam.
97. Adhinam High School, Tiruvadamardur.
98. Board Middle School, Arantangi.
99. Board Middle School, Rajamadam.
100. Raja's Free Maharatta School, Tanjore.
101. St. Peter's High School, Tanjore.

Trichinopoly

- XI. District Teachers' Guild (Board High School Kulitalai).

TEACHERS' ASSOCIATIONS

102. Bishop Haber College High School Trichinopoly.
103. National College High School, Trichinopoly.
104. Hindu Secondary School, Trichinopoly.
105. The High School, Srirangam.
106. Islamiah Secondary School, Trichinopoly.
107. Board High School, Kulitalai.
108. " " Lalgudi.
109. " " Musiri.
110. " " Ariyalur.
111. Zamindar's High School, Kattuputtur.
112. Municipal High School, Karur.

Salem

- XII. District Sec. School Teachers' Guild (B. H. School, Krishnagiri).

TEACHERS' ASSOCIATIONS

113. Board High School, Krishnagiri.
114. " " Namakkal.
115. " " Tiruchengode.
116. " " Hosur.
117. " " Dharmapuri.
118. Board Middle School, Kaveripatnam.
119. " " Yedappadi.
120. " " Rasipuram.

Coimbatore

- XIII. District Teachers' Guild (Sarvajana High School, Peelamedu).

TEACHERS' ASSOCIATIONS

121. Municipal High School, Coimbatore.
122. " " Pollachi.
123. " " Udumalpet.
124. " " Tiruppur.
125. " " Erode.
126. Board High School, Dharapuram.
127. " " Bhavani.
128. " " Kollegal.

Tinnevely

- XVI. District Teachers' Guild (Board High School, Kadayannallur.)

TEACHERS' ASSOCIATIONS

168. Caldwell High School, Tuticorin.
169. St. Xavier's High School, Tuticorin.
170. S.A.V. High School, Tuticorin.
171. Ornella's Middle School, Tuticorin.
172. Elementary School, Tuticorin.
173. " " Kadambur.
174. S.P.G. Middle School Sawyerapuram.
175. Cornation High School, Srivaikuntam.
176. Board High School, Koilpatti.
177. Raja's High School, Ettiyapuram.
178. Sri Manthramurthi High School, Tinnevely.
179. C. M. High School, Tinnevely.
180. The Hindu College, Tinnevely.
181. St. Xavier's College, Palamecottah.
182. Board High School, Nanguneri.
183. Thirthapathi High School, Ambasamudram.
184. The High School, Pattamadai.
185. The High School, Gopalasamudram.
186. The Board High School, Tenkasi.
187. " " Kadyanallur.
188. Hindu Middle School, Ilanche.
189. " " Alwarthirunagiri.
190. Elementary School, Tiruchendur.
191. " " Kalakad.
192. S.P.G. Middle School, Tuticorin.

Malabar

- XVII. Malabar District Teachers' Guild*

TEACHERS' ASSOCIATION

193. Board High School, Tirur.

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129. Hindu High School, Kaniyur.
130. Sri Sankara Vidyasala, Kodumudi.
131. Mahajana High School, Erode.
132. Diamond Jubilee High School, Gobichettipalayam.
133. Sarvajana High School, Peelamedu.
134. Board Middle School, Idigarai.
135. " " Sular.
136. " " Kangayam.
137. " " Chennimalai.
138. " " Perundurai.
139. " " Andiyur.
140. " " Satyamangalam.

Madura

- XIV. District Teachers' Guild (St. Mary's High School, Madura).

TEACHERS' ASSOCIATIONS

141. Board High School, Sholavandan.
142. " " Uttamapalayam.
143. " " Batlagundu.
144. " " Usilampatti.
145. Municipal High School, Palni.
146. V. M. High School, Bodinayakanur.
147. " " Periyakulam.
148. St. Mary's High School, Dindigul.
149. American High School, Pasumalai.
150. Middle School, Tellakulam.

Ramnad

- XV. District Teachers' Guild (S. M. V. Vidyalaya, Karaikudi).

TEACHERS' ASSOCIATIONS

151. Kshatriya Vidyalaya High School, Virudunagar.
152. High School, Watrap.
153. C.M.S. High School, Srivalliputhur.
154. Guild, Srivalliputhur.
155. Board High School, Rajapalayam.
156. High School, Sivakasi.
157. Nadar's High School, Sattur.
158. A. V. High School, Sattur.
159. S. B. K. High School, Aruppukottah.
160. Raja's High School, Ramnad.
161. O.V.C. High School, Manamadurai.
162. High School, Sivaganga.
163. Elementary School, Tirupathur.
164. High School, Pallathur.
165. " " Devakottah.
166. " " Karikudi.
167. Union, Virudunagar.

*Details of affiliated associations are not available.

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public lectures. It is expected that Dr. Rabindranath Tagore will deliver the inaugural address and that His Highness the Maharaja of Benares will open the Exhibition. Educationists of all types connected with Primary, Secondary and University Education or with Educational Administration in British India and Indian States, may become members of the Reception Committee by paying a fee of Rs. 2 only. The All India Federation of Teachers' Associations appeals to all those who are interested in education to join the Reception Committee in large numbers and thus make the Conference an unprecedented success. All enquiries should be addressed to: Pandit Ram Narain Misra, Head-master, Central Hindu High School, Benares.

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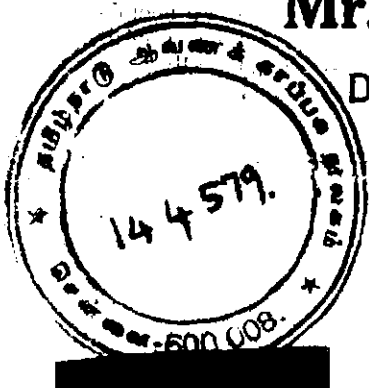
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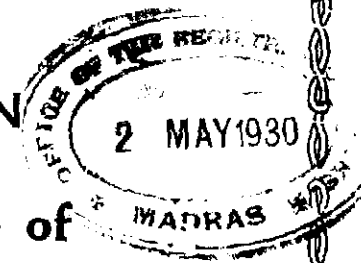
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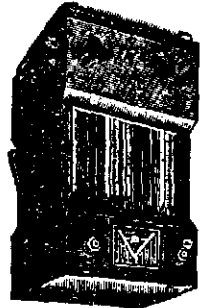
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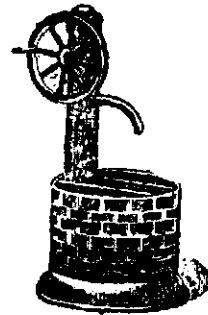
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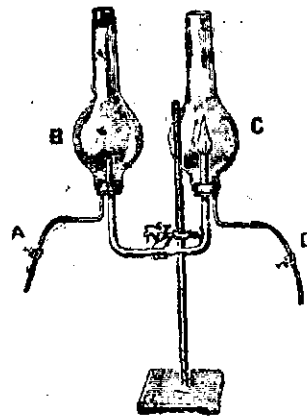


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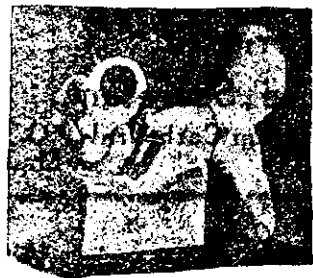
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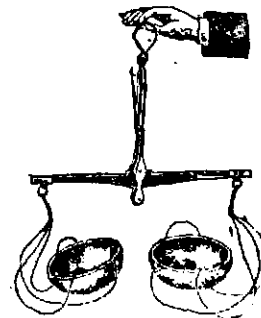


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THE South Indian Teacher

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[No. 4

PSYCHO-ANALYSIS AND PEDAGOGY

BY

Dr Alfonso Maeder, Zurich.

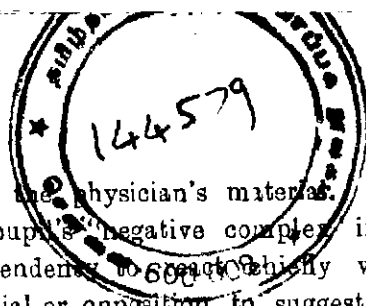
Modern medicine is dominated by a tendency to respect natural processes as much as possible. There is a growing confidence in spontaneous cures; in many cases the physician contents himself with creating the conditions favourable to the natural tendency to a cure, with giving nature a chance and not interfering with it. Psychiatry and neurology, following the examples of surgery and internal medicine, have begun to pursue the same course. The influence of psycho-analysis tends in the same direction. Pedagogy offers us an exact parallel: the pupil, and not the curriculum, now occupies the teacher's interest; the laws of the child's evolution are becoming the true guides for the educator. The pioneer of pedagogy actually expressed this in the formula: "create favourable conditions for the development of the child's natural powers." Psycho-analysis enables us to look deeper into the mechanisms of the child's normal development and inhibitions. In this essay I shall discuss two questions which psycho-analysis seems competent to illuminate.

I. *The significance of the relations between teacher and pupil.*

Classical pedagogy had a somewhat mechanistic conception of the relations between teacher and pupil, somewhat comparable to the transmitting and receiving stations of a telephone. Modern pedagogy looks at the matter from the viewpoint that teaching is a matter involving living human beings who exert influence on each other. Psycho-analysis has brought about an essentially profounder understanding of these relations—and it is of this alone that we shall speak. It has established the fact that two powerful spheres of influence are involved: the influence of the teacher's Unconscious on the pupil and the pupil's Unconscious on the teacher. Analysts have been put on the track of these phenomena by the study of pathological cases which so frequently caricature normal processes.

A.—*The Pupils and Their Influence on the Teacher:*

In this section I shall deal mainly with the negative aspect of the subject as it



appears in the physician's material. We speak of a pupil's negative complex if he shows the tendency to react violently with refusal, denial or opposition to suggestions and requirements. Comprehensibly enough, this negative complex manifests itself at school only indirectly, e. g., by passive resistance, purposeful mistakes, frequent forgettings, or marked dullness, etc. We have learned to trace this attitude back to the unfavourable influence exerted by one or other parent during the child's earliest years: hardness, indiscriminating strictness, injustice, abuse, and even a spirit of opposition in the parents themselves may be among the important factors. In most cases it is, as might be expected, the father who has been at fault. In our psycho-analytic terminology we say that the child has a "negative father transference." The child develops a negative attitude towards all persons whom it identifies "unconsciously" with its father; it carries this about somewhat like coloured spectacles which make it see the whole outer world as having only one colour. Such a child, owing to a recurring negative transference (which is wholly unconscious and wholly automatic), repudiates all persons who appear to it as its father or resemble him externally, and especially if they make demands on it or assume an air of authority. The teacher is repudiated because of subjective, unconscious causes: he is looked upon as the child's "opponent." Owing to this peculiar process (which operates in all quietness), the relations between teacher and pupil suffer greatly; for not only the teacher, but the subject he teaches, is repudiated. The youngster does not understand; sometimes he gives the impression that he does not wish to under-

stand; then there is punishment, scolding etc.; old domestic scenes seem to be revived, etc. It can be easily proved from a study of some patients that the rejection of certain subjects, e. g., mathematics, because of such an identification, has gradually given rise to the legend that this particular individual has no talent or gift for the subject in question.

If psycho-analysis is invoked early enough a normal relationship may be established and the child's talents will not be interfered with. As we see, the matter of judging a child's talents needs revision. In the future, when discussing the subject of talent, we shall have to consider two factors, exactly as in the study of inferiority, to wit: a *static factor* (disposition) and a *functional factor*. An example: a boy of 17 is backward in mathematics and makes no progress in linguistics. His neurotic father had always laid great stress on these particular subjects; as the years went by, the youngster developed a fearful spite which had a tremendous influence on him and inhibited the gifted lad's talent, as subsequent investigation proved; natural sciences and technology, on the other hand, subjects which he associated with his beloved mother, he does more than is required of him and greatly excels other children of his age. Only by a laborious conquest of the negative transference by means of psycho-analytic treatment was it possible to bring out the utilization of his natural gifts in behalf of the neglected subjects. This process of transferring an emotional attitude from one object upon another is known in psychology as "*irradiation*."

This negative complex has not only a great individual significance but also a social significance, in as much as it tends to infect

or intensify the negative complex of other pupils. Once the nucleus of such elements is formed in a class there is great danger of that class being disorganized. The teacher too becomes irritable, he gets excited, loses self-control easily, becomes discouraged and loses his authority, neglects his work, for he is helpless against the coalition. Some teachers permit themselves to become terrorized: before his final examinations a boy went to his chemistry teacher and asked to be examined on table salt. "If not," he said to the teacher, "he would bring disgrace not only on himself but on him." His impudence succeeded! The same boy knew how to make himself bleed at the nose at will, and took advantage of this trick whenever he was unprepared in any subject. His trick was discovered. It is easy to imagine what effect such things have on the feeling of authority in the other pupils. The pupil studies the teacher from all angles and soon finds his weak spots; he takes advantage of these as a means of amusing himself and to triumph over the person in authority, especially if the youngster has a negative father complex. He is driven to reproduce the family attitude to recreate the domestic drama everywhere (as we all do, unconsciously); he compels bad treatment on the part of the teacher, such as that of the father (one sometimes hears it said of a youngster that "he really wants to be treated badly"). As soon as he succeeds in this he has once again confirmed his life's experience and thereby again lost a quantity of confidence; with each repetition he is driven more deeply into the negative. Without wishing it, his teacher has done him harm.

B.—The teacher's Unconscious Influence on the Pupil:

Freud has given us the following formulae: the psycho-analyst leads his patient only as far as he himself has gone. This means not only that he must know a lot about analysis but that he must also have been thoroughly analyzed. One's complexes make one blind. This applies, of course, also to the teacher. We shall hereafter demand, as is easily enough intelligible, that teachers shall have not only a thorough education and training but that they shall also be free persons, for only a free teacher can develop free pupils. A teacher who is himself equipped with a strong negative complex cultivates that complex in his pupils. In everyday speech we say that he does not get his pupils' sympathy. One of my patients, a head-teacher is known for the strict discipline maintained in his school; he had succeeded in taming a particularly trying class. A bad neurosis brought him to me. Psycho-analysis brought out, among other things, that in his classroom he regularly indulged in two common types of fantasy: in one he thought of himself as an animal tamer who had been assigned to tame a pack of wild beasts; in the other he was a general who had to fight a whole army of enemies. His dreams were just as brutal (battles, boxing, etc.). He had always longed to be a soldier; obstacles of all sorts had been put in his path. He could not renounce this wish wholly, and so he created a fantasy world for himself in which his wishes were gratified. The above fantasies belong to a great cycle which had gradually consumed a part of his mental activities. It is easy to imagine what an unfavourable impression such an attitude is bound to have on the pupils.

A wholly different bond, I shall show later, should unite educators and children to one another. I had under treatment the head of a school, a very fine and talented man, who wrought great havoc on his environment with his strong negative complex; his great gifts were very largely wasted because of his internal conflicts.

Teachers should be required to be free individuals, *i.e.*, free from psychic dissociations, and should have strong self-control. This has been for a long time demanded from modern teachers. (A school should be more than a place of instruction; it should be an organ for true education.) Psycho-analysis gives us the true explanation for these empirical demands.

II. The Utilization of Positive Transference. (Organization of the Father-libido.)

In what has preceded we have become acquainted with one of the main obstacles to education, the so-called negative complex and its usual cause: a negative father-transference. (As to the treatment of this complex we shall say nothing now.) Our purpose now is to consider a more positive aspect of the education problem. This is the more interesting because a goodly portion of actual pedagogues are in a state of uncertainty, one may confidently say in a state of error. All clear thinkers have recognized the fact that compulsion, great restriction of freedom of motion routine, are dangerous. The new watchword became: Freedom for the child, respect for the child's individuality. No more compulsion, no more demands! The child will want the right thing of its own accord! Many of our so-called modern schools (free schools, private schools, etc.) cherish this principle, and many of the public schools of America acknowledge this

basic idea. Commands are avoided; the child's sense of responsibility is relied upon. I consider this view-point one-sided, I may add, dangerously one-sided; I say this because of the very easily demonstrable consequences. It is an exaggerated reaction against compulsion and absolutism. To many children full freedom means dilettantism, the beginning of arbitrariness, slovenliness, laziness. To understand the full significance of this, one must know such children, must have treated them psycho-analytically. The feeling of responsibility is unquestionably present in every child, but it has to be practised, developed, ere it can become fully effective. It is an error to confound the disposition to this feeling with the complicated reactions of a socially ripe individual.

The normal evolution of a child must have guidance. We are loyal to the fundamental principle of pedagogy which demands consideration for the child's natural evolution when we demand a guide for the child. As we shall show, psycho-analysis has furnished proof of this.

The biological meaning of childhood has become known in our time. Childhood is a preparation for mature adulthood. As the organization of the nervous system in the animal kingdom becomes more complicated the necessary period of preparation (infancy) gets longer and longer. Man is at the apex of this series. Civilization has greatly prolonged this preparatory phase. Man is not ripe for the management of the complicated tasks of civilized life when he becomes sexually ripe (puberty). Our children are still dependent upon their parents and educators. Education provides the child with experience; it puts at its disposal the

treasure of knowledge; it teaches it what is equally essential: how to react in a given situation; in other words, it teaches it the art of adaptation, the true measure of social value. The principle of total freedom in education, which we have criticised above probably owes its origin to scientific observations. With but few exceptions, animals develop almost by themselves, out of themselves, by virtue of the significant play-impulses.

But one is not warranted in transferring to the human race this observation. The lion has led the same life for thousands of years; it hunts, devours, drinks and sleeps; its play in the first years of its life serves perfectly as practise in the art of catching its prey. Civilized man has wholly different tasks. His activity is a relatively recent acquirement, and is terribly complicated; in comparison with it the instinctive behaviour of the lion, for example, is poor indeed. Play is no longer sufficient as adequate training. Guidance has become necessary. Without guidance the child is helpless in the presence of an obstacle; it withdraws from it.*

Psycho-analysis has revealed to us a so-called father-complex. We have already evaluated the negative aspect of this matter. What is the significance of its positive aspect?

A child watches its father, it wants to be as big, as strong, as influential as intelligent

as he; it wants to do what he does. The child chooses its own guide. In the course of time the pattern changes. After the father come father substitutes which in the normal course of events constitute a progressive series. A typical list is as follows: the father, a teacher or minister, an old friend, a popular hero, a great man, the king, a national hero, a great writer or artist, later on God or a Higher Principle. This describes the development of the child's (especially the boy's) ideals. (Inquiries in the schools of various countries have given results which exactly parallel our psycho-analytic findings.) The original father concept is enlarged gradually and differentiated; it develops from the concrete to the abstract, from the personal to the objective; it becomes depersonalized and becomes the origin of such concepts as authority, power, masculinity, hero, God.

Owing to its peculiar development, psycho-analysis has put the main emphasis hitherto on the pathological, and in the matter of the father-complex it has stressed the disturbed development consequent upon the fixation of the paternal bond, *i. e.*, the negative transference. In its investigation of abnormal cases attention was paid to the common element in the series of father substitutes. I attach great significance to the fact that *the differences*, and especially *the progression* in the choice of prototypes from the corporeal father to the highest *ideals* are

*Joyner, a well-known teacher in Boston, in a lecture before thousands of teachers, reproached the American schools with mollycoddling. I shall quote the passage in *extenso*. "Pardon me for designating as an altogether too common mistake committed in many of our best American schools, to make the path too easy for our children, in constantly leading them in the direction of least resistance, in helping them too much, in explaining much too much, even in doing altogether too much work ourselves to spare them some work. Isn't there a danger that by this 'buttered bread and honey' method, we shall harm our children mentally, impair their souls, weaken their will-power, make their characters anemic, cripple their ability to think, and teach them to do not what is good but what pleases them? Should not children be brought up to do what is good and what duty commands, and to take an interest in these things, and to find a real pleasure in work even where at first they are confronted with unpleasant task?"

recognized. This natural urge, this need of the child for guidance, this normal positive father transference must be utilized by the educator as a *power*; it is a lever with which many difficulties may be removed. The teacher must be acquainted with these natural forces and know how to guide them properly. Thanks to this inner impulse, the child can exert itself, put forth effort, to accomplish something; it expects and deserves *recognition* for what it achieves; between the child and its teacher there should be an exchange of emotions: effort deserves recognition, just as love begets counter-love. In his excellent work on psychology James says: "If we wanted to really punish some one, we could not devise anything worse, if such a thing were physically possible, than to let him run about free in the community without having anyone pay the slightest attention to him." We had an opportunity in recent times to see a pitiful illustration of this factor in all its powerful significance—I say pitiful because it concerns the recognition of a negativist (the bearer of a pre-eminently negative complex). While his residence was being stormed, the anarchist wrote in his testament that he had won the admiration of many on the globe by his courage; the newspapers had made his portrait known throughout the world. The child seeks recognition from its prototype; that is why parents and educators must try to set a really good example, for children possess an amazing faculty of judging their authorities, as I have already remarked. In corroboration of this I quote herewith a sentence from the biography of the great writer Strindberg, a sentence which contains as my experience has convinced me, something absolutely

universal and typical: "having been an extremely impressionable and therefore timid child, he suffered quite early from the injustice and the non-understanding of his environment at home and at school. He was easily imposed upon, sought the protection of those who were stronger (whom, owing to a congenial tendency, he worshipped as *higher beings*); and for all that, owing to his analytical intellect, his gods could not endure, and he had to be constantly seeking out more differentiated gods whom he could reproach when they disappointed him, and so on indefinitely." In a higher stage of development, in which the prototype has evolved into an impersonal, genuine ideal, recognition no longer comes from without but from within, from that faculty which we call *conscience*: Guidance in the above sense has ceased.

So that we are really complying with an *inner requirement* when we give the child the proper *guidance*. We are thereby loyal to an acknowledged principle of modern pedagogy: education must proceed from within, not from without; it does not consist in the teacher's influence on the child but in the child's own activity, in activity following internal impulses. The educator must know these impulses and facilitate their manifestation by creating favorable conditions. (Claparede's formula.) The fanatical advocates of freedom, of whom I have spoken above, are in error; for the child's natural development its needs for guidance must be taken into consideration.

To avoid misunderstanding, I shall once again formulate the teacher's attitude to the child: he is not a potentate who controls the child and exercises an external compulsion,

but the representative of those higher elements residing in the child and in accordance with which the child wishes to go. He is the guide that is sought by the child a necessary guide through the numerous difficulties offered by its development.*

In psycho-analytic treatment we have a relationship which may be compared with the above. The patient is in the toils of a state of dependence from which he has to be freed, out of which the physician gradually extricates him. For a long time he needs *guidance*; the analyst must assume the role of guide. I am no longer of the opinion that the physician should not advise his patient and should avoid influencing him. I must state emphatically that the period of personal guidance is of variable duration and depends on the degree of the patient's maturity as far as regression is concerned. The guiding role of the physician does not consist simply in taking a place in the series

of father surrogates and playing the role of a stereotyped father, but rather in facilitating *the development of the primary father image into an individual ideal* (the ideal which would have been possible for the individual in question if he had not been interfered with by an infantile fixation) Herein I have indicated one aspect of the important process designated as *sublimation*. To guard against misunderstanding, I want to emphasize at once that the physician must guard against (consciously or unconsciously) instilling into the patient his own philosophy, his own ideals. The processes of evolution and liberation must go on in the patient's soul. The physician represents only, but firmly and unequivocally, what he has discovered in the subject's strivings, and continues to do so until the patient sees it with his own eyes and grasps it emotionally. The analyst represents really the *demands* of the healthy portion of the invalid; he

* From a review by Captain Fastrez ("La rôle des liens affectifs dans la coordination militaire." [The rôle of affective bonds in military co-operation.] Bulletin mensuel de l'Institut de Sociologie, Brussels, Nov., 1910). I borrow the following lines from the French officer Paillant who thus describes the relationship between officers and soldiers:

"In addition to purely technical reasons, there are numerous social causes which give the soldier great importance on the field of battle. Tactics ought to be individualistic and provide for the employment of personal initiative seconded by intelligence and scorn of exertion and danger. But personal endeavour is worth nothing unless it is in co-operation with the actions of the rest.....Each should feel that he needs his comrades. The work of one soldier is of no avail unless the others are working also..... For a group to advance each individual soldier must wish to advance. Since every movement is perilous each consents to risk danger so that all may move forward, but he is willing to do that only if he is sure that all are doing the same.On the field of battle the soldiers must be devoted to and have confidence in one another; if a soldier, advancing into a rain of bullets, knows that his neighbor is with him, if he feels that in the perils of the fight he will not be abandoned by his comrades, he will submit to the promptings of his duty, which do not permit him to do less than the others, and throwing himself into the melee, he will dare to venture against the greatest dangers..... I repeat it, there can be no organized fighting unless there is among the men voluntary devotion, readiness for self sacrifice, and self abnegation in the interests of all. Devotion here impels confidence and affection, affection for officers and for comradesThus affection appears as one of the most powerful stimulants in action.....The only basis of discipline on the battle-field is the superiority of the officer, and this superiority is based on confidence and affectionOur superiority will not be real, efficient, or effectual till it is no longer imposed but recognized. Confident in our worth let us get down from the temporary pedestal of cardboard to which the officer is raised. In the hearts of our men we shall find one of granite.....We are men, imperfect beings, the good will hide our faults. To be a good soldier a man does not need a skilled leader so much as a kind one. In a campaign it is our business to have men follow us in spite of hunger, weariness, and deadly danger. If we have that single quality, kindness, they will follow us. It is not a question of weakness or indulgence—passive kindness; but of active kindness; kindness which seeks pain to soothe it, misery to relieve it, and grief to comfort it. We must look after our men as a father watches a cradle. Without ever growing weary we must seek for and find shadows in the minds of our soldiers and then dispel them.....From the highest to the lowest we are comrades; comrades through our common love of country, devotion to her defence, and the joyful assumed sacrifice of our moral and physical powers to her barracks and of our lives to her battles.

impersonates, as it were, these demands. The most important step towards overcoming this transference is brought about when the patient's positive transference upon the analyst is directed upon the patient's ideal strivings; the absolute confidence in the physician is gradually transformed into genuine *self-confidence*. During his treatment, and for a long time subsequently, the neurotic has to make up for what he has lost in his invalidism or to compensate for what disease has stunted in his development. The French expression "re-education" is appro-

priate here and expressive of the relationship to the theme of my essay.

At present psycho-analysis seems to me to offer basic data towards the solution of two important questions in pedagogy: the psycho-analytic viewpoint gives us the explanation for the true relations between teacher and child, and it also reveals to us an important aspect of the psychic evolution of the child and its natural requirements — knowledge which gives us guiding lines for the science of education.

Translated by S. A. Tannenbouor
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It is as fair for the principal to be expected to plan his work in advance of visitation as it is for the teachers to be expected to plan their work and to reduce their plans to writing for his inspection. The more the teachers are taken into the confidence of the principal in his supervisory work, the more teaching is made to partake of the nature of co-operative work between teachers and principals for the good of the pupils.

E. P. CUBBERLY,
in The Principal & High School.

TEACHING ENGLISH

BY

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English is the axle of the High School curriculum in India. Even the optional subjects are hardly so honoured and so assiduously taught as English. Yet the attainment by average pupils in average High Schools after being 'drilled' in it for seven or eight years is so low as to disappoint even the smallest expectation.

If an average pupil in the Sixth Form is asked to read, speak or write; the resulting produce can be depended upon to depress even the most obstinate teacher. The pronunciation is originally Indian. The reader leads the pauses and halts at unlicensed places; he violates the sense, mixes oil and vinegar magnificently. Even a parrot could infrequently envy the performance and the class-room echoes to the infidel activity. If it is writing the output of hieroglyph and inverse grammar and enemy ideas in intimate society almost invariably sustains the despairing interest of the teacher. And if speech were summoned for a change either a half dumb agenda of intended words in the dream-stage or a broken diction stripped of thought answers to the call. Of course, there is always a ten per cent of 'another sort of boys in the class, but it is always the ninety per cent that determines the profit and loss of instruction. Every teacher will attest that if there is one subject in Indian High Schools that is sumptuously taught and scantily learnt it is English, English and no other. All the generous expenditure of time, teaching, grammar, composition and textbooks seems in some strange way to lead to sterility. It is a challenging situation

What is wrong and where? Is it the learning or the teaching that has gone out of gear? Most of the pupils are minors and there is no law intending that they must be held responsible. It has, therefore, to be assumed that the teaching is wrong, but teachers have had a good many wrongs, at least that is what they think and are nearly convinced of, hard work, small pay, stinted praise and unstinted advice, and one must think before putting the blame on their over-used shoulders. Most of them will admit that better results must accrue and proceed to blame the loose annual promotions, the mechanical examinations, the relaxed disciplines, the idle activities of the times and all the other things too numerous to be comprised in a sentence. Some of these circumstances do exist and perhaps also help in maintaining the prevailing order but still the inquirer remains unsatisfied. Let us try and understand what is taking place and why.

Of all school subjects the least teachable is language and as we have said the most taught subject in Indian schools is the English language. In language assimilation is nearly everything. History, geography and even science often manage to live in a sort of semi-understanding. The concept of a round earth is anything but clear to nine out of ten persons and yet most of these nine persons will succeed in proving at an examination that the earth is round. Scientists themselves hardly know what electricity is but even the very type of the ordinary man will, with a little mechanical application, be able to expatiate confidently on the subject.

The British cabinet system is not easily available to understanding but willingly lends itself to superficial knowledge. Language is different. It must be assimilated to be used in its finer moods, and we all know that examinations generally miss the actual states of mind.

In learning (by learning it is here meant *really learning*) a foreign language like English, attention, understanding and assimilation are essential. Understanding in this context implies in the learner a language sense sufficient for intelligent observation, thought and remembrance. Learning a foreign language without a language-sense is a particularly difficult piece of education. It needs hardly to be pointed out that the mother tongue is the only ready supplier of this fundamental sense and the less the mother tongue is exercised in the correlation of the objective word with the subjective life of the pupil the less must be the sufficiency of the corresponding language sense for the quick development of thought and its ready transferability to a foreign medium. The value of thought in the study of a foreign language cannot be exaggerated nor the value of the mother tongue in the rearing of thought. Our pupils begin to learn the English language with insufficient language perceptions so that the strange words and phrases have no open door to enter and enrich their understanding. They are not easily absorbed and transformed into thought and as these new words and phrases increase there is formed a sort of alien colony of speech on the outer fringes of the learner's mind. The new language lives in an improvise memory. Instead of becoming naturalised it obstinately retains its temporary character. The result is that the language is not generally *learnt* but only borrowed. In most cases the real

learning process begins only after school and colleges are left behind and then in many cases it is well learnt. The schools and colleges must console themselves with the feeble thought that they have had at one time a finger in the pie.

The two methods followed in teaching English in India are the so called Direct and Translation Methods. The Direct Method eschews the vernacular seeking to make English a sort of native language. While this method often succeeds in giving the pupils a facility of speech it generally leads to little stimulation of thought unless the process is persistently continued till ease of oral expression has expanded to the other more vital branches of linguistic ability. As such persistence is not common the Direct Method often only leads to superficial results. Instead of becoming a second vernacular the new language often only wears a vernacular coat and the great function of language, the creation, stimulation and nourishment of thought, is seldom fulfilled. In the Direct Method whatever language sense the mother tongue might have called into existence is left unexploited and by tending the new language directly we often only succeed in teaching it vacuously.

The so-called translation method supposes a good knowledge of the vernacular in terms of which the new language is striven to be taught but as the pupils generally are put to the new language at a very early age such knowledge is often only taken for granted. There is not sufficient language in their minds to absorb the new speech and the consequent strain on the mind arrests thought and weakens the perceptive and assimilative abilities. Neither language makes good and the infant understanding is made the subject of a noisy division.

In the old Matriculation days in the Madras Presidency there were no prescribed text-books in English and the Examination sought only to test the candidates in general English, grammar and composition. This sort of examination debars cramming and almost certainly no success was possible without bringing some real knowledge and thinking to the fray. The paraphrase of a poem, the writing of an essay extemporarily, the analysis of an unfamiliar sentence were not to be achieved by mere stewing and although vast numbers used to be ploughed in those days the examination itself seldom lost its role of honest test. With the coming of text-books and questions almost invariably hinging on their contents cramming has come into its own enabling learners to pretend to know what they do not know. Like straining out the gnat and swallowing the camel the text-books are mugged up and the little minds are left severely alone. It is far easier to stick a text-book on the memory than to help enkindle understanding and increase knowledge.

With the text-books have come notes, summaries, explanations, to swallow the text-books themselves. These *matadors* of the class-room extinguish the springs of thought, and there is not even time for anybody to see what is happening. I examine

the English note-book of a pupil reading in the Third Form to find endless pages laden with 'Abou Ben Adhem (may his tribe increase)'. There are five different summaries of the same poor poem written out in ponderable lead so that all the boys may not write the same bright thing and lessen its lustre when the examination comes round with the bidding: "Write the story in your own words!" Text-books have made examinations easy and easy examinations are up to the eyes in the blameless task of spreading illumination.

Certainly, grammar and analysis are better than this part text-books are put to play.

The remedy lies in getting rid of the bad things. *Let us teach the vernacular well laying the foundations of a language sense.* Then let us begin with English. Let us teach grammar. Grammar is stern and grants little concession to laziness. In the field of language grammar is at least an excellent discipline. Let us teach oral no less than written expression. Let us forget the methods and teach the language, reading, speaking, writing. Above all let us reconcile our pupils to the habit of reading good English books, more good English books and still more good English books and perhaps the best way to do that is to cultivate the habit ourselves.

MAPS AND THE STUDY OF GEOGRAPHY

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In the study of Geography it is highly desirable to have the object itself at hand for observation, because conceptions gained by direct operation of the senses are most correct and clear. But this is possible only when the home geography is taught. Boys see the land and water forms, the plants and animals, the buildings, the railroads and other works of men in their locality, and have a thorough understanding of them. Direct observation beyond their home is entirely impracticable, in as much as it would involve travel and expense. It may be said that boys may have a fairly correct idea of great land and water forms that are far distant, even from tiny models and pictures. But pictures and models have their limitations, because they represent a single view from only one point and do not clearly indicate direction, relative location, altitude or other important facts. To meet this need maps are necessary.

Maps are more or less symbolic representations of the earth on a flat surface by means of lines, characters, signs and colours. They show the form, extent, location, direction and the internal and the external relations of a region. Many other features, regarding hills, mountains, plains and rivers, climate, vegetable and animal life, human life and industry are shown. Maps are the shorthand of Geography. They are the resultant record of actual discovery, exploration, survey measurement, and development of a region, and depict clearly what would take many pages of text book to describe.

The most valuable and serviceable of all the maps necessary for the teaching of Geography is the physical map. Physical maps are of three kinds Viz. *the Photo relief map, Colour relief map and Contour map*. The Photo relief is the Photo of a relief model and it shows the Highlands and lowlands, and the various heights of the mountains of a certain region by means of different shades. The colour relief map represents the structure of a region by different colours, a particular colour for a certain range of elevation: from Zero to 500 ft green, 500 to 1500 ft yellow and so on. But the colours in the colour physical map are not shaded to correspond with the gradual change of elevation. So contour maps beginning at sea level point out various grades of heights. Thus there may be the 100 ft. level line, the 200 ft. level line, the 300 ft. level line and so on. By means of contour lines the relief can be very accurately represented. Where the lines crowd together there is a steep slope but where they are far apart the ascent is gentle. Ravines, valleys, ridges and peaks stand out beautifully on a contour map. Thus contour maps are the highest perfection in the art of relief representation. Features besides those of relief may also be shown in the physical map. On the same map generally are indicated the surrounding waters sometimes showing the depths, lakes rivers, latitude and longitude etc.

The other kinds of maps required for the teaching of Geography are the rainfall maps, temperature maps, wind and current maps of two definite periods Viz. May to October

and November to April and maps showing vegetation and Zones of life. By means of these special maps showing only the particular feature, that feature may be studied without any confusion of ideas. There will be no over crowding of facts and everything will be so explicit that the pupils read them and learn with ease.

In addition to these maps, ordnance survey maps also should be used to study a particular area of a country in a detailed manner. From the symbols which are used in the ordnance survey maps the pupils can understand whether a particular area shown in the map is a mountainous or plain region and if mountainous in what way it slopes and if it is a plain region what kind of plain it is, coastal or interior, or a plain of deposition or of erosion. They can also understand the human geography of the place. The villages or farmsteads, parishes of small area, desert, forest, cultivated lands, trading centres, metalled and unmetalled roads foot paths, mule paths, railways, canals, telegraphic lines, post offices, churches and temples, iron works, salt works, brick works, the places where cattle prevail, all such information about a particular place can be obtained from the Ordnance survey map.

Having dealt with the various kinds of maps that we have to use in the teaching of geography, we may pass on to the method of map-reading and map-study. The teacher of Geography should first teach his pupils what a map is and what its various symbols mean. To make the map concrete and intelligible two common methods are employed. The first is to show the pupil a photograph or picture of a region and ask him to discover in the map of the same region the various features shown in the photograph

or picture. The other way to get the pupil to appreciate a map is to let him draw one for himself, a very simple one, the map of the school room, then the school block with the neighbouring streets, then a real map of the locality with school and home, routes of travel and well-known land marks. Having done this, the pupil should try to see the real streets, stores factories, public buildings, streams, hills etc. indicated by the symbols on the map which is easy, if he has seen them. In the same way he should try to picture the things shown on the map with which he is not familiar. The use of pictures and vivid oral description by the teacher are an assistance in getting beyond the mere map. It is imperative to bring up in the mind's eye, the lie of the land, the scenery, the vegetation, the occupations of the people, the architecture etc. The map study of the outline of India for instance should leave in the minds of the pupil a picture of the snow capped peaks of the Himalayas, the rich and luxuriant vegetation which adorns the banks of the mighty Ganges in the middle and lower parts of its basin; the fertile and ever green east coast deltas; the narrow west coast imbedded with cocoanut trees and mangoes; the western Ghats towering high with timber forests; the unbroken coasts;—the cotton lands of the Deccan; the wheat lands of the Punjab, the poor and dry Thar desert, the impenetrable Sunderbans in the lower delta of the Ganges.

Again the teacher should determine what is important and what is not; else he is apt to run into perfunctory thoughtless routine. Much time may be killed in this way that should be devoted to descriptive study or to thinking about geo-

graphical relations. When reading the map the teacher should ask the boys to find out the place or places in the map and mark the same in the outline map specially set apart. But too great accuracy of location should not be demanded of beginners. Whenever new map symbols are used, they should be explained. Pupils should be taught the scale, the directions, the method of using the compass and the table or legend of explanations.

The teacher should bring in valuable and profitable associations to make the map study interesting. In studying a certain region, brief reference to historical and commercial relations with a neighbouring country, and racial differences, the physical, the political and industrial effect of border mountains and rivers, the historical cause for the founding of a city, the advantages and disadvantages of the site chosen for a city may be profitable. It is not necessary for pupils to commit to memory these associations. It is sufficient for the teacher to make the commentaries or to develop these associations *en passant*. The teacher may tell the meaning of names of places if possible. He should conduct the map-study logically and systematically. Map questions should not be asked in promiscuous order for, a chaotic jumble will result in the pupil's mind. Physi-

cal features, location, extent, configuration, surface climate, drainage, distribution of vegetation and animal life, and the mineral resources should be taken in order and should precede the study of political features. The map and the text description of a country should go together. Further map work should not be simply to answer the questions of the old type *what?* and *where?* The questions *why?* should frequently be asked. Why is the population thin in the Thar desert and Indus Basin? Why is it thick in the Ganges valley? Why does Chirapungi get heavy rainfall? Why does cotton grow in plenty in the north west of the Deccan and why not in the east? Such questions as these exercise the reason as well as the memory of the boys.

Lastly Maps should be supplemented by the globe study. Maps representing the earth in the flat give an incorrect and inadequate notions of the earth. This may be corrected by the globe in connection with the map. Globe is useful for all lessons. It should be kept always on the table or it should be kept prominently in the Geography room. In many of our schools the teachers of Geography bring the Globe during the study of mathematical geography and relegate it to the lumber room afterwards.

THE ALL ASIA EDUCATIONAL CONFERENCE

26—30th Dec. 1930.

BENARES.

For particulars write to :

Pt. Ram Naraian Misra,

Headmaster, Central Hindu High School, Benares.

ETHICS OF THE TEACHING PROFESSION

PREAMBLE—In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics. (The term "Teacher" as used in this code is intended to include every person directly engaged in educational work whether in a teaching, an administrative, or a supervisory capacity.)

ARTICLE ONE. RELATIONS WITH PUPILS AND TO THE COMMUNITY

SECTION 1. The School room is not the proper theatre for religious, political or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

SECTION 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

SECTION 3. In instructional, administrative and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities and social environments of pupils.

SECTION 4. The professional relations of the teacher with the pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

SECTION 5.—The Teacher should seek to establish friendly and intelligent co-operation between the home and the school.

SECTION.—The Teacher should not tutor pupils of his classes for pay.

ARTICLE TWO. RELATIONS TO THE PROFESSION :—**SECTION 1.**—Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation.

SECTION 2.—The teacher should maintain his efficiency and teaching skill by study and by contact with local state, and national, educational organisations.

SECTION 3.—A teacher's own life should show that education does ennoble.

SECTION 4.—While not limiting his services by reason of small salary the teacher should insist upon a salary scale suitable to his place in society.

SECTION 5.—The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

SECTION 6.—The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

SECTION 7.—The teacher should not act as an agent, or accept a commission, royalty or other reward, for books or supplies in the selection or purchase of which he can influence, or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

ARTICLE THREE. RELATIONS TO MEMBERS OF THE PROFESSION.

SECTION 1. A teacher should avoid unfavourable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

SECTION 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

SECTION 3. There should be co-operation between administrators and class room teachers founded upon sympathy for each others point of view and recognition of the administrator's right to leadership and the teachers' right to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated persons next in rank.

SECTION 4. The teacher should not apply for a specific position unless a vacancy

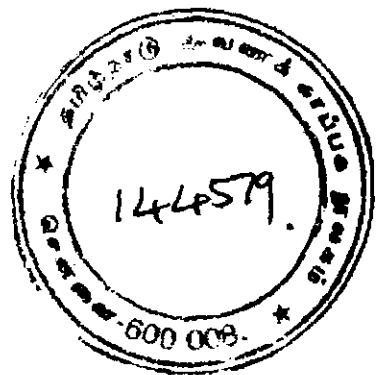
exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

SECTION 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotions, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

SECTION 6. Testimonials regarding a teacher should be frank, candid, and confidential.

SECTION 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

SECTION 8. Due notifications should be given by school officials and teachers in case a change in position is to be made.—ADOPTED BY THE NATIONAL EDUCATION ASSOCIATION JULY, 1929. (From the Journal of the N. E. A.)



CLEANINGS

Specialist Teaching : Its Defects.

A correspondent writes in the *Times Educational Supplement* :—

The vogue of the specialist teacher is spreading rapidly. His defenders wax enthusiastic over the advantages that come from the interest and efficiency he brings to his task, and prophesy great gains to the pupils who will receive his instruction. He will be an expert, we are told, in his subject; his knowledge will be up-to-date, his keenness for a subject will be infectious; the conclusion seems almost self-evident that learning will be accelerated and intensified and the Schools will acquire an efficiency hitherto unknown. The teacher of many subjects is already apologetic for his versatility and is tempted to assume a narrowing of interests in the hope that he, too may become a specialist teacher, for he is afraid of the taunt that a jack of all trades may be a master of none.

...Specialist teaching has captured our higher institutions. University teaching grows more and more specialized every year...In the secondary Schools the institution of higher certificate courses brought about a rapid development of specialist teaching...But the striking development of the last 10 or 15 years has been the spread of specialist teaching downwards. It has gone through the secondary schools to the lowest forms. It has gone through the central schools and is travelling rapidly through the Senior classes of the Elementary Schools; it is not unknown in the junior elementary schools. Whether it will stop there or venture even into the infant schools is not yet clear; but it is obvious that if we merely regard the advantages of the system, and ignore its weaknesses, it will creep down to the very beginnings of instruction. There will be a teacher for each subject and the change of lesson will bring to the children the stimulus of a new teacher every half hour of the day.

We should not ignore the dangers of this new emphasis. It lays undue stress not on the child's needs, but on the subjects taught. It is proud of its curriculum and its external efficiency; it seeks to measure education again in terms of instruction. Under the old system it may have been true that the same teacher was too much with his scholars all the time; under the new one there is a much greater danger that no one teacher is with any pupil for long enough. Children, as all modern educational theory emphasizes, are individual and differ

one from another; their differences must be known, and to them in their different ways the work of the school must be adjusted. But if a teacher is to get a fresh audience every hour how can he come to know intimately any one of his many classes?

No specialist system of teaching can be efficient without two fundamental conditions. The first is that the staff must be chosen with due regard to the requirements of any particular school, and must not be removed to other schools in order to meet the convenience of the Director of Education. The second is that the staff of the school must work as a team, and not as individuals. A teacher must let his colleagues know what he is doing and why he is doing it, and he must also get to know what they are doing. If these two requirements were met there would be a possible case for specialist teaching, but it is true to say that they are nowhere in sight. The first is met in secondary schools, but not in elementary schools, and it is not easy to believe that the elementary schools will secure the condition in the immediate future. Administratively it is too difficult. A large authority with hundreds or thousands of teachers serving under it is considerably harassed now by the cases of absence, illness, resignation and appeal for transfer which pour into the office; if the changes consequent upon these causes were to be adjusted always with a proper regard for specialist teaching the system would break down. The system of appointing teachers of managing schools, and of meeting temporary emergencies would have to be drastically altered.

The second condition of intimate and effective collaboration between the members of a school staff is realized in very few schools, whether elementary or secondary. Where staff meetings are held they are usually for the sole purpose of discussing routine matters, and rarely for the purpose of discussing the contents of the curriculum and the relations of the various parts one to another. The inevitable result is that the specialists guard their own secrets and resent any attempt that would call them to justify their subject and show its relation to the whole. A strong headmaster with a clear grasp of fundamental principles may succeed in the task, but it is no easy matter to manage a staff meeting for this purpose. Moreover, the growth of specialist teaching will make the task increasingly difficult. We are drifting towards the condition where the young teacher, fresh from college,

is appointed a specialist teacher of one, or at most two, subjects, and his experience will be limited to this restricted field of work. In time when he becomes a head teacher, he will bring only this limited experience to an office which calls for wide interests and extended efficiency: lacking these he will be hampered at every turn in meeting the detailed difficulties that will beset him, and he will fail in the supreme task of imposing a unity upon the school life and work. As the chairman of a staff meeting he will be powerless to initiate a general discussion of educational values, and will be forced to fall back on routine matters. Specialist teaching is doing a serious injury to young teachers: it narrows their interests, their outlook, and their efficiency, and education as a whole must pay the price.

The case against specialist teaching is a strong one. The conditions which alone might justify it are not realised. But even if they were there would still be a case for argument. Specialist teaching sectionalizes knowledge, whereas the natural growth of knowledge is towards a unity. The mind must analyse in order to advance, but the analysis is completed by an act of synthesis which comprehends as one the parts that are divided in analysis. Where analysis yields differentiated parts which are still related in synthesis the process of learning is a true one, for understanding accompanies learning, but if analysis is too much emphasised, or too much hurried, synthesis cannot keep pace and relationships are not established. The learner may memorize the object analysed, and learn the name attached to each part, but it does not follow that he understands. It is in this way that he acquires "verbal" knowledge, memory being substituted for understanding. This is the constant snare into which the schools fall, and the danger is increased under a system of specialist teaching. The specialist teacher tends to forget the larger synthetic process which would establish relationships between his subject and others, and the young learner cannot conceive them. So the subject is viewed as an independent whole, and synthesis is ignored. The child thus moves among abstractions expressed in words and memory alone will help him along, for it enables him to use the same vocabulary as the teacher.

The dangers of specialism increase as the system is extended downwards. Already the chief critics are to be found in the universities, where the fruits of the system are manifest and it is curious that at a time when such dissatisfaction is at a maximum the system should be growing so rapidly among younger and

younger pupils. Yet the method of specialist teaching that is being adopted is often a mere shadow of the system at its best, and teachers are being dubbed specialists merely because the name has acquired a modern vogue. There is no virtue in a name, and there is no inherent reason why we should regard the specialist teacher as more efficient and valuable than a teacher of wider interests. The successful teacher is he who can enter into the child's experience and assist him to organise and systematise it by relating it to other forms of experience, and the importance of the teacher depends less upon his grasp of one field of knowledge than upon his grasp of the child's need. The specialist teacher who sees more children, for a shorter spell may hinder the child's growth not so much because he knows his subject as because he cannot know the children and their individual need.

Fundamentals and Circumstantials.

Education, like Government, has its fundamentals and circumstantials. Marks, prizes, certificates, examinations—all of these belong to the circumstantials: they are matters essentially external to education, and as such should have only a minimum of weight attached to them. To usher them forth in a kind of isolated state, surrounded with all the insignia of self-sufficiency and consequence, is to follow a line of action dictated by an entirely erroneous idea of their proper place and value. The typical product of this exaggerated emphasis is the young lady who found herself rendered perfectly wretched because she had no more examinations to enter for. She had toiled, endured, and sorrowed for these externals, and now at the close of her curriculum, she found herself standing on the point of a sterile promontory looking out in vain regret for the prospect of another pass and another diploma. The radical fault lies in that *modus operandi* which turns education out side in, making it at heart a matter of examinations and marks, and holding out inducements to others to do the same, which sets up an end without ensuring any responsibility for the means by which it is attained or the consequences that attend upon it, which above all sets up an end in education that is essentially false.—Journal of Education.

What can the Teacher's Guild do for me?

An answer to this question by Annie E. Redley, is given below:—"What can the Teacher's Guild do for me? may,

perhaps, be best answered Scotch fashion by another question; "Is teaching a trade or profession?" since on this point depends the origin, and continuance of the Teachers' Guild. Is the spirit of its members expressed in the formula, "what can I get?" or is it rather, "what can I give?" If the former, the sooner the guild finds its inevitable termination the better for Society in general. There has been already enough of this basetrading spirit without adding a new organisation to give it power and permanence. But, if the members of the Guild are united on the basis of mutual service, the new association, has a great work before it. If teaching is to take its true rank among the great professions, this guild will be the very heart of the movement.

"During the past twenty years the standard of teaching has been steadily missing as it must continue to rise if teaching is to rank among the learned professions. It is long since we have ceased to regard amiability of character or polished manners, important as these assuredly are, as in themselves sufficient qualifications for the profession of teaching. Far from being so easily satisfied, we have come to demand from the ideal teacher, nothing less than the qualifications of all Mr. Ruskin's professions in one, since we look for the science of the doctor, the mental balance and moral steadfastness of the Judge, as well as the spiritual devotedness of the pastor. In short if we, grant the professional status to be of first rank, we rightly insist on full qualification, just as we refuse to accept the physician who has bought and not earned his diploma, or the lawyer who has not duly kept his terms, so we require proof of the fitness of teachers, men or women, for their work. This requirement satisfied, we cannot doubt that teaching will take and maintain foremost rank among the professions. Then the work, being done for the work's sake, will of necessity bring its natural adjuncts, honour and fee. The Teachers' Guild is nothing more nor less than the expression of this new ideal of teaching. It is the outward and visible sign of the desired change. It is the symbol of the union which is above power, the expression of the determination among teachers to make their work worthy of the respect which they intend it shall claim. And every teacher who joins the Guild with this determination, and to that end works towards highest ideal of the office, must help to bring about the hope of all. For such, there is no need of the question, "what can the Guild do for me?" Whilst each is seeking his own advantage the Guild can and will do nothing for him; but seeking the true aim, the service of man in per-

fecting work, he will find that it can and will do everything.....

"This ideal of teaching is the real purpose of the Guild—An ideal to be attained by the wisest methods of the wisest teachers. But success must depend absolutely on the concurrence of individual teachers who already recognised their unity, when a sufficient number of persons are sufficiently determined on any special object, that object may safely be considered as already accomplished. In no department of life do we find more rapid progress than in the recent change in the estimate of the work of the teacher, a change consequent on the resolute efforts of a small band of true teachers whose faithful work has gradually lifted the whole idea of teaching from the trade level—from the level of mere self seeking—up to the heights of self giving of mutual service. And the work must go on—slower or faster with the growth of individual interest and sympathy—till the desired end is reached. And reached it will be, at no distant time, when no single teacher, from the bound school to the university need be a solitary unit, powerful because isolated, but instead when each shall count as a mere member of one great body, each member wise with the experience and strong with the strength of the whole.

Penny Wise!

"Whether there are more breakdowns to-day amongst teachers than there used to be the casual observer cannot say; but their certainly seem to be", writes Marcella Whitaker in the current number of *The School master and Woman Teachers Chronicle*. "Teachers do use their strength and energy lavishly in school and out of school, for the good of their charges and of the community at large. That is a natural result of their strong civic spirit.

"It needs to be pointed, however, that zest can outrun discretion, that one can be penny wise and pound foolish. Surely it is better to devote a life time to the service for which we are trained rather than to use up our powers in half that time or even less than that.

"The matter of holidays requires special attention. Outsiders may gibe about the long school holidays, teachers who come from non-scholastic homes may even feel guiltily that indeed they are long, longer than those their fathers and brothers find necessary, but teachers need to use them to the full, if they are to retain zest, health and freshness, for teaching makes a big call upon nerves, brain, sympathy and physical strength."

OUR ASSOCIATIONS

The North Arcot District Teachers' Guild

The Secretary of the Guild writes:—

The General Body Meeting of the Guild for this half year was held on Saturday the 15th March 1930 in the Danish Mission High School hall at 12 noon with M. R. Ry. E. M. Jesudasani Avl., B. A. B. L., the President of the Guild in the chair.

At the outset, the President welcomed the members in a neat little speech after which the Secretary moved to amend Rule No. 10 of the Rules of the Guild so as to reduce the quorum to 20 or 1/5 of the members on the rolls of the Guild. Duly seconded, the motion was unanimously carried.

A hot discussion ensued on another motion brought forward by the Secretary to amend Rule 3 of the Rules of the Guild, to throw open the membership of the Guild to all grades of teachers. The President, vacating the chair, made a speech pointing out the seriousness of the proposition and proposed to refer the matter to a Committee. Both the propositions were voted upon and both of them were negatived by the house.

Then discussion ensued on the new service contract between the teachers and the manage-

ments in which several members participated and expressed deep resentment at the helplessness into which teachers are thrown by the proposal. Finally the following resolutions were adapted:—

1. The Guild is of opinion that the contract between the teachers and the managements published in G. O. No. 180, Education dated 6-2-30 and embodied in the Madras Educational Rules is detrimental to the interests of the teachers and does not in any way better their position.

2. This Guild requests that definite rules about scales of salaries, security of tenure, leave etc., be incorporated in the Madras Educational Rules as conditions precedent to aid and recognition.

Mr. S. Srinivasa Iyer of Vellore was elected to represent the Guild in the forthcoming Educational Conference.

With the usual vote of thanks the meeting terminated. The D. M. H. S. Teacher's Association and the M. H. S. Association were at home to the delegates of the meeting.

GUNTUR DISTRICT TEACHERS' GUILD

The 6th annual conference of the Guntur District Teachers' Guild was held at Bapatla on the 6th instant in the buildings of the District Board High School. Nearly 150 teachers from the district, representing almost all schools, attended the conference.

The Conference began its sessions at 9.30 A.M. and Mr. S. A. Panchapagesa Aiyar, Headmaster, on behalf of the teachers of Board High School, Bapatla, welcomed the delegates in a neat speech.

Opening the Conference, Mr. Jagadisan M. Kumarappa gave a clear and logical enunciation of all the implications of a truly national system of education.

He said, in the course of his address, that if education in India was to be nationalised, the reconstruction must begin with the ideal of the nation. In a nation three primary elements had to be considered: one, the geographical situation, secondly, the people and their economic

needs, and thirdly, the national minds. The last was the most important factor. The inner life of a people, its character, and predisposition must determine the main lines of its education. A national system of education for India must therefore take full account of the genius and civilisation of the people and the environment which influenced them just as surely as the in-born capacity of the race was ingrained in the sub-conscious activities of the members of the race.

Continuing, he said, "Our education must kindle patriotism in youngsters and foster love for our own culture and civilisation and our universities must be 'India's Alms-Bowls of Knowledge' enshrining the best products of the Indian mind and offering the intellectual hospitality to the rest of the world. Above all, in a centre of Indian culture, there should be a common sharing of life with the tillers of the soil and the humble workers in the neighbourin

villages, studying their crafts, inviting them to the fields, joining them in words of co-operation for communal welfare without being guided by moral maxims of the condescension social superiority, but by natural sympathy of life for life and by the sheer necessity of love's sacrifice for its own sake. The curricula of studies in Indian schools and colleges must be broadened to meet the overcrowded conditions of the limited occupational outlets and every school should do more to prepare each student to make his way in the world. It must provide not merely traditional education but also industrial education. In fact in an Indian system of education education must not be taken out of its native element, the life current of the people. Indianised education must make it possible for India to resume her place among the nations not so much as a competitor in material production but as of the past and guide the world to the true civilisation, a leader of the future as of the past and guide the world to the recognition of the unity in diversity."

The Secretary then read an account of the work that was done by the Guild from the time of second session held in January to the present day and also the proceedings of the Headmasters' Conference that took place on 15th February past. Mr. K. Rajiah Pantulu Headmaster, Board High School, Kollur reviewed the address of Dr. Kumarappa and thanked him.

CHINGLEPUT TEACHERS' GUILD

The first quarterly meeting of the Chingleput District Teachers' Guild was held in the Board High school hall at Uttiramerur at 1 p.m., on Saturday, the 5th instant, with Mr. K. Subramania Aiyar, B. A., L. T., Headmaster, Hindu High School, Madurantakam, in the chair.

By Mr. K. Lakshminarasimham Pillai, Headmaster, Board High School, Uttiramerur welcomed the members. The speaker referred to some of the educational problems of the day relating to S. S. L. C. course.

After the reading of the report by the Secretary of the Guild, Mr. B. Krishnaawamiah, Science Assistant, Board High School, Uttiramerur, spoke on "Vocational Education" and how it could be taught as a B. Group subject under the new Curriculum.

The meeting then adjourned for lunch, the members of the Uttiramerur Association being the hosts.

Re-assembling after lunch, Mr. G. V. Job, Headmaster of the C. S. M. High School, Chingleput, delivered a lecture on "Religion as

a subject of school curriculum." This was followed by a discussion.

This was followed by a lecture in Tamil by Mr. P. Natesa Mudaliar, Tamil Pandit of the Native High School, Chingleput, on "The Modern Teacher."

Resolutions

The following were among the resolutions passed at the meeting:—(1) that the Academic Council be requested to accept the recommendation of the Senate that the minimum marks in English and vernacular (A. Group) in the S. S. L. C. examination be reduced from 40 per cent to 35 per cent, the same to take effect from 1930; (2) that the S. S. L. C. Board be requested to lighten the course of studies in Elementary Science, History, and Geography Groups in the reorganised S. S. L. C. scheme; (3) that the contract between managements and teachers published in Government Order 180 dated 6-2-1930 and embodied in the Madras Educational Rules is highly detrimental to the interest of the teachers and does not in any way better their condition, and that definite rules relating to security of tenure, scales of salaries, leave, etc., be incorporated in the Madras Educational Rules as conditions of recognition and aid; (4) that the S. S. L. C. text for detailed study in English should be lightened and only two books introduced for non-detailed study in English; and (5) that in enforcing the educational rules relating to the qualifications of teachers in secondary schools, the authorities concerned be requested to show special consideration to elementary grade teachers who have been employed in secondary schools for over twenty years.

With a few concluding remarks from the chair and a vote of thanks to the chairman, and the lecturers, proposed by Mr. W. Viraraghavachariar, the Secretary of the Guild, the meeting came to a close.

After the meeting was over, the delegates were taken round the weaving department of the school, where about 20 charkhas and 5 looms were working. And 8 p.m., there was a dinner to the delegates.

THE TRICHY DT. TEACHERS' GUILD

Conference at Lalgudi

The Guild Conference was held at Lalgudi on the 5th of April in Mr. Bapiiah's choultry under the auspices of the Lalgudi Board High School Teachers' Association. M.R. Ry. S. S. Krishna-swamy Aiyar B.A., L.T., Headmaster Municipal High School Karur presided. Mr. T. S. Krishna-samy Aiyangar B.A., L.T., Headmaster Lalgudi

High School welcomed the delegates and drew attention to the revised S.S.L.C. syllabuses and the contract system of Teachers' service Tenure sprung upon them, as a surprise.

After reading of the minutes, Mr. M. K. Venkataramier, M.A., Lecturer National College Trichy, delivered a lecture on "What is wrong in the present system of Education." He said that every system of Education to function satisfactorily must satisfy some tests:—Whether the system tended gradually to become universal and free, whether it is practical and enables the individual to find a profitable occupation, whether it promotes civic and social consciousness and lastly whether it contributes to cultural and spiritual development. Judged by these tests, the system of Education left much to be desired. Defective in material respects, with appalling illiteracy, with the increasing problem of unemployment of literates, with no sense of civic responsibility and social service even amongst the Educated, and with the complete elimination of their cultural and spiritual heritage everything was wrong with the present system of Education. The teacher, the lecturer proceeded was another important factor, whose position was at present miserable, with poor pay and prospects, insecurity of tenure, heterogeneous classes, unsympathetic criticisms, and with a combination of distressing circumstances. The lecturer concluded by saying that there was no use of tinkering with the problem and the remedy lay with the Government adopting a bold policy of expansion and generous finance, as the educated citizen was the greatest possible asset to the state, and as such, Education ought to be the first charge on the revenues.

In the discussion that followed the lecture Mr. M. M. Balakrishna Iyer (Kulitalai) urged that the deterioration in the standard of Secondary Education has now become an accepted fact, in spite of the Departmental reports to the contrary, that it was due largely to what were called the new methods adopted to the neglect of grammar, translation and the like to the presentation of un-understandable and indigestible matter in non language subjects, to the influx from post-primary schools, and to the want of individual coaching up, that inefficiency lay everywhere in all stages, that no purpose would be served by flinging stones at each other, but that better attention to the needs of the pupils without extravagant demands would adequately meet the situation. Mr. M. C. Rajagopala Naidu Garu B.A., L.T., Headmaster (Srirangam) emphasised the needs for small classes of not more than 24 pupils per teacher, for individual instruction and attention, and for greater finan-

cial aid to struggling schools to make up the loss in fee income.

Teacher India.

Mr. L. S. Ganesa Aiyar M.A., L.T., Lecturer Tinnevely Hindu College delivered an eloquent lecture on Teacher India, graphically described the condition of Teachers in all presidencies and emphatically urged that unless teachers were given better freedom, better status and better respect in society, there was no prospect of any diffusion of knowledge or any scheme being worked out to success. Mr. V. G. Subba Iyer, B.A., L.T., (Lalgudi) exhorted the teachers to do their work on a missionary spirit.

After Luncheon, Mr. M. M. Balakrishna Iyer Secretary to the Guild, opened the question of Teachers' service conditions in Local Bodies, that confronted them just now by the issue of G.O. for the introduction of contracts in the form published in the Fort St. George Gazette and pointed out that under the existing service Rules as the C. S. R. Fundamental Rules and the Local Fund code, there were ample safeguards for the position of Teachers regarding Tenure, leave rules, and appeals; that the feeling of insecurity adverted to by Government was at best only local which might be set right by the enforcement of existing rules and that the new contract system was both unnecessary and harmful to teachers and managements alike.

Mr. T. S. Krishnaswamy Aiyangar B.A., L.T., Headmaster (Lalgudi) urged that these administrative orders were defective and that they could not supersede or be inconsistent with the Statutory provisions of the existing acts or codes. After further discussions the following resolutions were adopted.

Resolutions.

I. That the Trichy District Teachers' Guild is of opinion that the existing public service rules in Local Bodies are adequate safeguards regarding service conditions of teachers in Local Bodies that the said rules may be enforced in the case of erring Local Bodies, and that the new contract system and terms of agreement as now promulgated are unnecessary as they are not applicable to Teachers in Local Bodies.

II. The Trichy Dt. Teachers Guild is of opinion that the time has come when the S. I. T. U. and its affiliated Guilds and associations should concentrate their attention more upon the service conditions of Teachers and other professional questions than on schemes of studies, syllabuses and other Educational problems.

III. That it is the considered opinion of the Guild, that in view of the increasing annual

termination of the services of teachers in schools, and the unsatisfactory and harmful terms of agreement projected by the Department, the Provincial Educational Conference at Coimbatore should devote a whole day for the discussion and settlement of this vexed and vital problem in all its aspects; and the steps that have to be taken for public agitation and propaganda.

IV. The Guild is of opinion that the new S. S. L. C. Eligibility rules of University admission demanding 40 per cent in English and second Language are real hardships to S.S.L.C. candidates, that the aggregate of 105 marks for all the three subjects, Ele. Mathematics, Ele. Science, History and Geography will encourage neglect of a subject, and that alternative lower percentage of 20 or 25 in one of the said three subjects but 35 per cent on the whole would be encouragement to deserving candidates as recommended by the S.I.T.U. Guilds, and Headmasters' Association.

V. This Guild appeals to managements to bear the actual expenses incurred by teachers attending Guild meetings.

VI. This Guild is of opinion that the new system of the reading of a number of papers on a variety of subjects at Educational Conferences be either altogether dispensed with or limited to larger extent, that attention may be concentrated on a few vital questions professional and Educational, that more time be devoted to the discussions there of, and that the following questions be given primary consideration at the ensuing Educational Conference at Coimbatore.

1. Service conditions of Teachers in Non-Government Schools.
2. Standard scale-half and half by management and Governments.
3. District Educational Arbitration Boards for Judicial Enquiry.
4. Public service leave rules for Non-Government schools.
5. Universal Provident Fund scheme.
6. A central machinery for control of Teaching service and transfers of teachers affected, if necessary.
7. Relation between Elementary and Secondary Education.
8. Removal of optional subjects in the S. S. L. C. and substitution of commercial or pre-vocational subjects.
9. Splitting up of S.S.L.C. Boards into 5 on linguistic basis.
10. Uniform holidays and vacations.

VII. That teachers of ten years standing be given a sabbatical year as holiday on full pay for travel and study, the expenses being borne by the management and Government.

Mr. S. K. Devasikamani B.A., L.T., Headmaster Bishop Heber College High School was unanimously elected for the presidency of the Coimbatore Educational Conference. The Lalgudi Teachers' Association had made excellent arrangements for the boarding of delegates and the Conference terminated after Music and the usual votes of thanks late in the evening.

MADURA DISTRICT TEACHERS' GUILD

A meeting of the above guild was held on the 12th inst., when the following resolutions were passed.

1. (a) The Madura District Teachers' Guild nominates Mr. S. K. Devasikamani, B.A., L.T., Headmaster, Bishop Heber's High School, Trichinopoly for the presidency of the ensuing 22nd Education Conference to be held at Coimbatore towards the end of May 1930.

(b) And this Guild requests the members of the various Affiliated Associations in the District to represent it in the said conference.

2. (a) The Madura District Teachers' Guild urges on the Government the adoption and enforcement by Government of the minimum scale of salaries proposed by the South India Teachers' Union at their meeting held in December 1928, in all Aided schools of the Presidency.

(b) This Guild also urges the Government to enforce the following non-transgressible minima of hours of teaching work for teachers of the several grades in all Secondary schools in the Presidency:—20 periods of 50 minutes each per week.

3. This Guild is unanimously of opinion that no agreement between masters and management in Aided Schools is advisable unless and until a compulsory standard scale of pay is enforced in all the Aided Schools.

4. This Guild while thanking the Government for sanctioning special teaching grants to various Aided institutions in the Presidency, requests the Director of Public Instruction to allot a larger sum under special Teaching Grant and distribute the same to all the schools in the Presidency and to all the teachers in them and also to remove the restriction on Headmasters and assistants getting a salary of

Rs. 100 or above, per mensem and to remove the condition of the managements contributing a share.

5. The Guild strongly protests against the departure from the old plan of holding the S.S.L.C. Public Examination in the schools in which the candidates belong, as it deprives the pupils not only of several minor advantages and conveniences, such as those connected with distance and tiffin arrangements, but also of the important psychological advantage of sitting for the First Public Examination which they have to experience, in familiar surroundings, which was one of the advantages contemplated by the framers of the Original S.S.L.C. Scheme; and this Guild does not consider that the petty economy effected by the reduction in the number of centres, is a sufficient reason for inflicting on our pupils, the hardships, inconveniences and the disadvantages involved. Therefore this Guild requests the S.S.L.C. Board to hold the S.S.L.C. Public Examination in each High School as in former years.

6. This Guild resolves that a Co-operative Bank for the benefit of the Teachers of the District be started immediately and it requests the Secretary to refer the matter for opinion to Affiliated Associations in the District.

7. This Guild resolves that it is advisable to arrange for the awarding of medals to (a) candidates who score the highest marks in the aggregate in the District in the S.S.L.C. Public Examination and also to award trophies to the school that secures the best results in the District as judged by the S.S.L.C. Public Examination; and it nominates the following gentlemen to form a Select Committee for devising ways and means to carry out the scheme:—

1. M. R. Ry. M. Rangasamy Ayyangar Avl.,
M.A.L.T.

2. M. R. Ry. V. Kandasamy Mudaliar Avl.,
B.A.L.T.,
3. The Secretary, Madura District Teachers' Guild.

SUMMER SCHOOLS FOR TEACHERS.

Summer School for Geography Teachers.

The Madras Geographical Association is now running a summer school for Training Geography Teachers. The school was opened on the 10th inst. by Mr. Erlam Smith, Ag. Director Public Instruction. There are 60 teachers undergoing training from different districts. Mr. N. Subramanyam, Lecturer, Teachers' College, Saidapet and Secretary of the Madras Geographical Association assisted by a Committee of experts is in charge of the school.

A Summer School for Librarians.

The annual Summer School of Librarians organised by the Madras Library Association was opened on the 8th inst. at the new Senate Hall, Senate House, by Dewan Bahadur K. Ramuni Menon, Vice-Chancellor, Madras University, in the presence of a large gathering.

This is the second year the Association is conducting such a school. There were fifty applicants from whom 6 librarians and eight teachers were chosen for training during the session. The training will last for nine weeks and the subjects of study include laws of Librarianship, Bibliography and Book Selection, classification cataloguing, circulation and reference work and Library Routine. This year it is proposed to award diplomas on the basis of an examination. Mr. S. R. Ranganathan, University Librarian, is in charge of the classes.

EDITORIAL

Vernacularisation

Ministers of Education in the different provinces are readily yielding to demands for the appointment of committees to enquire into the conditions of Elementary and secondary education in their respective provinces. These enquiries, though almost always incomplete for various reasons attendant on a diarchical system of Government, reflect in a lurid manner the popular demands in these respects. Thus the special committee appointed by the Bombay Government to report on the reorganisation of primary and secondary education rightly emphasises on the Vernacular being the medium of Instruction. The report says.

"We recommend that there should be one continuous general course in which the vernacular is the medium of instruction from the lowest class in the elementary school to the highest class in the High School . . .

We recommend that the vernacular should be the medium of instruction and of examination in all subjects except English. We realise that in certain areas and in schools, there is a demand for instruction through the medium of English, and we therefore feel that it is necessary to allow the option to schools to use English. We are also of opinion that English expressions and symbols in science and mathematics should be used e.g. thermometer, oxidation, unless there is a vernacular equivalent in common use.

"We strongly urge that the University should reconsider the question of allowing candidates the option of answering all papers in the vernacular except the English paper. We are of opinion that the aim of teaching English should be essentially utilitarian, at any rate in the schools, and that

too great a stress should not be laid on the study of English as a literature."

In the Central Provinces a committee was recently appointed to scrutinise thoroughly the curriculum prescribed for the middle and High School classes and to suggest suitable changes. It is reported that this committee have recommended that English be made an optional subject. It is thus evident that there is a general awakening among the people who have realised that the present importance given to English leads to a huge waste. The deterioration in the physique of our boys and girls arising as a result of their having to study even their simple surroundings through the medium of a foreign language, is really appalling. Further, it is often reported with some truth, that this study of the foreign language to the utter neglect of our own vernacular, is likely to create in the student a dislike for his country and things pertaining to his country.

When such is the trend of educational thought we are pained to note that Mr. P. T. Rajan, M.L.C., while addressing a gathering of the Elementary Teachers of Tinnevely, should have characterised the demand for Vernacularisation as 'a fascinating idea' being the the outcome of 'political feelings'. Ever since the publication of the Calcutta University Report, there has been a persistent demand for the Vernaculars being made the medium of instruction and examination. A perusal of the proceedings of the several annual conferences held under the auspices of the S.I.T.U. will show that teachers were keenly alive to the advantages that will result from using the vernacular as the medium of Instruction. In further explaining his atti-

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tude towards this movement Mr. Rajan is reported to have expatiated on the great dangers to which Vernacularisation would lead. For in his opinion, our mother tongue is a medium of 'crass superstition and in-human social institutions' and as such he is afraid that vernacularisation may lead us back to 'medievalism and belief in caste.'

Mr. Rajan apparently did not know what he was talking about. We would not have noticed his antics if he had not addressed a gathering of teachers. We believe Mr. Rajan's speech was an outcome more of political feelings than of real conviction. The History of India and of its vernaculars will not support his unwarranted statements. If the object of education is to recapture a spirit of readiness to face facts and make those facts subservient to a high spiritual purpose—a spirit, which, according to him made our past inspiring and constructive—it can be done only by an increasing attention paid to the study of the Vernaculars and never by the study of an alien language, which in spite of its modernity, cannot help to nurture the *Indian Mind*.

The 22 Pr. Educational Conference.

We are glad to observe that the Reception Committee is proceeding vigorously with the arrangements for the Conference. It is the intention of the Reception Committee that this year's conference should surpass all previous conferences and if what is being done now is to be an index of what is to happen, we can well assure our readers that the Coimbatore conference bids fair to be a splendid success. The conference will give a lead in ensuring a greater measure of professional solidarity, thanks to the recent G. O. No. 180 relating to contracts between

teachers and managers. Several resolutions on the subject have been recommended for consideration at the conference. As will be seen from the proceedings of the Trichinopoly Dt. Teacher's Guild teachers view the situation with grave concern and judging from the absence of many papers of academic importance, we are afraid, the conference may devote its time solely to the consideration of the betterment of teachers' service conditions.

We hasten to congratulate the Reception Committee on the choice they have made for the Presidentship. Mr. S. K. Devasigamony, is a veteran educationist, and an experienced Headmaster. He has been connected with the Trichinopoly District Teacher's Guild being its president for several years. He is the first in our presidency to organise successfully a school Journey. His wide experience, his broad outlook and his intimate and sympathetic contact with teachers in secondary schools, we are sure will help him in guiding the deliberations at Coimbatore and in finding a way out for the several ills of teachers.

The Conference offers in addition several attractive features. An educational Exhibition is being organised. An interesting programme of excursions is being got up (The Rural Reconstruction Scheme of the Y. M. C. A. at Ramanathapuram, the Industrial Schools of the St. Joseph's Mission and of the P. S. G. & Sons, the Kaleswarar mills etc, being some of the institutions well worth a visit.)

Coimbatore promises a fine weather at the time of the conference. We hope that teachers all over the presidency will muster strong and make the Conference a success.

Special Teaching Grants.

No feature of educational administration keeps the managements and teachers in greater anxiety and suspense and causes them keener disappointment than the system of special teaching grants doled out to secondary schools from year to year. These grants which were first sanctioned in 1920-21, were intended only as a temporary expedient and were to be absorbed in the more liberal grants-in-aid which the revised grant-in-aid code was expected to provide. Unfortunately, however, the revision of the grant-in-aid code has gone on all these ten years and it looks as though it will never be completed. The consequence has been that the special teaching grants have come to stay more or less as a permanent feature of educational administration.

These grants were sanctioned in 1920 so as to enable managements to enhance the pay of teachers and were intended as a special subvention for the purpose. Managements were told to place the salaries of teachers on progressive scales. Where the managements could meet a portion of the extra cost involved by the grant of enhanced scales of pay, they were required to do so, while those who were not in a position to do so were not compelled to contribute. They were further required to submit proposals for revision of pay and it was after scrutinising these proposals that the amount of grant for each school was fixed and the grants sanctioned. Managements and teachers therefore expected that not only the amounts sanctioned in 1920-21 would be continued to them but Government would also increase these amounts by

a sum proportionate to the increased expenditure which the grant of progressive scales of pay involved. Even in the second year, however, certain re-adjustments were made and new principles enunciated and since then the re-adjustments and enunciation of new principles have gone on year after year making the position of managements and teachers very precarious. Managements which were true to the undertaking given by them found that they did not get the promised amount as grant and were therefore greatly inconvenienced. Some were even obliged to replace the enhanced scales of pay by reduced scales of pay, much to the discomfort of the teachers affected. Others which were doubtful of the continuance of the grants continued to distribute the amount when received among the teachers in lump sums, so that what was prohibited was being actually done. The teachers who expected the enhanced scales of pay to be continued to them found at the end of the year that they would not be allowed that owing to the fact that the management had not received the amount or received it in full. All through the year managements and teachers live in keen and anxious expectation and make enquiries as to when the special teaching grants are likely to be sanctioned and how much they are likely to get. When these are finally sanctioned in March, there is keen disappointment everywhere. This uncertainty in the matter of special teaching grants has been a very disquieting feature of school administration and has been not a little responsible for the discontent and disharmony prevailing in schools. We feel it should be possible for the authorities to adhere to certain definite principles in the matter of the distribution of grants without excluding any class of teachers from the benefit of the grant. It cannot be said that teachers getting Rs. 100 and more do not at all stand in need of any relief. If the department be keen on improving the conditions of service, it must enhance the special teaching grant so that all classes of teachers may be enabled to participate in the scheme.

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OUR LETTER BOX

To

*The Secretary, S. I. T. U.**41, Singarachari Street, Triplicane.*

Sir,

We, the undersigned teachers of the Z. H. School, Katuputur and members of the S. I. T. U. through the Z. H. S. T. Association and Trichy Dt. T. Guild beg to place the following statement in your hands for taking such action as the question at issue requires in professional interests. We do so in the hope that the S. I. T. U. will do for teachers what the Bar Councils are doing for lawyers.

We are permanent teachers of the Z. H. S. Katuputur, one of us (S. Chinnaswami Ayyar) having served the institution for 20 years, and the other (S. T. Ramanuja Iyengar) for 11 years. We have been doing approved work. In the course of our long service, neither the School authorities nor the Department had any occasion to be dissatisfied with our work in and out of School. On the other hand, we have enjoyed their confidence and approbation.

Under the rules of service in force in the institution, the headmaster orally communicated to us "the determination of the Manager to terminate our service as from 1st June 1930 on three months' notice." One of us anticipated the written notice and exercised the right of terminating his service by giving the management three months' notice, and the other (S. Chinnaswami Ayyar) received the written notice to quit. No reasons have been assigned either by the Manager or by the headmaster.

After the notice of termination of service, the head of the institution has given us certificates bearing testimony to our good work in and for the School, which is testimony enough to prove that the termination of service was due to causes other than educational.

We agree that the management in taking the action it has chosen to take has acted well within its rights as defined by the Z. H. S. Services rules; and the department also by its recent G. O. has set its seal on such termination of service under the contract system.

Our contention is that such a course of action is devoid of all moral responsibility. We desire that the S. I. T. U. tries, to infuse such moral responsibility in managements and persuades the Department and the Ministry of

Education to interfere in such one-sided decisions, which are detrimental to the professional interests of teachers. We request you to bring this matter to the notice of the department and the Ministry of Education for such action as they may deem fit to take.

In conclusion, we wish to point out that the contract system in vogue reduces the teaching profession to the position of indentured coolies, and unless the demands of the teachers through their professional organisations are acceded to, the tenure of teachers will always be insecure such demands are:—

- (1) That there should be a standardised scale of salaries for each grade of teachers.
- (2) That there should be definite rules of service on the lines of C. S. R.
- (3) That there should be an arbitration board to decide cases of dispute between teachers and managements.
- (4) That a career for teachers should be assured by unification and provincialisation of service.

If nothing is done on the lines indicated, by effective professional effort and by sympathetic handling by Government of the problem, we have no doubt that victims of the vagaries of managements will be on the increase, and the profession, as a whole, will be brought into disrepute.

We remain,

Sir

Yours Fraternally,

S. T. RAMANUJA AYYANGAR,
S. Chinnaswami Ayyar.

THE PRESIDENT'S CIRCULAR.

The meeting of the Pan-Asiatic section of the World Teachers' Associations which is to take place at the cultural Capital of India, Benares, during the coming Christmas is sure to be an epoch-making affair. We of this far-off Madras who have hitherto been following a policy of non-participation in the working of the All-India Federation of Teachers' Associations can no longer afford to keep aloof. The S. I. T. U. has become an integral party of the A. I. F. T. A. and many officers of the former have been given responsible positions in the latter. The

S. I. T. U. has, therefore, to take up its legitimate share of responsibility in working for the success of the Pan Asiatic federation.

One of the easiest ways of doing our duty by the A. I. F. T. A. would be for us in South India to muster in large numbers at the Benares Conference. We should avail ourselves of this opportunity to visit North India and on the way to and from Benares we can see the many places of historical and religious importance in Central and North India. We must make the tour a regular pilgrimage and study-trip combined.

Mr. S. K. Devasikamony, the President elect of the coming Conference will be the leader of the party. He has put himself already in touch with the authorities of the S. I. Ry. and through them with the other companies and he would be publishing from time to time in the pages of the journal, progress of arrangements.

It may not be out of place if we mention that a deputation consisting of the President of the S. I. T. U. and the leader of the Trip party waited upon the D. P. I. on Saturday the 29th of March to request the D. P. I. to recommend the giving of a grant by the Government to the party to be organised under the auspices of the S. I. T. U. The Director patiently listened to the representations, but was not very forward with enthusiastic promises of help. The official application would be forwarded to him in due course.

But whether the wished for Government grant be secured or not, the party is sure to go and all teachers are requested to watch the progress of arrangements and avail themselves of the extra facilities which the S. I. T. U. hopes to place within the reach of those anxious to join the party and attend the Benares Session.

(Sd) S. K. Yegnanarayana Aiyar.

ALL ASIAN EDUCATIONAL CONFERENCE IN BENARES

An Educational Tour.

Will you please permit me to say a few words in regard to the above Conference to be held in Benares next December? When we all met at the Conference in Madras last December, Mr. P. Seshadri, the Chairman of the Executive Council of the All India Teachers' Federation made a powerful appeal to the Teachers of this Presidency to attend in large numbers the Conference of the Asiatic Federation of Teachers' Associations which would meet at Benares during December 1930. He fully believed that without travel no teacher could satisfactorily handle History and Geography. He could never forget the vividness with which the Geographical facts of India had impressed themselves upon him on various occasions of his travel in this country, lending new life, as it were, to the dry details memorised by him in boyhood from uninteresting and dry as dust manuals on the subject, taught by people who had hardly travelled beyond their own districts.

"There should be nothing more stimulating to the teacher of History and Geography" said Mr. Seshadri "than a course of travel and it is doubtful if anybody can visualize effectively varied historical vicissitudes of this ancient land or appreciate its wonderful Geography without having surveyed the entire country with his own eyes."

With such words Mr. Seshadri appealed in a most passionate manner to the teachers assembled to attend the Benares Conference in large numbers. Here is an opportunity for us to visit North India, here is a chance for us to wander on the banks of the mighty Ganges, to stand stupified before the great mountain ranges and to see the millions crowding the ancient cities of Hindustan, bathing in her Sacred rivers, or worshipping at her time-worn temples.

At Benares itself in the Conference we will be able to meet brother members of our own profession hailing from Java and Sumatra, Borneo and Philippine Islands, China and Japan and such a meeting cannot but be of the highest educational value as it will afford opportunities for the exchange of notes and experiences. In order to help such teachers as are keen on responding to the powerful appeal made by Mr. P. Seshadri, I have been asked to arrange for a kind of educational pilgrimage next December, commencing from Trichinopoly and travelling via Erode, Poona, Bombay, Nasik, Sanchi, Delhi, Cawnpore, Agra, Allahabad so as to be in Benares on the Christmas Day. After attending the Conference for four days, we all return to Madras via Gaya, Patna, Calcutta, Jagnatha Puri and Dowleshpuram. We may have to start probably on the 18th December and conclude our trip on or about the 7th

January 1931. The schools may be arranged to close on or about 15th December and to reopen on the 10th January. I am in correspondence with the Agents of Railways to have a tourist car placed at our disposal, throughout the whole journey, the Railway catering to our food and bath all along the way. I am also trying to arrange for special concession from the Railways in case not less than fifty teachers join the party. I am in correspondence with the Publicity Bureau for a detailed and convenient programme that may be followed by all of us without any risk or danger. Professor Yegnanarayana Iyer, President of the South India Teachers' Union and I went on a deputation to the Director of Public Instruction on the 31st March who very kindly granted us an interview at which we pressed our claims for a special grant towards the teachers that wish to combine the Conference attendance with an educational excursion, which is bound to exercise a healthy influence on the educational work of our schools and Colleges. Professor Yegnanarayana Iyer refers to the interview elsewhere.

We have eight months ahead and intending teachers will do well to put by month by month a sum of ten rupees towards the trip as it will cost each teacher not less than a hundred rupees. Already some College Professors have signified their willingness to join the party. Those that are willing to attend will kindly send in their names to me with a registration fee of eight annas so that I may be sure of the exact number that will form the party and I may ask the Railway authorities for 3rd or 2nd Class accommodation according to the requirements.

Do not miss this splendid opportunity of visiting North India, particularly the Sacred City of Benares. Wake up, Brother teachers of South India; Wake up!

S. K. DEVASIKHAMANI,

20 APRIL 1930. *Headmaster, Bishop Heber*

College High School, Trichinopoly.

N. B.—Bulletins on the subject showing the progress in the arrangements that are being made and names of teachers that have agreed to join will be published in this paper month by month.

The undersigned will be glad to answer queries from members who may like to "look before they leap."

S. K. D.

XXII PROVINCIAL EDUCATIONAL CONFERENCE, COIMBATORE.

Resolutions Received.

I. PROGRAMME OF THE CONFERENCE.

1. This guild is of opinion that the new system of the reading of a number of papers on a variety of subjects at Educational Conferences be either altogether dispensed with or limited to a large extent so that attention may be concentrated on a few vital questions, professional and educational, and that more time may be devoted to the discussion thereof, and that the following questions be given primary consideration at the ensuing Educational Conference:—

- i. Service conditions of teachers in Non-Government Schools.
- ii. Standard Scale—half and half by management and Government.
- iii. District Educational Arbitration Boards for judicial enquiry.
- iv. Public Service Leave Rules for Non-Government Schools.
- v. Universal Provident Fund Scheme.
- vi. A central machinery for the control of the teaching service and transfer of teachers effected, if necessary.
- vii. Relation between Elementary and Secondary Education.
- viii. Removal of University optional subjects in the S. S. L. C. and the substitution of commercial and pre-vocational subjects.
- ix. Splitting up of the S. S. L. C. Board into 5 boards on linguistic basis.
- x. Uniform holidays and vacations.

(The Trichy District Teachers' Guild).

2. It is the considered opinion of this Guild that, in view of the increasing annual termination of the services of teachers in schools and the unsatisfactory and harmful terms of agreement projected by the Department, the Provincial Educational Conference at Coimbatore should devote a whole day for the discussion and settlement of this vexed and vital problem in all its aspects and the steps that have to be taken for public agitation and propaganda.

(The Trichy District Teachers' Guild).

II. SECURITY OF TENURE.

1. This Conference is of opinion that the written agreement between the management and individual teachers provided for as clause (i) to rule 12 of the M. E. R. by the recent G. O.

No. 180 Educational, dated 6—2—1930 is disappointing and extremely unsatisfactory as it is not calculated to ensure security of tenure to teachers and is against the expressed opinion of the teachers of the Presidency, and it expresses its considered view that the condition of teachers in Non-Government Schools cannot be placed on a satisfactory basis unless

- i. The scales of salaries of different grades are standardised;
- ii. Uniform rules of service for teachers, including leave rules, are framed by the Government and are made applicable to all Non Government Schools as a condition of recognition instead of the written agreement contemplated in the above G. O.; and
- iii. An arbitration Board is appointed in each District to consider cases of differences arising between the management and the teachers, it being made compulsory that the services of teachers can be terminated only on the recommendation of the Board.

(The Coimbatore District Teachers' Guild).

2. *Government contribution to the pay of teachers.*

This Conference requests the Government to contribute one half to the pay of teachers in Non-Government Schools made to conform to a standardised scale, the management being required to meet the other half.

(Municipal Middle School, Palghat).

3. *Constitution of the Arbitration Board.*

This Conference is of opinion that the Arbitration Board demanded in Resolution (1) (iii) should consist of (1) the District Collector or the District Judge, (2) a representative of the S. I. T. U., (3) a representative of the Department, add (4) a representative of the Management under whom the aggrieved teacher is employed and that the President or the member presiding at the meetings of the Board should have a casting or a second vote whenever a tie occurs.

(Municipal High School, Pollachi.)

4. *Leave Rules:—*

This Conference is of opinion that questions of leave, salary, etc., of teachers in all Schools should be governed by Fundamental Rules.

(Municipal High School, Pollachi.)

5. *Provincialisation:—*

This Conference is of opinion that, as a first step towards the provincialisation of the teaching profession, the services of teachers under

Local Boards and Municipalities be unified at least within each District.

(Municipal High Schools, Pollachi and Udumalpet.)

6. *Service Rules for Schools under Local Bodies.*

This conference is of opinion that the new contract system and terms of agreement be not made applicable to schools under Local Bodies and that the old Civil Service Regulations or Fundamental Rules, whichever have been adopted, be made applicable to teachers in service under those Bodies as in the case of their other servants.

(Board High School, Trichengode).

III. PROVIDENT FUND.

1. This Conference requests the Government to raise the Provident Fund contribution of both the teacher and the management concerned from one-sixteenth to one-twelfth.

(Municipal High School, Udumalpet).

2. This conference requests that all trained and certified teachers in recognised schools, irrespective of the salaries they draw, be compelled to participate in the Provident Fund Scheme and that the interest on the Provident Fund deposit be raised to 6 per cent per annum.

3. This conference requests the Government to issue a G. O. that the Government contribution to the Provident Fund Deposit of a teacher will be calculated, not upon the sum actually paid, but upon the sum standing to his credit including interest.

IV. SALARIES OF ELEMENTARY TEACHERS.

This conference is of opinion that a teacher in an Elementary School should be paid a salary at least equal to double the grant drawn for him by the management as Government aid and that the Government should compel managers of aided Elementary Schools to do so.

(Elementary Teachers' Association, Tuticorin.)

V. TRAINING OF ELEMENTARY SCHOOL TEACHERS.

This conference requests the Government to consider untrained teachers of at least 10 years' experience in recognised schools as trained teachers for all purposes.

(Elementary Teachers' Association, Tuticorin.)

VI. HOUSE-SITE FOR ELEMENTARY SCHOOL TEACHERS.

This conference is of opinion that, in view of the exorbitant rents of houses in towns and the

poor salaries of teachers of Elementary Schools, the Government should give free to such teachers living in towns, lands on darkast as they do to ex-Army men.

(Elementary Teachers' Association,
Tuticorin).

VII. GRATUITY.

This conference is of opinion that permanent teachers in Non-Government Schools should be allowed on their retirement from service or at death a gratuity of one month's pay for each year of permanent service put in by them.

(Municipal Middle School, Palghat.)

VIII. S. S. L. C. CURRICULUM.

1. This conference is of opinion that, in view of the fact that the revised S. S. L. C. Syllabus in A Group is heavy and practically unworkable the C. Group in the course should be abolished.

(St. Xavier's High School, Tuticorin.)

2. This conference is of opinion that the syllabus in Elementary Science in the remodelled S. S. L. C. Course is very heavy and that it should be lightened by the deletion of Biology and Botany.

(High School, Pattamadai and M. H. School,
Coimbatore)

3. This Conference recommends to the government that the teaching of Hindi as a compulsory subject should be introduced in all High Schools in the Presidency.

(Municipal College, Salem.)

4. This Conference resolves that the Vernacular be made the medium of instruction for the teaching of non-language subjects in all High Schools.

(Mr. K. S. Nanjund Ayyar of Pollachi).

IX. EXAMINATIONS.

1. This conference is of opinion, that, with a view to bring about a uniform standard of efficiency in I, II and III Forms, a public examination be held at the end of the middle school course.

(Municipal High School, Coimbatore and
Board High School, Panruti.)

2. This Guild is of opinion that the new S. S. L. C. Eligibility Rules of University Admission demanding 40 per cent. in English and Second Language are real hardships to S.S.L.C. Candidates, that the aggregate of 105 marks for all the three subjects, viz. Elementary Mathematics, Elementary Science, History and Geography will encourage neglect of a subject and that al-

ternative lower per centage of 20 or 25 in one of the said three subjects but 35 on the whole would be an encouragement to deserving candidates as recommended by S. I. T. U., Guilds, Head-Masters Associations.

(The Trichy District Teachers' Guild).

X. REFRESHER COURSES

1. This Conference requests the Government that refresher courses be instituted in certain centres in the Presidency where all trained teachers after 10 years of Service be made to undergo training so that they may equip themselves with up-to-date educational methods and ideals.

(Municipal High School, Pollachi.)

2. This Conference requests that such of the secondary grade trained teachers as are competent be allowed to undergo refresher courses in the "Summer School of Geography" and in other subjects for which refresher courses may be arranged exclusively for L. T.'s.

(Board Middle School, Andiyur.)

XI. MILITARY TRAINING.

This conference requests that the privilege of military training which is now open to colleges be extended to high schools also.

(M. H. School, Pollachi)

XII. APPOINTMENT OF H. M.'s. TO MIDDLE SCHOOLS.

This Conference that requests that secondary grade men be allowed to be appointed headmasters of Middle Schools in order to cheapen secondary education in rural areas.

(Board Middle School, Andiyur.)

XIII. DEPUTATION.

This conference requests public Bodies to select one or two teachers from each District to visit different educational centres in the various parts of India and give the benefit of their experience by delivering lectures in every High School in the District.

(M. H. School, Pollachi).

XIV. The Conferences authorises the working committee to take steps for the early opening of a Registry of Teachers and recommends the appointment of a Council of Registration (S. Natarajan).

The following are the resolutions already passed by the S. I. T. U. at previous conferences on the subjects of: (1) The Grant-in-aid Code (2) Security of Tenure, (4) Standardisation of salaries, (4) Provident Fund, (5) Vacation courses, working days etc. (6) Physical Education.

I. SECURITY OF TENURE.

This Conference after mature consideration of the views of the Minister of Education regarding the security of tenure of teachers, feels that the Government should not be deterred by the apparent complexity of the problem and suggests the following remedies:—

(a) The Government should appoint for each District whenever necessary a Board of Arbitration consisting of a representative of the S.I.T.U., a representative of the Department of Public Instruction, and a representative of the Management with power to co-opt local members to decide cases of dismissal, suspension, or notices to quit.

(b) The decision of the above Board be made binding upon the management and the teacher.

(c) The acceptance of such decision and the framing of definite rules of service in aided schools on the lines of fundamental rules relating to the Vacation Department of the Government be insisted upon as a condition of aid.

II. THE GRANT-IN-AID CODE.

(a) This Conference considers it desirable that educational institutions under private management and those under local boards should all be included under one Grant-in-Aid system and it therefore recommends to the Government that the rules of the Grant-in-Aid Code be amended in the following manner so as to enable the Secondary Schools to function efficiently. (vide Resolution No. 1 of the Vellore Conference).

(b) This Conference of the S. I. T. U. has heard with great concern that the Government contemplate the reduction of the percentage of the grant-in-aid in respect of the cost of equipment and building for the teaching of Science subjects in schools and colleges from two-thirds to one half, and it is strongly of opinion that, if this reduction is effected, the efficiency of teaching science subjects will be greatly impaired, and therefore, urges that the proposed reduction be not carried out.

III. PHYSICAL EDUCATION.

(a) In view of the poor physical stamina of school-going children of our Presidency, this Conference resolves that all the receipts under Game Fees be constituted into the Games Fund and administered solely for the physical improvement and welfare of the students.

(b) That the Government be requested to give special Physical Education grant so as to enable the school authorities to appoint duly

qualified Physical Directors and to provide necessary equipments.

IV. AIDED EDUCATION.

This conference repudiates the opinion of the Minister of Education that the relation between the teacher and the management is the same as that between the employee and the employer governed by the law of supply and demand; and it is of opinion that the policy of the Government as defined in the various despatches and resolutions of the Government of India makes it obligatory on the Government to promote the interests and the efficiency of all non-government institutions by granting them liberal financial help.

V. STANDARDISATION OF SALARIES.

In view of the fact that some of the Provinces in India have introduced standardised scales of salaries for teachers and also in view of the fact that teachers of all grades in non-Government schools should be assured of a career, this Conference once again urges the immediate adoption of the standardised scales of salaries as given below and recommends that the adoption of standardised scales be made a condition of recognition and aid.

SCALE OF SALARIES.

L. T's	...	Rs. 100—5—200
Trained Intermediates	...	60—4—140
Trained S.S.L.C's	...	40—3—100
Senior Pandits	...	60—4—140
Junior Pandits	...	40—3—100
Drawing and Physical		
Instructors	...	40—3—100
Manual Training and		
Commercial Instruc-		
tors	...	60—4—140
Higher Elementary	...	35—2—75
Lower Elementary	...	30—70

N. B.—Allowance for Head-masters according to the nature and size of the schools.

VI. PROVIDENT FUND.

In view of the progressive reduction in the rate of interest on the post office cash certificates and also in view of the inability expressed by the Government to increase the rate of interest, this Conference requests the Government to increase its contribution from $\frac{1}{2}$ to $\frac{1}{4}$ of the amount to the credit of the subscriber.

(b) This Conference is of opinion that the present provident Fund rules applicable to the Teachers in Municipal and Board Schools are illiberal inasmuch as they make it optional for the Municipalities and Local Bodies to give or withhold the whole or part of the bonus and

therefore urges on the Government the need for making the grant of full bonus obligatory on the management.

VACATION COURSE.

This Conference recommends that the S.I.T.U. do organise with the help of Government Grant Vacation courses at various centres of the Presidency, preferably at health resorts

for the benefit of Teachers in order to enable them to keep themselves in touch with modern developments in education.

(b) This Conference further requests the managements to grant travelling allowances to teachers attending such courses and it further requests the Government to treat such expenditure as a legitimate item of expenditure in the financial statement.

UNION NOTICES

A meeting of the Executive Committee of the South India Teacher's Union will be held at 9 A.M. on Thursday the 22nd of May, 1930 in the Conference hall at Coimbatore.

Agenda

1. Review of work.
2. Election of the member to the W. Committee.
3. Any other business.

A meeting of the Journal Committee of the South India Teacher's Union will be held at 8 A.M. on Thursday the 22nd of May, 1930 in the Conference hall at Coimbatore.

A meeting of the Reception committee of the 5th Conference of the All India Federation of Teacher's Associations will be held at 3 P.M. on Friday the 23rd May, 1930 in the Conference hall at Coimbatore.

Complaints have been received from several Associations that they have been omitted from the List of Affiliated Associations Published in the last issue of the Journal. Secretaries of District Teacher's Guild are therefore requested to communicate to the Secretary S. I. T. U. of such omission so that they may be included in the revised list to be issued shortly.

THE TEACHERS' BOOK SHELF

PRE-MUSSALMAN INDIA. Vol I. by Prof. V. Rangacharya. (Price Rs. 5, copies can be had of the author).

Thanks to the investigations by numerous epigraphists and Scholars, much material has been accumulated during recent years but they have not so far been incorporated in regular history. Prof. V. Rangacharya is attempting to describe the history of India, based mostly on these recent discoveries. The present volume is the first of a series of 9 volumes; In it is described the history of India, from the very early times, almost from creation, down to the Aryan invasion of India. A very large part of the book under review deals with the various theological and anthropological theories and it also discusses the racial elements that make up the present population of India. After a thorough examination of the different theories on this subject, the author concludes that the Kolarian and the Aryan types dominate the present Indian population. In the words of Dr. E. J. Thomas of the Cambridge University, "the whole subject is intensely interesting and interestingly portrayed." The Book certainly satisfies a real want and no student of Indian History can afford to be without a copy. Prof. Rangacharya, has

brought to bear in this book his great erudition and scholarship. We hope that the author will get the encouragement he deserves and will, in the volumes to follow maintain the high level he has set before himself.

A HISTORY OF INDIA (in Tamil) For Form III by G. V. Rama Aiyar, B.A., L.T.

Mr. G. V. Rama Aiyar is already well known for his Vernacular books on Indian History for classes 4 and 5 and for forms I and II. This is an addition to the series. The author has followed closely the departmental syllabus and has written the book in a simple and easy style calculated to infuse into the readers a love for the subject. We are sure the author will be assured of the support he expects from his brother teachers.

THE TRIVENI. This excellent periodical, devoted to Indian Renaissance movement, is particularly interesting, inasmuch as, this is its first appearance after the 'New Era' was merged in it. It is however regrettable that financial problems should have compelled the amalgamation of two such first rate periodicals. We are sure that Triveni, will ere long receive the support it richly deserves and will be assured of long life.