

THE
SOUTH INDIA TEACHER

VOL-III

NO-II

15TH NOVEMBER - 1930



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FROM THE PRESIDENT

I

THE S. I. T. U. AND THE LAST ELECTION

In accordance with the mandate of the last Provincial Educational conference, the S. I. T. U. put up its own candidate for the University constituency ; with what result we all know.

I am not crying over spilt milk ; nor finding fault with our brethren as lacking in professional solidarity.

The election cost something to the candidate and the S. I. T. U. that put him up. That too was inevitable ; but there was an avoidable waste. If about 25 more people had voted for the candidate our security amount of Rs. 250/- would not have been forfeited. As it is the S. I. T. U. has, in all honour, to make good that amount.

The financial position of the S. I. T. U. is too well-known to be recounted in detail to our own brethren. I expect 500 teachers out of our huge army of 15,000 and more to send us 8 as. each so as to make up the amount forfeited. The total amount received will be acknowledged and no names would be mentioned. I feel confident that this appeal of mine would be respondent to.

In all humility.

S. K. YEGNANARAYANIER,

President of the S. I. T. U.

II

THE BENARES TRIP

Our readers will be delighted to know that we have very encouraging response in the matter of running a special train to Benares for the conference. We want some more members to make up the minimum of 250 third class tickets and hence the period for the pre-payment of Railway fare as advance has been extended up to the 25th of this month. Even those who have not registered themselves may join the party and pay the registration fee of 8 as together with Rs. 60/- as advance. The remaining amounts to be paid in advance are the

ding charges of Rs. 50 to be paid before the 5th of December, Rs. 25/- advance for sight seeing and Rs. 2/- each to get enrolled as members of the Reception Committee. The last two items are to be handed over to the leader or to the Secretary before starting. I earnestly hope that the extension of the period will be availed of fully by those who did not join the party in time.

In all enthusiasm,
S. K. YEGNANARAYANIER,
President of the S. I. T. U.

III

THE BENARES CONFERENCE

We teachers in South India have a duty to do by the First All Asian Educational Conference to be held in Benares in the coming Xmas season. All praise to those who have joined the party and have come forward at great sacrifice of time and money to participate in the actual deliberations of the conference. Yet even those who could not do so have an opportunity to serve the Conference. Those who stay behind are bound to enlist themselves as members of the Reception Committee and pay Rs. 2/- towards the general expenses of the conference. This is the least that the stay-at-homes can do and should do. The amount may be sent to the Secretary of the S. I. T. U. at 41, Singarachari Street Triplicane, Madras, so as to reach him before the 15th of December, 1930. I hope they will.

In beaming hope,
S. K. YEGNANARAYANIER,
President of the S. I. T. U.

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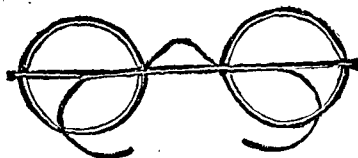
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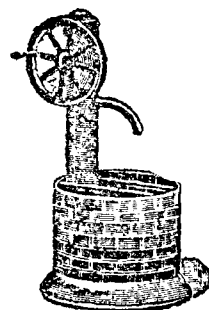
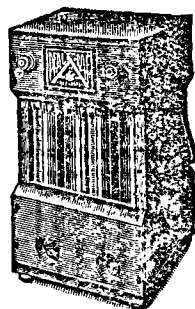


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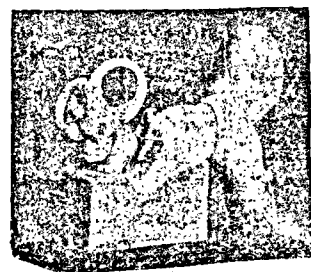
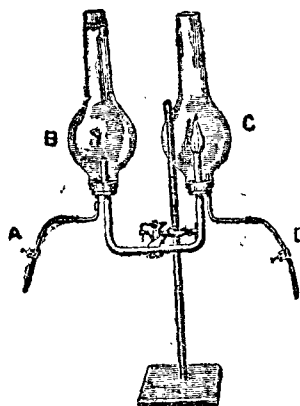


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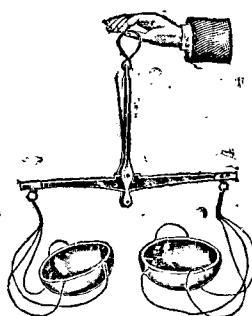
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[No. 11

HISTORY—THE DALTON PLAN *

By

*Miss. Helen Parkhurst, Principal of The Dalton School, New York City:
originator of the Dalton Plan*

To comply with the request, to explain 'how history is taught' on the Dalton Plan in my own laboratory school, is difficult, because there is no such thing as a *subject* on the Dalton Plan. With us it is *living* on the Dalton Plan. We believe that mere subjects negative our aims, and do not form a proper basis for curricula. I shall, however, attempt to show how a love for history is created.

To-day it is a commonly accepted fact that it is the whole child who is exercised. He is not exercised physically at one time, at another time exercised intellectually, and at still another time exercised spiritually, but he is exercised physically, intellectually and spiritually, simultaneously. If he is to be really educated, we must see to it that every pursuit permits him to be exercised in this manner.

Subjects have been well taught in the past; boys and girls were neglected. To-day we teach boys and girls. We place the emphasis upon boys and girls, because when

formerly subjects were taught as if the mind was divided into separate compartments, it was found that even in the hands of excellent instructors, boys' and girls' characters became disintegrated, but when pupils were brought in contact with an all-absorbing idea, sufficiently extensive, incorporating the elements of history, geography, literature, English, etc., properly integrated, subject barriers were broken down. Then, in a proper setting, where the idea could be lived and experienced dramatically, then, and only then, did boys' and girls' characters really become integrated.

'Integration' is the real crux of to-day's educational debate, and the pioneers of the new order want an idea programme. The idea programme was the intention of the proponents of the project, and so in 1928, when the word 'project' as commonly understood was deemed insufficient to indicate the new platform, someone wisely suggested 'activity programmes'. The word, 'activity' combined with the word 'integrating'

* (From the New Era (London) October 1930).

suggests well fused experiences. For the present at least, we of the progressive school group in America are for 'activity programmes'.

We cannot predict what the needs of the future will be, but we do know that then, as now, the nation will need great leaders, 'capable of exerting new influence' because of the new and changed situations. The necessary 'great leaders' will only grow out of integrated children.

When my book, *Education on the Dalton Plan*, was published in 1922, it offered no solution to the gigantic task of curricula reconstruction, but rather recorded a single attempt from 1910 to 1922 to reorganise the social structure of the school. For my part, I tried to make the propounding of curricula secondary in order to emphasise a new type of school living. English contributors to the book, however, reversed this procedure, and emphasised curricula.

Now the aim of the Dalton-Plan was to create a new type of educational society by putting boys and girls under entirely different conditions of living from those provided in the ordinary classroom, and to reorganize the community life of the school. For our model we took the conditions of everyday life outside. We emphasised *conditions* rather than pursuits, because although the two cannot in truth be separated, we wanted an easily perceived new premise. Again, we emphasised *conditions* realizing that the old social order was a product created and preserved by the old school, excellent in its day, but considerably out of date, and we realized that the pursuits of to-day, are, in reality, only the fruit of the past.

My first experiments with the laboratory plan, now called 'the Dalton Laboratory

Plan', began in 1910. Our New York school is now fourteen years old, but in the Dalton School as early as 1922, we were engaged in trying to select integrating experiences for our newly organized school society. We were testing both our faith and our methods. The new order threw overboard the old curricula. Whereas our faith in boys and girls increased, our faith in the methods of the old order waned daily. We discovered that the change necessitated much *group* thinking on the part of the staff; not only was our job to re-make a school, but we had on our hands the life and death task of re-making ourselves.

The three principles of the Dalton Plan, designed to create a new social order, were Freedom, Interaction of Group Life, and Budgeting of Time. Each member of the staff held a different, if not unique idea of freedom, but we were in agreement as to the value of 'Interaction of Group Life' as important and fundamental for a new society, and we all felt 'Budgeting of Time' was important.

With us, 'Interaction of Group Life' means the intermingling, hob-nobbing' if you will, of a sector of the school, comprising at least three grades of pupils, confronted with ideas for problems; living and *working together*; with the same teachers, in the same, therefore shared, common workshops or as we say, 'laboratories'. Perhaps I can justify our point of view, and reconcile prejudiced readers by saying that we found our procedure created a thirst for history, literature, and other 'subjects'.

At the outset, each class had one big, central idea which was the basis for the year's study. We decided that so far as curricula

were concerned, that for ourselves, at least, we would not divide academic work into separate subjects, but we would start with a fusion. This was a compromise, but remember, in those days our lights were dim, and we did not clearly see the way. We chose for our fusing topic 'Civilization'.

In response to 'What are you studying?' the answer of a fourth grade pupil, or a fifth, or a sixth, or of any grade above the fourth, was always the same 'Civilization'. To be sure, one class might be studying the Greek civilization, another Roman, and still another Oriental civilization, but the curriculum was always 'Civilization'. All civilizations were studied in order. Invariably the 'die-hards' who came in hordes to visit us would say: 'But how do you teach history, or mathematics?' Our answer was, 'We don't'; but we turned these sceptics into our laboratories where they saw convincing research going on in those fields.

I go into certain details which may be helpful to those who desire, as we did, to make their first attempts.

Our purpose was (1) To study civilization for the purpose of showing what intelligence has achieved and what has been its procedure. (2) To give pupils a synthetic view of progress. (3) To help pupils construct an outlook of their own. (4) To develop a spirit of tolerance and international-mindedness, creating a feeling of spiritual brotherhood, demanding peace.

Our method was (1) Subject matter should be taught from the standpoint of development. (2) Emphasise continually—change and anticipation of change, to have a new conception of man and the universe.

Briefly, our skeleton outlines for the treatment of any civilization were as follows:—

A

PUPIL'S OUTLINE.

Civilization—A Study of man

Records of:

- (1) Man's progress.
- (2) Man's environment—where he lived, i.e. the setting, kind of house, food, clothes, weapons, etc..
- (3) Man's beliefs—superstitions, religious rites and ceremonials, as found in a study of folklore, inscriptions, art etc.
- (4) Man's failures;
- (5) Man's achievements;
- (6) Man's contributions to art, i.e. invention, social progress etc.;
- (7) How man has effected or prevented peace—The relationship of the past to the present and the future.

As I now regard it, B was a reconciliation statement.

B

TEACHER'S OUTLINE

Civilization—A Study of man

Records of:

- (1) Man's progress—history.
- (2) Man's environment—geography.
- (3) Man's beliefs—literature.
- (4) Man's failures—science and social science.
- (5) Man's achievements—science and social science.
- (6) Man's contributions to art—science and art.
- (7) How man has effected or prevented peace—science and social science.

We have always felt it quite as necessary to understand man's failures as his achievements, and even young children were amazed to see the similarity between their own daily struggles and the struggles of a nation, when viewed with the perspective which a

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study of the past permits. One little boy of ten, with the excitement of sudden discovery, said: 'Why, Murray, it just occurs to me that your downfall is really predicted, because, just as the Roman Empire did, you are getting lazy and you should watch out from your heights!'

One day, as I took away a partially finished pictorial map to use in a lecture, a little girl whose work I unconsciously but unfortunately, interrupted, said: 'Oh, Miss Parkhurst, you too are bound to butcher us to make a Roman holiday!'

Reflective thinking was not a problem, it was everywhere apparent. One child declared that she had learned a lot studying the Greeks, but she looked forward to really '*becoming better*'; i.e. improving her character, when she could find out how the Chinese reached such heights in their art and painting, 'as Lucille had described'.

The three grades of any sector met freely in common laboratories, and, as children will, exchanged ideas. As each class had its own civilization, three civilizations were being studied—a world was being built up simultaneously. Models of houses and villages were about, and as theories were tested, we found mere textbooks were not sufficient to satisfy eager curiosities. Much source material was added. More was needed, and the staff began to write reference books, finding texts inadequate.

In the fourth, fifth and sixth grades, it was announced that at the end of the year a play would be substituted for the final examination. This sounds easy, until you realize how much must be known to produce a play, especially when you must be really familiar with the habits of the people you are to depict and must intelligently repre-

sent the great artists and political leaders and be able to discuss their friezes or their international problems as your own! Although interesting and absorbing, play making and acting then become difficult.

For special research (because, after all, a year is a limited time) classes were divided into four or five groups, each group being held responsible for some contribution it was to make to the class as a whole. In order to make the work alive and real, each time a class met, the class meeting was treated as a play rehearsal. Each time, a plot was quickly outlined, sometimes for a scene, sometimes for an act, depending upon the time interval between class meetings. Then the individual members of the class were cast, and the chronicles were dramatized as far as their discoveries and research permitted. Very often a potential play writer brought in his voluntary night's labour to be tried out by a group of contemporaries next morning.

With a teacher, I once chanced to come upon a little group under the direction of a classmate, quietly 'trying out' a political discussion in a corner of a laboratory 'How is your play going?' inquired the teacher. The would-be director replied seriously, 'The play is all right, but, it doesn't act!'

In the theatre, I attended a conference. The topic of the day's discussion was 'Socrates and his Dialogues'. Preliminary discussion had shown no way to introduce Xantippe as a character. The scene showed Socrates in Athens—walking round the Agora with his pupils. They sat down to continue a discussion, in true Socratic fashion. An established rule of our class play acting is that, as it must materially fit

important events, etc., no irrelevant conversation may be introduced merely to fill in, being a waste of time. A character introduced has to explain work, and make his part significant and important to the time portrayed. The dialogues were going well; great intelligence was shown in the choice of questions. Stenographic notes record what transpired.

Socrates (age 8) proceeded: 'I don't believe in all the Greek gods; I only believe in one real god.'

Pupil: 'I believe in the Greek gods' 'Why don't you?'

Socrates: 'I believe in the divine voice within me.'

Another Pupil: 'Well, Socrates, I don't think you're right.'

Plato (who has just come in): 'I think Socrates is right.'

Socrates: 'Fine! Fine! Here is the first man who has agreed with me.'

Plato: 'I am your pupil, Socrates, and you are my teacher.'

All Pupils: 'Socrates is right! Socrates is right!'

There was a pause for reflection on the part of Socrates. It had been pre-arranged to introduce travellers of the time. Earlier than expected, however, a merchant from India entered, riding an elephant. Feeling that the lull in conversation meant action, and mistaking it for his cue, the merchant called out: 'Ivory to sell, ivory to sell! Two pieces of gold!' Interrupting Socrates' question as it did, the pupils were somewhat disconcerted, but Socrates himself, with great dignity, turned and said, 'Ivory to sell—ivory? My pupils, that gives me an idea. I shall take some to my wife, Xan-

tippe. It will soothe her.' The day was saved—Xantippe had been introduced!

Another rule is that all conversation shall be spontaneous. There are no written or memorized 'parts'. At the beginning of a class, immediately after roll call, the characters are cast. New material is always introduced conversationally. The ease with which young actors make real conversation out of research material is amazing.

During the whole year the play is being built, bit by bit, and then comes the final examination. The pupils are summoned the day before, and an instructor selects the cast for the last time. Each one has been in every role many times, so group thinking and acting is not a problem. There is a scurry for the costume room, and some thirty costumes made during the year, as real research, as well as old ones from former times, are tried on and adjusted. It is sometimes necessary for the characters to change parts, when, as frequently, it is found that a pupil cannot be squeezed into the proper costume! Next day, before the entire school, a class group gives final proof of its knowledge of the civilization studied.

Perhaps there are some who still have the idea that the Dalton Plan is a device for individual instruction. As the originator of the plan, I can only say it was never my intent to preclude classes, or class groups, because the play of mind upon mind seems to me invaluable. However, I do not believe that classes set days in advance, according to a fixed schedule, are anywhere nearly as valuable as those called without warning, by a bulletin posted in the morning, sometime for 10 o'clock, sometimes for 11 or 12, as the case may be. Needs should be cared

for and satisfied as they arise. Preparedness is a watch word. Everyone is always eager and expectant. Emergencies being a part of daily life, they are expected and accepted as they arise with concomitant training through real experience.

Briefly, I will try to show another type of work employing a useful Dalton technique, which would be impossible if individual instruction were the rule.

A seventh grade class was building a background for the study of our American civilization. The class was divided into five groups, each group to study one of the five cultural areas of North America, *i.e.* the North West, the South West, the North East, the South East, and the Plains. Five research topics were announced, *i.e.*, food, shelter, transportation, art and legends. The five groups met, and each group chose a topic for group research.

This study took approximately three months, and then for another three-month period, each group was asked to choose its favourite area. This time they were to construct a play, the aim of which, for each group, was to depict not only the results of its own special research in a given area, but to portray all the contributions made to the class by all five groups. Thus, here, a group dramatizing the South West constructed a pueblo village, made the pottery and weapons of that area, learned the dances and songs, wove their rugs, and learned their ceremonials as well as made a careful study of costumes, preliminary to making the actual costumes to be worn in the play. The amount of Indian material contributed was unbelievable, and as authentic a material as could be, when not made by the Indians themselves. The authorities of the Natural

History Museum in New York were sufficiently interested to invite children, for the first time, to exhibit their material in the Indian Wing of the Museum, beside the collection of authentic Indian material. Following this study, the school arranged to import a group of Western Indians for the benefit of the children. During the visit, the Indians pursued their crafts, exhibited their jewellery and rugs and lived at the school.

The experiences enumerated were real, and were cultural, but we were not satisfied. We suggest a still more intensive social experience, knowing that in the right medium, it could not fail to be even more cultural.

For a long time I had been turning over an idea based upon our second principle, 'Interaction of Group Life'. I had thought to try an experiment in our middle school; to have the three classes study one, instead of three, civilizations, simultaneously. I argued that if three grades, simultaneously, studied one civilization each year, that in three years, each grade would have studied the required three civilizations. Also, if three grades collaborated in studying a single civilization, there would be time and energy for a more exhaustive study than any single class could make in a year's time.

Our problem was where to begin. The largest group of my collaborators, and those with me over a long period of years, were in the middle school; so again the middle school became a centre of experiment. As these instructors were accustomed to my eleventh hour proposals, they gave ear to my plan.

The sixth grade had studied the Greek civilization; and the Roman Civilization;

the fifth grade had studied the Greek civilization, and the fourth grade was ready to begin a similar study. As a civilization that had not been studied would make the experiment more interesting, we agreed upon China.

I still remember with chagrin how, in my late teens, when I began to travel extensively, I was forced to admit that there were other countries of importance besides America! When I visited the Orient, I felt cheated because I was so unprepared to appreciate and enjoy the environment and people I contacted. This lack of preparedness is at the root of our international misunderstandings. With inventions bringing civilizations in closer contact, it is important that we educate children differently, if they are to become factors in preserving international peace.

Therefore, in our school, we thoroughly study Oriental civilization. Significantly, we study all of the other civilizations before making an intensive study of our own.

Three years ago, the sixth grade made a large, illustrated map of China. The next year the sixth grade declared they would study China differently from their predecessors, who, as an older class, had shared laboratories with them, and carried on their research under the very eyes of the then fifth grade. They finally decided to depict a road through China, from the legendary time of Pan Ku, the creator of the universe, up through the beginnings of the Republic.

But now we must have not only a new experience, but a superbly integrating one. We had lived creatively in old, but adequately renovated, buildings, and just at this point in our school career, we acquired a specially constructed new building, built

according to our own ideas, with spacious corridors and large rooms. There are times when material resources are satisfying. Finally, we hit upon the idea of turning the corridor flanked on either side by laboratories, into a Chinese street, with Chinese shops and gates and walls. A contest was started among the three classes for a model of a Chinese street. Many models were made, and finally one was chosen.

Corrugated paper was found an excellent substitute for tiled roof construction. Many conferences were held. Pupils went to their favourite teachers for long discussions, and for days, everything gave way to the actual construction of the street. Artists and artisans worked together. Teachers and pupils joined forces and worked diligently with saws, hammers and nails and building materials. Young painters appeared with brushes and huge pots of paint, dangling from tall ladders. Professionally, nothing has ever made me happier than that scene. I rejoiced in the richness of the childhood about me, although I had been denied such experiences at their age.

The news of China spread, and the other parts of the school, Primary, Junior High, Senior High, came to visit and looked on enviously. Visits were paid to China Town. Distinguished Chinese came and volunteered their services in making Chinese signs for the laboratories, and like frontier pioneers, after two weeks, the children were living in a Chinese environment. The boys wore queues, the girls wore special head dresses, and every one who was on time in the morning trotted about during the day in a hand-made, gay Chinese costume.

One of our staff is a great proponent of integration. At last she, too, was satisfied.

China was in full swing on her birthday in April, and a Chinese festival was proclaimed by her admirers in the middle school. But China had fired the imagination of, and had captivated, the entire school, so not one, but four, Chinese birthday festivals were held on the same day. Our integration specialist invited a famous Chinese classical scholar to attend the celebration, and together they appeared dressed in the real costumes of a Chinese Emperor and Empress. One little boy rushed up to me and said: 'If you don't watch out, you will turn right into a Chinese, Miss Parkhurst!'

At the end of the year, they were familiar with Chinese art, Chinese pottery, Chinese custom, yes, and Chinese history! They wrote and gave many Chinese plays, and as the little boy said, 'were almost Chinese'.

A petition was circulated by the pupils throughout the school to repeat the experiment, not only in the middle school, but to carry on similar experiments in all of the schools. We are ready to carry out their request, because a staff of eighty-five people has become group-minded. Subjects are dead, but we are alive!

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FLOGGING IN SCHOOLS

By

(By Mr. N. K. Venkateswaran, Author of *Dreams of a Teacher*, *On Teaching* etc.)

The cane as an educational instrument is not over and done with, although very many more teachers and headmasters than formerly are nowadays willing to throw it off on the score of its being uneducational. There are, however, more teachers and headmasters than are generally suspected to exist who are addicted to it in spite of the newer forms of educational thought with which nowadays schools are provided.

Some days ago, a company of headmasters, accidentally come together, were regaling their chief, the Inspector, with some of their experiences. It was a conversational evening with little official "obstacle" to impede reminiscence. The unrestrained voices flitted nimbly from aspect to aspect of school discipline and administration, and each piped out his opinion to enrich the offhand hour. Suddenly every one went for a piece of subject lesson emanating from a certain school, where the boys were known to have been skylarking just then.

One laid it down that the Headmaster should have thrashed the whole fat lot of them and nipped the picnic in the bud. Instead he allowed himself such prolonged shilly-shallying, and the thing has now got into the papers waking embarrassing attention. Another snatched the opportunity and displayed a situation that he had put down by a timely demonstration with the stick.

"Two classes," he began in assured accents, "measuring between them some eighty pupils or so disobeyed and what if I dealt out a lingering 'taste of the cat' to every one

of the rebels. It snuffed out the trouble. On principle it is my opinion that headmasters ought not to forget the application of the cane."

The Inspector, who was till now liberally contributing to the conversation, suddenly subsided and stared. It seemed that he had seized an abrupt twinge of pain on the side of his face exposed to this communication.

A touch of gravity stole over the free evening and after a while the Inspector confessed that he had a beastly headache, and the party broke up in an avowal of mutual courtesies, the cane-loving headmaster still insisting in an undertone that his means had been justified in the end and that there were unsuspected virtues in the ancient instrument.

Not many days ago there was a thrashing scene enacted in a certain school. The culprit was alleged to have taken a five-rupee note from a pocket that was not, strictly speaking, his own. The Headmaster forthwith began beating him and the boy began crying, "I have not stolen the money. Don't beat me, for God's sake." The stick was, however, deaf and carried out its mission. There is a limit even to juvenile endurance and after a time the boy gave over and cried, "Yes, I have taken the money and I will give it back."

In this scene, really, the alleged theft was not the point at issue and it was difficult for the Headmaster to transfer his satisfaction to the spectators of his success. If one had stolen the stick in justification of the unfortunate boy one would not perhaps have

been very much to blame. A good many boys witnessed the scene prompted by the natural instinct that draws us to sights we would fain save our eyes from. The effect on them of the incident was visible, a troubling fear, a certain vague revulsion, a disappointment of soul, a dejection in the heart. It might be usefully remembered that boys and girls come to school not for correction, but for nourishment.

I do not suggest that the school-cane must be abolished, for everything has a place in the shifting standards and ideals of life, even instruments of infant-discomfiture. There might arise occasions calling for use of the cane, for in a large community, such as a school generally is in these days, opportunities of objectionable behaviour cannot altogether be denied. But when a school begins to feel its dependence on its sanctions it is about the most reliable proof that it has somewhere betrayed its purpose. Lapses physical, intellectual, social or sexual, must have their *preventions* and not their punishments. These cannot prosper in a living pattern of beauty for the simple reason that beauty is stronger than ugliness and because ugliness supervenes only when beauty is absent. Why should we be right and good if it were not in every way happier to be right and good than to be wrong and bad. The school that has no atmosphere for beauty will have frequent need for recourse to pungent expressions of discipline, and no wonder. If headmasters would only keep a record of their magisterial moments they would have an index of how far they have been faithful to the ideals underlying education and to its ultimate aims. Those who are unopposed to adumbrations of martial law in schools may usefully recall that mar-

tial law is after all only a cruel necessity of critical times.

The effect of punishment on the real or supposed offender is certainly not one conducive to satisfaction. Very often the result is reinforced rebelliousness. Punishment is revenge and reformation is only its afterthought. Capital punishment has been extensively condemned because it shuts out chances of repentance or improvement to the victim. Vengeance is the practice of savage times when cultivation of the human instincts and impulses was not even dreamt of. It may be argued that flogging is prevention and not punishment. You flog an incorrect pupil so that he may be right in future. Even so, we have to remember that 'preventive medicine' in the field of education must not be painful, because pain does not go with growth. The infliction of physical pain is objectionable, be the motive punishment or prevention. Education is growth, happy, harmonious growth. The child touches fire and burns the fingers. The child mishandles behaviour and is flogged. One generally stands for some difference between nature's and our ways in these matters. And when the cane is too frequently used the only gain is a degradation of human worth in its most sensitive stage when impressions count for so much and are so readily absorbed into the composition of conduct and life. A very rare appeal to the cane-stick may not be without its value, but it is a cheap and handy weapon, and it is difficult to find sufficient guarantee that it will be seldom summoned. Generally speaking, when one holds a cane, one also feels like beating someone with it.

I knew an over-corrected boy. He used to be flogged for telling a lie, for not doing

an imposition, for disrespect to teacher, for hitting a companion and for so on and so forth. In fact he used to be honoured with disciplinary attention almost every other day. One day I saw him at close quarters and inquired how it was going with him. "Sir," he said in a desolate voice, "it is not my fault. It is my fate. I cannot do any thing but go wrong somewhere, and then they beat me. It is my fate. It doesn't matter very much now. I am getting accustomed to it all, but I want to go away from the school." It was the speech of desperation, but happily hope was not extinct since he wanted to go away from the school. 'Go away'—I echoed, and I am not sure that he did not understand my meaning.

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

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The Fund has been registered under the Societies Act XXI of 1860. Thereby it acquires a status to sue and to be sued. Those who have been anxious about the registration of the Fund may now have no cause to say that because the Fund has not been registered we have not joined the Fund. The Board of Management hopes that the full **Quota of one Thouand** will be reached very soon.

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

THE INSTRUMENT OF UNIVERSAL EDUCATION.

By

Mr. S. R. Ranganathan M.A., L.T., F.L.A., University Librarian, Madras.

In discussing the subject, the Instrument of Universal Education, we have first to come to an agreement with regard to the connotation of the word *Education*, then with regard to the full implications of the epithet *Universal*, and finally examine the various *Instruments* available and discuss their merits and demerits, their capacities and limitations.

What is Education

The term *Education* has been in use ever since an educable being came to live on earth. But it has been a term of ever-widening concept. Almost in every age, far-seeing men have criticised the narrowness of their contemporary view of *Education* and suggested their own Utopian views as an alternative ideal. Later ages have actually realised many of the dreams of the earlier Utopian educationists and evolved a new Utopian education far in advance of their times for still later ages to realise in their turn. Plato shuddered at the social disintegration visible in his times and fixed the duty of education to be that of fitting the individual to community life. Sir Thomas Moore imagined education to consist of a grind in Classics, while Lord Bacon would make the advancement of Science, the main function of education.

Coming to our days, we have one broad force that shapes our concept of education. That force is due to the rapid succession of great inventions, whose effects speedily reach the level of our daily life and make it imperative that we should go to the wall

unless one and all of us keep ourselves constantly educated and re-educated to meet their inevitable incidence. Just as we are utterly oblivious of the enormous weight of nearly half a ton of air which we carry on our head every moment of our existence, many of us do not realise the enormous downpour of inventions that our age is experiencing. Here is a rough list of the major inventions of a single generation, inventions almost all of which have already come to affect our daily life.

- 1892—Automatic telephone patented.
- 1893—Internal combustion engine invented.
- 1894—Typhoid anti-toxin and Diphtheric anti-toxin introduced.
- 1895—X-Rays discovered.
- Principles of the Motor-car patented.
- 1896—Steam-turbine patented.
- First cinema show.
- 1897—Electrons identified.
- 1898—Radium discovered.
- 1899—Long distance telephone invented.
- 'Sugar' prune developed.
- 1900—Gasoline motor invented.
- Submarine invented.
- 1901—Wireless signals flashed across the Atlantic.
- High-speed steel invented.
- 1902—Active emanations of Radium identified.
- 1903—Ford Car patented.
- First flight of 120 feet in 15 seconds.

- 1904—Fessenden's plan of radio-wave production patented.
- 1905—Theory of Relativity announced.
- 1906—Crystal detector patented.
- 1907—Vitamin hypothesis postulated.
- 1908—Two and a half miles of continuous flying.
- 1909—Installation of Wireless in steamship.
- 1910—Ionic medication invented.
- 1911—Hydro-air plane invented.
- 1912—Talking pictures invented.
- 1913—Tungsten filament patented.
- 1914—Military tank invented.
- 1915—Continental telephone installed.
- 1916—Browning machine-gun invented.
- 1917—Submarine detector invented.
- 1918—First Air-mail service begun.

This staggering succession of inventions has affected our conception of education. Education is not any longer a mere learning of the three R's. It is no more learning to till the same lands with the same ploughs, at the same seasons as our fathers and grandfathers did. It cannot be exhausted by committing to memory once for all the reptonised wisdom of the past ages. Education is no longer a process of absorption but it is a process of growth—sometimes rapid growth. It is a growth that begins at the cradle and ends only in the grave.

Looking at it from the new angle that Darwin's *Theory of Evolution* has introduced into our processes of thought, one of the foremost of our living educationists defines *Education* as follows: Speaking generically, education signifies the sum total of processes by which a community of social group, whether small or large transmits its acquired powers and aims with

a view to securing its own continued existence and growth". It is in this catholic sense that education is being understood to-day, not only by John Dewey but by all the others who are trying to keep abreast of the time.

What are the implications of "Universal"

The highly socialised generic view of education is by itself sufficient to bring home to our mind all the implications of the epithet *Universal*. Education has to be *Universal* in all the senses of the word. If you take a single individual, it has to be universal in the sense that at no moment can he say, "I have become omniscient. I stand in no further need of education". That is why our Upanishads proclaim "He who thinks 'I know', knows not"; "I do not yet know" is a characteristic not merely of spiritual education but also of material education. The moment the Pykara scheme brings electricity to the villages every villager, young or old, must learn how to use it in his daily life. At the rate at which the world is progressing on the material side to-day, every moment brings us some new things, whose use requires the perpetual education of man.

If you take the community as a whole, *Universal* covers every stratum of the community, and every individual of the community. Yes every individual—rich or poor, man or woman, young or old, blind or sighted, deaf or dumb, living in the village or living in the town. One mischief of modern democracy is that it credits each nation not by the attainments of its foremost men but by the attainments of its hindmost ones. The level of public health and the average life of a community are

weighted by the lowest among them. The average economic efficiency of a nation is conditioned by the depths of the economic efficiency that are to be found within its boundary. This makes it imperative that the one panacea for all the ills of humanity, *viz.* Education, should be made universal, and should not be embanked either by riches or by consideration of sex or by city walls.

What is the most suitable Instrument

Having thus settled the two preliminary issues, having understood the dynamic and ever-widening nature of the concept of education and having realised that no provision for education is an adequate provision unless it provides for the education of one and all of the community, unless it makes differential provision for each to suit his mental and physical needs and unless it provides for continued education, *i. e.* for the continuance of education even after the school-going age and up to the point of his leaving the world either physically or civilly, having understood *Universal Education* in this light, we may now examine the instruments that are available for such a *Universal Education*. The instruments of education fall into three classes, the informal the formal—and the semi-formal. We shall deal with each of these classes.

The Home

The first instrument that we can think of, that humanity has used from the very beginning, is the first institution in which ordinarily the child holds membership—the *home*. It is through the *home* that the child makes his first contacts with the world and it is in the *home* that he learns his first lessons in the arts of life. We shall even concede that when his circle of experience

widens so as to include other formal and informal instruments of education, the *home* does continue to exert some influence. But, the limitations of the *home* as an instrument of *Universal Education* have been for long realised. In our present time, due to the crowded condition of our homes, the busy lives of the elders and the exacting requirements of the struggle for existence, the *home* is found to be more and more wanting in its capacity to discharge the duties of an instrument of *Universal Education*. The Utopian Educationists have even gone to the length of condemning the *home* outright. They protest that parents would educate the children wrongly and that in 99 cases out of 100 the parents are altogether ignorant of the right method of teaching, nay even of treating, children. Hence, Plato would abolish the *home* altogether. The *Sevarites* would renounce parental authority when the children attain the age of seven, so that they may not thwart their education.

The Community

Another informal instrument of education that was very influential in the past is the *community*—that mixed fabric of institutions and social groups with which individuals come in contact. It includes the neighbourhood and the families of the neighbourhood, when functioning for the community as a whole. They were effective in the earlier days, before the days of the rapid succession of inventions, before the days of crowded cities, when the village community was a compact body capable of knowing and shaping each of its individuals. But to-day, the crowded city—life in which no body knows his next-door neighbour, the lack of sincerity and harmony, the cupidity of the

privileged few, the ignorance of the exploited many, the poor leadership which often leads mankind to disaster and the chaotic conditions of the occupational world, are rendering the *community* quite ineffective as an instrument for universal education.

The Formal School

This has led human society to rely more and more on formal instruments of education, such as the school and the college. It is making school-education compulsory for all its members and it is trying to meet the situation by putting every child in the school, instead of merely the gifted child. It is trying to meet the situation, which this creates in its turn, by rapid researches into the variabilities of children, by the invention of a multiple curriculum in place of a dull uniform one adapted to the needs of the imaginary, fictitious average child by slowly giving up mass-methods of teaching and by beginning to adopt differentiated individual methods, such as the Dalton Plan, the Contract Technique and the Project Methods.

But the limitations of the School as an instrument of *Universal Education* come to the surface, not when *Universal* comprehended all the strata of society but when *Universal* comprehended the entire life-time of man. We saw the need for life-long education, if education should fulfil its generic purpose. Even with all the continuation classes and the extension courses, it is impossible to put all mankind perpetually into the formal school. Thus, it is obvious that the reconciliation of the idea of life-long education and the impossibility of life-long stay in a formal school can be brought about

only by the invention of a new instrument for perpetual self-education.

The Unique Value of Libraries.

When the informal instruments of the *home* and the *community* proved ineffective and the formal instrument of the *School* proved to be inadequate, the semiformal instrument of the *library* came to be recognised. No doubt libraries had existed ever since books came to be written; but they had been devised either to hoard books or at most to serve books to a select few. It was not, till our days, that the library has been conceived as a tool for *Universal Education*, for the education of all, throughout their life time. This new role of libraries is the message of the modern library movement, which has assumed world-wide dimensions since the Great War. This new instrument of education is semi-formal in the sense, that it does not enforce a curriculum, it does not enforce a particular time-table, and it does not seek the help of the teacher's ferule. At the same time, it does not leave everything to the casual education that may be derived from contact with the elders of the home or the members of the community. Unlike the home and community, it sets apart specially trained men for the sole purpose of helping each man in finding what will best suit his needs. In this, it has some resemblance to the formal help given by the School.

One great effect of the recognition of the library as such a semi-formal instrument of education, that should supplement the formal school, is that the State, which is responsible for the general welfare and the general education of the masses, is beginning to wield that instrument, in a way in

which the State alone can wield. Practically, in all the countries of the world, there is a Public Library Act in force, which creates not merely stray Libraries, but also libraries in mass—libraries in myriads—many of them, though small, throbbing with this new idea and radiant with the effulgence due to the possession of the new gospel, BOOKS FOR ALL.

Madras is still to have it. Madras is still to realise the educational value of libraries. Madras is still to realise that we are definitely heading to stagnation, so long as we do not use this new and the only instrument of Universal Education. One great demon that thwarts the attempts of Madras to fall in line with the other countries of the world is *Inertia*. *Inertia* invents plausible reasons to perpetuate lethargy. It now throws the blame on the climate, now on foreign domination and at another time on financial stringency. This demon is a clever *Kamarupi*. This veritable Proteus takes different shapes on different occasions. It ap-

pears as a snob scoffing at library-publicity as vulgar; it appears as a cynic trying to trace all public service to some ulterior personal motive; it appears as a misanthrope cursing that we deserve nothing that is good; it appears now as jealousy and now as benumbing philosophy. Such a spirit smothers all attempts at progress and smothers the attempt of this new instrument of Universal Education—the library movement—to take root in our soil. While such a handicap prevails, relief can come, perhaps, only from the State. Once the prestige of State Action clears the atmosphere, the library movement will get a chance to properly dispose the public mind towards this new instrument of Universal Education and to find its further food in the natural soil of public opinion. The State should not any longer shirk this initial help to the library movement, if Madras is to keep abreast of the world and join her sister nations in the grand international chorus of the new instrument of Universal Education; BOOKS FOR ALL.

GENERAL KNOWLEDGE IN ELEMENTARY SCHOOLS

3. A Civics.

By

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

The subject of Civics follows History. It should not be supposed that civics is merely the teaching of the machinery of administration of the state. The teacher has to bring the children to appreciate the great underlying principle of duty. Everyman has got a duty to perform unto himself, his family, community, country and God. Each lesson should dwell on the paramount importance of duty. The strict observance of duty should be understood as a sacred task. A man not performing his duty thoroughly and satisfactorily to the best of his abilities is one who will be scorned by God. Minute details in the machinery of administration may better be avoided. These should come in the course of observation and experience of children.

The School.

As a first example, the children can see and learn for themselves how the entire work of the school is carried on by the manager, the headmaster, teachers, monitors, clerks, peons, gardeners, sweepers, and so on. These officers and menials have a certain duty to perform in running the school.

The Village.

The machinery of the village is greater. It is administered by a Panchayat, a village Munsif, a Karnam, a Talayari and a number of Vettis. Apart from this administrative machinery, there is a social machinery where every one renders some important

service to the whole village. The family priest, the temple priest, the farmer, the weaver, the carpenter, the potter, the barber, the shepherd are all helping mankind for a better and cleaner living.

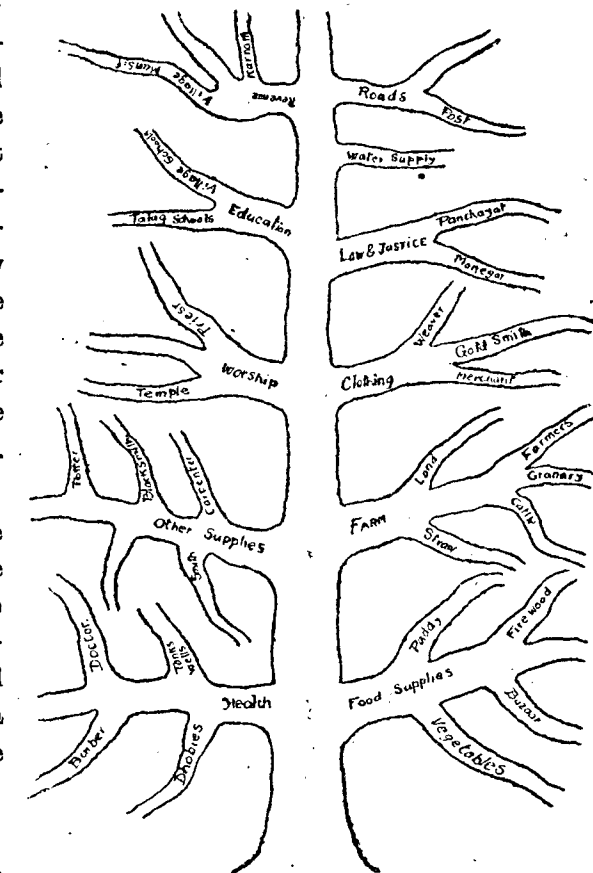


FIG. 1

If any of these do not function their duties properly either owing to illness or any other cause, it is a set back to the whole village life.

The Human body and the family as analogies.

A family is just like a human body where, if some part does not function properly, the other parts fail to do their work. Just as different parts of the body have different functions to do so as to keep the body fit, there are ever so many people in the village who have got their own duties to perform. So also for maintaining a family the father has to earn, the mother has to look after household work, the children have to read and learn while the other members

of the house have similar duties to do in the running of the family.

A chart on village life and administration.

This chart may lead on to the preparation of charts explaining the Government of the Taluk or District or of the Presidency with the various Departments of Government.

A Post-card.

Taking a simple thing such as a postcard, we have to make children see the various stages it has to pass through before it reaches the addressee.

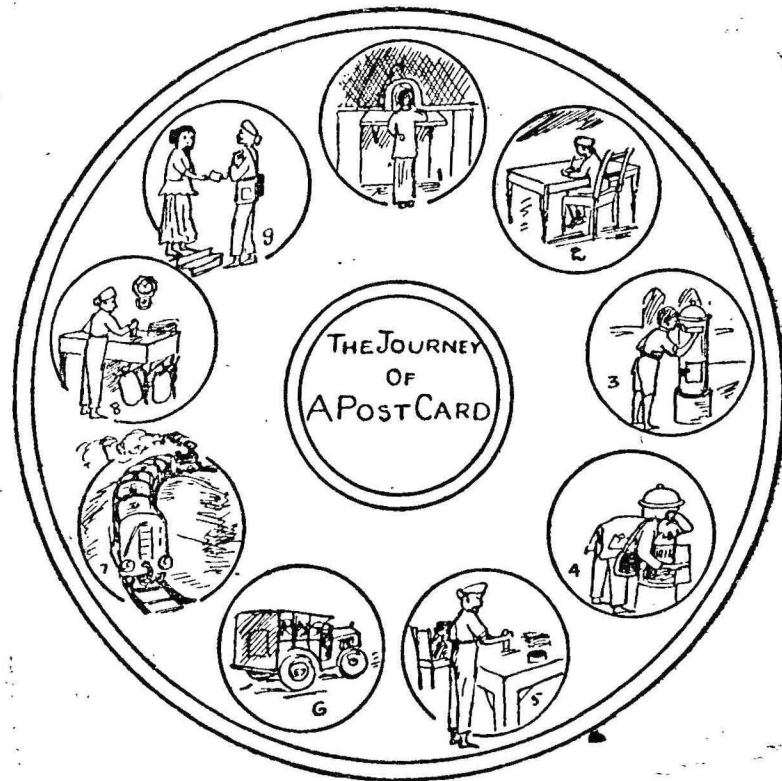


FIG. 2

It would be interesting to show this in the form of a chart as shown here. This can be cut and used as an apparatus for school

teaching in the manner indicated in the preparation of an agricultural chart in the last number of the South Indian Teacher

The teacher and children can also dramatise the journey of a postcard. There we can show to children that the different actors have got their own duties to perform When it is such a case with a postcard, how big it would be to govern a big country?

From the King to the Governor.

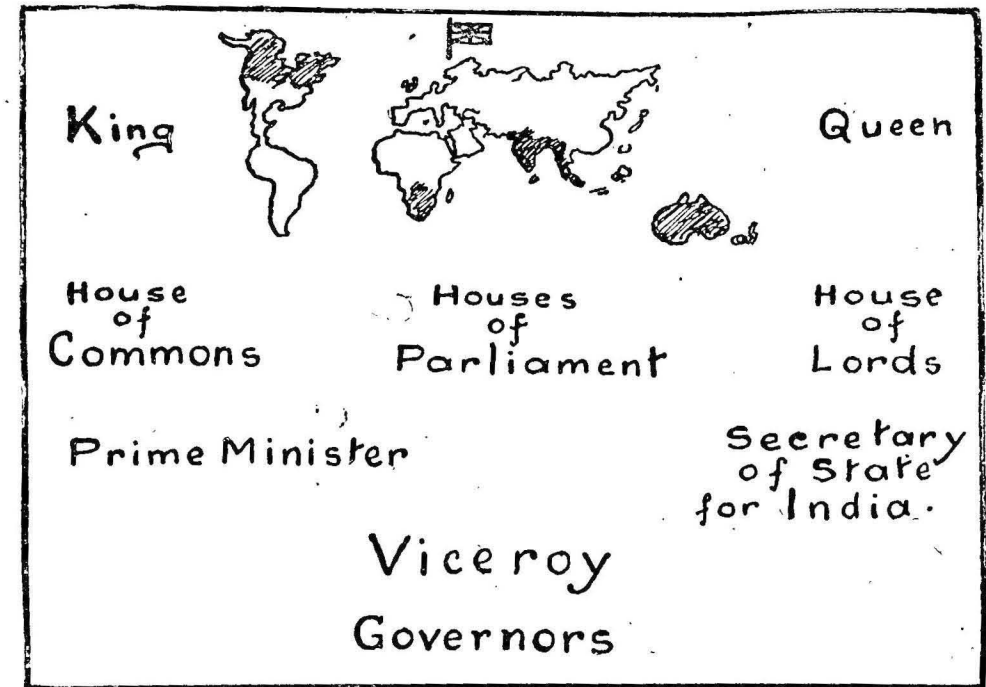


FIG. 3

A pictorial chart similar to the one given here (Fig. 3) will show the several great personages and bodies that help in the administration from the King down to the Governor of a Province. Pictures of these can be cut from Journals, catalogues and Daily papers and this illustrated chart can be prepared.

Vote.

Each member of a council is a representative of the people and he is sent to that council by the people. Each individual who pays something to the government as tax has a voice in choosing a representative. He has a vote. This he must exercise wisely. The children of a class have each a vote to

elect a monitor or a prefect. Let the election of the monitor be conducted with an electoral roll, a presiding officer, a ballot box and other things necessary for conducting an election. Let the counting of votes be also done in the presence of children. Thus by actual demonstration they will learn how elections are conducted and members are declared elected. Even adults need to be taught the preliminaries connected with an election.

Taxation.

Just as a family cannot get on without income a government cannot well function without levying taxes and collecting them so

as to be spent in a way beneficial to the people. The sources of income of a ryot and a zamindar as well as their expenditure are shown below in two charts.

The sources of income are indicated by the roots of a tree and the means of expenditure by the branches. Children themselves could be asked to narrate the several sources of income and the items of expenditure. These facts could be used as material

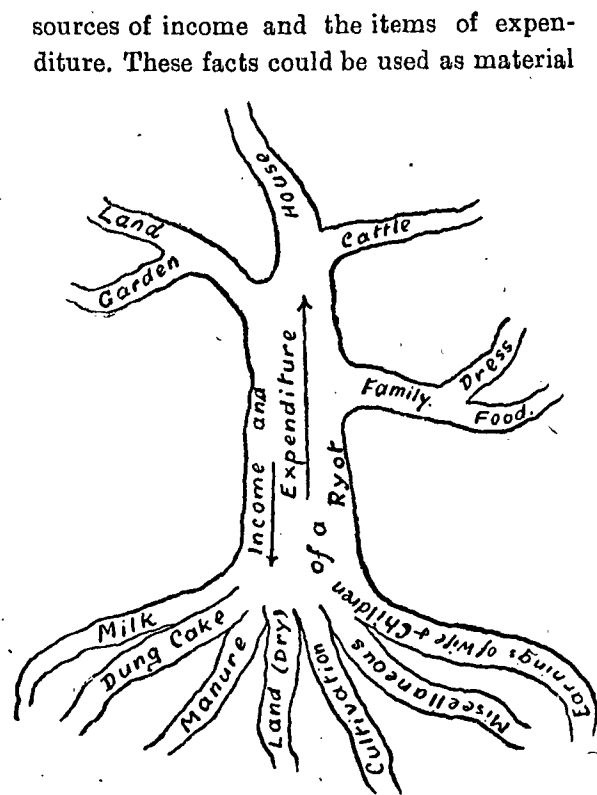


FIG. 4

for the preparation of a chart as shown above. Each child can prepare a chart showing the income and expenditure of his own family.

Value of Co-operation and Economy

The children have also to be taught the value of Co-operation in any kind of work and observing economy therein. It will indeed be valuable to have a co-operative society in the school managed by the teachers and assisted by the elderly chil-

dren of the school. Books, slates etc. can be stocked and sold at a moderate price. Children can also deposit their Savings in the Co-operative Society where a Savings Bank Department may be opened. What one cannot do can be best done if a number of persons should join together and be animated by one purpose. These two principles

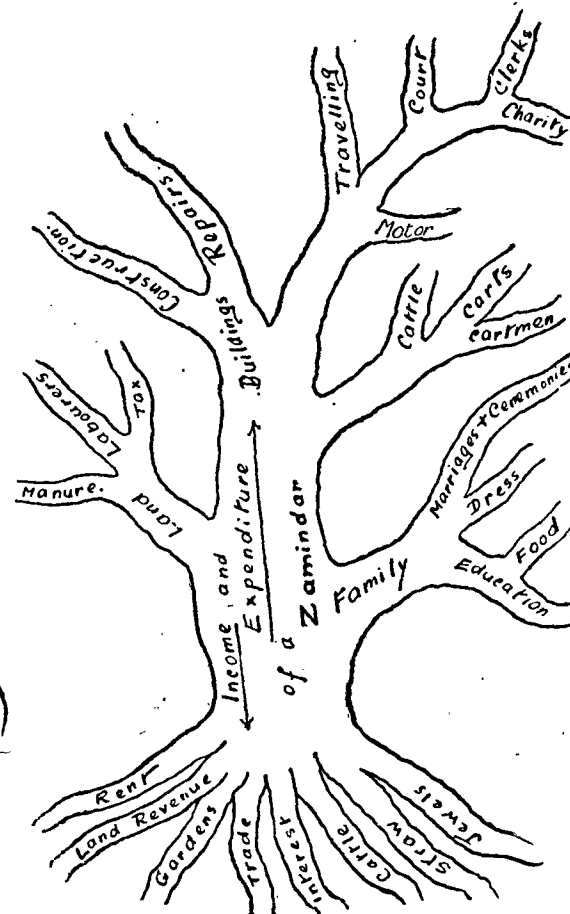


FIG. 5

of co-operation and economy should be observed in the home, school, village etc.

Taking sanitation of the village for example the people can keep the village clean by their co-operation. Each man must have the good sense not to throw the rubbish in front of the street but only in the rubbish

bin. Each man must have the good sense not to pollute the tank set apart for drinking purposes. Each man must contribute a little to the maintenance of a watch man for the tank. Thus by co-operation and economy he can save the whole village from the evils of dirt and insanitation.

3. B. In the world of Progress.

Children can see how travel takes very little time now a-days owing to the invention of new locomotives and airships. They can also see how the rice mill has taken the work of pounding rice, which had

all along been done by a number of villagers. Whereas their forefathers used to note the time by looking at the sun or the shadow cast by it, it has now become very easy to note the time by looking at a pocket watch. In the place of the palm leaf books and styles used by forefathers they now have printed books and fountain pens. Such lessons can be grouped under the general head known as 'In the world of Progress.'

These lessons have to be given with the aid of pictures and these will be suitable for general talks to all the children of the school collected in an assembly.

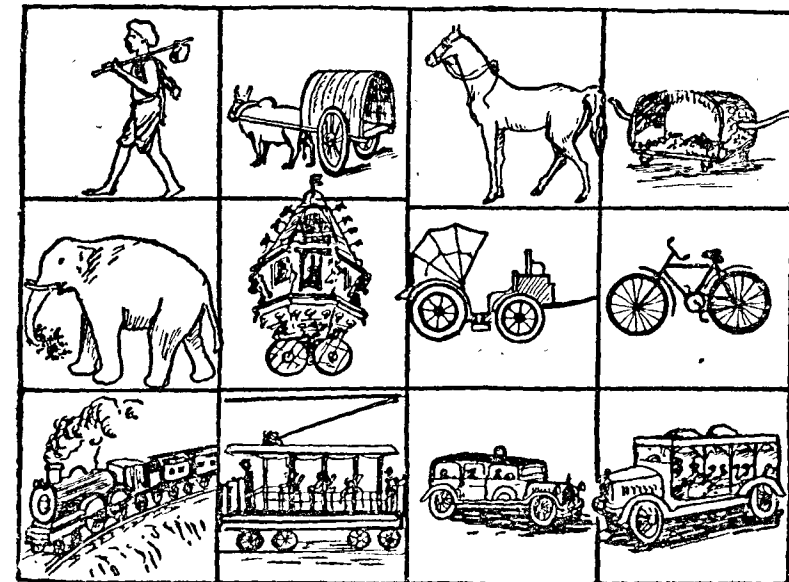


FIG. 6

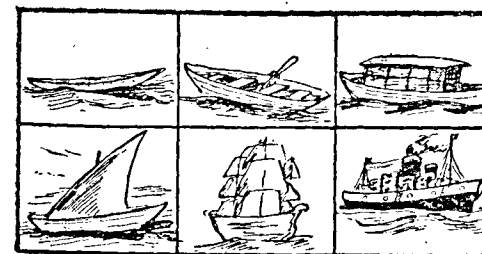


FIG. 7

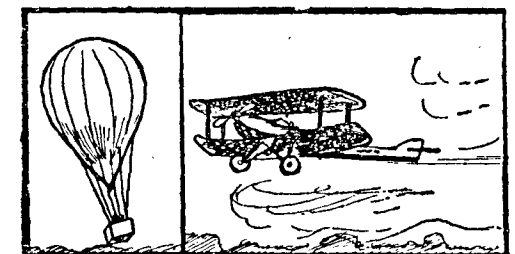


FIG. 3

The following may be the topics.

1. Travel on Land (Fig. 6.)
2. Travel on water (Fig. 7.)
3. Travel in the air (Fig. 8.)
4. Transport.
5. Lamps and Lights.
6. Writing materials.
7. Progress in the household.
8. How voice is heard.
9. How News spreads quickly.
10. Inside a steamer.
11. Match and Soap manufacturers.
12. Learning through a medium.
13. The Sun as a great Doctor.
14. Cotton and cloth.
15. Machinery (Printing, ploughing, etc.)

4. Health.

To observe cleanliness of body is as sacred as worshipping God. It is more through observation, example and practice than by precept, that children should be made to appreciate the value of cleanliness. Health habits should be formed from early childhood. The school should try to inculcate good and clean habits by following some rules of procedure such as the following.

1. Collect waste paper and throw it in a waste paper basket or a dust bin.
2. Do not spit anywhere and everywhere.
3. Wash your hands and feet when you enter the school.
4. Avoid the habit of biting the nails.
5. No child who has not combed his or her hair or has not had a bath will be allowed to sit in the class.
6. Children not conforming to the rules will be asked to go away with a note to the parent.

In the article on 'Nursery Schools' it might be remembered that the first item in

the programme of work was the attention to health habits.

7. After the lesson in Handwork or any other constructive work the children must throw the torn pieces of paper etc. into the waste paper basket, wash their hands clean and then resume their seats.

The school might have a stock of medicines for sore-eyes, wounds, and also necessary requisites for administering first aid. Cases of fits, giddiness, vomiting and fever will have to be carefully attended to, and reported to the parent and the doctor of the locality.

Prizes for cleanliness can be instituted and Health dramas can also be enacted. The posters and pamphlets may be read and distributed. All this however cannot prove so efficient in promoting cleanliness and health habits as the personal example of the teacher. Even in playing dramas, what is lovable or agreeable should be depicted. For example a drunkard's scene may be alright from the point of view of a comic or a farce but it is difficult to foresee the effect it will have on the mind of the child. As remarked already general talks to the school children in their assembly on general points of health in times of epidemics will be another way of reminding children about clean habits.

5 Moral Instruction.

Is there any necessity for a separate subject as Moral Instruction in the Time table? There is vast scope for moral instruction in lessons in History, Civics, Nature Study, Language lessons. Over and above all these there is the personality of the teacher.

We have the Epics, Puranas and stories that can inculcate moral principles. If these stories are not found in the readers or

in the scheme of work for history, language, etc., the teacher can easily select such stories and make the best use of them. The two parts of Aryamatha Upakyanam published by Alliance & Co., Mylapore, are exceedingly useful books for such a course of moral instruction. The publishers have done well in having issued Tamil, Telegu and Canarese editions of the same. These short stories have to be supplemented by the teacher reading from books containing detailed information.

Experienced people in the locality can be requested to address the children. It is not impossible to select stories so as to appeal to children of different religious faiths. What is required is the search for truth and the formation of character. The latter includes respect for truth, love towards all and kindness to animals. Great emphasis should be laid on the fact that God is one though people call Him by different names.

Stories.

Hari-chandra
Dhruva }
Prahlada }
Rama
Ekalyva }
Uthanga }
Bhishma

Kuchela and
Krishna
Hanuman
Bharatha
Sibi
Rukmani }
Savithri }

Stories of great men and women also serve as good examples to children.

Morals.

Truth.
Devotion.
Obedience.
Devoted Pupils.
Giving up worldly pleasures.
Friendship.
Faithfulness.
Brotherly love.
Kindness to animals.
Devotion to Husbands.

In this connection it is suggested that each school might begin with a prayer followed by a talk on Moral instruction. This would be one of the ways of driving a truth in the minds of all the children of the school. Choice passages from sacred books, the meaning of the sacred verses and songs may be explained and these may be memorised also.

The spirit of Service can be well inculcated in children by training children in "wolf cubs" or "Scouting". Even though one may not be a scout the spirit of service must be ingrained in the heart of each child. The 'Cub' or The 'Scout' must first understand that this spirit of service is more important than his appearance in a special uniform.

Expression work.

Having thus far outlined the scheme of work in general knowledge, it is necessary here to point out how handwork will form a good medium of expression. Handwork is the outward expression of the creative faculty in children. Every right type of education should take into account this great characteristic in children. It has been already pointed out how some lessons in Nature-study, Geography, and History could be connected with Handwork. Boys who once see a model chart of the "Cycle of seasons" are eager to make one themselves. But they want good models to copy. It is however left to the teacher to devise more forms of Handwork connected with these lessons taking into consideration the materials available in the locality and his own resources in devising newer forms of Handwork.

Expression work in language consists in writing accounts of the lessons, writing

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letters, etc. Dramatisation and dialogues also come under language work.

Extra activities for Pupils.

The extra activities of the school connected with children's clubs, children's libraries, scouting and so forth have been sufficiently dealt with in the foregoing pages and in a previous number of the South Indian Teacher. (March 1930. Holiday Experiment in Education). All these go a great way in increasing the general knowledge of children. Even from the beginning the library habit must be cultivated. The habit of searching for information from books should be formed. There should be plenty of books in one and the same subject such as Civics apart from the Text Book, where children are too poor to purchase Text books for all subjects. It is indeed very good to start these children's libraries and get the children to choose and read books in the library. It is the school that should create in the children an abiding interest in Book and Study.

Extra activities for teachers.

It is essential that each association of teachers should have a central library and a co-operative Society. During the monthly meetings when the teachers assemble at the Headquarter station they must spend some time in the library and gather news, and get the required stationery articles for the school from the co-operative Society. By their union and goodwill they would be equipping themselves fully. The things which are required for the use of teachers can be bought wholesale and the Society could realise a profit by carefully and economically managing its affairs. The sale price should be moderate. Part of the profits could be set apart as Reserve Fund and

part of it could be spent on matters pertaining to the association. This will free the teachers from taxing themselves on all important occasions such as anniversaries and conferences. This Society will be a valuable asset to any Teachers' Association. A certain percentage of the profits may also be set apart for adding books to the library. Thus teachers would be doing a good service to themselves and to their cause.

A Central Supplies Depot.

In this respect, I think that Taluq Boards Municipal Councils and other bodies which are running schools under their control could have a central Supplies Depot. This depot could be attached to their own office and put in charge of a teacher. This will certainly be helpful to teachers and prove economical in the long run to these public bodies. The materials and apparatus for teaching could be bought and stocked for distribution among schools. Costly things may be brought and kept under circulation among all schools. I hope this suggestion will be welcomed by those who are anxious to find out the ways and means of equipping these schools and improving the quality of education.

A questionnaire.

It would be interesting to issue a sort of questionnaire to children of the higher class and see what progress children can make. The following questions are more in the nature of suggestions.

1. What curious trees and plants have you in your locality?
2. Where do you find thorny trees in your locality?
3. In what months do you have rains?
4. In what months it is very hot?

5. When is your shadow long in the day, and when short? (when the sun is shining.)
6. What insects are harmful?
7. Who collects Taxes?
How are Taxes spent?
8. How will you send a money order?
9. How does the police man help the people?
10. What different vegetables and fruits do you have this month?
11. Which bird is very beautiful?
12. How does the crow help us?
13. How are the cat's eyes in the day and at night?
14. Draw the different phases of the moon from the New Moon day to the Full Moon day.
15. What are your observations regarding the teeth, horns and hoofs of a cow, a horse, and a goat?
16. Draw diagrams showing the various life stages of a frog or Butterfly?
17. How is camphor used?
Wherefrom is gum obtained?
18. What are your hobbies?
19. Why should you be clean?
20. What will you do if you happen to become a rich man? In what ways do you think of spending the money?

Remarks on the questionnaire.

The list is not exhaustive. The questions are intended to test the observation powers of children and also to find out whether they are trying to gather general knowledge by observing things around them. The

last question is a very general one. Many children have no notion of the things. Some do not even buy things in the market or the bazaar. In short the home and the school do not provide the children with life's experiences which alone will improve the general knowledge of the child.

Taking this particular questionnaire, it was found that children lacked definite information with regard to questions on length of shadows, animal observations, insect life, phases of the moon and rainy months. Some children have only vague ideas. Thus it gives an opportunity for the teacher to learn from children what exactly they need to be taught and in what respects they have to be guided and directed.

Conclusion.

Though the primary work of the teacher is to teach the children the three R's., yet it is necessary from the child's point of view, that it should be trained to observe things for himself and to gain knowledge. I am sure that if the school is converted into a miniature world it would be giving general information to children in a proper way. Multiplication of text books alone will not improve general knowledge. It should also be understood that the children should not feel undue strain by the teaching of a number of subjects. As far as possible they should be correlated to each other. The fact that children should be trained in the Three R's has also to be considered (Head, hand and heart). Our only motto should be "Come, let us live with and for our children."

EDITORIAL

The Madras Ministry

His Excellency the Governor of Madras has seen fit to call upon the leader of the "Justice" party to form the Ministry. There are indications that this change of the ministry meets with the approval of the people at large. One satisfactory feature of this ministry is that it consists of persons who have gained experience in the administration of local bodies. We may take the liberty of inviting the attention of our readers to the intelligent anticipation in the editorial note of our February issue that M. R. Ry. Dewan Bahadur Kumaraswami Reddy Garu would probably occupy the res-

possible position of a minister. We congratulate our Dewan Bahadur on his being appointed as the Minister for Education. It is not our intention to discuss at present whether his criticism of the action of the Govern-

ment to which a reference had been made in that editorial note can be regarded as a correct statement of his educational policy. We trust he is anxious to accelerate the progress of education in all directions. He may not have the magician's wand to make the educational system what we should like it to be but he may certainly be expected to show a spirit of determination to face the situation and to adopt suitable remedies. Education will prove to be the grave of a man's reputation but in our province it offers vast opportunities for one in

power to cover himself with glory by effecting even minor improvements. There is, for instance, the question of the financial relation between the Government on the one hand and local bodies or private managements on the other. Our Minister was till recently connected with the management of aided schools as well as of schools under local bodies and he is sure to know where the shoe pinches. It is for him to place secondary education on a sound footing and earn the gratitude of a large number of teachers in secondary schools. He should tackle the problem of the financial relation between the Government and the man-

agement and thus enable the managing body to cope with the increasing expenditure. We hope it will be possible for him to point to definite achievements during his tenure of office and thus to establish his

claims for a further lease of power, when the occasion for an expression of opinion by the electorate arises at the next election.

* * *

Exorbitant !!

Mr. Grieve, the Director of Public Instruction, is reported to have made certain observations of interest to teachers while addressing the "Second Teachers' Conference" of the Doveton Corrie group of Schools. He seemed to have stated that the European high schools compared very unfavourably with the Indian schools and that the

amount needed to "bring the former in the matter of qualifications on a par with those demanded in Indian Schools" would be huge. The Director sought to explain this "appalling" estimate by stating that the "scale of salaries demanded was what the speaker could only describe as *exorbitant*." We regret that such a statement which may prove a convenient weapon in the hands of managers, should have emanated from the Director. We shall have no reason to complain if the salaries of teachers in European Schools happen to be really higher than what an Anglo-Indian with similar qualifications may obtain in other walks of life. The Director should not forget that he is a member of the teaching profession and it is not in the interest of education that the administrator should get the better of the educator. The educator has to place before the Government proposals which are neither extravagant nor niggardly. All persons connected with education, whatever their rank may be, suffer from the unfortunate psychological defect of always worrying themselves about what may appear or prove to be inconvenient to administrators. The consequence is that members of other learned professions can never understand what is really wanted with the result that the grievances of teachers remain unredressed or unnoticed. The appeal of the Director to the members of the European community that they should be willing to accept teachers' posts on lower salaries is likely to fall flat. The Surgeon-General, the Law Member and the Inspector-General of Police are never known to appeal to qualified men to join the service for the sheer love of it and to be content with a nominal salary. The real position was

neatly and clearly explained by the Rt. Hon'ble Mr. H. A. L. Fisher when he spoke on the education estimates and we take the liberty to quote at length the relevant portion: "I have heard it said that teaching is a vocation and that the money wage does not matter. It is true that a very large number of men and a still larger number of women do enter the teaching profession actuated by something akin to the missionary spirit but in a profession numbering 150000 members, you cannot rely upon the missionary spirit alone as a source of recruitment. With all our manifold virtues, we cannot depend upon an annual supply of 9000 missionaries, *content to endure a hard, narrow, and stinted existence for the sheer love of teaching*. In every large profession you must rely upon economic motives to some extent for your recruits, *in the teaching profession less than elsewhere* perhaps; but even teachers are human. I do not expect the teaching profession to offer great material rewards—that is impossible but I do regard it as essential to a good scheme of education that teachers should be relieved from perpetual financial anxieties and that those teachers who marry should be able to look forward to rearing a family in respectable conditions." It is for the Director to present this aspect of the case to the Minister and we need not presume that he will not have the brain and the heart to formulate suitable proposals and to enlist the support of the Legislative Council.

The Director is also reported to have said that the interest of the teacher should not be limited to the work of the class-room during the school hours, and that he should make use of associations and socie-

ties on a larger scale in connection with excursions, conferences, and so forth. We hope that teachers who take a narrow and restricted view of their work will see the value of widening the sphere of their activities and enriching their experience by joining the associations, and thus equip themselves better for their task. The managers too should on their part be prepared to encourage such activities and to provide the necessary funds.

* * *

Wholesome Practice

While speaking on the value of an efficient organisation before an audience of teachers in Madras, the Rt. Hon'ble Mr. Sastri referred to the happy relation that existed between the department of education and the teaching profession in South Africa and pointed out that a responsible officer of the department took care to attend the conferences of teachers with a view to explaining the attitude of the government in regard to educational matters. Even in Madras this wholesome practice is seen to prevail in the co-operative conferences. The other day when the representatives of the Central Banks met in conference, the Registrar of Co-operative societies was seen to be seated with a big file of papers and to be watching the deliberations. The circulars of the Registrar and the action taken by some of his officers came now and then for strong criticism. The explanation which the Registrar gave was found to be generally satisfactory but in one or two cases he admitted that the matter should be looked into more carefully. Any misunderstanding which the workers in the field of co-operation may have had, was thus removed and there was

a general feeling of satisfaction. Education is a sphere in which officials and non-officials have to meet frequently and work together as in the case of co-operation. Many of the difficulties which teachers and managers have to face may be easily got over if the departmental officers should keep themselves in touch with the activities of teachers and understand their point of view. It is very rarely that a responsible officer of the department of public instruction cares to attend the conference and to take part in its deliberation. The human element is unfortunately wanting and administration through circulars tends only to intensify the suspicion and to widen the gulf. Let us take the question of the custody of the question papers of the S. S. L. C. examinations, in respect of which a strong feeling of resentment at the action taken by the department has been expressed at the meetings of some of the Guilds. It may be true that no slur is intended against any one in particular and that the new method is being tried merely as an experiment. But red tape will not remove misunderstanding. Teachers will not be slow to appreciate the peculiar difficulties, if a responsible officer be authorised to attend the meeting and to explain the situation. Rectification of the glaring mistakes noticed in the working of the S. S. L. C. Scheme might have been easier and the value of the school leaving certificate will be more real if officers care to study the conditions under which teachers are carrying on their work, and explain to the profession the direction in which improvement should be made. It is to be hoped that the department will follow the example of the sister department of co-operation and depute a

responsible member thereof to be present at the gatherings of teachers and to co-operate with the teaching profession. Aloofness on the part of the department is as prejudicial to the interests of education as the feeling of helplessness on the part of the profession. It is essential that steps should be adopted which will bring the departmental officers and the teaching profession into closer union and pave the way for progress.

* * *

The optional group Again

The Madras Teachers' Guild celebrated the "Guild day" on 1st November and the business for the day included a debate on "The optional group of the S. S. L. C." In the course of his opening remarks, Mr. P.A. Subramanya Aiyar examined the position of the optional group in detail. The proceedings of that meeting are published elsewhere and our readers will see that the question of the optional group is by no means an easy one. In the peculiar circumstances in which our secondary education is allowed to develop, it is not possible to suggest a solution that will be acceptable to all. The suggestion that there should be different types of secondary schools catering to the needs of different types of pupils is not practicable just now. The deletion of the optional group will, it is feared, be a reversion to the matriculation and such a move will also be a retrograde step in as much as students will be deprived of the facilities for practical work. A purely literary course which fails to provide some scope for practical training does not seem to commend itself to the teachers in the city. Further, teachers of mathematics do not think it desirable to include Geometry and Algebra under Elementary Mathematics.

Thus the arguments seem to be generally against the deletion of the optional. Some would like the students to take two subjects from the optional group if such a thing be possible. The feeling is strong that such a course will become very heavy though it may be desirable from the point of view of the university. As for the view that the revised scheme, even as it is at present, is likely to cause serious strain, it is argued that the grouping together of Elementary Mathematics, and Elementary Science, and History and Geography for the purpose of eligibility, is a great safeguard and that it should be possible for any average student to score without difficulty at least 105 marks. When the discussion was over, the guild adopted by a large majority the resolution that "in the present circumstances, it is necessary to retain in the S. S. L. C. scheme the optional group (c) with the subjects included therein." Let us wait and see how other Guilds look at this question.

* * *

Refresher Courses

We are glad that our District Teachers' Guilds have been able to organise Refresher Courses in Geography and Animal-life. There is no doubt that they are straining their slender resources when they make arrangements for such courses. Teachers who are willing to attend these courses have also to meet the cost themselves in most cases. The need for such courses will be plain to any one who cares to look into the syllabus. The object of such courses is not merely to furnish the subject matter but to create the proper frame of mind in the teacher so that he may guide the pupils properly. They also seek to make the teacher feel that he is not

the slave of the syllabus and that it is left to him to give it the best shape. The efforts which our Guilds have been making in this connection are praiseworthy and any help which the Managers and District Boards are pleased to render will be found to be very valuable. The success of the revised S. S. L. C. scheme depends upon the adequate provision for such Extension and Refresher courses which the authorities are prepared to make. There are about 500 secondary schools of which nearly 300 are high schools. Sporadic attempts on the part of a few guilds cannot meet the needs of the whole presidency. We feel that the department should formulate a programme of Refresher courses, in Geography and Biology extending over some years, and teachers in schools should be afforded facilities to attend such courses. The S. I. T. U. made a suggestion to that effect but the department pleaded want of funds. We earnestly appeal to the Director of Public Instruction to get ready a programme. The South India Teachers' Union will be glad to co-operate with the department and it will be ready to carry on this work to the satisfaction of the people and the authorities provided the government is willing to give the financial backing. The procedure that is herein suggested is not without precedent. There is the Provincial co-operative union which, we understand, receives substantial grants from

the government, earmarked for giving training in co-operative work. It is this co-operation of the official agency with the non-official one, that is urgently needed in the sphere of Education.

A Good Example:—

Our readers will be glad to learn of the great interest evinced by the management of the Hindu Theological High School, Madras, in the coming All-Asian Educational Conference. The enlightened members of the board, alive to the great advantages of a travel over India visiting places of historic and religious importance, have taken this opportunity of the All-Asian Conference to induce the members of their staff to undertake an extensive tour in the north. We learn that 16 teachers will leave Madras on the 12th December and proceed to Benares via Calcutta, and return by the 16th January after visiting such places as Gaya, Puri, Patna, Allahabad, Cawnpore, Lucknow, Agra, Delhi, Ayodhya, Hrishikesa, etc. The Secretary himself will lead the party. We are told that the teachers are helped with a grant of rupees one hundred towards the expenses besides a loan of a like sum, re-payable in easy instalments. We hope managements of other schools will afford the necessary facilities to such of the members of their staff as are joining the Benares party organised by the S. I. T. U.

NEWS

The First All Asia Educational Conference, Benares. December 26—30.

I.

Mr. D. P. Khattry Writes:—

From the enquiries that I have been receiving in my office it is plain that interest is being aroused in this unique Conference. Many people are anxious to learn the names of Asiatic educationists who have signified their intention to participate in its proceedings. I may inform the public that we are receiving response from all the countries that we have written to and where from the educationists are unable to attend the conference, they are sending their notes and papers so that the Report of the Conference may contain an exhaustive survey of the educational conditions and achievements of eastern countries. The first and foremost of our delegates is Mr. E. Neguchi, the Chief Director of Japanese Education Associations. He is a scholar of repute and will be accompanied by half a dozen educationists of the first rank from Japan. Mr. K. M. Wong of the Pui Ching Academy of China is another famous scholar who is an enthusiast about our conference and is taking keen interest in our work. Mr. Francisco Benitez, President, National Federation of Philippine Teachers, is one of those who have always supported the holding of such a Conference and is expected to bring with him a strong delegation of eight educationists. Three expert officials of the Department of Education, Tiflis, Messrs. Orakhelachvili, Tavsarachvili and Koupradze will take an active part in our conference and discourse on the Education of the Adolescent, Women's Education, Primary Education and Training of Teachers. The Ceylon delegation will have a large number and will include the President and the Secretary of the All Ceylon Teachers' Union, Hon. Mr. Jayah and Mr. W. B. de Alwis and the reputed Headmaster Mr. B. S. Peterson. Valuable papers and reports have been received from the Education Department of Syria, Siam and Hong Kong and enquiries are pouring into our office about the details of the programme.

In the absence of Pandit Madan Mohan Malviya, Raja Sir Moti Chand has taken up the work of Chairmanship of Reception and Working Committees and has put himself heart and soul with his characteristic vigour to make the conference a success. Elaborate arrangements are being made by the Benares Reception Committee for the lodging and boarding of

delegates and not a day passes without a sectional meeting being held to ensure efficient management and useful work. But the greatest work which lies before the Committee is the collection of funds. The expenditure is estimated to be Rs. 20,000/- and not even a tithe of it has yet been collected. It is a matter of regret that when the whole of India is expected to join the Reception Committee, not even a thousand members have been enrolled as yet. I appeal to all our countrymen who believe in the possibilities of educational movements to come to the help of Benares Reception Committee by paying donations to its funds and by enlisting member of Reception Committee from among their colleagues and neighbours. Let us prove to the world that we had a glorious educational future. The forms of enrollment for Reception committee membership can be had from the Secretary, Pt. Ram Narain Misra, Headmaster, Central Hindu High School, Benares, who will be glad to make any special arrangements for the members and the delegates. It had better be noted that the people enrolling after the 15th of December or attending the Conference as visitors will have to pay higher dues than Rs. 2/- required at present.

The Indian educationists, teachers and administrators having original ideas on any educational subject are invited to submit papers to the sectional secretaries concerned for being read before the Conference and for inclusion in its report. Only it should be remembered that the papers should be of a high standard and worthy of the occasion.

A magnificent All India Educational Exhibition is also being organised and good exhibits are invited from educational institutions of every province and Indian States to reach the Officer in Charge, Mr. H. N. Wanchu, Inspector of Schools, Benares Division, Benares, before the 15th December 1930, at the latest.

II

Teachers' Associations of India.

One of the most important sections of the first All Asia Educational Conference is that which deals with the problem of Teachers' Associations. The teachers' movement in India is comparatively of recent growth and yet it has great possibilities before it. It is due to this movement that we find a large number of educational conferences being held all over the country. The torch of educational agitation is kept alive by these agencies only and day after

day they are growing more powerful and are succeeding in influencing even the educational policy. It is interesting to note the distribution of these associations all over India.

The teachers who are doing University or college work are generally disorganised. The credit of taking the work in that direction goes to Bengal alone. In all other provinces the professors and lecturers of the University and the colleges lead more or less isolated existence and have no settled policy or object to work for as a profession or a community. Perhaps this highly educated community of the country feel no need of an organisation of their own. It is in the domain of secondary education that we come across the largest number of teachers, associations. In practically all the provinces of the country and in most of the enlightened states secondary teachers are abroad and have banded themselves into more or less active Associations. It is the secondary teachers that are leading and be it said to their glory that they do not begin and end with discussions of their pecuniary emoluments but are doing a considerable amount of purely educational work which is well spoken of everywhere. The Vernacular and the primary school teachers are organised only in a few provinces and have not yet received enough encouragement to go on with their work. The Section dealing with teachers' associations tackles all professional problems and will collect statistics and materials about them.

Those who are interested in the formation of teachers, or educational associations and want that the professional problems of education be solved collectively should immediately correspond with the Secretary, Teacher's association, Cawnpore so that a workable programme be framed and work begun in right earnest. Even non-teachers who have thought over the subject and have some experience of group work are welcome to take part in its deliberations. Mr. E. Naguchi, the Chief Director of Japanese Educational Associations, is expected to preside over the deliberations of this section which bids fair to surpass all other sections in solid work.

III

Invitation

To

Non-Indian Asiatic Gentlemen Resident In India.

A number of educationists from non Indian Asiatic countries would be coming to India to attend the first All Asia Educational Conference at Benares during the Christmas week. But

there is a large number of educated men living in India at present but having their homes in China, Japan, Persia, Afghanistan, Turkey, Syria, Iraq, Tibet and the various countries of Africa. We do not know their names and addresses. Hence through these columns invitation is extended to all such gentlemen to attend the unique eastern conference at Benares. I shall be obliged if all such Asiatic gentlemen send their names and addresses to me so that I may issue formal invitation to them and keep them conversant with the details of our work. I specially appeal to all the educated men of the country to send me the names and addresses of any friends and acquaintances they know belonging to Asiatic and African countries but living or travelling in India for pleasure or for business. They will thus be helping us in solving the problem of interpreters and also in making the Benares Educational Conference more representative and successful. All the information about the Conference can be had from D. P. Khattri, Post Box 52, Cawnpore.

IV

Library Service Section.

Mr. S. R. Ranganathan writes:—

Papers received till 10 11-1930. 1. M. J. Ferguson, California; *County Libraries As California Sees Them*; 2. J. L. Morgan, Washington: *The Elementary School Library*. 3. J. L. Morgan: *Library, the Heart of the School*. 4. M. O. Paterson, Iowa: *Need and Utility of Publicity Department in Libraries*. 5. T. K. Koo and others: *Libraries in China*. 6. O. Ranganatha Ayyangar, Gooty: *A Library Without Cost*. 7. S. R. Ranganathan, Madras: *The Physiology and Anatomy of the Heart of the School*. 8. E. B. Rodriguez, Philippines: *Some facts about Libraries in the Philippines*. 9. B. Chouduri, Bhandarpur: *The Rural Library Work of the Binapari Sahitya Nandir*. 10. H. L. Chatterja, Lashkar: *Libraries as Channels of National Progress*. 11. University Librarian, Calcutta: *An Account of the Development of the Calcutta University Library*. 12. University Librarian, Madras: *An Account of the Madras University Library*. 13. S. Jaganathan, Saidapet: *Library Service and Elementary School Teachers*.

Papers expected shortly: 1. Raja Munindra Rai: *Library Movement in Bengal*. 2. 'The work of the Madras Library Association' by the Secretary of the Association. 3. N. M. Dutt: *The Baroda Library System*. 4. M. Ray: *An account of the Dacca University Library*. 5. Lilianon Thomson, Shanghai: *A history of the Library Association of China*.

THE S. I. T. U. PROTECTION FUND

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NOTICE

Notice is hereby given to the members of the above Fund that the Third Annual Meeting will be held on Tuesday the 16th December, 1930 at 4 p.m. in the Singarachariar Hall, Hindu High School, Triplicane, Madras.

AGENDA

1. Minutes of the last Meeting.
2. Annual Report & Financial Statement.
3. Election of Office Bearers.
4. Amendments to the rules which have been adjourned last year.

41, SINGARACHARI STREET,

TRIPPLICANE,

Madras, 8—11—1930.

S. MADHAVA RAO,

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

It is requested that all other papers, intended for the Library Service Section of the Conference, may be sent immediately to the Secretary of the Section, at the University Library, Madras and that all those interested in Library work may make it possible to attend the Conference.

The International Federation of Home and School will hold its second Biennial meeting in Denver, Colorado, U. S. A., in connection with the Second Biennial Convention of the world Federation of Education Associations in the last week in July 1931.

The Americal Education Week will be observed November 10 to 16. It is sponsored by the American Legion, the United States office of Education and the National Education Association. The programme means to emphasize the enriched outlook on education which is found in the seven cardinal objectives—health and safety; worthy home membership; mastery of the tools, technics, and spirit of learning; citizenship and world good will; vocational and economic effectiveness; wise use of leisure; ethical character.

Kepler Tercentenary.

Three centuries back, this day of the year saw the last hours of a remarkable genius, who distilled his famous laws of planetary motion from the mass of observations recorded by his benefactor Tycho Brahe and thus prepared the ground for the discovery of the epoch making Theory of Gravitation by the master mind of Sir Isaac Newton. It is said that death came to John Kepler in the form of a fever contracted in a tiresome horse journey of 250 miles, which penury drove him to undertake in his 59th year to collect the arrears of pay due to him from the court at Ratisbon. The optimism that motivated his undaunted pursuit of truth found expression in his *Harmonices Mundi* in which he announced his famous laws in 1619, with the unusual preface, "I write a book to be read whether by the present or future ages, it matters not. It can wait for a reader for a century, if God Himself waited six thousand years for an observer of His works." His conscious identification with astronomical studies is evidenced by the epitaph that he wrote for himself:

Of old I measured the heavens; now I measure earth's shades;

My mind was of the heavens: my body's shade lies low.

In addition to his marvellous achievements in Astronomy, he had some definite contributions to make in Algebra, Geometry and Optics. He popularised the use of logarithms in Europe, brought the technical terms *focus* and *inertia* into use and is said to have been the first to use the *principle of continuity* in Geometry. He was also the first to formulate the theory of the telescope. The intimate terms in which he moved with the intellectual celebrities of his days is illustrated by the following letter that Galileo wrote to him "Oh! my dear Kepler, how I wish that we could have one hearty laugh together. Here, at Padua, is the principal professor of Philosophy whom I have repeatedly and urgently requested to look at the moon and planets through my glass, which he pertinaciously refuses to do. Why are you not here? What shouts of laughter we should have at this glorious folly!"

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The following is a list of the materials available on and by Kepler in the Madras University Library.

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|-----------------------------------|-----|------|
| 1. Ein Calender | ... | 1594 |
| 2. Prodromus Dissertat Cosmograph | ... | 1596 |
| 3. De Fundamentis Astrologie | ... | 1602 |
| 4. Paralipomena ad Vitellionem | ... | 1604 |
| 5. Epistola de Solis deliquo | ... | 1605 |

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|---|-----|---------|
| 6 De Stella Novo | ... | 1606 |
| 7 Vom Kometen | ... | 1608 |
| 8 Antwort an Roslin | ... | 1609 |
| 9 Astronomia Nova | ... | 1609 |
| 10 Tertius Interveniens | ... | 1610 |
| 11 Dissertatio Cum Nuncio Sidereo | ... | 1610 |
| 12 Strena, sive De nive sexangula | ... | 1611 |
| 13 Dioptrica | ... | 1611 |
| 14 Von Gehurts Jehre Les Heylandes | ... | 1613 |
| 15 Respons. ed. epist. S. Calvisii | ... | 1614 |
| 16 Eclogae Chronicae | ... | 1715 |
| 17 Nova Stereometria | ... | 1615 |
| 18 Ephemerides 1617-20 | ... | 1616 |
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| 20 De cometis | ... | 1619 |
| 21 Harmonie Mundi | ... | 1619 |
| 22 Kanones Pueriles | ... | 1620 |
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|---|-----|---------|
| 24 Chilias Logarithmorum | ... | 1624-25 |
| 25 Hyperaspistes | ... | 1625 |
| 26 Tabulae Rudolphinae | ... | 1627 |
| 27 Resp. ad epist. Bartachii | ... | 1629 |
| 28 De anni 1631 Phoenomeris | ... | 1629 |
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| 31 Samnium | ... | 1634 |
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Collected works.

A collected edition of Kepler's works was published in 1858 71 in 8 volumes by Frisch.

TRIPLICANE, } S. R. RANGANATHAM,
15-11-1930. } Librarian.

OUR ASSOCIATIONS

The Madura District Teachers' Guild

Proceedings of the Sixth Annual Meeting

ON

October 11, 1930.

At the Madura College, Madura.

The sixth Annual Session of the Madura District Teachers' Guild was held in the Madura College Hall at 1-30 p. m. on October 11, 1930, under the Presidency of Reverend Father M. Amalorpavam, S. J., President of the Guild. The session was attended by a representative

gathering of members from the various affiliated Associations in the District.

After prayer, the President welcomed the members in a short speech and exhorted them to take to their work as a labour of love, seeking greater enlightenment and co-operating to strengthen their solidarity. He pointed out the inadequacy of the teachers' efforts to get their own candidate returned to the council in the last elections, and hoped with this bitter lesson before them they would endeavour to succeed in the next. He advised the members to eschew politics from the schoolroom and devote themselves with a singleness of purpose to their profession.

The Annual Report for 1929 to 1930 was then read and was unanimously adopted.

The following office-bearers for the year 1930 to 1932 were elected: Reverend Father M. Amalorpavam, S. J., President: Mr. G. S. Abraham, B.A., Vice-President: Mr. V. Aravamuda Ayyanger, B.A., L.T., Secretary: Mr. M. Ramaswami Ayyar, B.A., L.T., Joint Secretary.

The following were elected to the Managing Committee to represent the Madura Teachers' Association: Messrs. J. S. Lakshmana Ayyar, B.A., L.T., M. Venkatarama Sastri, M.A., L.T., D. S. Masillamani, B.A., L.T., N. Ramaswami Ayyar, B.A., B.T., and D. Ramaiya, B.A.,

Resolutions.

1. That the Sub-Committee Report on the award of medals and trophies to students and schools respectively for distinction in the results of the S.S.L.C. Examinations, be printed and circulated among the affiliated Associations for opinion, and the whole matter be then referred to a Committee consisting of the Heads of Institutions, in the District, the President, and Vice-President and the Secretaries.

2. That this Guild requests the Government to exempt the teachers working under local bodies from the operation of the G. O. prohibiting them from taking part in the Co-operative Societies and serving on their executive.

3. That this Guild views with grave concern the retrograde action of the Madras University in having withdrawn the concession hitherto enjoyed by the graduate teachers to appear for the M. A. Degree Examination without the production of attendance certificates, and requests the Syndicate to reconsider the Academic Council's resolution on August 31, 1930 on the subject.

4. That the question of enhancing the affiliation fee due from each Association to the Guild be referred to the affiliated Associations for opinion. (From 6 as. to 8 as. per member annually)

5. That the S.S.L.C. Board be requested (a) to abolish the C. Group subject in the revised S.S.L.C. scheme, (b) to still further reduce the syllabus in A. Group Elementary Science and (c) to reduce the portion in A. Group Geography for the Public Examination of 1932 only by omitting Eurasia, since the new three years' syllabus is to be covered in two years by the candidates of that year.

6. That the Secretaries be empowered to explore all possibilities of holding the next

Provincial Educational Conference in 1932 at Madura.

7. That inasmuch as the entering into a written contract specifying conditions of service between the managements and teachers has been included in the Madras Educational Rules as a condition of recognition, and with a view to formulating and recommending a uniform Code of Service Rules to be adopted in the various schools, the Guild requests the Managing Committee to collect information and draft the necessary rules of service to be incorporated in such agreements and place the same before the next meeting of the Guild.

8. That this Guild requests the Railway Board to give instructions to the various Railway Companies and State Railways in India to allow parties of teachers of not less than four to travel at concession rates single fare for double journey by any train when they go on excursions of educational value.

Addresses.

1. Mr. E. S. Sunda, B.A., B.L., President. Madura Co-operative Audit Union, delivered a lecture on 'Co-operative Society and Banking for Madura District Teachers'. An interesting discussion ensued, and the members were advised to start a co-operative society in each school.

2. Mr. V. N. Ramaswami Ayyanger, B.A., L.T., Batlagunda, spoke on the 'Literary Beauties in Tamil Classics, with choice quotations from Tamil and Sanskrit classics, which was much appreciated for the erudition and literary flavour characterising his address.

4. Rao Sahib R. Krishna Ayyar, B.A., B.L., District Scout Commissioner, dwelt on 'Scouting and what Managements of Schools could do for it'.

The Secretary Mr. V. Aravamuda Ayyanger then explained to the members the progress made by the S.I.T.U. Protection Fund and exhorted such of them as had not enrolled themselves to do so at once.

At 5 p. m. the Madura Teachers' Association was 'At Home' to the members.

President's concluding remarks.

The President in the course of his concluding remarks said that he was glad to observe that in the short session they had been able to discuss and pass resolutions on matters of wide range concerning the interests of boys under their care and the members of the teaching profession. He expressed thanks to the lecturers for the interesting addresses, which, he hoped, would be productive of much good to them. In conclusion, he asked the teachers to be always

sustained in their work and be alive to the problems facing them.

With a vote of thanks from the Secretary the session was brought to a close at about 8 p. m.

MALABAR DISTRICT TEACHERS' GUILD

Annual Meeting

The Annual Meeting of the Malabar District Teachers' Guild was held on Tuesday the 30th September at the Board Moyan Girls' High School, Palghat, with Rao Bahadur P. V. Seshu Ayyar, I.E.S. (Retd.) in the chair. Representatives from the various affiliated associations were present. The Secretary, E. H. Paramaswaran, M.A., L.T., read the report of the working of the Guild for the year 1929-30. The report together with the Balance Sheet was then adopted.

The question of bifurcation of the Guild into North and South Malabar was taken up for consideration, but in view of the coming Provincial Conference it was decided to postpone consideration of the question.

The following office bearers were then elected for the current year.

PRESIDENT :

Mr. H. C. Papworth, M.A., I.E.S.,

VICE-PRESIDENTS :

Mr. A. V. Kutty Krishna Menon, M.A., B.L., L.T.
Sreemathi C. Chinnammu Mannadissiar, B.A.

Treasurer :

Mr. S. L. Padmanabha Ayyar, B.A., L.T.

Secretary :

Mr. E. H. Parameswaran, M.A., L.T.

Executive Committee Members :

1. M.R. Ry. K. S. Vaidyanatha Ayyar Avl. M.A., L.T.
2. " V. S. Narayana Sastriar Avl. B.A., L.T.
3. " P. P. Venkatachala Ayyar B.A., L.T.
4. " K. Janardanan Thampan Avl. B.A., L.T.
5. " K. U. Damodaran Nair Avl.
6. " E. I. Pangi Achen Avl. B.A., L.T.
7. " K. S. Gopalakrishna Ayyar Avl. B.A., L.T.
8. " U. Gopala Panniker Avl. B.A., L.T.

9. " M. A. Sundara Ayyar Avl. B.A., L.T.
10. Sreemati V. Madhavi Bai, B.A., L.T.
E. H. PARAMASWARAN,
Secretary.

EDUCATIONAL CONFERENCE

28th, 29th and 30th September 1930.

The Second Malabar District Educational Conference organised by the District Teachers Guild was held on Sunday the 28th September in the Board Moyan Girls' High School, Palghat under the Presidency of Maulvi Abdul Hamid, M.A. (Oxon.), District Educational Officer South Malabar. About 150 delegates were registered for the Conference. The proceedings commenced at 3 P.M. with the singing of welcome songs by Mr. Y. Srinivasan, M.A., L.T., Rajah's High School, Ramnad, and Mr. E. N. Subrahmanyam, M.A., B.L., Lecturer, Theosophical College, Madanapalle.

M. R. Ry. M. Narayana Menon Avl., B.A., B.L. Vice-President, Malabar District Board, and Chairman of the Reception Committee then delivered the welcome address. In the course of his long address he dealt exhaustively with the question of vernacularisation of studies and pleaded for the immediate introduction of this much needed reform.

The Secretary, Mr. E. H. Parameswaran, M.A., L.T., then read messages of goodwill from Mr. R. G. Grieve, Director of Public Instruction Mr. Champion, Deputy Director of Public Instruction, Director of Public Instruction, Cochin State, President and Secretary, South India Teachers' Union and various others.

The election of the president was then gone through and Maulvi Abdul Hamid, M.A., (Oxon.) then delivered his presidential address.

After the Presidential Address the Subject Committee was constituted and the Subject Committee held its meeting for about 2 hours on the 28th and for about 4 hours on the evening of the 29th.

The Conference met in open session for the passing of resolutions at 2-30 P.M. on Tuesday the 30th September and passed the following resolutions.

Resolutions Passed.

S. S. L. C.

1. *Abolition of C. Group*:—In as much as the present system of specialisation in the Revised S. S. L. C. Course is not of much help to the pupil to choose his optional subject in the Co-

lege course and in as much as most of the Optional subjects usually selected by the pupils at present for their S. S. L. C. Course are included in the A. Group, this Conference is of opinion that Specialisation in the S. S. L. C. Course be abolished.

2. *Elementary Mathematics*:—In as much as the Intermediate course in Mathematics, Physics and Chemistry presumes a knowledge of formal Geometry and Algebra, this Conference recommends that the Ele. Mathematics Course in the S. S. L. C. be strengthened by the addition of formal Geometry and Algebra approximately of the Matriculation Standard when the 'C' Group is abolished.

3. *Sanskrit and Arabic Translation in the New S. S. L. C. Curriculum*:—In consideration of the fact that

1. Ever since the introduction of the S. S. L. C. Scheme in this province, Sanskrit and Arabic have been taught and still continue to be taught in the Vernacular,
2. That most of the Sanskrit and Arabic Pundits employed in secondary Schools do not know English,
3. That question papers in Sanskrit and Arabic will not hereafter be set in English but in appropriate Vernacular, in the S. S. L. C. Public Examination. and,
4. Candidates are allowed the option of answering papers either in English or in the Vernacular in which the paper is set.

This Conference is of opinion that the introduction of compulsory Translation "English to Sanskrit and Vice Versa" is a great handicap to the pupils and an insurmountable handicap to the Pundits, and therefore, recommends "Or Vernacular" be added after Translation from English in para 1 of Page 29 of the Revised S. S. L. C. Syllabus.

4. *Commercial Subjects*:—This conference recommends that until the "C" Group is abolished the candidates who bring up Commercial Subjects be declared eligible for University Course of study and also for Government Service.

5. *Adult Education*:—This Conference urges that (a) Teachers' Associations should take a deeper interest in Adult Education which is part of Rural reconstruction work and (b) that the Library movement be started with advantage in every High School Centre with a view to promoting Adult Education.

This Conference is of opinion that in view of the vital need of spreading education among the masses, members of the Teaching profession in this District should take vigorous steps to start schools, to organise series of lectures on educational topics, arrange Exhibitions and to institute circulating Libraries in their respective Localities.

6. *Rural Libraries*:—This Conference requests the District Board and other local bodies to allot an adequate amount for starting and developing Rural Libraries in as many centres as possible

7. *Vernacularisation*:—In spite of repeated resolutions passed in District and Provincial Conferences and of the Departmental Permission to teach the non-language subjects in the Vernacular, this Conference regrets that such teaching has not been adopted in many schools and strongly urges upon all Managers, Head Masters, Head-Mistresses and Teachers to give immediate effect to this proposal.

8. This Conference appoints a Committee consisting of the following persons, (with powers to co-opt) to collect suitable technical terms in Malayalam in place of English Equivalents now in use for the several subjects of the school curriculum.

1. M. Narayana Menon B.A., B.L. (Chairman and convener).
2. U. Gopala Panniker, B.A., L.T.
3. P. P. Venkatachalam, B.A., L.T.
4. P. Narayana Menon, B.A.
5. Sreemathi C. Chinnammu Mannadissiar B.A.
6. M. A. Sundara Ayyar, B.A., L.T.
7. N. R. Parasurama Ayyar, B.A., L.T.
8. N. R. Ramaswamy Ayyar, B.A., L.T.
9. S. K. Padmanabha Ayyar, B.A., L.T.

9. *Custody of question papers*:—This Conference requests the S.I.T.U. to take up the question of Custody of Question Papers of the S. S. L. C. Public Examination and do the needful to see that things are managed so as not to reflect any distrust on Headmasters.

10. *Eligibility for University course of study*:—This Conference recommends that the minimum prescribed for eligibility be reduced from 40% to 35% in English and Vernacular.

11. *Physical Education*:—(a) This Conference is of opinion that the introduction of compulsion in games cannot be put off any further and requests the School Authorities to make games compulsory exempting, if necessary, pupils that come from long distances.

(b) This conference is of opinion that (1) that no progress can be made in the organisation of games if the schools are not provided with suitable grounds (2) that the main difficulty in the way of the managements in acquiring playgrounds lies in finding 50% contribution towards the cost of acquiring grounds and therefore recommends to the Government to overcome the difficulty by advancing the amounts to the managements and recover the same in easy instalments from the Government Grants

(c) This Conference is of opinion that the usual procedure for the acquisition of lands take a long time and therefore requests that in view of the importance of the problem, the rules of emergency acquisition be applied for the same.

12. This Conference recommends that School Fees be collected in TEN instalments instead of EIGHT as at present.

13. Whereas it has been found by experience that Pundits should have a working knowledge of English, this Conference recommends that proficiency in English of the S.S.L.C. Standard be prescribed for the Vidwan and Siromany Examinations.

14. *C. History Syllabus*:—This Conference is of opinion that the standard of attainment in C. History in the revised S.S.L.C. Syllabus needs specification by introduction of a detailed syllabus.

15. *The all Asian Educational Conference*:—This Conference recommends to the Government that any expense incurred by managements by way of sending representatives to the All Asian Educational Conference be considered as legitimate expenses for purposes of Grant.

16. This Conference recommends that the children of teachers drawing not more than Rs. 60 per mensem be exempted from fees in Secondary Schools.

17. *Provident Fund*:—This Conference recommends that the Department should insist on all managements, including local bodies, giving every trained teacher employed by them, the benefit of the *Provident Fund* after one year's service.

(Sd.) E. H. PARAMESWARAN,
Secretary.

THE SALEM DISTRICT EDUCATIONAL CONFERENCE

The seventh Salem District Secondary School Teachers' Educational Conference was held this year at Hosur on the 11th and 12th of October

under the presidency of R. M. Savur Esq. B.A., (Cantab), District Educational Officer Salem,

This was the most largely attended Conference of the District. There was a choice gathering of the public official and non. Official—and Mr. D. W. Dodwell, the Sub-collector was among those present on the occasion. The session opened at 10-30 A. M. on Saturday the 11th, October in the school Science hall: and after prayers in Sanskrit, Telugu and Tamil M. R. Ry. A. Ramanathan avl, B.A. L.T., Chairman. Reception Committee welcomed the delegates in a short but sweet address in which he stressed the need for strengthening the Dt. Guild, the development of the physique and character of the pupils, the Co-operation of teachers in co-ordinating their work for their own benefit and that of the pupils entrusted to their care and the use of the mother-tongue as medium of instruction in general knowledge subjects.

The President then delivered an original address lasting nearly an hour. He was glad of Teachers' Conferences coming forward to discuss teachers' responsibilities and the best methods of discharging them. He exhorted the teachers to resent the layman's interference in their work, to overcome their besetting sin of inferiority complex and to interest themselves in evolving new and profitable methods of teaching. He discussed the measure of usefulness of the mother-tongue as medium of instruction and exposed, by facts and figures, the hollowness of the claims of the enthusiasts. He next adverted to moral instruction which might be better served by encouraging every pupil to become a boy-scout. He recommended the Dalton Plan for immediate adoption in order to help the 70% of the ineligibles to become useful citizens.

The Conference Secretary read at this stage letters of sympathy from M.R. Ry. Rao Bahadur S. Ellapa Chettiyar M.L.C. President, Dt. Board, Salem, V. P. Adiseshaya Esq. of Vellore M.R. Ry. B. V. Ramaswami Sastrigal avl. B.A., L.T. Retired Headmaster, M. S. Sabhesan Esp, Secretary S.I. T. U. Madras, M.R. Ry. A. Ramaswami Gounder avl. M.A., L.T. Principal, Salem College and M.R. Ry. S. Ramaswami Iyengar avl. B.A., L.T. of Vellore and Messrs Blackie and Sons, Book Sellers and Publishers, Madras.

The evening session began at 3-30 P.M. when the Conference appointed a committee to draft the ideas which the Reception Committee had put before them, into resolutions.

At 4 P.M. M.R. Ry. N. Subrahmanya Aiyar avl. M.A. L.T. of the Teachers' College, Saidapet, delivered an interesting lecture on the New S.S.L.C. Syllabus (A. Group) in Geography and

exhorted the teacher to have regard for home geography and to deal with facts first and generalizations next. After Supper, the Committee drafted the resolutions to be passed at the Conference.

The second day there was an excursion to the local river and the delegates were treated to coffee by M.R. Ry. B. Sitaramiah Avl, B.A., B.L., President, Union Board in his garden and the morning session began there itself with the lecture on 'Regional Survey' by the Geography Professor.

At 11 A.M. the Dt. Guild General Body Meeting took place under the presidency of M.R. Ry. A. Ramanathan Avl., Chairman, Reception Committee. The auditor's report for the half-year ending 1928 and for the year 1929 were read and approved. The S.I.T.U. Secretary's letter regarding the Vigilance Committee and Defence Fund was read and it was resolved to sanction a sum of Rs. 10 from the Dt Guild funds to the Defence Fund and to request the affiliated associations to offer individual subscriptions through the Guild. M. R. Ry. M. K. Swaminathan Avl., M.A., L.T. and Edwin J. Rajaratnam Esq. B.A., L.T. were elected—President and secretary of the Dt guild respectively M.R. Ry. K. S. Chengalroya Aiyar Avl, was re-elected to the S.I. T. U Executive Board for the Salem District, Guild. The secretary's letter to the members of the Executive Committee requesting them to treat the loan amount of Rs. 50 paid to the South Indian Teacher as a life subscription to the journal was read and ratified. M.R. Ry. K. S. Chengalroya Aiyar was elected as a delegate to the Pan-asiatic Educational Conference and a sum of Rs. 10 was sanctioned for his expenses from the guild funds. On the motion from the chair, a resolution expressing appreciation of work done by the President M.R. Ry. B. V. Ramaswami Sastrigal Avl, B.A., L.T. and by the secretary M. R. Ry. C.A. Natesa Aiyar Avl, B.A., L.T. was passed. It was also resolved to authorise the District. guild Executive board for publishing the Hosur Conference report from the guild funds. With a vote of thanks proposed by the assistant Secretary Mr. K. S. Chengalroya Aiyar to the chairman of the meeting, the meeting was brought to a close.

The evening session began at 3-30 and the Dt. Collector Mr. A. H. A. Todd and Mrs. Todd graced this session with their presence and Mr. Chellem Iyengar spoke a few words on the Discharged Prisoners' Aid Society.

Mr. R. M. Savur then delivered his lecture on Psychology and the Teachers in which he put forward, for the use of teachers, bold and practi-

cal suggestions in the light of recent researches in psychology. Individual work for pupils is a pressing need, simple and graded work must be framed, proper environment and training must be secured and parents and teachers must work together for making the pupil a full blooded citizen

Some seventeen resolutions were passed at the conference, the most important of which are as follows:—

1. This conference requests the management to arrange for refresher courses by experts for the benefit of teachers.

2. This conference while expressing its appreciation for the encouragement given so far to the S I T. U. Journal, The South Indian Teacher exhorts all the teachers of the district to really profit by it by subscribing for it in large numbers.

3. This conference exhorts such of the institutions of the District as still keep aloof from the Dt. Guild to affiliate their teacher's associations to it and thereby strengthen it and requests the president and the secretary of the Dt. Guild and the D.E.O. to form themselves into a committee to bring in such institutions into the guild.

4. This conference is of opinion that the present Provident Fund Rules applicable to teachers in Municipal and Board schools are illiberal inasmuch as they make it optional to give or withhold the whole or part of the bonus and it therefore urges on the Government the need for making the grant of full bonus obligatory on the managements.

5. This conference requests the management to build quarters for the members of the staff within the compound of or in close proximity to school.

6. This conference requests the management to appoint a librarian for each secondary school who could be of service as a reserve teacher.

7. Inasmuch as the present system of specialization in the revised S.S.L.C. Course is not of much help to the pupil to choose his optional subject in the college course and inasmuch as most of the optional subject usually selected by pupils at present for their S.S.L.C. course are included in the 'A' Group this conference is of opinion that specialization in S.S.L.C. course be abolished.

8. This conference requests the management to be pleased to grant subsidies annually equal in amount to the total games Fund contributed by the pupils during the year.

9. This conference requests the management to open hostels immediately in secondary school centres where the need for them is keenly felt.

10. This conference again appeals to the members of the different teachers' associations in the district to take advantage of the protection fund instituted by the S.I.T.U.

11. This conference requests all the co-operative societies in the Dt. and the Salem District Urban Bank Ltd, to set apart from their common good fund a decent sum for purposes of scholarships to poor and deserving pupils of the various schools in the District.

12. This conference resolves to request the management that in view of the high educational value of school excursions they may be pleased to undertake to pay half the expenses involved in such excursions.

13. This conference requests the management to grant to each secondary school a sum of Rs.

200—for starting tennis courts for the recreation of teachers

14. This conference resolves to accept with great pleasure the invitation of the Dharmapuri Board High School Teachers' Association to hold the next session at Dharmapuri.

The President in his concluding remarks exhorted the teachers to be more self assertive and dynamic and try to imbibe the latest researches in psychology and adopt suitable methods for training pupils.

After the vote of thanks to the President, delegates and all others concerned, the conference was dissolved.

(Sd.) S. KRISHNA SASTRI,
Conference Secretary.

(Sd.) K S. CHENGALVARAYA AYYAR,
Assistant Secretary,
Salem District Guild.

THE MADRAS TEACHERS' (SD) GUILD

The *Guild Day* was celebrated on the 18th November. A large number of teachers assembled in the Anderson Hall and Mr. P. A. Subramanya Aiyar, President of the guild addressing, said.

Friends, I offer you all a most hearty welcome. Exactly thirty-six years ago almost to a day our forbears in the profession brought into being the Madras Teachers' Guild. While many of them are no longer in the land of the living, there are happily in our midst a few of them either in active service or enjoying a well-earned rest or engaged in other useful kinds of work. Mr. Vasudevachariar of the Wesley College, Professor Lakshminarasu, the Right Honourable V. S. Srinivasa Sastri these are honoured names in the history of the Madras Teachers' Guild; and on them devolved in a large measure the work of rearing and fostering it in its infancy. Other names too I should like to recall to your minds on this occasion—Messrs. Bilderbeck and Stone, Rao Bahadur A. C. Pranatharthihara Iyer, Rao Bahadur P. V. Seshu Iyer, Rao Sahab T. K. Hanumantha Rao, Rao Sahab T. S. Subramania Iyer, Mr. P. Subramania Aiyah and Mr. C. S. Ramaswami Iyer. To them all we offer most hearty greetings and express the most earnest hope that they will be spared for many more years and hearten us in our work.

Of those who are not with us now but whose zealous work on behalf of the Guild we can never afford to forget, the foremost is the late Mr. Kellett. I remember well the kindly, genial, smiling face of the Professor whose acquaintance I made in 1900 and whose weekly At-homes at Kobe Lodge, Royapettah used deservedly enough to attract hosts of students and friends. The records of the Guild bear most eloquent testimony to the solid work put in by this most earnest soul and it is our duty therefore on this occasion to remember him with deep respect and love.

Whether the Professor, were he alive to-day, would be quite satisfied with the advance that we have made during these thirty-six years of the Guild's existence is more than I can say. But he would certainly see that we have not remained altogether idle or indifferent. Our numbers are tolerably large, our financial condition is not utterly bad; we have by means of the co-operative society helped in some measure to release a few of our brethren from the clutches of the Sowcar, and in our protection Fund we have provided an agency for the relief of the families of deceased teachers. But much, much more could easily be done. Could only our brethren who now stand out bring themselves to

The implications of the abolition of objections to abolition.

It would be useful perhaps at this stage to pause awhile and consider the full implications of this deletion. With the abolition of the optional subjects, the course, as I have said already, becomes merely a cultural course and does not provide for instruction in subjects leading either to the University course or to the practical and Technical courses. Of course, it would be argued that the cultural subjects comprised in the Scheme are also those leading to University courses. It is true to a certain extent, particularly as regards Histories and Geography. But what about Mathematics and the Science subjects? It is stated in some quarters that the present Elementary Mathematics course might be added to by the inclusion of Elements of Geometry and Algebra. I venture to submit that this would be a most disastrous step to take and that these who advocate this may well be accused of attempting in their desire to suit the needs of the small number taking up Mathematics in the College classes to unduly overweight the curriculum for the great majority of the students who either don't take up Mathematics in the college classes or divert to practical or technical studies. A much stronger objection to the proposed change is that under it the Sciences will be totally neglected, and that no pupil whatever his inclination, tastes or aptitudes, will ever get any training in practical work in the Laboratory. One of the most praiseworthy features of the present S. S. L. C. Scheme is the practical training that it ensures to the pupils taking up Science subjects, as optionals, and as you all know they form the pick of our school boys. Perhaps you also know that those who come out successful in the I. C. S., the Indian Audit and Accounts, the Railway Audit and other All-India competitive examinations are mostly from the ranks of those who have taken up one or other Science subjects as optionals in the S. S. L. C. course. What would be the effect on such brilliant pupils of this absence of laboratory practice in the school course? It would clearly take away largely from their efficiency in their college work. I have personal knowledge of several of the old boys of our school who have gained distinction in the University examinations and successfully got through the competitive examinations telling me that the laboratory practice they gained in the school stood them in good stead in their subsequent career. It would be a great pity, therefore, I think, that these brilliant boys from whose ranks would be drawn our future Scientists and manufacturers, should be deprived of

put a little more faith in themselves and in us, could they but see that in numbers and numbers alone lies our strength, could they be persuaded to shake off their lethargy and their pessimism, we might be a much more powerful body than we are to-day. And it is up to us, members of the Guild, to use all the powers of persuasion that we possess to get more into our fold. May I then pray that you all do your little bit to help us in this way?

The re-organization of the S. S. L. C. Curriculum - the proposed abolition of 'C' subjects.

One of the subjects on the agenda for to-day is the abolition of the optional group of subjects in the S. S. L. C. curriculum. Without in any manner anticipating the discussion or prejudging the issue, I might be permitted to offer a few remarks. The most important thing to remember is that the Secondary School curriculum has to subserve three ends. In the first place, it has to be, within limits of course, a complete cultural course, comprising the mother tongue, English, Elementary Mathematics, Elementary Science, History and Geography, Manual training, Physical training and Moral instruction. Secondly, it has to serve as a preparation for University Courses of Study and should include one or two subjects now comprised in the list of 'C' subjects in the S. S. L. C. Thirdly, it has also to cater for the needs of those who enter practical life and should provide instruction in one or two subjects known as 'Commercial' or 'Technical' subjects. The framers of the old S. S. L. C. Scheme had these three aspects in view when they framed the courses and the Scheme of public examination. They saw at once, and saw rightly, that to insist on a public examination in every one of the eight subjects included in the curriculum would be to lay on the boys an intolerable burden and so wisely resolved to drop Elementary Science and History and Geography. What followed the introduction of the scheme is past history. Everywhere our brethren raised the cry of neglect of 'B' group subjects' and as a result very largely of their agitation, the new scheme has been drawn up which has provided for a public examination in Elementary Science and History and Geography also. I am still of the opinion that the old scheme might be allowed to continue, but I know I am in a very microscopic minority. The next move that is sought to be taken in some quarters is to delete the optional subjects altogether from the course, and it is understood that the Academic Council of the Andhra University has approved of this deletion.

this most useful training. And as I have already said, the proposed scheme does not make provision for those who wish to enter business or technical course, in that neither commercial subjects nor technical subjects will be taught as part of the School course. In effect then, the proposed change, if adopted, will make the course quite as dry, arid and barren as the old Matriculation course.

What should be done to lighten the course.

I submit therefore that the optional subject should be retained and that, if possible, provision should be made for the study not of one subject only in the revised S.S.L.C. scheme but of two. In order, however, that the course may not become too burdensome the courses in the subjects of the compulsory or 'A' group should be very sensibly lightened. This should be effected particularly in Elementary Science, Histories and Geography. It should be remembered that High schools, as a rule, work only for 180 days in the year. About twenty of these will be taken up by examinations, periodical and annual. We should also make an allowance of 10 days on account of the absence on leave of teachers teaching particular subjects. Thus we have only 150 days left on thirty weeks in the year. Not more than two periods could be allotted to each of the subjects of Elementary Science, Histories and Geography. That is to say, only 60 lessons per year could be given in each of the subjects. With this stern fact clearly borne in mind, we should start prescribing the details of the courses. The course in Elementary science should be purely and strictly *experimental* and the syllabus should contain only the names of the experiments to be performed. As regards Histories and Geography, I should suggest that once in three years the authorities should prescribe as text books, a good reader containing about 200 pages in English History, another good reader of like length in Indian History and a third in Geography to be begun in Form IV and finished in Form VI. Most particular care should be taken in the matter of setting question papers for the public examination. Strict censorship should be exercised and no question should be allowed to find a place which could not be answered directly out of the books prescribed. Experts and enthusiasts may perhaps exclaim that the course suggested is too scrappy. I say it is *not* to those who leave off studies with the S.S.L.C. course or enter on technical or commercial courses. As for those who proceed to the University courses of study, there is ample com-

pensation provided in the two optional subjects that each of them will study.

Conclusion

We are living in days of intense specialisation. Whether it be Mathematics or Science or History or any other subject, the range already covered by research and investigation is so large and the vistas opened out for further research and investigation so vast, that special lists have rigorously to confine themselves within very narrow limits of their subjects and proceed. Under circumstances like these, it would be a great pity, I think, that our better class of students should proceed to the University without having so much as handled a test-tube or retort-stand, adjusted a balance or learnt how to take barometric readings. The Headmaster of the Sheffield School is reported to have said the other day, "We in Sheffield say that there are a large number of Secondary schools here which are training boys specially on scientific lines who would be extremely fit for research posts and there are also those who would be suitable for administrative posts"—What a sad contrast!

Friends, I have done: Once more I offer you a most hearty welcome to this the 36th anniversary of the Madras Teachers' Guild."

Mr. R. M. Shatham, who was present then congratulated the members on their efficient work and expressed his appreciation of their work in connection with the Co operative Society and the Protection Fund. He exhorted them to increase their membership and to embark on a cent-per-cent. membership campaign.

Then followed an interesting discussion on the place of the optionals in the revised S. S. L. C. Scheme. After an interesting discussion, the guild passed a resolution by a majority of votes that the optionals should have a place in the S.S.L.C. scheme.

Mr. R. S. Subramania Aiyar who opened the debate on—"Should there be an optional subject in the S.S.L.C. Scheme." He pleaded for the retention of the optional subjects on the plea that practical work formed an essential part of Science subjects and that the 'No-Optional' scheme would neither do good to Science subjects nor would conduce to sound Education. He pointed out that three optional subjects are required for study in the Intermediate and that if no optional was insisted upon, in High Schools, a good lot of the College-going students would suffer.

Mr. O. F. E. Zacharias in pleading for the deletion of optional subjects said that the

system of Education like that in vogue in Madras, which was responsible for the intellectual suicide of one boy, even though it might enable one hundred boys to pass was unsound. Education, he said, must be suited to the needs of the society.

Mr. M. S. Sabhesan said that in other countries different types of secondary schools existed to suit various countries. Unfortunately, the state of things obtaining in India was different. Consequently, any scheme will be open to criticism. He doubted much whether the previous speaker's statement was true. If one boy committed an intellectual suicide, it was because, he was mentally unfit for a standard. Compromise was therefore essential in the present state of things. One optional was certainly inconvenient; two optionals would certainly do good. He, therefore, suggested the idea of going back to the 'B'—group. If there were no 'B' group subjects, the strain would be very heavy. Different types of Schools not being possible in this country, the S. S. L. C. with the 'B' group, he said would be the most feasible.

Mr. N. S. Arunachala Aiyar agreed with the previous speaker. The present scheme satisfied none. He would have two optionals, if possible, or he would have none. The difficulty of providing for a single optional subject was great. It was certainly expensive. He would go back to the old scheme; else he would have Elements of Algebra and Geometry included in Ele Mathematics and have no optionals at all. The value of practical work in Science subjects was certainly great and if they cared for it, they must find money. Theoretical teaching of Science subjects was no good.

Mr. A. K. Krishnaswami Aiyar felt that the re-introduction of the 'B' group was impossible. One optional from his view had some advantage. He did not believe that there would be disastrous results as a result of the study of one optional, so long as 105 was the minimum prescribed for the three subjects History, Geography, Science and Ele. Mathematics. The boys studied every one of these subjects for some cultural value. He strongly condemned the introduction of Algebra and Geometry in Ele. Mathematics syllabus as that would make the already hated subject much more hated.

Mr. N. Kuppuswami Aiyangar suggested that they might have optional subjects but not have them for examination purposes.

Mr. L. N. Subramanyam regretted that they were all obsessed by the idea of examinations. Subjects must be studied for cultural value and not for examination purposes. The tea-

ching profession must assert and do away with examinations altogether. The Educational system in India was saddled with Examinations.

The President pointed out that Sir Michael Sadler had said that Examinations were a necessary evil as Income-tax Officers and Auditors were in other walks of life.

Mr. N. Krishnamachari would have no optionals. So long as separate minima were not prescribed for subjects like History, Geography, Science and Ele. Mathematics, there was no danger of disastrous results. The Syllabus in Ele. Mathematics might be changed to include Elements of Geometry and the optionals might be done away with. That would give room for intensive study of other subjects.

Mr. T. Ramanujachariar said that for the sake of a few I.C.S. men it would not be desirable to evolve a scheme for the many. Pupils were not mentally fit to choose their optionals even in the High School classes. He advocated deletion of optionals altogether. Education must be a preparation for life and for making good citizens.

Mr. S. Natarajan said that the modern tendency in Education was to encourage laboratory practice in every subject. There must be a number of small laboratories one at least for each subject to impart the right type of instruction. There must be a number of optional subjects for boys to choose from. He said that wrong choice could be remedied soon as it would not be difficult to have a set of aptitude tests for finding out the mental capabilities of boys.

Mr. R. S. Subramania Aiyar concluded the debate by saying that mere inclusion of certain subjects in the present Group A. would not do. Early specialisation was necessary and teachers should always help the boy in the choice of 'C'—subjects for special study. Retention of the optionals and lightening of the syllabus in 'A' Group were absolutely necessary.

The Guild resolved by a majority

"That, in the present circumstances, the retention of the optional subjects in the S. S. L. C. Course is necessary"

Mr. N. Kuppuswami Aiyangar then spoke on the "place of School Record in the school curriculum." He said that a single final examination as a test of the boy's activity was very bad. He gave the results of experiments conducted by him in Travancore which showed how even for the same answers examiners' marks varied from 3 to 8 and therefore the test was

not a test at all. He therefore put in a plea for the school record being taken into account in assessing the true worth of pupils.

The President in concluding the proceedings agreed with the speaker that the S. S. L. C. Examination was an inadequate test. It was an examination for a large mass. There were about

400 schools and about 700 teachers employed in teaching the same subjects. The standard of teaching, in spite of prescribed syllabus, varied and the valuation by an ordinary examination was found to be different.

With a vote of thanks proposed by the secretary M. S. Sabhesan the meeting terminated.

THE KURNOOL DISTRICT TEACHERS' GUILD CONFERENCE

Held on Saturday the 8th November 1930.

The above Conference was held at Nandyal in the Municipal High School Buildings on Saturday the 8th November, with M. R. Ry. Pharsi, Raghavendra. Rao Garu, the D. E. O. in the chair.

In response to the invitations sent to the various affiliated Associations, in the district, delegates hailed from various High Schools and Middle Schools, chief among them being (i) Municipal High School; Kurnool; (ii) Board High School, Koilkuntla; (iii) Board High School, Atmakur; (iv) Board High School, Markapur (v) Board Middle School, Giddaloo and (vi) Board Middle School, Pattikonda.

Miss Benham, Mr. Emmet, M. R. Ry. K. Narasingarao Garu, Chairman, Municipal, Council, Nandyal, M. R. Ry. M. Hanumantharao Garu, were among the distinguished visitors.

The delegates were welcomed by the Secretary Mr. Syed Ameeruddin, and in a brief and felicitous speech the Chairman M. R. Ry. P. Raghavendra Rao Garu declared the Conference open.

The following Papers were read.—

1. "THE NEW PSYCHOLOGY" AND THE CHILD" by Rev. C. W. Venkata Ramayya B. D.
2. THE DEVELOPMENT OF TELUGU LITERATURE" IN THE KURNOOL DISTRICT" By M. R. Ry. Vidwan M. V. Subrahmanya Sastri.
3. "THE APPLICATIONS AND IMPLICATIONS OF SCIENCE" by Mr. G. Abraham, B. A., L. T.,
4. IDEALS OF SCOUTING" by Mr. B. Devaraj, B. A., L. T.,
5. "CERTAIN ASPECTS OF CO-OPERATION IN EUROPE" by M. Visvanatham Chetti Esq., B. Com., F. R. E. S.

6. "COMMON AILMENTS OF SCHOOL CHILDREN" & THEIR PREVENTION" By M. R. Ry. K. Seetharama Iyengar Avl. B. A., L. M. & S.

The papers read and the speeches made were of a high order and evoked considerable interest on the part of the delegates.

The delegates were then treated to light refreshments.

The Chairman then commended the various speakers for the thought-provoking papers read by them and brought the conference to a close in an impressive speech

The Conference then came to a close with a vote of thanks to the Chair, The delegates and visitors, by Mr. G. Gurubotham, B. A., L. T., President of the Guild.

Immediately after the Conference, there was a business meeting of the Guild in which the following resolutions were passed.

1. That the Kurnool District Teachers' Guild requests the Academic Council of the Madras University to reconsider its resolution preventing Bachelors of Arts from privately appearing for the M. A. Degree Examination,
2. That the Graduate teachers serving in High Schools and have put in a service of three years be allowed to appear for the M. A. Degree Examination privately.
3. That the Guild is of opinion that the introduction of compulsory Translation, "English to Sanskrit and *vice versa* is a great hardship to the pupils and therefore recommends "or vernacular" be added after "Translation from English" in para 1 of page 29 of the revised S. S. L. C. Syllabus.
4. That this Conference requests the President, Dt. Board, Kurnool and the Chairman of the Nandyal and Kurnool Municipalities, and

the managements of aided institutions in this district to sanction Travelling allowance to at least to one delegate of each school Association under their jurisdiction to attend the Annual Provincial Education Conference.

5. That this Conference of the District Teachers' Guild, Kurnool, requests every affiliated association to send at least two delegates to its meetings and bear their travelling expenses from its own funds to make the Conference really representative.

6. That this Conference is of opinion that the subject under Group C according to the revised S. S. L. C. Scheme should not be removed and that if it is felt the pupil is overburdened, the syllabuses in other subjects may be curtailed.

7. That this Conference urges the desirability of providing choice in teaching biology subject (either Botany and Zoology or physiology) for the set to be presented at the S. S. L. C. Public Examination, 1932, in view of the curtailed and modified syllabus in Ele. Science being placed in the hands of teachers as late as August 1930, and in view of certain portions already covered in the fourth form deleted from the syllabus and the syllabus in Zoology (which was expected to have been completed in the fourth form alone according to the syllabus originally published) being recast, thus necessitating the teacher to go over to the same ground again from a different point of view.

8. That this Conference requests the Guild to sanction Travelling allowance to the President, Vice President, and the Joint Secretary of the Guild to attend Conferences if held outside their places.

9. That the Government be requested to form a separate constituency for teachers in the Secondary Schools in the Presidency and allot to them at least one elected seat on the Legislative Council.

10a. That the University of Madras be requested to include Commercial subjects under Group C for purposes of eligibility to University Courses of study.

b. That the Government be requested to declare S. S. L. C. Students with Commercial subjects as their optionals eligible for Government service.

11. This Guild requests the Government to provincialise the services of the teachers working in aided Local Board and Municipal Secondary schools.

12. That the Educational Department be requested to recruit a fair proportion of D. E.

O's from the ranks of qualified and experienced teachers employed in High Schools in the Presidency.

12. Resolved that the deficit be met by contributions from High Schools at the rate of Rs. 6, each and from Middle and Training Schools at the rate of Rs. 5, each.

At night, the Literary Association of the Municipal High School Nandyal put on boards "BRIHANNALA" under the kind patronage of the Chairman of the Conference. The Sub-Collector, the Agent of the Imperial Bank, and some of the local officials and distinguished gentlemen were present. The performance was very much appreciated and highly commended. A good some of money was collected for the benefit of the poor boys of the Municipal High School, Nandyal.

The Conference was a great success and it is due to the untiring efforts of the Secretary Janab Syed Ameeruddin Sahib Bahadur, B. A. L. T., and the willing Co-Operation of all the Teachers' Associations in the Locality.

S. M. S. NIDYASALA, KARAIKUDI. A Prize-giving Function

On Friday last (7th inst), was held this year's Prize-giving in the S. M. S. High School, Karaikudi. The Collector of Ramnad, Mr. R. S. Shield, who was to have presided, could not reach the place owing to the difficulties caused by the breaches on the road. His place was kindly taken by the local Income Tax Officer Mr. K. Govindan Nair, B. A., B. L. The function was attended by a large audience of ladies and gentlemen, who assembled in the well-decorated school-hall.

The prize-giving coinciding in this school as usual with the celebration of the School-President's Birthday, the Headmaster in a short speech congratulated the President Rao Bahadur Av. Pl. Chidambaram Chettiar on his Birthday, after recounting his services to the school and the cause of education in general. This was followed by a varied, interesting, and well-appreciated programme of songs recitations, and scenes enacted by pupils. The School Annual Report, which was next read by the Headmaster, Mr. N. S. Venkatarama Ayyar, was one of very fair progress on all lines of school activity.

After distributing the prizes, the chairman, Mr. Govindan Nair, made a speech in which he first offered his felicitations to Rao Bahadur

Chidambaram Chettiar on his Birthday, and next congratulated the Headmaster and staff on the good results of their work. He said that, in his opinion, High Schools rendered greater national service than did the Universities, and the multiplication of the latter was not so much a need of the day as that of High and Elementary Schools.

He wished that more boys of the Nagarattar Community studied in schools, since a knowledge of English and of other useful subjects imparted there would make them more efficient citizens. After a vote of thanks the function came to a close with the school-chair singing the National Anthem.

CHITTOOR DIST. TEACHERS' GUILD.

The annual Conference opened on the 8th inst. at 8-20 a. m. with a prayer and the welcome address by Mr. J. Daniel, Secretary of the guild A. S. P. Ayyar, Esq., M. A. (Oxon) I. C. S. opened the Conference, in an eloquent and forceful address. Among other things he dwelt on the condition of teachers to-day and in the past, their ideals and the necessity for consolidating their forces of strength. "While in the past the teachers were financially as poor, they enjoyed greater state patronage and support. The esteem for the profession was great. His message for the teachers was "Eat well, play well and work well". The second and the third one are dependent on the first. As regards consolidation of the profession, he was of opinion that unless there was better strength, greater unity, their voices could not be heard. His illustrations were profuse. A stray party in a forest shouted in despair and no attention was paid to it but when a fire was lighted, that acted as the alarm and the party was rescued. It was in that forceful manner that the teachers should agitate.

Lecture (1)

Mr. N. Subramania Iyer's first lecture was on the syllabus issued by the authorities for the Remodelled S. S. L. C. course, under A Group Geography. Miss A. B. Van Doren, Principal, of the Local Sherman Memorial Girls' School presided.

He began by explaining the idea underlying the latest syllabus, how it starts from the three simple southern continents producing raw materials and gradually passes on to the more complex North America where industries on a large scale have been introduced. Some of the lessons learnt in the first three continents (Australia, Africa, and South America) are applied to the last. Some of the climatic conditions of Australia are found in South Africa while those of South Africa were like those of India. He reiterated over and over again that all geography should be studied from the Home Geography point of view "Internationalism was generally recognised in

Geography while Nationalism was still the ruling idea in History".

In the fifth form, we get to an outline of more complex lands, Eurasia, with our own country and the country of our rulers: and the lands of industries. So with the V Form course, students ought to have got an outline of World Geography.

The Sixth form stage is where all the knowledge collected in Form I to V was to be revised, examined and systematised: principles are deduced from the concrete particulars; we gather up all the threads together and weave.

Next, he indicated what was considered important in each of the continents and how the teachers' work might be simplified by the use of maps and by making the boys observe and deduce. He also showed how the portion can be finished within the prescribed time.

He regretted that the most recent syllabus was in many ways inferior to the original one as the introduction was absent. He concluded by hoping that in the course of half-a dozen years more, there was sure to be a demand from the teachers themselves for the original syllabus to be given the place it deserved.

'Recent Methods in the teaching of geography' was the subject of the second discourse by Mr N. Subramania Iyer, Mr. V. Ramaswami Iyer M.A., Retired Dy. Collector presided.

The lecturer introduced his subject by emphasising the fact that new geography was different from the old. While the old school paid attention to facts and phenomena, modern geography was a Rational and Human Science built upon the other natural sciences. Therefore the methods had to be revised to suit the changed outlook.

The modern method much in vogue is the Regional method by which the world is studied in units, each having its own special feature influencing man. In this method, it was always the best policy to begin with the Home Region

and proceed to more distant and more complex regions. "Like charity, Geography study begins at Home". Appreciation of the natural phenomena at Home leads to such an appreciation of phenomena abroad. It was also pointed out how it can be applied to every stage of study, primary and secondary, because Urban Geography is closely connected with and dependent on rural geography. Excursions were necessary, though not to distant places, but to places nearer home with no cost. The Americans, he said, were ahead in this respect. He said that Practical work was very important and necessary—drawing, interpretation, reading and filling of maps and correlation with the other subjects of study. There are also quantitative studies such as graphs, isotherms, isobars and rainfall pillars. Diagrams, pictures, slides and films were also valuable aids in the teaching of the subject in its modern aspect.

School Libraries.

Mr. P. N. Rama Iyengar, B.A., L.T. Headmaster, Board Middle School, Pakala, read a paper on "School Libraries and how to improve them." After dealing with the importance of Libraries to school education and the defects in them at present, he pointed out that in the west, people had realised the necessity of libraries as workshops for all classes of people to acquire the knowledge required for them. They are meant there, not only for the scholarly and the rich, but also for the commercial man, the sick and even the blind. He next dwelt on certain principles to be observed in the management of libraries: (1) Books should be used as often as possible. (2) Every section of the population must have its books. (3) good and speedy system for distribution. (4) It is a growing organism. He concluded by observing how teachers can do much to make the libraries in the schools really useful to all concerned.

South Indian Teachers' Union.

The lecturer, Mr. M. S. Sahhesa Iyer, M.A., of the Madras Christian College spoke on "S.I.T. Union" and the need for solidarity. He agreed that teaching was a learned profession but the features of other learned professions were absent in it. First there was no expertness. While medical and legal opinions were accepted as expert decisions, teachers' opinions were not so taken and very few teachers are willing to assert themselves to form an opinion. This was evident in two cases in relation to the questions of vernacularization and examinations. Secondly there was no cohesion, no solidarity in the profession. The S. I. T. U. Journal has won a tardy recognition

and only 600 out of 3000 teacher-voters voted for the S. I. T. U. candidate in the recent legislative council elections. He also referred to the absence of hopefulness and the low position of teachers in the body-politic. Mr. C. Venkataramana Iyer, B.A., B.L., who presided, remarked that while the lawyers had to be up-to-date the teachers had no such pressing obligation.

Adult Education.

Mr. M. C. Seshachalam, read his paper on "Adult Education." He pointed out that the supreme statesman in a country is public opinion and that adult education is helpful in its formation. Modern education is meant to produce experts but adult education is for the masses. No uniformity of curriculum is needed. There was a warm discussion in which several took part.

Andhra S.S.L.C. Reform.

Mr. A. S. Venkataraman led the discussion. He put before the House the main issues, whether the abolition of 'C' group subjects was advisable and if they were retained, whether A. group subjects could be lightened. The proposal to transfer Algebra and Geometry to A group was also criticised. Referring to the rules, he maintained that a lower minimum of 25 per cent in each of the group subjects was unnecessary. The anomaly of separate minima for Madras University and Andhra University area students was also examined. A discussion followed and the case for the abolition of (C) group proved stronger. Mr. Sahhesa Iyer who presided expressed that there could be no finality in a matter of that kind.

Magic Lantern Lectures.

On the 8th at 6 p.m. a lecture was delivered on 'Life at Home and Abroad' by Mr. N. Subramania Iyer. Mr. A.S.P. Iyer, presiding. On the 9th at 5-45 p.m. a talk on "Plant Life" with slides was given by Mr. M.S. Sahhesa Iyer. Both lectures were highly interesting and enjoyable.

Resolutions.

A few resolutions were passed:—

- (1) That the managements of schools be requested to meet the T.A. and D.A. of members attending the District Teachers' Guild meetings.
- (2) That teacher-candidates might be allowed to sit for M.A. examination in private as hitherto.
- (3) That fee concessions be extended to children of Teachers employed in Secondary schools.
- (4) This Guild congratulates the Hon'ble Diwan Bahadur B. Munisami Naidu Garu, B.A., B.L., M.L.C., on his elevation to the office of Chief Minister to the Govt. of Madras.

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Office Bearers.

The following office-bearers were elected for the year.

Mr. J. Daniel., President.
Mr. M. Sitarama Rao, Vice-President.
Mr. A. S. Venkataraman., Secretary.
Mr. K. Natesa Iyer, Treasurer.

Conclusion.

The Conference came to a close with a hearty vote of thanks proposed by Mr. K. Natesa Iyer

to the lecturers, to the 'show-rooms ably put up by Mr. K. Jogiah (Longmans Green & Co., Mr. N. Venkataraman (Macmillan & Co.,) and Mr. R. Srinivasan (Oxford University Press and to the Headmaster, Board High School Chittoor.

A. S. VENKATARAMAN.

Secretary,

Dist Teachers' Guild, Chittoor.

THE TEACHERS' BOOK SHELF.

DISTRICT GEOGRAPHICAL HISTORIES (TAMIL).—(1) Madras City by Prof. C. S. Srinivasachariar (2) Tinnevely District and (3) Madura District both by Prof. M. S. Ramaswamy Aiyangar. Published by Oxford University Press, Mount Road, Madras.

These three books are apparently intended to be used by children reading in class Four of Elementary schools in the areas concerned. The idea of giving a logical account of the sequence of historical events (as affected by geographical conditions) to children of 8—10 years does not find favour with modern educationists. The Teachers' College bulletin on Child Education (1910) says that geography lessons in Class four should be of the nature of rambles in the district with the aid of maps of the area studied clearly showing the various details—position, physical features, products, industries and human life—each drawn separately. It would have been better if the information given in the books is arranged to be conveyed as impression of an imaginary journey through the district by road railway or river. There is in each book only one map into which several pieces of information have been cramped. So it is highly doubtful if the geographical knowledge intended to be imparted can really be assimilated by the persons for whom the books are intended.

The bulletin referred to above says that the purpose of lessons in history should be to enable them to know the lives of great men and women and important events each treated separately as stories so that pupils may afterwards easily learn the connecting links between the essential episodes of history. The bulletin adds that pictures are essential in all stages of teaching history and that portraits of eminent men should always be seen by the pupils. In all the three books under review a connected account of history is sought to be given (not even avoid-

ing intricate details of recent research). This really useful matter may be a hard nut to crack by young pupils. There is one chapter on civics in each book and it is bound to be useful. The books are written in a style which is rather difficult for pupils of primary classes.

These books may with advantage be used as supplementary vernacular readers in Form III or IV in order to give pupils an idea of the past events of their own locality and the geographical conditions in which they live. The printing is good and there are a number of useful illustrations of scenery and prominent buildings.

NEW METHOD ELEMENTARY SCIENCE FOR HIGH SCHOOLS.—Edited by K. Venkataraman B.A., L.T., Science Asst. Board High School Tiruvarur.

This is the first attempt to cover in one book the entire Syllabus in Elementary Science of the revised S.S.L.C. examination. The book was first issued in two parts and as such must be wellknown to our readers. While closely adhering to the Syllabus, the authors have kept in view the ideals of Science teaching. As said in the preface Science is the business of Knowing 'The true end of life is not knowledge but action.' Hence the treatment followed in the book is such as to make pupils think and render cram impossible.

The get up of the book is very good. The illustrations are, nearly drawn. The printers, the Madras Diocesan press, deserve to be congratulated on the attractive and excellent get up of the book. For a book to be used by our pupils for 3 years and having in all 600 pages a stiffer wrapper could be used with advantage. We congratulate the authors and the Editor and trust they will receive the encouragement they richly deserve.

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