

The 5th Conference of the All India Federation of Teachers' Association

Statement of receipts and charges for the period from 1st August '29 to 30 6 30.

RECEIPTS.	Rs. A. P.	PAYMENTS.	Rs. A. P.
To Subscription from Reception committee	2,207 0 0	By Postage and Telegrams	165 11 6
„ Individuals	354 0 0	„ Conveyance	198 10 3
„ Teachers' Association	696 0 0	„ Electric charges	227 0 0
„ Institutions	170 0 0	„ Furniture Hire	350 0 0
„ Sympathisers & Patrons	597 0 0	„ Contingencies and sundries	420 6 3
„ Donation	100 0 0	„ Printing including cost of year book	1,045 14 0
„ Visitors	46 0 0	„ Establishment charges	558 8 0
To Boarding tickets	303 0 0	„ Accommodation to Delegates	420 7 0
„ Boarding and Lodging	26 0 0	„ Advertising charges	56 0 0
„ Exhibition Rent	230 0 0	„ Rent	57 0 0
„ Exhibition tickets	310 6 6	„ Advances	2,388 4 3
„ Sale of Remnants	26 13 6	„ Teachers' Guild Co-operative Society.	4,247 1 10
„ Miscellaneous	26 6 0	„ Photo charges	9 8 0
„ Advances Returned	2,275 14 3	„ Flower Badges	98 13 8
„ Madras Teachers' Guild Co-operative Society Ltd.	4,042 14 3	„ Pandal arrangements	65 14 0
		„ Lunch and tiffin	96 6 0
		„ Demonstration	44 4 3
		„ Boarding and Lodging	763 4 0
		„ Rosewood Shield	170 1 0
		„ Sundry advances	7 8 6
		„ Sundry expenses	17 15 1
		„ Closing balance cash on hand	2 12 5
	11,411 6 0		11,411 6 0

Income and Expenditure Statement for the period from 1st August '29 to 30th June '30.

DR. EXPENDITURE.	Rs. A. P.	CR. INCOME.	Rs. A. P.
To Postage and Telegrams	165 11 6	By Subscription from Reception committee	2,207 0 0
„ Conveyance	198 10 3	„ Individuals	354 0 0
„ Electric current	227 0 0	„ Teachers' Association	696 0 0
„ Furniture Hire	350 0 0	„ Institutions	170 0 0
„ Contingencies and sundries	420 6 3	„ Sympathisers and Patrons	597 0 0
„ Printing including cost of year book	1,045 14 0	„ Donations	100 0 0
„ Establishment	558 8 0	„ Visitors tickets	46 0 0
„ Accommodation to Delegates	420 7 0	„ Boarding tickets	303 0 0
„ Advertisement	56 0 0	„ Boarding and Lodging	26 0 0
„ Rent	57 0 0	„ Exhibition rent	230 0 0
„ Sundry expenses	17 15 1	„ tickets	310 6 0
„ Photos	9 8 0	„ Sale of Remnants	26 13 6
„ Flower Badges	98 13 8	„ Miscellaneous	26 6 0
„ Pandal arrangement	65 14 0	„ Deficit—Excess of expenditure over income	773 1 6
„ Lunch and Tiffin	96 6 0		
„ Rosewood shields	170 1 0		
„ Demonstration	44 4 3		
„ Boarding and Lodging	763 5 0		
„ Audit fees	100 0 0		
„ Printing charges of Conference Report payable to South Indian Teachers' Union	1,000 0 9		
	5,865 11 0		5,865 11 0

Balance Sheet As on 30th June '30.

LIABILITIES.	Rs. A. P.	ASSETS.	Rs. A. P.
Advances received	13 10 0	Cash on hand	2 12 5
Amount Fees outstanding	100 0 0	„ at Madras Teachers' Guild Co operative Society Ltd.	204 3 7
Printing charges of Conference Report, outstanding	1,000 0 0	Advances recoverable	133 8 6
		Deficit—Excess of expenditure over income	773 1 6
	1,113 10 0		1,113 10 0

MADRAS,
7th day of July 1930.

Examined and found correct.
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Certified Accountant and Auditor.

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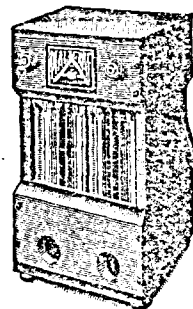
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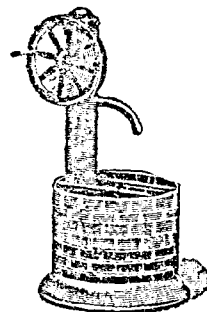
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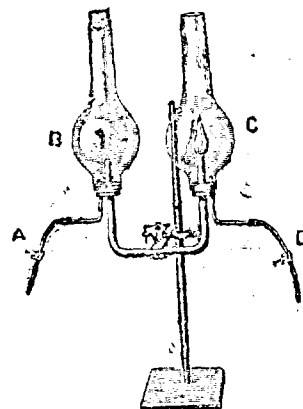


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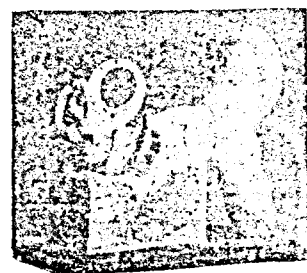
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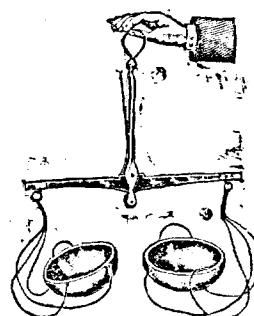


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THE South Indian Teacher

Vol. III]

July, 1930

[No. 7

INTRA MURAL ATHLETICS

BY

G. F. Andrews.

Definition.

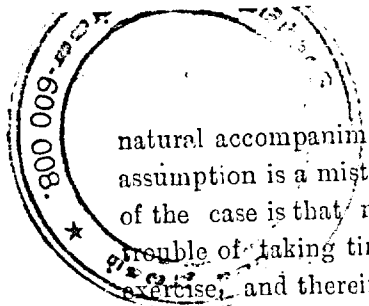
The term Intra Mural Athletics has generally been accepted as the proper designation for all competitive sports which takes place "within the walls" of a particular school. The term "Intra-Mural" is derived from the Latin words 'intra' meaning within and 'muralis' meaning wall. It has been broadened recently to include activities for any individual through the great absorption of a non-competitive nature too and the term 'Intra-Mural Sports' is also at times applied.

Intra-Mural Athletics is yet unknown in this country. The recent recommendations of the Physical Education Committees all over the country that games should be made compulsory for all boys in schools and that every boy should be made to participate in some physical activity or other every day would indicate that the day is not far off when we shall have to devote great attention to Intra-Mural Athletics in our schools.

The Intra-Mural movement has been making rapid strides in foreign countries, the latest recruit to this movement being Germany, where sports and athletics are being organized on a national scale to serve

the men, women and children of the country. In America according to Mitchell "the success of the playgrounds in handling teams on a large scale: the increasing interest of the public in all forms of athletic sports: the importance ascribed to athletics in the training camps during the war and the correspondingly great strides that were made in developing mass athletic programmes:—all these things were bound to react upon the public school and college authorities, the latter in particular, so that it has been from the year 1918 on words that the great boom in Intra-Mural work has come. Colleges all over the country have been instituting Intra-Mural programmes and the high schools are following suit."

The principle underlying the movement is mass participation in athletics. The attempt is to reach those who are least apt to exercise and yet who need active recreation the most. There is an element of compulsion in it at the beginning and this is sometimes objected to on the ground that the element of compulsion will stifle all the spontaneity and enjoyment that is a



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natural accompaniment of sport. But, this assumption is a mistaken one; for, the truth of the case is that most people dislike the trouble of taking time and preparation for exercise, and therein lies their reluctance rather than in a distaste for the exercise itself once they have become engaged in it. The difficulty of getting all the student body together at the same time on the playground and the impossibility of bringing them together in this way until classes are through for the day are real obstacles to the introduction of an intra mural programme in our schools and these will have to be gradually overcome.

Objectives of an Intra-Mural Programme

Is there any possible benefit that may result from a wisely guided participation in intra-mural sports? This is best answered by a study of the objectives of intra-mural athletics. Briefly they are:—

1. *Recreation*.—The recreational value of games and sports needs no elaboration. The fun and the enjoyable experience to be had in participating in games and sports is within the experience of one and all. Enjoyable sport helps to divert the mind from a too close concentration on studies. Besides, such participation ensures that the student's leisure time is employed in a wholesome way. Wholesome athletic exercises tend to combat a desire for the more various forms of diversion that are always tempting student groups.

2. *Social contacts*.—The chance to meet other individuals of one's own age and in the case of the College, from the various sections of the country is one of the most valuable experiences that a person gains in his school life. On the athletic field this mingling is carried on under conditions that

reproduce adult social and competitive life in many respects. Such an experience in group relations helps to give a person a broad view point to make him a better judge of the character of his associates: to give him more self assurance when thrown into the company of other individuals: to teach him the meaning of loyalty and co-operation; and lastly, (this depends upon the standards under which the competition takes place) to teach him lessons in sportsmanlike conduct.

3. *Group spirit*.—The feeling of unity, the feeling of belonging to a cause that is larger than one's individual self, and, consequently, the willingness, if necessary, to sacrifice one's own interest for the group welfare,—this is one of the praiseworthy features of intra mural sports. This devotion is symbolic of the patriotism of a citizen to the state and nation and, therefore, is a worthwhile attitude to be cultivated among our growing youth.

4. *Better health*.—Constitutional soundness is an important feature in life's success. Yet, physical exercise which is so important in securing this soundness is rarely indulged in under present conditions of living. Almost all the student occupations of to-day, both in connection with his studies and his leisure time, are of the passive type. This is unfortunate: for, moderate exercise in which the large fundamental muscles of the body are employed has an important contribution to health. Exercise develops the muscles of the body and aids in healthful posture. Still more important, however, is the fact that rational exercise helps to develop the organs of the body.

5. *Permanent interest in sports*.—One of the main criticisms against sports and

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athletics is that they do not create a lasting interest in participation,—that the athlete drops his interest in them immediately after school or college. This cannot be said of intra mural sports because here there is no high type of specialisation, but rather a variety of activities, in many or all of which, the student gains an average ability. The play spirit thus acquired will continue to demand expression.

6. *Development of the school or college team*.—This is only an incidental aim of intra mural sports. The larger number of students participating in these games and sports provide a wide field from which to pick and choose. Consequently, the school or college team becomes a really representative team.

7. *Bodily prowess*.—Athletics develop strength and endurance, also the neuromuscular co-ordination that makes for agility and confident control of one's movements. These qualities are directly very useful in meeting the emergencies of life and indirectly they comprise a great asset to any individual through the inner confidence and self assurance that they bring, and through the outward addition that they give to his carriage and presence.

8. *Scholarship*.—It is safe to say that wise participation in intra mural sports has a beneficial effect on scholarship of the student body. This improvement comes indirectly from a healthful recreation that builds up one's energy rather than dissipates it. It has often been noted that there is a close correlation between high athletic efficiency and a high position in the scholastic standings. The old adage: "A sound mind in a sound body" has persisted through ages and the fact that the intellectual glory of the ancient Greeks was

paralleled by an athletic glory that has never been surpassed cannot be easily forgotten.

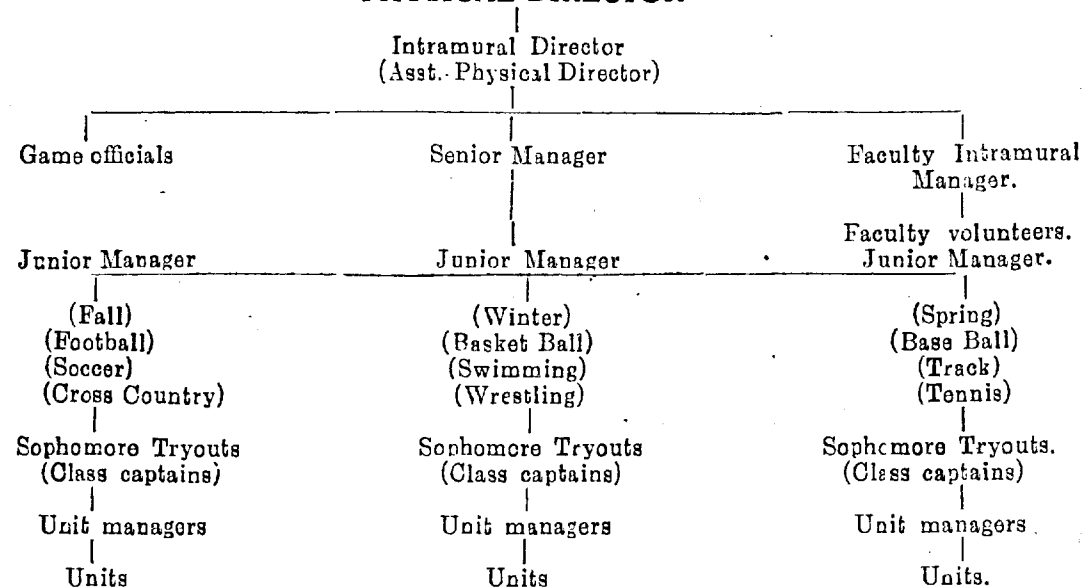
Organization of an Intra Mural Department

The objectives of intra mural athletics being as above, it is necessary that the whole programme should be controlled by an organized body. A number of schools approve of the idea of the students controlling their athletic sports. It does seem democratic. With an institution of any size, however, the difficulties become insurmountable. Student management is good only to a certain point. After that point is reached, it is bound to break down: for, if the work is centralised in the hands of a few students it becomes too much for them to handle in addition to their school work: and, on the other hand, if it is spread out among a large number of students there is a constant endeavour to dodge work and to shift the responsibility when things go wrong. Furthermore, the large system brings impersonal relationships among the students, and this leads to a chance for unfair politics to pass by unnoticed or else unexposed. There are other weaknesses also. The fact that the student body forms a transient group makes for a constant change of policies with resulting confusion. Again, students are not apt of their own accord to take proper measures to safeguard their welfare when competing: nor, are they apt to be interested in promoting activities for other than the more eager players. These arguments do not mean to imply that student help cannot be enlisted successfully in intra mural administration; but they do insist that student self-government is most successful and most appreciated by the students themselves, when it is carried on under an experienced director—and one who can make decisions without bias.

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Tm21, N28-11 N 30.3.7

The following are samples of organisations which exist in schools in the United States of America:—

I. PHYSICAL DIRECTOR

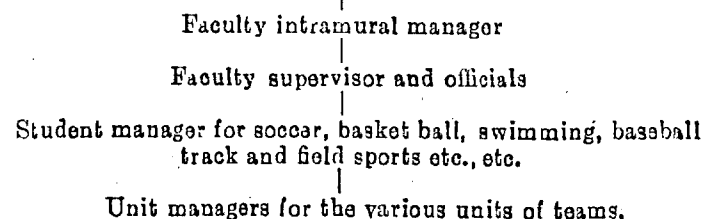


N. B.—Supervision by Faculty Intra Mural Manager depends upon the amount of time the Intramural Director can devote to Intramural work.

2. The above is the plan of an organization for a large high school.

(PLAN FOR A SMALL HIGH SCHOOL)

II PHYSICAL DIRECTOR



UNITS

It is evident that a long time will elapse before such organizations as the above will come into existence in the schools of this country. The following plan is, therefore, suggested as a basis from which to make a start:

SPORTS SECRETARY—Assistant Sports Secretary—Games officials from the (member of staff or the staff or students. Physical Trg. Instructor)

Students Captains for Football, Hockey, Cricket, Basket Ball, Athletics, Volley Ball, Badminton, Indigenous games, Minor games, Tenikoit etc., etc.—Group Leaders from students.—Team Captains from students.

Student Body organized in teams of eleven in each team.

To bring about this organization it would be necessary first to decide on the games officials and student captains for the various activities. These had best be selected and nominated by the sports secretary with the approval of the student body. These should necessarily have a very good knowledge of the activity or activities they are to be in charge of. Then the rest of the student body should be split up into groups of 25 in each group, of whom one would be the Group Leader in charge of two teams under the two team captains in charge of teams of 11 in each team.

The formation of these teams will depend largely on the type of institution concerned. However, the gang spirit in schools is so strong that teams can be formed almost at will. Also, the players at this period are apt to spend so much of their time together and knew each other well: hence a good 'esprit de corps' is quickly aroused with little effort on the part of the Physical Director or of the sports secretary.

Because of the great divergencies in growth and development in the high school period, and the fact that the chronological age does not frequently give a true index of the physiological development, some method of classifying the student body is usually advisable. The simplest method is based on weight alone; for example, light weights and heavy weights. Additional weights can be added if large numbers of students are to be handled. A practical three-weight classification is 100 lbs., 125 lbs., and unlimited. A good five-weight division is 80 lbs., 95 lbs., 110 lbs., 125 lbs., and unlimited. Such classifications have the double advantage of insuring fairer competition and of reaching a larger proportion of the student body.

tage of insuring fairer competition and of reaching a larger proportion of the student body.

Physical Director E. W. Rau of Tulsa, Oklahoma, U. S. A., uses the following formula successfully for dividing boys into classes and insuring equalised competition:—four times age in years, plus, half the weight in pounds, plus the height in inches. This gives the boy's index number and he is assigned to a group accordingly. In the Tulsa plan for senior high school boys there are four divisions as follows:—

Index number over 198		Class A.
"	"	from 192 to 198 ...
"	"	" 182 to 191 ...
"	"	" under 182

The limits of these divisions and the number of groups can be readily adjusted to suit the grades of the school and the size of its enrolment.

The following is still another formula for classification of boys:—four times age in years plus height in inches plus weight in pounds divided by three. The index number for the student body can be worked out and number of groups readily adjusted to suit the grades of the school and the size of its enrolment.

The "Co-efficient plan" devised and used by Mr. Frederick J. Reilly in Public School No. 53 of New York City is a very scientific classification. This plan includes, age, weight, height and also the school grade. Each pupil whether boy or girl, gets an exponent for each of the four bases of comparison, and the sum of the exponents automatically places the individual in one of five classes. The Exponent table is as follows;

Junior Division.

Exponents	4	5	6	7	8	9
Grade		5A	5B	6A	6B	
Age—up to ...	10	10'1—11'	11'1—6	11'7—12'	12'1—13'	13'1 or over.
Height up to ...	4'2	4'3—5	4'6—8	4'9—11	5'—5'2	5'3 or over.
Weight up to ...	64	65—74	75—84	85—94	95—104	105 or over.

Senior Division.

Exponents	4	5	6	7	8	9
Grade		7A	7B	8A	8B	
Age—up to ...	12'	12'1—17'	13'1—6	13'7—14'	14'1—15'	15'1 or over.
Height up to ...	4'4	4'5—8	4'9—5'	5'1—3	5'4—6	5'7 or over.
Weight up to ...	74	75—89	90—104	105—119	120—129	130 or over.

Example—Boy in 5B—Exponent for grade—6 (See top line)

Age—10'86 age 5
Height 4'10 height 7
Weight 84 lbs. weight 6

Class	A	B	C	D	E
Sum of exponents ...	24—'Class B'				
Exponents (same for) up to 21.	22—25.	26—29.	30—33.	34 or over.	
senior or junior div.					

It should be noted that the above classifications are those in force in the United States of America. It will be necessary to modify the classification to suit Indian conditions. Once the pupils of a school have been grouped according to some standard method of classification the competition can be planned. Each group of the classification (Class A to E) is subdivided for competition within itself. Games or contests between members of different groups should not be encouraged as the avoidance of such unequal competition is the primary purpose of the classification.

Intramural Programme

The programme of intramural athletics in a school must necessarily vary according to local conditions. The extent of playground available, the financial resources, the type of school,—these will necessarily have to be considered. However, in planning an intramural programme the following should be taken into consideration :—

1. A few sports well promoted constitute a better programme than a hodgepodge of many sports which are not popular enough to warrant encouragement.

2. The programme should keep pace with the changing and developing desires of the student body.

3. The programme should limit itself to sports which are certain to be popular and later introduce other sports as their desirability becomes evident.

4. When the budget is limited the activities which reach the greatest number in proportion to the amount expended should receive first attention.

5. The size of the school and the age of the pupils should be considered in the selection of the activities.

6. Such sports as are peculiar to different localities should be included.

7. Team games should be preferred to activities which emphasize individual ability since the average participant is ordinarily

more strongly attached by the former than by the latter.

8. The sports chosen should arouse a spontaneous interest and provide invigorating exercise without resulting in exhaustion. They should provide active fun without depleting the player's whole reserve power.

9. Sports which engage a large number of players in a limited area should be preferred to sports which require large areas, yet engage only a few.

10. Games which do not require a long preliminary practice nor a great amount of equipment and expense should be preferred to those of a contrary nature.

11. The programme should not occupy the whole leisure time of the student body. It should be so arranged that after the day's intramural programme is over, there should be yet time for developing school teams in the various activities and for inter-school competitions in such activities.

12. The programme should be so arranged that all the sports and games are not concentrated in one season, but are spread over throughout the year.

Below is listed the sports which can successfully be included in an intramural programme :—

1. Football.
2. Hockey.
3. Cricket.
4. Basket Ball.
5. Volley Ball.
6. Playground Ball.
7. Teni Koit or Ring Tennis.
8. Kili Tattu or Uppatti (Atya Patya.)
9. Giant Volley Ball.
10. Track and Field Sports.
11. Badminton.
12. Balinchedugudu or Du Du.

13. Kho Kho.
14. Wrestling.
15. Rounders.
16. Speed Ball.
17. Handball or fives.
18. Gymnastics.
19. Swimming, etc., etc.

In addition to the regular schedule of games and sports during the year, it is well to include occasional exhibitions and festivals, attempting to attract not only a large number of participants, but many spectators also. Such events stimulate interest in athletics in general and attract the public attention to intramural work. The winter is the season when these events are most popular. A winter circus or fair provides plenty of pleasure and recreation if carefully planned and promoted. Inasmuch as there are many details connected with the successful handling of a circus, the reader is referred to books dealing exclusively with this matter; for example, "Amateur Circus Life" by E. Balch (Macmillan,) and "How to put on a Amateur Circus" by Hacker and Eames (Denison and Co., New York, U. S. A.)

Where nature permits, a water carnival should be a regular feature of the spring programme. Spectators are strongly attracted by water events, and there is a wide variety of regulation and freak aquatic contests and sports from which to make a selection. Swimming and diving events, canoe races, boat races, tilting, and life saving,—all have a popular appeal.

The following seasonal programme for games and sports in this country is suggested for experiment so that as the result of experience it may be possible to have a definite seasonal programme all over the

country. For this purpose the country is divided as follows:—

1. Area served by the North-East Monsoon.

2. Area served by the South-West Monsoon.

Suggested Seasonal programme for area served by the N. E. Monsoon.

I Term—June to September:—

Football (x); Basket Ball (x);
Tenikoit; Balin Chedugudu
(x); Wrestling; Rounders;
Speed Ball; Handball or Fives
(x); Gymnastics.

II Term—October to December:—
(Monsoon season)

Hockey (x); Cricket (x);
Tenikoit; Track and Field
Athletics (x); Kho Kho (x);
Rounders; Gymnastics; Swim-
ming (x)

III Term—January to May:—

Volley Ball (x); Badminton
(x); Playground Ball (x);
Tenikoit (x); Giant Volley
Ball; Kili-tattu; Rounders;
Speed Ball; Gymnastics (x);

For districts served by the S.W. Monsoon the II term programme will have to be taken up during the first term and vice versa, the 3rd term programme being the same.

This suggested programme will have to be modified according to local conditions. It has been arranged so that the various activities are distributed throughout the year, care being taken to see that during the 3rd term, i.e., the examination term, the activities are not of a very vigorous nature but mostly recreational. The astericks against each activity, e.g., Football (x), indicate that the tournaments and inter-

school competitions in that activity should be held during that term.

Methods of Organizing Competition.

It is necessary to organize competitions in the various activities of an intramural programme so that the interest in these activities may be kept up. The aim should be to keep as many teams or players competing as space will permit, and maintain their rivalry until practically the end of the season. It is left to the Sports Secretary to arrange the competition according to any of the following plans:—

1. The Olympic Meet Plan which is suitable for track and field competition for swimming and gymnastic meets, and for festivals.

2. The Knock out or the Elimination plan of tournaments, by which the teams are bracketed in pairs and winners from each round of play are again paired until a final match is played between the last two survivors.

3. The Round Robin or the the League or the percentage plan of tournament, according to which each team or player should play against every team or player and the winner is determined according to the percentage of victories.

4. The point system. Where the same units and contestants compete in the various sports on the intramural schedule throughout the year it has been proved very desirable to determine all-year championships according to the relative showing made in all the sports. Under such a system teams will enter in sports even if they know they have no chance of winning the championship, for the sake of improving their all-year standing. Points will be awarded not only for winning according to the result of

the contest, but points may also be awarded for entering into the contest, for the scholarship, the sportsmanship and the reliability of the teams entered. Points can be given not only for the performance of the team as a whole, but also for the performance of individuals in the individual efficiency Tests, the total average of all the individuals in a team being taken as the team average.

5. Combination plan of the League and Knock-out method or of a double leagues method. By this method the teams are divided into leagues with a convenient number of teams (preferably 4 to 6) in each league and a round robin is played in each league. Following this, the league winners are combined to form a championship league in which a round robin is played again and the team with the highest percentage declared the winner. Or, if a double round robin is not possible, the league winners of the first round are clubbed together to play out a straight elimination tournament.

Awards.—Awards are an important factor in intramural work. There are some people who think awards are unnecessary—that one should participate for mere love of the sport. This idea—an ideal in itself—is, however, erroneous when one stops to consider that achievement is recognized in all other lines of ability. Even in the matter of scholarship we give awards. The award in intramural work helps to enliven the competition, and thereby adds an additional incentive to take part. Something tangible is present as a goal.

This sympathetic attitude towards giving awards does not mean that they need be expensive. Unfortunately, it is too often the case that extravagant trophies are given

away. The award should always remain a symbol of achievement rather than a prize whose merit lies in its monetary value. The greatest award for which athletes have ever striven is that of the olive wreath with which the old Greek Olympic victors were crowned. When this award was later replaced by prizes possessing commercial significance, the professional spirit replaced the amateur one and athletes began to vie for gain rather than honour. This lesson must be remembered in the use of awards to day. An individual wants his prize to wear: a group, its trophy to display.

The custom of soliciting the public for trophies is one that should be discouraged. It tends to put athletics and games on a less dignified and stable basis. The intramural department is the largest single department of the school and should be carried on through appropriation from the school rather than be placed in the situation of having to depend upon philanthropic support.

Sometimes, however, there are individuals who are interested in games and sports and are glad to offer a trophy. Such contributions should be utilized in some outstanding award like the group or individual all-year scoring trophy. It is customary, as a token of appreciation, to let the trophies secured in this way carry the name of the donor.

The point to be remembered in securing public help is that while, help given enthusiastically in order to promote athletics and sports may and should be welcomed, such a help should not be sought to the point where it will be considered as a nuisance and prejudice people against the intramural idea itself. Therefore, it is well to

concentrate on one drive and secure important trophies that can be rotated from year to year.

Conclusion.—The above brief discussion on the subject of intramural athletics has been made with the hope that it will provide the basis from which to initiate programmes of intramural athletics in our

schools. If our boys and girls in schools are to be trained to become efficient citizens, able to live the abundant life and able to give of their best to their motherland, then a sound programme of games and sports should be initiated, and 'play for every boy or girl all the days in their school career' should become our slogan.

THE S. I. T. U. PROTECTION FUND

List of member (Continued)

Reg. No.	Name.	Designation.	Place.
464.	Mr. Abdul Bashith	Head-master, Board Muham-madan School	Chintagunta.
465.	" E. R. Dasappier	Assistant, Municipal Elementary School	Karur.
466.	" A. S. Ramanathan	Assistant, V. C. High School	Omalur.
467.	" R. Sesbadri Iyer	" M. H. School	Coimbatore.
469.	" V. Sethumadhava Row	" L. M. C. High School	Sbiyali.
470.	" V. Venkatraman	" A. C. High School	Pallattur.
471.	" S. Thiruvangadatha Iyengar	" "	do.
472.	" V. Rangaswamy Iyengar	" "	do.
473.	" R. Sadasiva Iyer	" "	do.
474.	" T. S. Krishnaswami Iyengar	" "	do.
475.	" S. Sadasivam	" "	do.

S. MADHAVA RAO,
Secretary.

NURSERY SCHOOLS—A NEW EDUCATIONAL EXPERIMENT.

BY

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

The Pre-school age

We all know that the Education of the child begins from its birth. But we teachers are responsible for the education of the child from his fifth year or the year in which he is sent to school for the first time. The education in the pre-school age is entirely left to the home. But we know how even in the homes of educated persons the children are not properly attended to. So then, most of the children are denied the facilities of natural education which they have a right to receive during their most impressionable age. Direction is wanting. Free growth is arrested. The child's senses are not properly developed. The children are even neglected till their sixth year. Their companions are those who are brought up like them. The home influences or the surroundings are such that they can hardly improve. A group of such children are brought to the teacher for the training of mind and character. No doubt the intelligent teacher discovers that he has first to undo a number of things before he can educate them. Shall we have to go on in this state for ever? Is there no way out?

The Infant class

Let us look at another side of the situation. Take the village school for example. A number of children from five to seven are huddled together on one small pial or room without provision for light or ventilation and thus there is no scope for free movement or free growth of children. One

teacher is left in charge of the whole group of 20, 30 or 40 children. He has neither inclination to mould all the members of this large group nor is it physically possible for him to attend to each of these 20, 30 or 40 even if he wills it. The school which is poorly equipped cannot keep the children employed. Then at the end of the year a few are promoted and the rest are detained. Even at the end of the second year some of them are detained. The attainments of those promoted are also below the standard. It is a common thing to hear that these kinds of village schools are a waste and that these should be mended or ended. It will be more useful to mend them than to end them. By ending them the whole village would suffer for want of education. Is there a method of mending them? I am sure there is a way out and it consists in converting these Infant schools into Nursery schools.

Do we lose or gain thereby?

This brings us to the question whether we lose or gain by this reform and whether we shall be going forward or backward. It is certain we would be gaining in the long run and the march will only be forward. What cannot be accomplished by the home will be carried out by the school. We have great many examples of such schools in other countries which take the place of the home, satisfy the needs of children and look after their growth. But it is not necessary that the same model should be transplanted here. It is our duty to organise and work them on lines in

keeping with the past traditions and present needs.

The Need for Nursery Schools.

Taking the attainments of children of the village school, we have many schools with children studying from class I to III. Few schools have the 5th standard. The ages of the children in the standards 1 to 3 range from 5 to 9. The conditions at present do not seem to be satisfactory and there is considerable room for improvement. It is imperative that these should be turned into Nursery schools. Here and there are some Infant schools and kindergartens. Any outsider could vouchsafe to the fact that the children there are lively, cheerful and active. Are not these characteristics necessary for any child to receive knowledge with great interest and eagerness?

Stages of Instruction.

Now it is my intention to chalk out how a Nursery school should be worked. I have divided the stages of school instruction into two. The first stage deals with the pre-school education which is carried on entirely through play and the next stage is one in which the play methods are employed in the teaching of Language and Number. In both stages there should be ample scope for development of expression, creation and construction.

The School Building.

This should be attractive, well-lighted and ventilated and there should be plenty of space for free movement of children and for accommodating the necessary furniture, apparatus and appliances. A garden near the building is quite essential. It would indeed be nice to have a building constructed in the centre of a garden. There should be

a good display of pictures on the upper wall space while the lower space should be converted into wall blackboard.

There should also be plenty of toys for freeplay, such as a swing, a horse, a ladder and slide etc. These may be kept round the verandah or in the garden.

Number of children and Teachers.

As an experiment a class may be limited to 20 children. If more numbers are coming there should be another section. Each section of twenty children should be looked after by a class teacher with special training in child training, child Education, and Rural education. He should not only be patient and good but he should be able to do, to create and construct. We do need such teachers now and especially the teacher of a Baby section does need such qualities. He should be a child himself when he moves with children. The age of the children may be from 3½ onwards.

Besides a teacher, there should be a helper or a volunteer, either paid or honorary, who will also look after the children.

A medical officer nearby should also visit the school now and then and remark on the health of the children.

An attender is also necessary to look after the children in the absence of the teacher or the helper. He or she—the latter is preferable—will also take care of pets and take care of the youngest in taking them to and from their homes. A nominal fee may also be charged for the children attending the school. But the idea of free education would be more welcome.

An afternoon meal or lunch.

It would be highly desirable if an afternoon lunch can be provided to at least the

poorest of school children. It is of course an imperative need of the day that the poorest should be fed at least once during the school hours and it would indeed be good if benefactors should come forward and help school children and earn the blessings of God and country.

Pre-school training.

The pre-school training consists in telling stories to children or teaching Nursery songs and Rhymes and prayer songs. For this purpose no one need to select things from western literature. There are ever so many interesting stories, rhymes and songs current in our villages which the teachers can collect and make use of in the class room. A few grandmothers or elderly members of the village would certainly help the teacher in this matter. The children can be occasionally treated to vocal and instrument music.

Sense-training.

The beginning of learning comes through the senses. These are called the gateways of learning. As such there is no other

subject better fitted to be taught than the lessons on sense-training. The lessons will have to be short and interesting. The same materials may be repeated the next day and fresh materials may be introduced to make the lessons interesting.

Materials for sense-training.

The apparatus and materials indicated here are such that the teachers can gather without much difficulty. Not only do we teach them the use and development of their senses but also widen their general knowledge. The properties of common objects of the household are studied. Nature is also studied incidentally. Vocabulary is increased. There is room for play also. If money is available some of Montessorie's materials and Froebel's gifts may be bought for the schools. Such of the things that could be made out of card board such as 'Geometrical Insets' have to be renewed now and then. The eight boxes I have designed for this purpose are as follows;

MATERIALS FOR SENSE-TRAINING—8 BOXES

Balls		
Cubes		
Sphere	Cylinder	Cone
4" × 2" × 1" 4" × 2" × ½" 4 × 2 × ¼"		
12", 9", 6" Long Sticks.		

Yellow.	Green.	Red.	Blue.	White.	Black.
Ball.					
Chalk					
Paper					
Covers with	Different Coloured Papers.		Inside.		

II COLOUR.

- I 1. Size. 3. Length.
2. Shape. 4. Thickness.

- I. The Balls and cubes are three in each kind and are made of wood.
II. Each cone can contain a bit of coloured paper in each of the colours taken for the lesson.

Y	B	R	Y	Turnerick.	Chunam.
Dishes 4			Colour Box.		

III COLOUR MIXING.

Box Pebble	Box Sand.	Box Seed.	Box Nib.
Musical Instru- ment.			
China Cup.	Brass Vessel.	Glass Tumbler.	Wooden Box.
Bell-Kerchief-A Cane.			

V HEARING.

Sand Paper Rough	Sand Paper Smooth.	Plain Wooden Surfaces.	Glass.
Back Surface of Leaf.			
Fruit Ripe.	Fruit Unripe.	Sponge.	Stone.
Silk Cotton.	Coconut Fibre.		

VII TOUCH.

R	Dark.	Light.	Very Light.
B			
Y			
G			

IV COLOUR SHADES.

Cocount Oil.	Euca- lyptus.	Ginge- rly	Castor.
Rose.	Jassmin.	Nerium	Chrysan- Thenum.
Mango Leaf.	Margosa Leaf.	Guava Leaf.	Hoti Basil.

VI SMELL.

Wood Different Size.		
Same Size Different Material.		
Size and substance Different.		
Sponge.	Cork.	Wood.

VIII WEIGHT.

- III. In the three empty spaces, the new colour formed by mixing the two colours should be shown.
- IV. In teaching the shades of colour only four colours are chosen. They are red, blue, yellow and green.
- V. "Box-Pebble": This shows that the box contains a pebble in it and so on for the other boxes.
- Bell-Kerchief-A cane: These are intended for game connected with the sense of hearing.
- IV. The four oils mentioned here are kept in small bottles; the flowers have to be got whenever a lesson on sense of smell is to be given as also the leaves.
- VII. Leaves have to be got fresh when the lesson is to be given; silk cotton and coconut fibre may be kept in the form of pillows for doll.
- VIII. Different substances which satisfy the test here can be used and stocked in the box.

Hand work.

The third part of the work consists in the teaching of free Handwork. It is indeed a pleasing sight to see small children sitting at the spinning wheel or the mat-weaving loom in the Montessori school organised by the Women's Indian Association, Madras. The children could draw, colour and paint drawings. Reeds, young cocoanuts, beads, glass bangles, wooden cubes, brooms, sticks, pictures and coloured papers, all these form materials for Hand-work. 'At other times the children spend their time in free play, Nature observation, garden work, looking after pet animals, or turning over the pages of a picture book or other things. The children could be taken on a short walk. They could have brisk exercises in the open air.

The last and best part of the work consists in forming good behaviour in children, for example, in tidying up class room, cleanliness of person and things, giving and taking with grace, loving children and pets, being kind to strangers, etc.

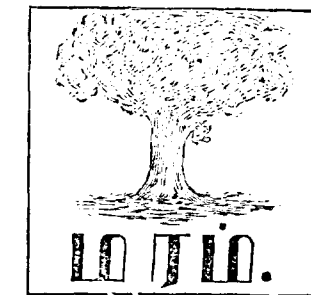
Language work.

This consists of three parts (*i.e.* speech, reading and writing and all these should be developed side by side. The memory power should also be trained. Rhymes and stories can be taught to enrich expression. Short stories may be dramatised. Prayer songs may be taught and memorised. Pictures could be shown and the children and the teacher could hold conversation on the picture. The teacher and the helper can collect pictures and make picture books. A long story such as the Ramayana, or Krishna Leela could be told with the aid of pictures. It will be easy to collect these

pictures from old books, magazines, calendars and catalogues.

Reading.

"I always put the picture before the eye and sought for a word for the picture" says Pestalozzi. So Picture and word method will be the most suitable at this stage. Could not the teachers prepare cards as shown below, Pictures of common objects may be collected and their names can be written underneath in bold type. In the next stage, picture, story and word method would be found to be most useful and interesting.



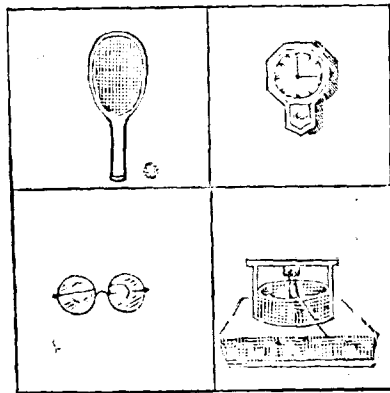
It will be in keeping with the remarks offered by Pestalozzi. "The stringing together of names (or *familiar words*) in an order based upon reality and truth develops and maintains in them a consciousness of real relations of things (or *words*) to each other." So words picked out from a story can well be remembered. A connection between one word and the next is established by means of a story.

Writing.

Writing at first is preceded by free arm drawing. Pictures of common objects, birds, etc., can be conveniently mounted on pieces of Card-boards and they may be distributed to children for free drawing. Thus drawing will prepare the way for good writing.

"I am now of opinion that children must first be taught the art of drawing before

learning how to write. Let the child learn his letters by observation as he does different objects, birds, etc. and let him learn hand-writing after he has learnt to draw objects. He will then write a beautifully formed hand" says one of the greatest Sons of India.



We all remember the days when we used to write on sand. The roughness experienced by the forefinger in the course of writing or tracing on sand conveys an impression to the mind as to the exact way of writing. Now we hear of the sand paper letters as designed in the Montessori school. But there is a simpler way of doing these

sand paper letters: write first with a brush dipped in soft and even gum and over it sprinkle some soft sand and then dry this. Then we can get a modified form of sand paper letters serving the same purpose. Stick laying, bead laying, etc., give a clear image of the letter and show the way of writing of the same. In this manner the initial difficulty of writing letters and especially difficult letters may be overcome. These materials should of course be done by the teacher himself.

Familiar words.

The child takes pleasure in reading simple words known to him. The best way of compiling a primer is to take stock of the known words and then to put them into separate lessons bearing in mind the two principles enunciated previously.

Pleasure in Reading.

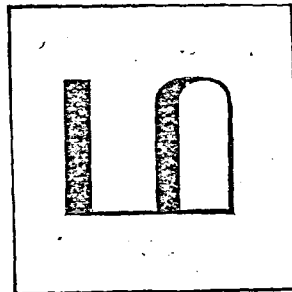
1. Word building and word making. One interesting form of word building is shown here. Prepare cards as shown below and by the method of play we could be building any number of words on the type shown here.

2. Reading the names of Railway stations.

3. Recognising the names of children from the blackboard

4. Reading Advertisements specially prepared for children.

5. Executing commands written and given to children.



தென்னை

புளிய

பலா

முருங்கை

மாம்பழம்

6. Reading of Rhymes learnt already.

7. Reading a short story illustrated by pictures. All these exercises create a pleasure in Reading.

Babies' Books.

As each letter symbol is a sound picture the letters must be bold and as big as a picture itself. Hence the first book should be in the form of charts or manuscript books. If we look at the many picture books such as, the Animal picture book, A. B. C. Picture books, Nursery stories and Rhymes in pictures written for English children, we would indeed see how pleasant it is for children to look at them and learn. Thus the westerners have solved the problem of books for babies. What is the condition here? It is very pitiable that in our country there is no book suitable for babies. The outlook of the parent and the publisher is such that an ideal teacher can find no good book. It is high time that teachers should think about this problem. Just before writing this article, I set to myself the task of bringing manuscript books for babies. I can confidently say, that with the help of pictures here and there, there is a great possibility of bringing out books on the lines of western countries and suited to our

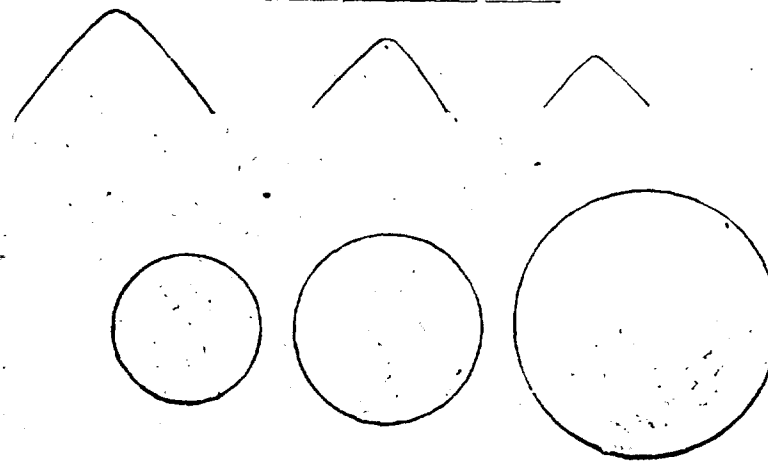
own conditions. To a thinking and doing mind nothing is impossible. These picture books should form "The children's Treasury." If there is one who could take the lead in the matter, I should think it is the teacher himself. Till printed books become available the teachers have to prepare manuscript books. The type has to be very big, the books have to be properly illustrated so as to attract children, the covers have to be thick and the size should be such that the children could handle them conveniently.

General Remarks on Language teaching.

The education of the child, especially in language, may be begun earlier than the fifth year by the method of picture, story and songs, also taking into account the interest and the need of the child. The Alphabet method systematises the teaching of language. The order and arrangement of the entire alphabet would be taught after a course of language teaching on the lines suggested here. The dawn of the fifth year or the sixth year, the time when the child is usually put to school, marks the period of learning the alphabet. In following the above method one must have faith, patience and perseverance, all of which form the characteristics of the earnest teacher or the true educator.

Number work.

Vague number ideas are formed in playing with bricks, beads etc.; (e.g.) Big or small, long or short, etc. In the kitchen he recognises whether the quantity of eatables given to him is either great or small as compared to those given to his brother, sister or cousin.



A definite idea of a number is formed when the child perceives a number of objects of the same size or form kept before him in a certain order or series. The child learns things by observation and by handling objects. The more he handles things the more is the definiteness of impression formed in him. Hence in the early stages concrete teaching is greatly necessary.

Materials for teaching.

This again leads us to the question of finding materials suitable for the several stages of instruction, particularly in the Infant stage. The materials are of two kinds.

i. Those that teach him direct number ideas in the earliest stage through play, games and occupation.

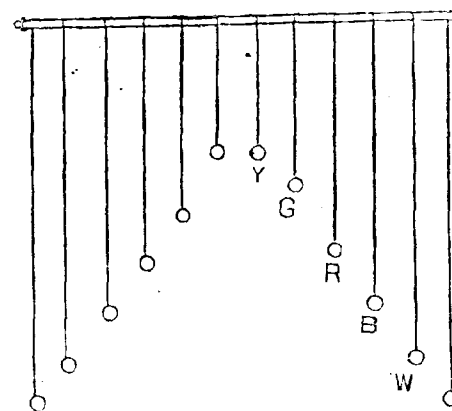
ii. And those that teach him direct number ideas in the later stage.

As number ideas also develop through measuring things, (Capacity and Length measures) a standard unit measure necessary for these exercises should also be used. The teaching of fractions in a later stage to children who do not possess the elementary ideas on these, is met with great difficulty. Hence an idea of simple fractions should be given in the Infant stage. In employing these materials we shall ourselves first think about the several ways of using them from direct observation of children, preferably our own children.

First Stage of Instruction.

Form and Colour.

I COLOURED BALLS.



Y = Yellow.

G = Green

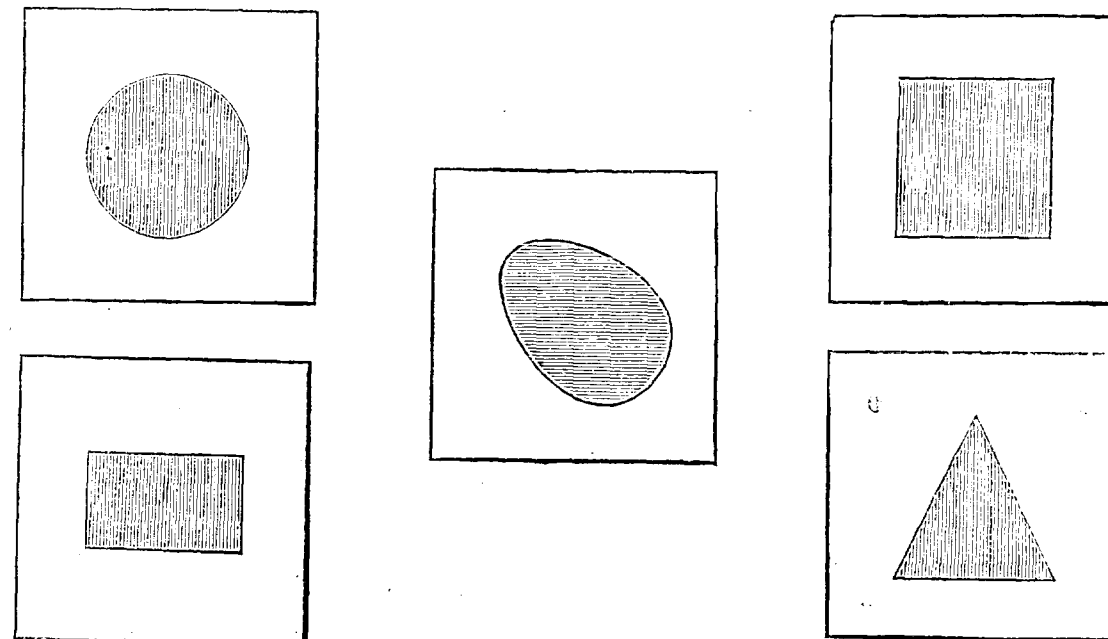
R = Red.

B = Blue.

W = White.

1. Recognize these colours in various objects.
2. Name the colours.
3. Name the colours of familiar objects.
4. Name the object having a particular colour.
5. Recognise different shades of colour.

6. Group a given number of objects according to their colours.



Picture Puzzles.

These could be used by children from 3 onwards. An interesting exercise in cutting out insets is this. Take any picture coloured or incoloured. Paste the picture on a cardboard. Draw on the picture, pictures of a ball, bat, hat, pot, etc., showing the outline only. Then cut these out. Let the children take these shapes and fit them in the respective places cut out in the original picture. For this purpose any useless picture can be

taken. The edges have to be evenly cut and sand paper may be used to smoothen the edges. Even with such kind of pictures the above shapes can be cut and given for free play. The advanced exercises in picture puzzles may be used by children over 6 and 7.

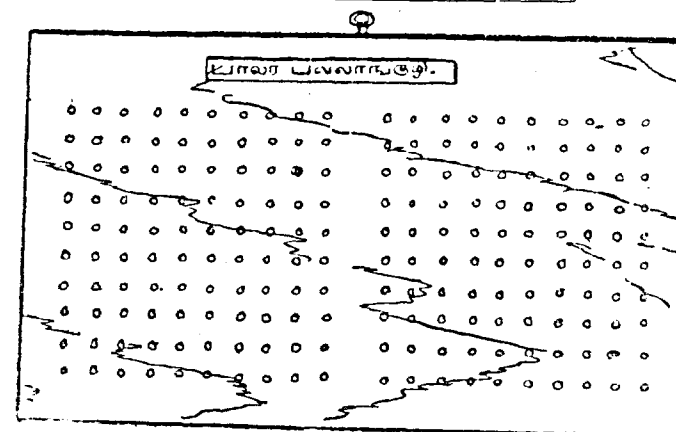
II. GEOMETRICAL INSETS.

1. Remove the insets, and mix them up. Let children try to fix the right inset in the right place.
2. Trace the outline (edge or border) of the inset.
3. Draw a figure similar to the inset.
4. See whether the drawing and the inset look the same.
5. Try by superposition.

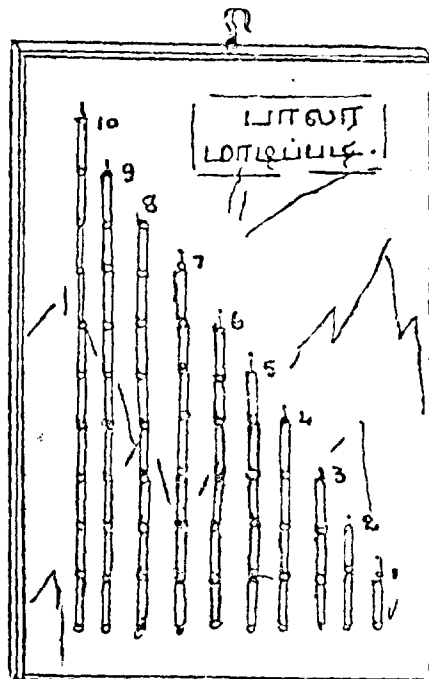
III. LENGTH.

The Reed frames.

1. Arrange these in order of their length.
2. Make some designs.



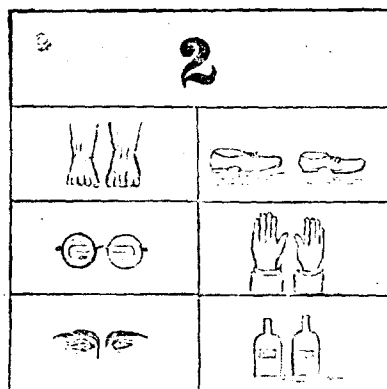
IV. PRELIMINARY USE OF THE NUMBER BOARD.



1. Fill in with Beads.
2. Make some designs: (e.g.) a flag, a table, a chair, a palanquin, the letters L, M, N, etc.

V. OTHER GAMES.

Bead threading, sticklaying.



VI. EASY NUMBER IDEAS IN PICTURES, OBJECTS, PARTS OF BODY ETC :

1. Ball.
2. Parts of body.
3. Match box (Three-Star)

4. Legs of cow etc.
5. Five fingers.
6. Six heads.
7. Seven Days.
8. Eight directions.
9. Nine Planets.
10. Dasavathar.

Apart from the counting of fingers, the counting of toes, beads, seeds, boys, some number pillars, bricks, pebbles, matches, etc. convey ideas.

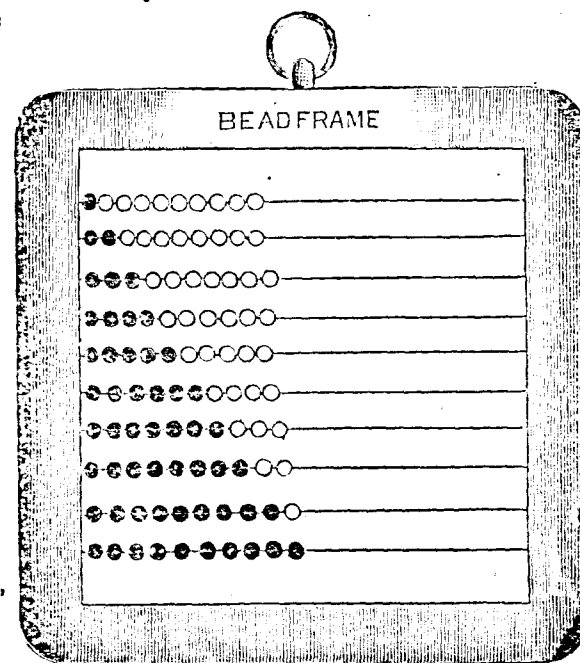
Symbols 1 to 10.

Match Boxes.

Put one seed in a box. Write symbol one over it. In this manner prepare 10 match boxes one for each of the Numbers 1 to 10. Cut out numbers 1 to 10 from a big calendar sheet.

Exercises.

1. Give me 7 beads showing the card and not mentioning "seven".
2. Count these. Don't tell me how many they are. Pick out that card that indicates your number.



This is to be provided with a device by which the children could remove the wires and thread beads again.

3. Practise the game of "odd or even".
4. Numbers 10 to 20: Apparatus: One bundle containing ten sticks and ten loose sticks, Bead frame or a Number Board:
5. Symbols for Nos. 10 to 20 or even 100. Prepare a chart showing Nos. 1 to 100.

6. Exercise in counting. Let children count houses in the street, trees on the road or motors running one behind the other, or the idols in a temple. Let them not count haphazard but let them point to each object and count in succession.

The simple rules.

They should be taught by the use of actual objects and demonstration. Household stories and household articles especially eatables should form the basis for number problems.

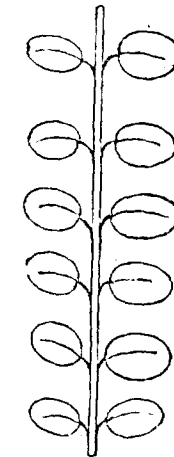
The making of Tables and Drill exercises.

- A. $1+9$ or $9+1=10$
 $2+8$ or $8+2=10$
 $3+7$ or $7+3=10$
 $4+6$ or $6+4=10$
 $5+5=10$
- B. $1+1=2$ $6+6=12$
 $2+2=4$ $7+7=14$
 $3+3=6$ $8+8=16$
 $4+4=8$ $9+9=18$
 $5+5=10$ $10+10=20$
- C. $1+1$ $6+1$ $1+2$ $6+2$
 $2+1$ $7+1$ $2+2$ $7+2$
 $3+1$ $8+1$ $3+2$ $8+2$
 $4+1$ $9+1$ $4+2$ $9+2$
 $5+1$ $10+1$ $5+2$ $10+2$

In this way construct tables for Nos. 1 to 10 taking one table each day. The child should do these for himself, note down the result and learn it for himself by using beads and the Number Board designed for this purpose and illustrated above.

D. Threading beads and reeds in separate strings and finding the total.

E. Counting the leaflets of a compound leaf.



F. Learning to group in twos, threes, etc., preparatory to continued addition and learning the Multiplication tables.

In this connection children can practise the game of "odd or even." The Number Board again will be found quite useful in leading the children to construct and learn the Multiplication tables.

o o					2 × 1
o o					2 × 2
o o					2 × 3
o o					2 × 4
o o					2 × 5 etc.

This should also be taught as 1×2

2×2

3×2

4×2

5×2 etc.

G. Other forms of Number work.

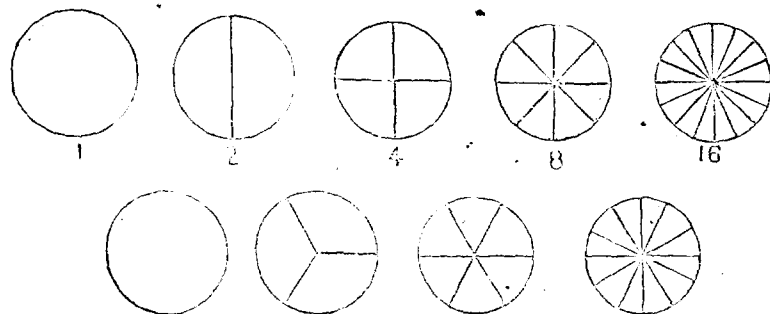
Measure seeds, sand, water, grain etc.

Measure lengths: Room, Verandah, Tape, cloth, stick etc.

Naming coins: Pie, ¼ anna, Anna, Rupee.

Simple money problems : Plantains one per each pie.
Leaves at two for each pie.
Sweets at three for each pie.

H. Fractions



Take the pieces in each case and form a round figure with the pieces :

Learn how many pieces in each case are required to make a round figure.

Some advanced lessons.

Coins. Learn the value of coins.

Shop Game :

- A. Giving change.
- B. Selling Soda, Betel leaves, Sweets, using pie and quarter annas.
- C. Soaps, Books, towels, small vessels using annas only.
- D. Make a stamp Box of the kind shown here.

$\frac{1}{4}$ A.	$\frac{1}{2}$ A.	1 A.	$1\frac{1}{2}$ A.
2 A.	$2\frac{1}{2}$ A.	3 A.	4 A.
6 A.	8 A.	12 A.	1 Re.

STAMP BOX

Group the stamps according to their Colours : Learn the value of Stamps ! Play a game of Post office (Buying and selling stamps.)

E Learning Fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, with the aid of measures, coins etc.

More Lessons in Drill Exercises.

- i. $2+2=4$; $12+2=14$; $22+2=24$.
 $4+4=8$; $14+4=18$; $24+4=28$.
 $8+7=15$; $18+7=25$; $28+7=35$.
- ii. $17+9=17+10=27$; $27-1=26$.
 $28+9=28+10=38$; $38-1=37$.
- iii. $19+5=19+1=20$; $20+4=24$.
 $29+8=29+1=30$; $30+7=37$.
- iv. $17+10=27$. $46+10=56$; $58+10=68$.
 $25+20=25+2$ tens; 35, 45: 45.
 $48+30=48+3$ tens; 58, 68, 78: 78.
- v. $19+17=19+10=29$; $29+7=36$.
 $26+25=26+2$ tens; $46+5=51$.

In all these cases the exercises should well be demonstrated before children. Plenty of oral work is required to ensure correctness and quickness. A Bead frame can also be used for demonstration.

A Counting Box.

Small sticks or matches of equal lengths say 2 inches each may be had. Each child

may tie 10 small sticks into a bundle. Ten of these bundles may be tied into a big bundle to denote a hundred. Again ten

Thousand	Hundred	Tens	Units

COUNTING BOX

of these big bundles can be tied into a bigger bundle denoting a thousand. By cutting out numbers from calendar sheets the place value of numbers can be shown with the aid of the Counting Box.

In this way the teacher can go on teaching children slowly and steadily making up his scheme by watching the childrens' progress. The scheme has to be made up first by working with children and then only there will be a satisfactory scheme.

An Experiment to be taken up

Having so far described the school I wish to conclude by making one or two observations. The first thing that I have to say is that we should start some experimental Nursery schools or at least open some experimental classes in our own schools. There is nothing dearer to the heart of a teacher than the opening and conducting of a Nursery school. If parents do not have sufficient time to look after their babies, could

we not snatch the babies from them and put them into a Nursery school? Alas ! There is none. Many of us do not feel the urgency of the problem. R. F. Cholmeley in the Prefatory Note to "The case for Nursery schools" observes, "There is still a widespread unwillingness to regard the needs of children under five as constituting our educational problem at all. We believe that in the modern understanding of those needs, and even more in the light of what is being done in the places—so lamentably few considering what might be accomplished—where they are systematically provided for, this attitude of mind is demonstrably wrong. If it is wrong, we claim that the plea for the Nursery school ought to be irresistible, and that we ought not to rest until it has found—not merely here and there.....but everywhere—a recognised place in our educational system."

Nursery school Association.

I think it is our duty to form a Nursery school Association. A district organisation should start a school and work it efficiently and advertise it sufficiently. We all expect some great Pestalozzi, Froebel, or Montessori to be born in India in order to inspire us, guide us and take the lead. But as we all think and feel that self-help is the best help and if we also think that the Nursery school should be the first step in a true education, then let us ourselves form an association and take the lead. I have in a way given something for further thought on the subject. Let us individually and collectively give the problem our serious consideration, make some constructive suggestion and try to start a Nursery school. Let not our failures discourage us. Failures are steps to success.

The few experimental schools will also awaken the parents to a sense of their responsibility to their children. These form the training grounds for educating parents. If these are sufficiently advertised, then philanthropists, benefactors, zemindars and Rajahs will come to know of it. We must take them to these institutions and induce them to start similar ones in their locality or at least help schools that may grow elsewhere. The village schools of the present day may be remodelled into effective Nurseries which will be feeders to Central Primary schools.

Supply of child Education Materials.

Another useful work that this Association can do is the manufacture and supply of useful and cheap materials for child Education. The next thing we could do is the printing and publishing of good books suitable for a "Children's Treasury". The Association should also do sufficient propaganda among parents in enlisting their co-operation and goodwill in the matter of Infant Education. No other outside agency could do this extraordinary work except a band of teachers who think and feel for the necessity of Nursery schools.

Need for Special Teachers.

The Nursery school requires specially trained teachers who require training in child Training and child Education and Rural Education. These have to be in-

duced to work in the villages with a spirit characteristic of a missionary, for which service they have to be paid a living wage. If qualified women teachers are not available for the Nursery schools we shall rest content with men teachers till women teachers are forthcoming in large numbers.

Conclusion.

If every child is to blossom, then it is essential that it should be well looked after in a garden by a good gardener. For this purpose there is no better place than the Nursery school, if the home—the best garden for this purpose—is not properly fitted for such a growth. In this "century of the child" there is no better course open to a generous minded individual than the opening of these Nurseries. Those who are fond of opening "Baby welcomes" should also open "children's Nurseries."

In the above pages I have indicated the lines on which the right instruction may be imparted. If the right direction is given from the beginning, if the smallest difficulty of children is recognised and if the means are found to set them in the right path, then the educator will have done his best. The great motto that the educator will have to bear in mind is "Come, Let Us Live With And For Our Children." Let the flag on which these words are inscribed ever keep flying before us and we shall by our humble effort serve God by serving His "Kingdom of Children."

STUDIES IN INDIAN EDUCATION

BY

Mr. S. K. Yegnanarayana Aiyar, M. A.

I have advocated, whenever I got an opportunity for doing so effectively, the appointment of a Royal Commission on Education to deal with the problem of national education in India as a whole and with reference to sections and compartments thereof. I have done so because I feel that behind all these schools and colleges, Technical and Industrial Schools and Institutions for special classes and communities, behind all this huge and costly and not very efficient machinery there is *no living idea*; that the whole is a tangled web of temporary shifts and adjustments and not a structure built upon a definitely conceived plan. I hold that the state in India at least till recent times never realized in full its responsibilities to its citizens in the matter of Education because it did not realise the grand economic truth that the finest form of wealth is a happy and prosperous people and not bank balances and the credit of the Government in the International Money Market. No officer of the Indian Government in recent times (say after 1857) ever set to himself this problem, "What shall be done with this endless streams of the countless millions of boys and girls between the ages of six and twenty-one? How shall they be trained to take their proper place in the body politic? This untold natural wealth has been allowed to run to waste in the sense that maximum benefit to the state was not secured therefrom by a proper training. None had the vision to look upon Education as a preparation for life and none was really anxious to devise a

machinery whereby wastage could be minimised; because none had a real philosophy of life, the vision of the Society as an organic whole.

Nothing short of a Royal Commission on Education, I beg to submit, will enable us to visualise the problem in this way, to definitely fix the goal and adjust the means so as to enable the nation to reach that goal speedily.

This dream of mine about the Royal Commission seems to be very difficult of realisation just at present and we have to be satisfied with the next best available. To the student who wants to study the problem of Indian Education from a national point of view and mark the stage of progress achieved, the Quinquennial Review published by the Educational Commissioner with the Government of India afford good material. Almost simultaneously with the publication of the 9th review dealing with the period 1922-27 the Auxiliary Committee appointed by the Indian Statutory Commission submitted its "Review of the growth of Education in British India." These two official documents together with the report of the Royal Commission on Agriculture supply ample material for the sort of study I wish to make.

There are serious limitations considerably reducing the value of the documents. The Hartog Committee whose total cost is estimated to be about Rs. 2,02,000 was, for reasons we need not go into, boycotted by many prominent non-official Educationists, and the Educational Commissioner's review

EDITORIAL.

is a purely official document which surveys Educational progress from the purely official point of view. It is likely to miss the significance of institutions that have not been officially recognised. To take one instance, for example: There is no mention at all of the existence even of the All India Federation of Teachers which was brought into existence during the quinquennium under review not to speak of Provincial Bodies like the N. G. Educational Officers' Association and the S. I. T. U. of Madras. I am of opinion that in any survey of the Educational progress, references must be made to such Institutions. Secondly both these documents are vitiated by the fact that they refer to British India only. They cannot, in the natural course of things do anything more. But we know that India cannot be cut up into sections like British India and Indian India though such a division is convenient for administration purposes. Culturally we are one and the actions of Governments, Central and Provincial on

the one hand and of Indian States on the other, act and react upon each other. To take only one example the establishment of separate Universities by Mysore and Hyderabad States, and the unique educational experiment of imparting higher education in the language of the State carried on in the latter are bound to have their repercussions on the educational system of British India as the publication of the monumental report of the Sadler Commission left its mark on higher Education in India as a whole.

Let us study these documents realising all these limitations. Both these deal with the subject under almost identical headlines, i.e., Primary, Secondary and University Education, Industrial and Technical Education and that of special classes and communities and the part played by the Government in financing, directing and controlling the system. We shall take up these topics in the order indicated.

The Defence Fund.

The Treasurer, South India Teachers' Union, acknowledges, with thanks, the following sums of money received towards the Defence Fund of the S. I. T. U.

Mr. K. Rangaswami Aiyangar, Headmaster, The Hindu Theological High School, Madras.	Rs. 25 0 0.
Mr. S. K. Yagnanarayana Aiyer, Professor, Pachayappa's College, Madras (First instalment)	Rs. 5-0-0.
Mr. C. S. Rangaswami Aiyangar, Headmaster, Municipal High School, Villupuram	Rs. 2-0 0.
Total.	Rs. 32-0 0.

S. S. L. C. Muddle.

The "Man on the spot theory" is not perhaps intended to be applicable to the sphere of education. The rules of eligibility framed by the Academic Council of the Madras university do not show that the members of that body have ever taken into consideration the actual conditions under which our secondary schools have been working. The principles on which the rules are based can hardly be defended on scientific grounds. The voices of persons who can speak with experience did not prevail. What was expected has come to pass. Is it not strange that members who were loud in urging the need for a higher standard, should themselves open the question of reconsidering the results of the last S. S. L. C. public examination? The decision which has been recently arrived at by the Syndicate of the Madras University has come in for a good deal of criticism. There are critics on the one hand, who hold that the standard has been lowered for no valid reason. Others there are who rightly point out that the Syndicate should have adopted a graduated principle of compensation. We have no inclination to deal with one or other of the numerous points which assume an importance for the moment. No one imagines that a test, conducted as at present at the end of the school course, can ever be expected to be a safe and reliable guide. The vastness of the area, the unmanageable number of candidates, the variety of languages, and the army of Examiners, which form the outstanding features of our S. S. L. C. public examination, are factors which should militate against its efficiency and soundness. The evils of this system are not unknown

to teachers and parents; but Madras presidency is not the place where the public will ever care to go to the root of the evil or to call for measures to eradicate the same. The get-on-some-how-mentality which is so obvious even in persons holding high position, shuts out from the public eye the enormous but preventible waste.

As a matter of fact, the tradition under which teachers and parents have been brought up, blinds them to the seriousness of the situation. They belittle the value and place of the school record and attach an exaggerated importance to the public examination. They are unable to understand the reason for frequent changes in the Rules of eligibility. Now that the Universities in our presidency have chosen to adopt different principles in respect of eligibility, they are considerably puzzled and they begin to ask how a student declared eligible for admission to the Madras University courses can be found ineligible for admission to the courses in the Andhra university. The unwieldy nature of the S. S. L. C. public examination has been pointed out again and again. Its value as a reliable test is problematical and the continuance of this system on the present scale is indefensible. The faith of the people in public examinations is being rudely shaken and the only solution lies in constituting separate S. S. L. C. Boards for the different linguistic areas. It will then be possible for each Board to study more carefully the local conditions in the limited area and to take steps towards raising the efficiency of the institutions. A reform on the lines suggested above is long overdue and we trust the

director of public instruction who should have been feeling the strain all these years will lose no time in recommending to the Government the necessity for this step.

* * *

Repercussion!

Charles Darwin used to remark that the balance of power in nature was such a tangled and intricate matter that any circumstance affecting adversely the existence of one form might disturb the position of organisms remotely connected with it.

"Humble bees alone visit red clover. We may infer as highly probable that, if the whole genus of humble bees became extinct the red clover would become very rare or wholly disappear. The number of humble bees in any district depends on the number of field mice. The number of mice is largely dependent on the number of cats. Hence it is quite credible that the presence of a feline animal in large numbers in a district might determine, through the intervention firstly of mice and then of bees the frequency of certain flowers in that district!"

No connection can ever be thought of between the S. S. L. C. examination results and the arrears of subscription. But reports that reach us from different quarters show that the financial position of teachers in secondary schools is, by no means, satisfactory. We are told that the increment due to teachers was withheld in some schools because the results of the S. S. L. C. public examination were not satisfactory. In one school the increment of certain teachers was stopped since the school average in the subjects taught by them was less than the presidency average. There are also cases

where the salary was reduced on the ground that the number of eligibles was few. It is not our intention to complain against this treatment by the management nor do we want the management to take a lenient view. But we are entitled to ask the management to look into the causes of the failure a little more carefully and without prejudice. Does not the management interfere in respect of promotions in the lower classes? Does not the management bring pressure to bear upon the teacher at the time of selection? How often have teachers been compelled to promote sons of well-to-do persons, though his record in the school is not satisfactory. The District educational officers frequently complain that promotion is not decided with due care but they know that it is impossible for teachers who hold their position at the pleasure of the management to stick to the standard. It is also a mistake to suppose that the result of the public examination depending solely upon the work done in the sixth form. The work done throughout the school course should be taken into consideration and it is ridiculous to make the increment depend upon the results of the public examination. Nothing can be so degrading as the adoption of this principle in determining the emoluments of teachers. Teachers are not expected to be coaching the pupils for examinations. It may be that the public may entertain this silly notion but we hope that teachers will keep their heads cool and resist the temptation to compare the averages in different schools and to base their claims for increment on the success at the public examination. When it is permissible for members of other learned professions, such as law and medicine, to demand fees for services ren-

dered, irrespective of the success or otherwise, we see no reason why a similar treatment should not be extended to teachers. The claims for promotion and increment, should be judged from the reports of the inspecting officers and headmasters, and it should be made impossible for any managing body to refuse to recognise such claims simply because the results in the public examination happen to be poor in a subject. The problem is closely connected with the security of tenure of service of teachers in non-government schools. If certain conditions be regarded as necessary for the efficient working of government institutions, it is but fair that similar conditions should obtain in non-government schools which are expected to turn out equally efficient work. The government, the management and the teaching profession should have a frank discussion and secondary education stands to gain if they can come to general agreement. Who is to take the initiative?

* * *

Wanted a man of action!

Our ministers are not made of the stuff which refuses to be deterred by the complexity of the problems of administration. Much of the tenacity which we associate with able statesmen, is not infrequently due to the thorough knowledge which they have of important questions. The S. I. T. U. has represented to the government on many occasions the need for the unification of the teaching service and for the introduction of standardised scales of salaries in non-government schools. We are yet to hear what steps the government proposes to take. We may take it that the representations are still under "consideration." A satisfactory solution may perhaps be found if the government can bring together the

management and the representatives of the teaching profession and suggest to them the desirability of coming to a common understanding. This idea may appear to the men in power impracticable, but our readers will be interested in knowing that a similar procedure was successfully adopted in connection with another matter by Sir C. Trevelyan, President of the Board of Education. We learn that the case of a large number of voluntary schools in England had to be sympathetically considered in view of the great changes likely to take place with the raising of the school age. It is not to be expected that Sir Charles Trevelyan would allow things to take their own course. He was able to get together the local authorities, the managements and the teachers to discuss the ways and means of helping the voluntary schools. He is reported to have stated as follows: "There was a prickly question which a minister of education did not lightly tackle, that was the position of the voluntary schools of this country. But it would be cowardice not to face it at the present time, and cowardice in a question affecting the interests of hundreds of thousands of children. In the re-organisation of our education, *the voluntary schools ought to be able to play their part. If they did not, or could not, there would be a large area of England where there would be no effective senior schools for the children, or where children might have to stagnate for another generation under inferior conditions. That was not a prospect which he and the government were content to contemplate*".....

Here is the man of action who knows what his business is. He does not run away from a difficult situation nor does he allow himself to be engulfed by *red tape*. The proposal which he formulated after

consulting the local authorities, the managing bodies, and the National union of teachers, is contained in the special white paper issued by the government. According to this proposal, the local authorities are to give grants to voluntary schools so that they may be properly re-organised. In return for this gift of public money the voluntary schools will be subject to a larger measure of public control in respect of appointment and removal of teachers. The local authority will, under the proposed plan appoint teachers who might otherwise be acceptable to the management. Sir Charles did not minimise the difficulties that might arise under certain circumstances but he thought that **in the interests of the children** the compromise should meet with the approval of all. While speaking on this topic he further said: "But there was this great gain: Teachers would be all in one great service, and no longer answerable to parson, priest or the local managers. Promotion, transfer and change would all be in the hands of the local authority." Where is the Trevalyan in our presidency, who cares to understand so clearly the needs of the non-government schools and who may be expected to hold out a helping hand to aided schools at this critical moment? Where is the Trevalyan who will tackle the problem of security of tenure of service of teachers and thus enable them to look forward and bear their burden cheerfully in the interest of the numerous school-going children?

Vigilance Committee.

We should like to invite the attention of teachers and teachers' associations to the resolution regarding the Vigilance Com-

mittee, adopted at the last Provincial Educational Conference held at Coimbatore. The South India Teachers' Union has begun to extend its sphere of activities and it cannot shut its eyes to the growing insecurity. It is the primary duty of the S. I. T. U. to ensure by negotiation and other means the security of service of teachers in non-government schools. We would suggest that every Teachers' Association should bring to the notice of the Vigilance Committee of the S. I. T. U. as early as possible all cases of dismissal or suspension. Usually teachers prefer to suffer in silence and they cannot be easily persuaded to represent their case to the union. Only a few of the several cases of dismissal are known to the public and it is no wonder that it is not sufficiently alarmed. A wide publicity is what is needed to create an impression in the public and to enlist its support. Teachers must realise that their salvation lies only in strong organisation. We shall be glad to publish authorised accounts of arbitrary behaviour on the part of the managing body. The Vigilance Committee will keep the correspondence confidential and it can take necessary action if it be kept in possession of all relevant facts. It may become necessary to provide temporary relief to teachers thrown out of employment or to seek legal remedies. We earnestly appeal to every teacher to contribute what he can to the "*Defence Fund*". Strengthen the Defence fund, the teaching profession will strengthen itself. Now is the moment for action. Teachers' Associations and Guilds will do well to place this item in the forefront of the programme and to enrich the "*Defence Fund*." The amounts will be acknowledged in the columns of our journal.

GLEANINGS

The 20 year expansion Programme of Chinese Education

I. In the field of Senior Middle School Education,

(a) Ordinary Senior Middle Schools.

Add 2 Schools each year for the first 6 years \$1,300,000

(b) agricultural and Technical Schools.

Add 3 Technical and 7 Agricultural Schools for the first 6 years \$1,804,00

Thereafter, add one School each year at an additional average expenditure of \$40,000 annually

II. In the field of Junior Middle School Education add 50 Schools a year for the first 6 years \$5,220,000

Thereafter, increase the number of Schools each year at an average cost of \$990,000 each year

III. In the field of University Education.

(a) To improve existing government universities, annually \$1,000,000

(b) To improve existing government Technical colleges, for the first year \$300,000
Thereafter, increase by \$200,000 annually.

(c) To send students to foreign countries, annually \$300,000

(d) For grants-in-aid to private universities, annually \$300,000

(e) To encourage research and scholarship, annually \$600,000

IV. In the field of Social Education.

This field includes the establishment of supplementary vocational schools, erection of broadcasting systems for educational purposes, subsidies to theatres and play-wrights, development of recreation grounds, libraries, museums, art galleries, exhibitions, etc.

For the first 6 years, average annual appropriation \$400,000

Thereafter, the approximate average annual appropriation \$3,000,000

V. In the field of Mongolian and Thibetan Education.

(a) Trade and Junior Middle Schools.

Add 3 schools each year for first 6 years \$1,240,000

Thereafter add 2 schools annually at an average cost of 140,000 a year.

(b) Senior Middle Schools.

Add 2 schools each year beginning from the 4th year for the first 9 years \$3,690,000

Thereafter add 1 school annually at an average cost of \$10,000 a year.

(c) Rural Teacher Training Schools.

Add three schools each year for first 6 years \$1,240,000

Thereafter, add 1 school each year at an additional average cost of \$20,000 a year.

(d) A Mongolian School at \$80,000 a year \$160,000 a year

A Thibetan School at \$80,000 a year

(e) Scholarships abroad for Thibetan and Mongolian students.

Average 9 students every 2 years, 4 to Japan and 5 to Europe and the United States at an average cost per year of \$24,480.

(f) Scholarships for Thibetan and Mongolian students in Chinese universities, average 100 students each year at an annual cost of \$30,000.

(g) For Educational Missions set aside \$20,000 a year.

(h) For awards and translations from Chinese into Mongolian and Thibetan languages or vice versa set aside 110,000 a year.

The above summary will furnish you with some idea of what the educational authorities in China are setting out to accomplish during the next 20 years. The past record made by our educational authorities who have generally maintained themselves apart from political disturbances gives me hope that this program, while ambitious, will be pushed through quietly in its essential aspects.

HOW TO GET THE BEST OF LIBRARIES

The Value of Trained Service

The following extract from the bulletin of the American Library Association volume 24, No. 6 will be of interest to our readers.

"If you were expecting to start a small library would you include in your plans the employment of a trained librarian at the very beginning or would you depend upon committees' volunteer and inexperienced help?" asked a friend of mine one day. He was planning to start such a library.

In reply I said, "It was my good fortune a short time ago to visit in company with other members of our Board of Trustees, nine different libraries within a radius of some sixty miles from our home town. Our purpose was to examine the kind of building that housed each library and acquaint ourselves with the general plan, cost of construction and arrangement of equipment so that we would be in a position to determine the kind of building we should recommend for our home town. Cliffside Park, New Jersey. I mention this because when you asked your question this whole trip flashed before my mind and the interesting thing about it is that in every instance the thoroughly trained librarian, and not the building and its equipment, stands out prominently in the foreground of my mental picture.

"For many years the work of our library was supervised by untrained help, and although there was considerable progress, it is an outstanding fact that since we have had trained employees the growth has been unusual. For instance, from 1913 to 1925 a period of twelve years—the library grew from a circulation of 60,006 in 1913 to 26,110 in 1925; that is nearly 300 per cent. which is an average gain of approximately 23 per cent. a year. Whereas during the three years that followed our circulation increased from 26,110 in 1925 to 70,036 in 1928; that is a gain in these three years of 43,926, approximately 170 per cent. or more than 52 per cent. per year. This latter period of three years represents the time in our library history when we have had most efficient trained assistance. Now of course, we should not draw this conclusion on the circulation alone, but we have found our Cliffside Park librarians have been able to do many things better as a result of their additional training."

"Some books actually have to have anywhere from a dozen to twenty-five or thirty cards in the catalogue in order to completely analyse their contents.

"This trained service has vastly improved our reference collections and built up the reference

work both in and outside of the library. We have found also that the general public has recognised the ability and placed more and more confidence in our librarians as they have gained in training.

"Probably one of the most outstanding results of training is the development of an appreciation of the importance of choosing books wisely and with discrimination.

"We find that more people are depending upon the library for help in connection with their reading courses, correspondence courses, business and professional problems as well as for advice concerning their general reading.

"Let me give you a few illustrations. One young married woman asked if our librarian would send her husband, who was a tile setter, something to help him read blue-prints. A simple primer on blue print reading was sent to him. Then our librarian secured and followed it up with something more advanced. The tile setter is now able to work on large contracts and is doing very much better financially.

"Here is another instance. One young man said he has been a constant patron of our library for over two years and that he has never read a poor book from our library or one that has not helped him. He likes always to read books that are a little difficult. He says they give his mind something to bite on.

"One old gentleman, who is repeatedly doing some kindness for our librarian upon being thanked, said "Why shouldn't I. I feel I can never repay all that you have done for me. The books you have given me to read have been my greatest pleasure and have made my life endurable."

"Another elderly man has for two years given our library about eighteen new books per year. His comment is that he hopes the books he provides will give others as much pleasure as he derived from the books that have been lent to him."

My friend was very thoughtful.

"Evidently the first and most important part of the expenditure that our library committee can make is the purchase of a thoroughly trained librarian," was his comment.

FROM THE PRESIDENT

The Andhra Teachers' Organisation.

Dear colleagues.

During my visit to Bezwada early this month, I was able to meet Mr. A. Gurumurthy, Headmaster, Municipal High School, Bezwada, who as our readers would remember, had organised an Andhra Teachers' Organisation to which Districts of Ganjam, Vizag, Godavari East and West, Kistna, Guntur and Nellore are either affiliated or are expected to be affiliated.

When I read about the formation of this organisation I thought that this was a movement, which in many ways was parallel to the starting of the Andhra Sahakara Sammelanam in the field of co-operation, which cut itself away from the Provincial Co-operative Union of Madras. I feared that the South India Teachers' Union would similarly experience weakening.

When I had a frank talk with Mr. Gurumurthy at Bezwada, I was considerably relieved by his assuring me that this movement had no such motives at all, that in course of time after the Andhra Organisation gets itself consolidated, it would affiliate itself to the Provincial Organisation, the S. I. T. U.

I also told him how anxious the teachers assembled at the last Provincial Conference at Coimbatore were, to have a session of the conference held in some Andhra District, so that we may know each other better. I mentioned how Mr. Govinda Rao who attended the conference at Coimbatore, was anxious to invite the conference to Godavari or Kistna, but was unable to do so, as he had no previous talk with the leading educationists of those districts. Mr. Gurumurthy assured me that as soon as possible he would invite the conference to the north, so that the bond of fellowship between the teachers of the various districts, the south and the north, might become considerably strengthened.

We wish the Andhra Teachers' Organisation all success. We hope it will consolidate itself and add to our strength by joining the S.I.T.U. We also hope that ere long the S. I. T. U. will have an opportunity of holding its annual conference on the sacred banks of the Kistna or the Godavari.

Madras. }
20.6.30. } S. K. YEGNANARAYANIER.

OUR ASSOCIATIONS

THE FIRST CONFERENCE OF THE MADRAS GEOGRAPHICAL ASSOCIATION, COIMBATORE.

Presidential Address.

While thanking the organisers of this first Conference of the kind in India for giving me an opportunity to associate myself with their commendable work of focussing thought and investigation upon a subject of such human interest as Geography, I cannot but be profoundly alive to my limitations in enjoying the privilege of directing the proceedings of this talented assembly. In your wonted and unbounded kindness a reference has been made to my official and post official activities. Throughout my career it has been my privilege to work with colleagues that had to stimulate interest in the subject of Geography not only in the alumni of our schools and colleges but also in the members of the public, educational legislatures and academic bodies. And it is a matter for genuine pride and congratulation that our Presidency

should have thus far at least inaugurated a movement for placing the Muse of Geography on a worthy pedestal and claiming for her an adequate measure of attention and homage. The progress of this movement is bound to react upon the other parts of India and lead to a desirable co-ordination of effort.

Geography in the past. This improvement in the public attention to the subject may be said to be a new phase in the educational life of the East and the West as well. For it is only during the past quarter of a century that even in the advanced countries of the Globe that this subject has been receiving greater attention than any other subject in the school curriculum. It is a change in the outlook that has brought about a marvellous change in the methods and the personnel also in the Western countries. The same conditions are not found here and

consequently the same necessities are yet to be felt here. Hence the greater need in the new orientation of our aims and methods to stimulate interest by organised effort, and it may be truly said that the Madras Geographical Association adequately fills a gap in the educational and academic activities of South India and serves to bring about a due co-ordination of effort on the part of the diligent workers in the field.

Till very recently Geography was the Cinderella amongst the subjects of the school curriculum. She was never given an independent and much less an honoured place in the academic family. It was always her lot to lean upon others. For a long time she had to be under the leading strings of History. The tie moreover was considered to be inalienable. Her relations to other subjects and sciences were but very feebly envisaged. Her ardent votaries were very few in number and even those few were not singing her praises adequately. She had always to quail before close fistled managements, indifferent schooling and hostile alumni. More than other subjects the teaching of geography suffered for want of a qualified and capable fraternity of teachers and specialists. It is a fact well known to us all that its teaching was always relegated to that amiable member of the staff who was handy enough for any kind of work in the school. Under these circumstances how could any enthusiasm be evoked and much less maintained! This condition was not peculiar to this country alone. Even in the West it was the wail of the educationists that an adequate measure of attention was not paid to it. According to the Report on Geographical Education at Home and Abroad published in 1885 "the two great weaknesses in the position of Geography were want of knowledge in the teachers and want of organisation in the curricula and methods", and the subject was never taken seriously by either teachers or taught. Geography was regarded merely as a species of *General knowledge* comprising a large number of unrelated and uninteresting facts about the earth. *Physical and Political* geography were kept separate and distinct. While the former was in a measure scientifically treated, the latter consisted largely of long and wearisome lists of names which had to be memorised without associations or reason. This method of geography teaching was self-condemned as it afforded neither pleasure nor profit. Hence its growing unpopularity in schools and its utter absence from the higher courses of study. This was merely the *information or the memorising stage* in the genesis of the subject.

During the next transitional stage Geography had to prove its worth, even to maintain its meagre and inconspicuous place in the curriculum. It had to establish itself as a useful branch of knowledge and an effective instrument of mental discipline. This challenge and necessity led to important modifications both in matter and method.

Nature study and the *object lesson* came to be regarded as suitable avenues by which the study of geography could be approached. Due emphasis was laid upon physical features and their influence upon the History of humanity, the commercial and economic factors came in for increased attention and investigation. Association was brought to the aid of memory and imagination and an appeal was made to reason by teaching causal relations. These were the beginnings of a scientific outlook on Geography and a proper orientation of study and research in the much neglected field. But the progress in thought was rather tardy owing to the lack of a unifying principle, a principle which could afford a text as to the limit of the scope of the subject and link up its various departments like the Mathematical, the Physical, the Commercial, the Political and the Historical aspects of the study. This necessary work of co-ordination could be accomplished only when the subject was seriously taken upon the higher courses. And this consummation was possible only with the progress of enlightened enthusiasm on the part of teachers and scholars of repute engaged in geographical inquiry and research. Now it may be said that the position of geography as a definite science has been finally established and recognised. So the present stage in the progressive development has been due to *organisation* and co-ordination of effort on the part of the votaries of science.

The new school and its methods:—The latest conception of this science of sciences is clearly brought out by its connotation as a study of the Earth as the *abode of man*. Thus the human factor is being more and more prominently brought out by the new school and this new conception determines the nature and scope of the matter to be taught and the point of view from which it is to be treated. The function of Geography is to see how far and in what way the various laws of the manifold sciences operate in determining or regulating human activities in general. Thus the new Geography does not focus its attention so much on phenomena of a local character as upon the distribution of similar phenomena over the whole world and their action and reaction upon human progress and activities. Consequently the method

of the new school is to divide the earth's surface for purposes of study into units or regions of definite or similar geographical characteristics. Till recently we could not get over the obsession of mere accidental political divisions and territorial boundaries alike in the study of Geography and History. The political is not necessarily the Geographical region. Even our country washed on two sides by the sea and cut off from the rest of the continent by the great rampart of the Himalayas has not been always a geographical as well as political unit. Thus the division of the world into regions on a rational basis to bring out clearly the relationship of natural environment to human activity has been the first endeavour of the new school. For is it not really illuminating and most educative to deal with Asia under the heads:—

1. The great plain of the North,
2. The Central Highlands,
3. The Western Highlands,
4. The South Western desert extending really from the Atlantic to the Aravallis,
7. The monsoon lands.
6. The Island Fringe and the remnants of a lost continent?

Moreover who can deny the inspirational character of a study of human nature as influenced by environment and the realisation of the ultimate causes of the vicissitudes of national life and glory. In this connection I may cite a very remarkable study of the kind by Count Kaiserling in his book entitled *Europe* where all the nations of the continent and their evolution have been subjected to a most critical enquiry. Or let us take this estimate of ourselves and our country by a foreign writer for illustrative purposes. "The standing facts with regard to India are its arrangement of Physical regions into a pattern which has not favoured unity among its people; its avenue of approach by land and sea, the Khyber pass in the North west and the forested path into China in the North East, its invasion by different races; the political regions, and economic diversity of its peoples; the extreme fertility of its wide areas of good soils; the influence of its summer rain and of its constant high temperatures; a land that jets into the sea but is not of the sea; a people who are land-minded and not seafaring; a land crowded to the very margin of existence by a farming people, illiterate, weakened by their "mosquito climate" until their physical energy is scarcely three fourths that of the European or American; dominated politically by a small island kingdom of the temperate zone; With remnants of an ancient civilisation and

culture in some lines unsurpassed; With leaders arising whose intellectual and spiritual leadership cannot be questioned. An ancient people difficult for the Western mind fully to understand, whose qualities of mind and soul we cannot but admire." With these prefatory remarks our foreign teacher of Geography makes the following basis for problem study. "India is the second most populous country in the world; Its territory is large and rich. Why is it not independent?" Such thought provoking problems are taken up for discussion by the students themselves. In the particular problem above referred to the discussion will proceed on the following lines. What does a country need to be independent? It needs to have good boundaries and neighbours. Its needs to have all its people united and working together. It needs good farming lands and a good climate. It ought to have good schools so that all its people can be educated. It ought to have good leaders. It ought to have sanitation so that the people will be healthy. It ought to have an army, a good navy and a merchant marine. Thus the teaching takes a practical turn and makes more appeal to reason and research than to memory. The true worth of the science is now being increasingly realised in all countries.

Reason for the importance of the subject Abroad:—In the curricula of the Western countries the subject has been given an exalted place owing to its practical educational and national values. Their prosperity is bound up with the prosperity of the world, especially because the overflow of population of Europe has to find its sustenance in the other regions of the earth. Thus a knowledge of the world and its resources has become indispensable for every young man. Now to solve the problem of unemployment England has to send almost weekly batches of young men soon after their compulsory education up to the 14th year to Canada and South Africa for employment in the farms and factories therein. And properly enough several organisations have been formed in the West to encourage this emigration and even steamship companies have undertaken to tranship them almost free to the respective countries. So it is no wonder that in the educational system of these countries a due place should have been assigned to the science of earth lore and fact lore.

Growth of Geographical knowledge and Literature:—A marked feature of modern times is improvement in locomotion and the mobility of humanity. With this increase of locomotion comes an increase of knowledge of men and

things and a clarification of ideas about other places and countries. All this is evidenced in the numerous magazines and illustrated Journals broadcasted under modern conditions for the delectation of the people. Appeals through the eye have become the order of the day. Now we cannot but admit that the Geographic spirit permeates every study related to man and earth. You have only to glance through foreign Magazines to be impressed with the variety and profundity of the subjects dealt with therein in the most attractive manner. To cite only a few examples, distribution of inventiveness, road-making in the Tropics, France and her emigration problems, White capital and coloured, labour Cultural regions in India, Civilisation and disease, Irrigation systems of Persia, Egypt and India &c. The educational survey of the League of Nations has brought out the necessity for visual instruction in regard to national and international problems and that in the interests of the harmony of the world.

Geographical Associations and Organisations:—Improvements in the outlook and method are bound to be slow and lacking in initiative unless taken up by organisations, and groups of specialists and sympathisers. Such organisations have been functioning properly in many countries like the Geographical Societies of England and America and ensuring the success of investigations in this vast field of research. Higher research work is not possible of achievement without a good financial backing. And such backing can come only from State organisations, Universities and specialised voluntary associations. It was only a few months ago, that I had the privilege of coming into contact with Mr. Headby the leader of the Boy Scouts and Rovers of Australia who had taken part in more than one Polar expeditions to the South Pole. In an informing address on board the *Baradine* he discoursed on the expeditions and described very graphically his experiences and those of his comrades and wound up his address with a deep expression of gratefulness to the Geographical Societies of Australia and the West that had done anything needful to ensure the success of the expeditions.

The Madras Geographical Association:—Work of this kind in India should naturally rest with our indigenous organisations. Itineration and mobility are absolutely necessary for direct knowledge of men and things. And to stimulate this, public organisations have been brought about in England, Germany and America. The floating University of America is the latest phase of this modern craving. In

Germany, roving has been taken up as a function of local bodies. In England there are many associations and benefit organisations for encouraging outing, excursions and trips on the part of students. It cannot be said that our record in India has been a blank. In the Geographical association under whose auspices we have met to-day we have a worthy rallying point for our further endeavours. I shall reserve for the secretary a detailed narration of the history and achievements of this organisation during the last five years. The potency of this organisation depends in a large measure upon the enthusiasm and co-operation of its members. The secretary has done well to summon the conference under the protecting wing of the S.I.T.U. The aims of both the organisations are of a parallel nature. The peripatetic character of the conference also will bring about a focussing of attention on the peculiarities and national setting of particular localities and districts and contribute in a large measure to the growing literature of the Association.

The work before us:—But only the ground has been slightly broken. The work before the Association is of a stupendous character. Moreover one association of the kind for the whole country is but a dubious regard. I look forward to a time when this country can boast of a federation of such organisations scattered throughout the continent and ministering to the intellectual and moral uplift of its ardent humanity.

With these benedictory words I have great pleasure in declaring this unique conference open for the first time in its history.

RAMNAD DISTRICT TEACHERS' GUILD

Annual Conference.

The Annual Conference of the Ramnad District Teachers' Guild was held on Saturday, the 28th of June at Madura in Sri Gopal Mahal. The President of the Guild, Mr. N.S. Venkatarama Ayyar, M.A., L.T., presided, and delegates attended from nine centres: Srivilliputur, Watrap, Sattur, Virudhunagar, Manamadurai, Sivaganga, Tirupattur, Sirukudalpatti and Karaikudi. Mr. C. Damodara Mudaliar the District Educational Officer was also present. Before proceeding with the business of the Conference, the President heartily welcomed the Officer to the District of Ramnad and to the Conference and appealed to him for co-operation in the

work of the Guild. Mr. Damodara Mudaliar responded promising every help in his power and requesting the teachers to take all steps to shield their pupils from the baneful effects of the Civil Disobedience Movement.

After a few preliminary remarks from the President, the Annual Report was read and, after further observations from the chair, the report was unanimously adopted. The salient features of the report are:—(1) The number of affiliated Associations rose from 17 to 19. (2) Out of Rs. 222 to be collected as dues, only Rs. 69 was realised. (3) Several schemes such as the Registration of the Guild under the Societies' Act and touring in the District by the President were held up.

The Budget was next presented and agreed to, noteworthy additions under charges being Registration fees of Rs. 50 and Deputation charges of Rs. 50. The election of office-bearers came next, when Mr. N. S. Venkatarama Ayyar, M.A., L.T., was re-elected as President and Mr. K.R. Srinivasa Ayyar, B.A., L.T., (Karaikudi), as Secretary; and Mr. V. Aravamuda Ayyangar, B.A. was appointed as additional Secretary.

The following resolutions passed at previous Conferences of the Guild were reiterated, all being unanimously adopted:—

(1) That chief examiners and assistant examiners for the S.S.L.C. public examination should be appointed solely from among those actually engaged in teaching in secondary schools.

(2) That the S.S.I.C. Board be requested so to revise the Public Examination Time-table that there will be but one subject of examination everyday.

(3) That the Authorities of the Madras University be requested to reduce the 40% minimum in English and Second Language to 35%.

(4) That this Guild emphatically deprecates any attempt to institute any public or semi-

public examination prior to the S. S. L. C. of the Matriculation.

(5) That the S. S. L. C. Board as now constituted is unduly dominated by the University representation thereon, but that those that are engaged in secondary education ought to have predominant representation on it.

(6) That the District Secondary Education Boards and the Text-Book Committees are unduly dominated by persons who have but ostensible connection with secondary or elementary education; but that the representatives on these bodies should be mostly persons engaged in school-teaching.

(7) That the teachers be allowed to contribute 1/12 of their salaries towards the Provident Fund and that the Government be requested to raise their share to one-half of the amount standing to the teacher's credit, as the result of their own and the managers' contributions.

(8) That in the opinion of this Guild the minimum dress for a teacher adopting Hindu costume be (1) a white *dhoti*, (2) a white *jubba*; and (3) a white *angavastram*.

After the passing of the Resolution, the rule about the quorum was altered making it 12 instead of 20 for a meeting of the General Body. The President then placed before the Conference a scheme for Inter School Debates which was approved.

The Annual Conference terminated with a vote of thanks to the President, and another to Mr. E. M. Gopalkrishna Kone, who besides placing his Mahal at the disposal of the Conference, kindly treated all the delegates and visitors to a hearty lunch.

N. S. VENKATARAMA AYYAR M. A. L. T.
President.

K. R. SRINIVASA AYYAR B. A., L. T.,
Karaikudi. } and
30.6.1920. } V. ARAVAMUTHA AYYANGAR, B.A.
Secretaries.

SECURITY OF TENURE

A Successful Appeal

Our Readers may be aware that in December 1927, Mr. K. S. Ragavachari, B. A. L. T. Headmaster, B. Z. Sec School Chittoor was given notice to quit, consequent on the withdrawal of recognition to the school. Mr. Ragavachari claimed six month's notice and filed a suit in the Court of the District Munsiff, Chittoor, who awarded only a month's salary. Against that judgment Mr. K. S. Ragavachari filed an appeal in the Court of the District Judge, Chittoor. We give below extracts from the judgment delivered by the learned Judge. We should like to add, that when many members of the bar at Chittoor declined to take up the case, Mr. L. C. Sundaravaradachariar readily offered his service. Eds. S. I. T.

In The Court of the District Judge of Chittoor

PRESENT :

C. G. MACKAY ESQ., M. A., I. C. S.,
BAR-AT-LAW,
District Judge.

Wednesday the 2nd day of April 1930.

Appeal Suit No. 222 of 1929.

O.S. No. 173 of 1929 Chittoor District Munsiff's Court.

Between

K. S. Raghavachariar ...
Appellant (Plaintiff)

and

M. B. Ramadasappa Nayanim-
varu ... Respondent (Defendant)

On appeal from the decree of the Court of the District Munsiff of Chittoor dated the 31st day of July 1929 and made in original suit No. 173 of 1929.

This appeal having been heard on the 20th and 21st days of March, 1930 in the presence of Mr. L. C. Sundaravaradachariar, advocate for appellant, and of Mr. V. Venkatasubbaiya for Mr. P. V. Srinivasachariar, advocate for respondent, and having stood over for consideration till this day the Court delivered the following:—

JUDGMENT.

Appellant who was permanent Head-Master of the B. Z. Middle school at Chittoor received a notice on 20-12-1928 terminating his services as from 21-1-1929 without reasons being specified.

In the order on his application for the post dated 22-3-1922 he was required to promise not to leave the institution "during the beginning or in the middle of a term." The District Munsiff states that at the trial it was not seriously urged (and it hardly could be) that this obligation was not reciprocal, i. e., that the respondent, the correspondent of the school, had not undertaken not to terminate appellant's services during the beginning or in the middle of a term. It was stated that term began in the first week of January. The only question now to be considered is whether the notice given was reasonable, and whether appellant's claim to salary for three months from 21-1-29 i. e., for the remaining period of the term can be sustained.

(Issue I (a))

The District Munsiff finds that the notice given was not a reasonable notice. He refers to 41 Calcutta, page 917 where it was held that in the case of school teachers three months' notice would be deemed reasonable. Obviously if a teacher were liable to dismissal in the middle of a term (and appellants services were terminated during term), it would operate as a great hardship for in the generality of cases he would be unable to find fresh employment while a term was in progress and would probably have to wait until a new term began before he could find a post in another school. I agree that where there has been no proved misconduct, neglect, inefficiency, insubordination or similar defects a teacher is entitled to expect, from the nature of the position which he occupies in the social order, three months notice. But the Lower Court though finding the notice given not to have been a reasonable notice has refused appellants claim to three month's salary as damages, and the reason given is that "recognition" of the school had been withdrawn by the Director of Public instruction on 4-12-28. As set out in para 9 of the Judgment, recognition may be withdrawn for a variety of causes. Why it was withdrawn in this case is obscure, the documents which form the only evidence throw no light on the reasons for the Educational authorities taking this step. The withdrawal of recognition would clearly have a most detrimental effect on the school. It appears that the school has not been closed but that it is being carried on under, of course great disadvantages; and it can be understood that the management might not be able to continue to employ appellant on the salary at which he was appointed in the reduced circumstances of the

institution. But it has not been shown that the withdrawal of recognition was due to any defects of the appellant. On the other hand it has been urged that it was not due to defects in the management. One unsatisfactory thing I observe and it is frequently significant of a great deal is that appellant's salary had not been paid from August, 1928, but whether this had anything to do with the withdrawal is matter of conjecture. The District Munsiff has taken the view that appellant was appointed on the basis that the school was a recognised school and on the implied understanding that recognition would be continued. He has held that when recognition was withdrawn there was no necessity for respondent to continue the school at all or to maintain a staff and that the withdrawal of recognition was a sufficient reason for him to dispense with the teachers. He refers to the fact that an order for the compulsory winding up of a company even with a view to its reconstruction operates as notice to its servants of termination of their contracts of service. I cannot agree that such a case is *in pari materia* nor do I agree that consequent on the withdrawal of recognition the school ceased to exist as such so as to make it not incumbent on the defendant (even if not responsible for the withdraw-

wal) to give any notice to the appellant dispensing with his services. It will be reading too much into Exhibit A to hold that there was an implied understanding as to continuance of recognition: the question was not present in the minds of the parties at all, and I do not think that it should be taken as affecting the question of reasonable notice. In my view appellant who is not charged with any misconduct or with having brought about or contributed to the withdrawal is entitled to reasonable notice, and his right is not affected by the withdrawal of recognition. His advocate states that he will be satisfied if given his salary for two months from 21-1-1929, i. e., if he gets in all salary for three months from the date of notice. I think he is entitled to that and I therefore modify the decree made by the District Munsiff and allow the appeal to that extent.

Respondent will pay appellant his proportionate costs.

Pronounced in open Court.

(Sd) C. G. MACKAY,
District Judge.

(True copy).

ALL ASIAN EDUCATIONAL CONFERENCE AT BENARES

DEC. 26, 27, 28, 29, 1930

Asiatic Section of the world Federation of Teachers.

Mr. S. Devasikhamani, Headmaster, Bishop Heber College High School, Trichinopoly writes as follows:—

Mr. A. J. Miller, the Chief Commercial Superintendent of the South Indian Railway kindly gave me an interview on the 7th June at which after a long conversation the following points were arrived at:—

1. The whole party should start from Madras Central Station and travel by Broad Gauge throughout the tour.

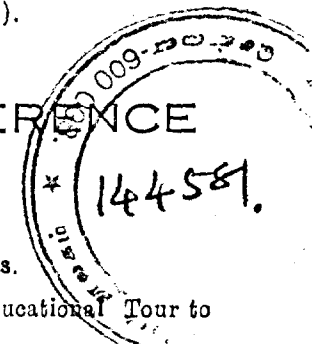
2. Those that are living in stations either on the north or the south of Madras will be allowed to travel up to Madras at Christmas on special concession rates such as single fare for double journey, provided they produce a certificate from the President of the S.I.T.U. or from the leader of the party that they are proceeding

to Madras to join the Educational Tour to Benares.

3. Special accommodation will be provided for lady teachers or educationists and for wives of teachers who wish to accompany their husbands. Besides third class seats, provision will be made for second class berths also, not exceeding twenty five in all.

The Chief Commercial Superintendent wrote to the Chief Publicity Officer, Delhi and the following Preliminary itinerary proposed by him has been sent to me.

19th December Madras.
21st " Bombay.
22nd Sanchi (arrival 11 hours).
23rd December Agra Cantonment.
24th " Lucknow.
26th " Benares Cantonment.
31st " Leave Benares.



1st January Gaya.
2nd " Calcutta.
4th " Puri.
6th " Madras.

The above is only a tentative one subject to alterations to be made hereafter, for if we start earlier, say on the 15th December, we will be able to visit more Places of interest between Bombay and Benares such as Jaipur, Delhi and Allahabad.

5. The Chief Commercial Superintendent assured me that if more than 250 persons joined the party he could arrange to run a special train that would halt wherever we wished to halt and take us from Madras to Bombay, thence to Benares and after the conference bring us back to Madras via Calcutta. By using such a special train the difficulties of Hotel accommodation at the places we visit on our way would be avoided and it should be possible to arrange for a dining Car to be attached to the train.

6. The C. C. S. suggested that I might address Colleges to find out if senior Students would be able to join the tour in order to make up 250. He kindly promised to extend the concession to College students also, if they joined us.

The C. C. S. was inclined to help us much as he could without endangering the Railway interests but desired that early notice should be given to him of the requirements of the party and information in regard to the total number that will form the party should be sent to him so early as the 15th of August.

May I therefore request all teachers delegates and educationists to give wide publicity of the above tour and induce many to join besides themselves joining it?

The more the merrier and the more the cheaper too. I trust the College Principals will be so good as to publish this notice in their Colleges and get as many students as they can to take part in this Educational Excursion.

As a knowledge of Hindustani or Hindi will be helpful to us in moving with the people in the North, I would advise teachers to acquire a working knowledge of that language. Two books have been published by D. B. Taraporewala Sons and Co., 190, Hornby Road, Bombay, and they are "Hindustani Simplified" and "Hindustani without Master," both by Bhaududdin Syed. I have gone through both of them and found them very useful. The first is costly (Rs. 3 8-0), but the second Rs. 1-12 0 will serve our purpose. Those that wish to take this opportunity of studying a new language in

three weeks will kindly order copies from the abovementioned firm direct.

I have been asked by many teachers to answer questions in regard to this tour. As many of them are similar, I find it hard to answer them individually. I have therefore thought it advisable to publish them below with suitable answers.

A. *When are the delegates to start for Benares?*

If we start earlier in December, we will be able to visit more places of educational importance; it is therefore proposed to start from Madras in the evening of Monday the 15th December.

B. *Which is the probable route likely to be taken?*

We start for Madras and for further details, see section 4, above.

C. *What will be the probable expenditure that one will have to incur in connection with the tour?*

The delegates will be out for 21 days and boarding will cost Rs. 42 at Rs. 2 per diem. The travelling will cost about Rs. 50 for third class, and about 120 for second class from Madras to Bombay, Benares, Calcutta and back to Madras.

D. *Are the delegates or visitors to pay any fees for admission?*

To get their names registered for the tour, they, whether delegates or visitors, should pay a fee of eight annas. But to attend the conference at Benares, there is a delegation fee and visitors' fee which will be announced later on.

E. *Will they be supplied with boarding and lodging?*

If the members of the party pay the necessary amount for food, which will be fixed at Rs. 2 a day or a little less, they will be provided with meals. While at Benares, excellent arrangements will be made for lodging and food by Principal Seshadri, the President of the All-India Teachers' Federation and by Mr. Khatri, Secretary to the Federation.

F. *Will arrangements be made for the visitors to enjoy sight seeing in important cities on the way?*

Yes. A small extra fee will have to be charged for expenses connected with bus or car or carriage.

G. *What provisions will the visitors have to make for protection against cold weather?*

The members should have two thick blankets one for spreading and the other for wrapping,

two pairs of woollen socks, two flannel shirts, a pair of half shoes in preference to Indian Sandals, and a good serge or tweed coat. They should have a good turban or topea. This will avoid the need for an Umbrella to be carried about.

Ladies and Gentlemen desirous of joining the party will communicate to me their names and addresses before the 15th of August so that I may be able to send the exact number to the Chief Commercial Superintendent, S.I. Railway.

* * * * *
TRICHINOPOLY, } S. K. DEVASIKAMANI,
11th July '30. } *Leader, Tour Party.*

The following gentlemen have registered their names for the Tour:—

17. Mr. P. Somasundaram, B.A., L.T., Assistant, Rajah's High School, Sivaganga.
18. " H. P. Thomas, B.A., L.T., Voorhees College Vellore.
19. " M. A. Vedanayakam Pillai, B.A.L.T.
20. " P. Sreenivasa Iyer, B.A., L.T., L.M.C., High School, Shiyali.
21. " Venkatarama Iyer, B.A., L.T., Science Master, Board High School, Batlagundu.
22. " V. Ragavachariar, B.A., L.T., Senior Mathematics Assistant and Secretary, Teachers' Association, S. M. Hindu High School, Shiyali.
23. " D. Rajaregam, L.M.C., High School, Shiyali.
24. " G. Krishnaswamy Aiyar, M.A., L.T., Lecturer, Bishop Heber College, Trichinopoly.
25. " S. S. Subamaniam M.A., Lecturer, Bishop Heber College, Trichinopoly.

26. Mr. P. V. Parameswara Iyer, M.A., Teacher Bishop Heber College, Trichinopoly.
 27. " D. N. Krishnayya B.A., B.L., Government High School, Virajpet. Coorg Dt.
 28. " P. Lakshmana Shenoy, Asst. St. Gabriels High School, Madras.
 29. " A. S. Narasimha Aiyangar, Asst. St. Gabriels High School, Madras.
 30. " V. Ramakrishna Sastri, Telugu Pandit, St. Gabriel's High School, Madras.
 31. " L. R. Chandrasekharan, B.A., L.T., Asst. St. Gabriel's, High School, Madras.
 32. " S. Natarajan, Asst. St. Gabriels High School, Madras.
 33. Rao Bahadur, R. Krishna Rao Bhonsley M.S.A.S. with Mrs. Bhonsley & two Sons.
 34. Mr. G. D. Edward B. A. L. T., Sarah Tucker College, Palamcottah.
 35. Mr. G. F. Andrews, B. A. L. T., Physical Director, Royapettah House Roypetteh.
 36. Mr. Y. Subramanian, B. A. L. T., 1st Assistant Municipal High School, Udumalpet.
 37. The Rev. G. P. James, B. A. L. T. B. D., Headmaster, Pasumalai High School, Madura.
 38. Mr. M. Devaraja Mudaliar, Educational Superintendent of Labour Schools Saidapet.
- S. K. DEVASIKAMANI,
Leader, Benares Tour.

A BIG LIBRARY GIFT

Mr. H. C. Folger, late Chairman of the Standard Oil Company of New York, has made a remarkable addition to the Libraries of Washington by the terms of his will. Mr. Folger had been accumulating during his life time a unique collection of Shakespearian Mss. In fact, his library is said to contain 25,000 Shakespeare titles. This remarkable library has been presented to the public of Washington along with about two and a half Crores of rupees for its housing and upkeep. The library has been rightly named "FOLGER SHAKESPEARE MEMORIAL LIBRARY."

QUESTIONNAIRE ON GROUP WORK

The Bureau International D'Education has decided to undertake enquiries into Group work and self-government. It is their desire to collect the information and to make known to the public by a printed report. We request our readers to be good enough to supply the Bureau with the particular asked for in the following Questionnaires. (Eds. S. I. T.)

Please write your replies or brief observations in the space provided or indicate therein under which heading you are replying on a separate sheet.

I. Description of Group Work

(a) What do you understand by "Group work"?

1. Do you always work with the whole class?
2. Do you allow your children to form groups which work separately?
3. Do all the groups do the same work at the same time?
4. Do they do work prescribed by you?
Do they do work suggested by you?
Do they do work chosen by themselves?
5. If the work is prescribed by you of what type is it?
If the work is suggested of what nature is the advice given?
If chosen by themselves how is the choice made?

(b) How are the groups formed?

1. Are they formed
 - (a) according to the personal relationships of the children?
 - (b) according to the scholar's interests and knowledge?
 - (c) according to the age of the children?
2. What is the number of children in one group?
3. What number do you consider best from the point of view of teaching?
4. When are the groups formed?
 - (a) at the beginning of the school year?
 - (b) at the beginning of each lesson?
 - (c) in the course of changes in the work?

5. Has the child the right to withdraw from his group?
6. Can he be expelled from his group?
7. What becomes of a child leaving a group?
8. What happens to a child not accepted in any group?
9. For how long do the groups last?
 - (a) on the average?
 - (b) at the maximum?
10. Have you any special observations to make on this subject?

C. With which children do you work?

1. What age are your children?
2. What age do you consider the most advantageous for group work?
3. Which sex do you consider profits most by such work?
4. Does co-education facilitate group work?
5. Which groups are the more numerous?
 - (a) mixed?
 - (b) boys and girls separately?
6. Which type of group works best?
7. Do children of different social standing react differently?

D. The relations between members of the group?

1. Are there group leaders?
 - (a) are they chosen by the teacher?
 - (b) are they elected by their companions?
 - (c) are they chosen for this role by reason of their temperaments?
2. Are they accepted by the children?
3. Have the children the opportunity of working to their full capacity?
4. What proportion of children are fully active?
5. What becomes of children who are
 - (a) Backward?
 - (b) Passive?
 - (c) Lazy?
 - (d) Unstable nervous?
 - (e) Forward, troublesome, restless, talkative?

E. The Relation between groups

1. Do the groups keep in touch with one another?

2. How is the information transmitted from one group to another?
 - (a) By a special lesson given by the teacher for this purpose?
 - (b) During definite periods when the spokesmen of the various groups report the work done?
 - (c) Freely or haphazardly?

3. Do you think that the information given by one group to another is sufficient for the whole class to profit by the work of each group?

4. Do you find any difficulty in this respect?
5. Do you attribute much importance to these exchanges?

6. How much time do you give to these exchanges?

7. How do the children who specialise in one activity acquire the requisite knowledge in the other branches of study?

II Division of the work into Section

1. Do you practise group work
 - (a) Throughout the school?
 - (b) In one class only?
 - (c) Simultaneously in all sections?
 - (d) In certain sections only?
2. Is there any alternation between the individual work and group work?
 - (a) Do you recommend this change to give the children an opportunity to rest?
 - (b) To introduce new order in the teaching?
 - (c) To complete the knowledge deemed necessary?
3. If there is an alternation, have you a fixed time table to regulate it?
If so, who arranges it?

B. Do you practise group work in the teaching of:—

- (a) the mother tongue?
- (b) foreign languages?
- (c) composition?
- (d) natural sciences?
- (e) mathematics, arithmetic?
- (f) geography?
- (g) history?
- (h) drawing?
- (i) modelling?
- (j) manual work?
- (k) music
- (l) moral training?
- (m) hygiene?

- (n) gymnastics?
- (o) other branches of study?

III. What were your Reasons for Introducing Group Work?

1. The influence of theoretical studies? which?
 2. The influence of some author? of some known practitioner?
 3. Your own initiative? In this case on what observations did you base your work?
 4. What purpose have in view?
 5. Is your work in relation to the active school work?
How?
1. How has your experience of group work developed up to the present time?
 2. Have you passed the critical periods?
1. When did you begin this work?
 2. Are you contemplating continuing.
 - (a) Without change?
 - (b) With modifications?

IV. The Results of Group Work.

A. From the point of view of acquired knowledge.

1. Have the pupils acquired as much (or more or less) knowledge as by other methods?
2. Have they completed the programme? Acquired further knowledge?
If so, of what kind?
What importance do you attach to these extras?
3. Is the knowledge acquired by this method more lasting than that acquired by individual work?

Please mention detailed work in sections.

4. Do the pupils run any risk of being impressed by the mistakes, irony, premature generalisations, and superstitions of the others?
5. What measures are taken to counteract these disadvantages?

B. From the point of view of education of the mind.

Does this system develop or diminish.

- (a) The experimental spirit?
- (b) Reasoning?
- (c) The objectivity in the discussion?

C. From the point of view of moral education.

Does this system develop, or weaken

- (a) independence?
- (b) discipline?
- (c) help given one to another?

D. 1. Does the child gain or lose time by working in a group?

2. Does he find the work more interesting or less interesting by working in a group?

E. Is the system advantageous or disadvantageous for the teacher?

From what point of view?

We shall be grateful to you for any observations you may wish to add to this questionnaire in order to complete our questions and explain your personal opinion of the problem.

Questionnaire on Self-Government

A. Origin and History of your Experience.

1. What were your reasons for adopting self-government?

2. Had you taught in classes where self-government was not employed?

3. Had you had difficulties with discipline?

4. What were your motives for renouncing former system?

5. Did you introduce self government without any transition?

6. Through what transitions have you passed?

7. Have you adopted self government:

- (a) as a result of influence of theoretical studies?
- if so which?
- through the influence of one who has practised it or of an author?
- as result of observations? of what nature?

(b) have you passed the critical periods?

(c) when did you first adopt self-government?

(d) are you contemplating continuing with out any change?

or with certain changes?

8. Can you give us an account of your experiences?

(a) what are the developments up to the present time?

9. What purpose have you principally in view?

B. Description of your Experience.

1. What age are your pupils?

2. For what age, children or adolescents, do you consider self-government the best suited?

3. With which sex do you have most success?

4. Is there any particular advantage in employing self-government in mixed classes?

5. Do children of different social standing react in the same way?

6. Does the intellectual ability of the children exercise any influence?

7. Do you practise self-government.

- (a) throughout the school?
- (b) in one class only?

8. When do you apply self government

- (a) in class?
- (b) during recreations?
- (c) at other times?
- (d) in all teaching?
- (e) in certain branches only?

in which branches?

9. How are the little indoor duties (opening windows, distributing books, collecting papers, etc) divided among the pupils?

- (a) by the teacher?
- (b) by the pupils themselves? (free choice)
- (c) by election?

10. Does your class understand "leaders" or is it content to share the duties?

11. Do the children elect their "leaders"?

- (a) is it possible for each children to become a "leader"?
- (b) from your experience is it advantageous?

i. to allow every child to become a "leader"?

ii. to choose children according to their capabilities?

iii. to train "leaders"?

12. From your experience do you consider that self-government reveals "natural leaders," "ring leaders"?

13. What system do you employ:

- (a) complete democracy? (1)
- (b) constitutional monarchy? (i)

14. What are the various sanctions in use?

- (a) positive? (awards)
- (b) negative? (punishments)

15. Who choose these sanctions?

- (a) the teacher?
- (b) the pupils?
- (c) both?

Explain fully your method.

16. Who applies them?

- (a) the teacher?
- (b) the pupils?
- (c) both?

17. Do you trust the pupils themselves to pass judgment on wrongdoers in all cases?

18. Do you judge wrongdoers?

- (a) by the whole social group?
- (b) by a selected tribunal?

19. In the latter case, how is it nominated?

- (a) by the teacher?
- (b) by the pupils?
- (c) by both?

(1) See Ferriere

(L' 'Autonomie des Ecoliers').

C. Results.

Moral Education

1. What are the general results of the system which you practise?

2. Have you proof, among your pupils or among a section of them, as a result of your system?

- (a) of a happy development of a spirit of mutual aid?
- (b) of a trouble some tendency a to thrust self forward?
- (c) of a critical and disparaging disposition?
- (d) of a spirit of judgment and justice?
- (e) of greater self control?
- (f) of an increased sense of responsibility?
- (g) of a spirit of compromise?
- (h) of a tendency towards intrigue and clanishness?
- (i) of a certain scepticism?
- (j) of excessive self-confidence, of self assertiveness?

3. Does self-government facilitate self-education (instinct, feeling, will power, character training)?

4. Does self-government bring out the individual character of the pupils?

5. Does the system enable you to have better understanding of the children's morals?

6. Are the children able use self-government as an educative factor among themselves, example, by giving certain members of their group responsibilities?

Intellectual Education.

1. What are the general results of the system which you practise?

2. Do you consider that self-government has developed among your pupils or among a section of them?

- (a) the ability of understanding other people's point of view and of discussing it objectively?

(b) a tendency to talk even when they have nothing to say?

(c) the desire to analyse?

(d) the critical spirit?

(e) new interests?

3. Is there any relation between your method of self-government and certain active methods such as group work?

Social Education.

1. What are the general results of the system which you practise?

2. Do you consider that self-government has given your pupils a clearer idea of what is meant by?

- (a) a Law?
- (b) a Tribunal?
- (c) a Parliament?
- (d) division power?

3. Do you consider that it is training in civic education for the child?

4. Have your pupils had occasion to settle practically the question of rights of minorities (nationality, confession, etc) and to find an amicable solution?

5. Have they had occasion to submit their differences to arbitration?

6. Has self-government encouraged the division of the class into opposite parties?

7. Has it proved disadvantageous for the general life?

D. Objections.

1. If you have given up self-government please state your reasons.

2. Do you consider that the two following difficulties are true of pupils of all ages:

- (a) incompetence in the matter of organisation?
- (b) inability to impose just punishments?

3. What is your personal criticism of self-government?

4. Does self-governments make the teacher's task:

- (a) easier?
- (b) more complicated?

5. Has self government led to rival groups analogous to adult political parties?

6. What are the strong and weak points of the method?

Personal Developments.

Have you any remarks to add not covered by the preceding questions.

Please write your replies (or short observations) in the space allotted or indicate therein under which headings you are replying on a separate sheet.

Those who have seen the University Library located in a section of the Connemara Public Library at Egmore with books locked up in inaccessible shelves and many thrown pellmell on the floor of the building, with a number of checks and control over the movements of members would if they go to the library located at present in the Senate House, see how many changes have been brought about. The library is now working on all days in the year. It is

We most heartily congratulate Mr. S. R. Ranganathan, the librarian who is mainly responsible for all these great improvements and we hope that under his able management the library would become more and more useful to the Public in general and to students and teachers in particular.

S. K. Y.

Financial Statement of the S. I. T. U. Protection Fund from 16-12-29 to 30-6-30.

[illegible]

S. MADHAVA RAO,
Secretary.

YOUR DUTY.

“Mr. S. K. Devasikamani, B.A., L. T., Headmaster, Bishop Heber College, Trichinopoly stands as the Union candidate for the University constituency in connection with the ensuing election to the Madras Legislative Council. Now is the time for the entire teaching profession to stand by the Union. The Union expects every teacher to do his duty. District Teachers’ Guilds, Teachers’ Associations, and teachers are requested to meet early and to pass resolutions supporting the Union.

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THE SOUTH INDIA TEACHERS' UNION

An Appeal to Graduate-Voters

The South India Teachers' Union has, in compliance with the mandate of the XXII Educational Conference held last May at Coimbatore, requested Mr. S. K. Devasikhamani, B.A., L.T., Headmaster, Bishop Heber College High School, Trichinopoly, to stand as a candidate to the Local Legislative Council from the constituency of the University of Madras. He has kindly agreed to do so and has been duly nominated.

Mr. S. K. Devasikhamani is a veteran educationist of over 37 years standing during which period he has been lecturer in a College, Headmaster of a Training School, and the Headmaster of a very important High School for the past many years. He was a member of the District Educational Council of Trichinopoly for six years and its Vice-President as well. He has been a member of the District Secondary Education Board, Trichinopoly, ever since its inception. He was a member of the Senate of the Madras University for the last two terms and is now a member of the Academic Council.

He has been taking his full share in the public activities of his place outside the educational sphere. He was for a term of three years a Councillor of the Trichinopoly Municipality. He was a member of the Taluk Board, Trichinopoly, for ten years and its Vice-President for seven years. He was a member of the District Board of Trichinopoly for a period of ten years and has been thus intimately connected with Local Board and municipal activities.

Education is one of the most important, if not the most important, among the nation building departments and it is significant that the Statutory Commission appointed an auxiliary committee to examine and report upon educational progress as a separate subject by itself. For lack of a sufficient number of enthusiastic experts in the local Council, education has not been given in the deliberations of the Council, the place and importance it deserves. Mr. S. K. Devasikhamani would, if returned to the Council, function not merely as the spokesman of the teaching profession, but as a worthy representative of the most enlightened constituency, taking an active interest in all matters that come up before the Council and championing specially the cause of education that has been hitherto comparatively neglected.

We therefore appeal to all the graduate-voters, ladies and gentlemen, to support the candidature of Mr. S. K. Devasikhamani, the first teacher candidate.

S. K. YEGNANARAYANIER,
President of the South India Teachers' Union.

M. S. SABHESAN,
Secretary of the S.I.T.U.

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Town High School, Kumbakonam,

AND

G. Vaidyanathaswami Ayyar, B.A., L.T.,

Senior Science Assistant,
Mahajana High School, Erode.

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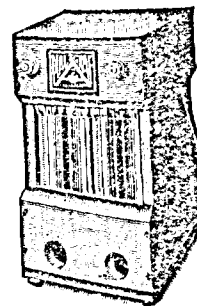
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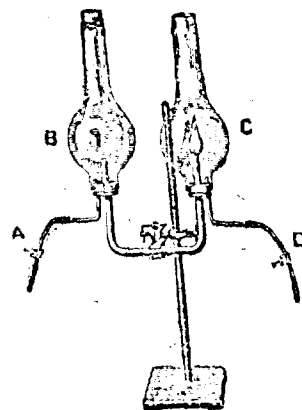


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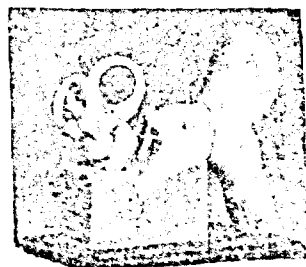
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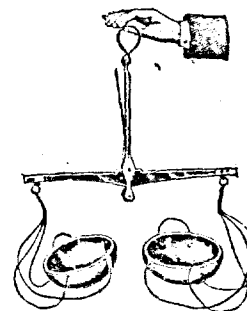


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THE South Indian Teacher

Vol. III]

August, 1930

[No. 8

SCOUTING AND PHYSICAL EDUCATION*

BY

K. Sanjeevi Kamath, B.A., B.L.

Better to hunt in fields for health unbought
Than fee the doctor for nauseous draught.
The wise for cure on exercise depend
God never made His work for man to mend.

—Dryden.

If the object of education is to develop an all round citizen and bring out the best in every boy to achieve this purpose, it cannot be done without laying a proper emphasis upon the training afforded by the Boy-Scout movement. If the object of education is to develop a sound mind, this object cannot be fulfilled without, at the same time, building up a sound body, and this can be done only by the spread of a comprehensive system of physical education in our schools and colleges. Physical education is like the concrete foundation for a big edifice which, for its strength and durability, will have to rely upon the strength of the foundation; while scouting is that perfect architectural device, without which the building will be a mere mass of brick and mortar without either elegance or form. Both from experience and knowledge, I have come

to believe that every sound system of education should comprehend in its scheme a thorough programme of scouting and physical education and as, I take it, the object of such conferences as this is to evolve such a scheme, these subjects should not only form an integral part of your programme but also of your discussions.

I have just returned from a beautiful camp at Mount Pleasant in Coonoor, where about two dozen men, many of whom come from your own profession have been undergoing training in the Woodbadge course of Boy-Scout Association under the able guidance of our two deputy camp chiefs. To see these men living under canvas on the brink of a hill, amidst a most glorious prospect of nature scenery, cooking their own food, playing games and going on expeditions

* A lecture delivered at the 22nd Pr. Educational Conference, Coimbatore.

and more than all living in perfect harmony and cheerfulness in spite of the most inclement weather, is an education by itself. But how much more must it be to the men themselves who have gone through such an experience! When they return to their schools will they be the same men? I can emphatically say, "No". No man who has lived in direct contact with nature, who has stripped himself of all artificial embellishments, can be the same man to what he was when living amidst the sordid and prosaic surroundings of a city. It is in the camp that one retains a glimpse of that Aryan System of education, wherein the master taught and the pupil learnt not under a gloomy roof of tiles but under the brilliant canopy of Heaven, which was the glory of that heroic race whose unworthy descendants we have come to be. Our schools have been converted into mills for manufacturing bookworms, whose ideals do not transcend beyond the limitations of a Government Office or a private job, and when a crisis like the one through which our motherland is passing at present comes in the history of a nation, we, educated men, are found sadly wanting. The purely intellectual system of education that has been our heritage since the days of Lord Macaulay has been weighed and found wanting, as it belongs neither to the East nor the West. It is therefore time that we expanded its scope and reformed its features and this can be done in some measure by making scouting and physical education part and parcel of our educational system.

What is Scouting? It is too late in the day to define it as an abstract proposition. It is to be defined, if at all, by its concrete achievements. It is more than a decade

since this movement was introduced among Indian boys and from a few hundreds, it is grown into a few hundreds of thousands and this rapid expansion must be explained except by results achieved in the early years of the growth of the movement justifying public confidence. The public have come to look upon the Boy-Scout movement as a natural object of their intellectual sympathy and moral and material support, and no wonder, if it was possible for over 85,000 boys to live in a common camp, as they did at the Madras Jamboree, like brothers irrespective of considerations of religion and community and if it was possible to have similar gatherings with even a very much larger number in Bombay, Punjab and other provinces, it was because the Boy-Scout movement had made such gatherings possible. The Boy-Scout movement succeeded where an innumerable number of social reform associations failed, and the secret of such success lay in the fact that the former tried to prove by example what the latter did only by precept, the practical efficacy of the doctrine of the Fatherhood of God and the brotherhood of man. If that little verse which formed merely a fragment

"Lives of great men all remind us,
We can make our lives sublime,
And departing leave behind us
Footprints on the sands of time."

of a poem, an expression of a thought, has become an integral part of a boy's life, if our great heroes like Bhishma, Prithviraj, Akbar and Shivaji who were so many names in the Indian history to be read for the examination and forgotten after that event, have once again come to be the exemplars of high life and noble conduct to our boys, it

is because scouting has laid its proper emphasis upon the true form of hero worship, by insisting on every troop of scouts to be named after a hero, in whose name and under whose flag it ought to promote its special activities and whose particular characteristics which carved out the hero of the men, should be emulated by every member of the troop. If boys have learnt to study the history of India not by learning so many words in print but by visiting so many places of historic fame, it is because scouting has encouraged on an immense scale the habit of excursion to places hallowed by tradition and eventful history. If boys have learnt to give up the comforts of home and go out to live under trees, though for a brief period, cook their own food, clean their own vessels, wash their own clothes irrespective of their individual station in life, it is because scouting has made camping and open air life a major part of its routine programme to develop in every boy a spirit of self reliance and self help. If at great festivals at the banks of the Ganges, Godavery and other pilgrim centres, bands of young men and boys dressed in khaki are always found ready to render service, it is because boy scout movement has inculcated in our boys, by the daily good turn the ideal of service and imparted to them the requisite training to achieve it. The work of the boy scout movement had all along been thoroughly comprehensive and to everything it has touched, it has contributed its own spirit and point of view.

Scouting is a game with a purpose behind it. In scouting, the master has to look at things from the boy's point of view, and through means which appeal to the boy's

imagination and intellect, the master has to train his boys and develop in them those qualities of self reliance and service which go to make up a good citizen. The method of scout training is thus somewhat different from that adopted in the school where the teacher decides very largely what is good for the boy without the boy being ever consulted. In scouting the programme has been so planned that the boy's interests are awakened. The boy finds that his desire for play and mischief finds a favourable response from the scout-master who, taking advantage of such desire and regulating the spirit for play and mischief into proper channels harnesses the superabundant energy of the boy and carries him on in the path of physical and moral progress. The scout-master makes the boy feel the sense of responsibility in every activity which he undertakes and by teaching the boy how to obey trains him how to lead.

While the methods of scouting and the school may be different one is no substitute for the other. On the other hand scouting is a supplement to the school programme. Each is interdependent and the proper training of a boy is effected only by the harmonious co-operation of the two systems. Scouting provides a programme for the leisure hours of the boy to keep him engaged in useful occupations which will keep him away from the temptations of idle hours.

What does the boy-scout movement stand for? It stands for

Patriotism and leadership
Physical fitness
Trained and efficient service
A sound character.

The boy-scout movement realises that the first duty of a citizen is to his country

and therefore lays a special emphasis on a programme that is calculated to develop in the boy a love for his motherland. The wave of patriotism that was roused in England and America during the Great War found thousands of scouts at the posts of national service. In India the object is just the same. To develop in the boy a burning love for the motherland, to make the boy feel that the interests of the country should always have precedence over those of his own in his thoughts and aspirations, is an object which scouting tries to achieve.

The boy-scout movement tries to develop physical fitness in our boys through games, camping and exercise. Scouting has been responsible in promoting a large number of team games which while affording sufficient recreation to the boy are equally effective in developing his powers of observation, hearing and smell. The physical aspect of scouting which concentrates its attention on the health of the boy, has been endeavouring to make up to some extent the deficiency of the school system in this respect. The boy-scout movement realises that it is only a strong and healthy man who can prove to be a useful citizen and with this object in view has evolved its programme which centres round a scheme of well-regulated physical training.

The average Indian is always responsive to the call of service. His motto is

"Paropakaraya itham shareerum", which means that this body is intended for the service of others. But the desire for service is one thing, while the ability to render it is entirely different. There have been occasions, within my own information wherein, people have lost their lives by

drowning in the presence of their relatives and friends who while burning with a desire to save the drowning men have felt themselves impotent to render such humane service. The boy-scout movement, by teaching first aid, life-saving and various other useful arts contributes to develop in the boy the latter trait, that of ability to render effective service while, by insisting upon each boy doing at least one good turn a day, not only creates the desire but also develops the habit of rendering such service. The boy-scouts are a band of trained social workers whose organisation and discipline are the surest guarantee for efficient service.

The scout law is the foundation of a scout's character. It is a compendious code of practical morality which is simple in its construction but effective in its application. The moral training of the boy centres round his sense of honour. It is this sense that is first awakened and once this is done the boy is easily impressed with the paramount duty of maintaining his honour by eschewing all that which detracts from it. A scout makes his three-fold promise of patriotism, service and character on his honour and a scout's honour is the surest guarantee to his keeping the promise once made.

Training in leadership is a duty of vast national importance and there is no organisation which develops in its members this essential quality besides the boy scout movement. The patrol system is the training ground of true leadership. It is realised in the boy scout movement that he alone can lead who has truly learnt to obey without fear or favour, and if a boy learns to obey one of his fellows who has no control except that afforded by scout discipline he soon

learns how to lead when duty calls him and opportunity is afforded to him for such leadership.

While scouting caters in a large measure to the physical needs of the boy, we, in this country, have to lay a special emphasis upon a comprehensive and effective system of physical education for our boys and girls. The extent of physical weakness that is prevailing in our boys and girls is simply appalling and any amount of intellectual education cannot adequately compensate for the deficiency in bodily fitness. Our school programme has never taken into consideration the physical needs of the boy and educational authorities have been satisfied so long as proper arrangements have been made for the teaching of the three "R"s.

To carry out successfully any programme of sound physical education, the necessary atmosphere and environment must be created. This can be done to some extent by giving up the present system of having two teaching sessions in a day. This system has ruined our boys and it is time that you decided to agitate for only one teaching session preferably in the morning. In the alternative or in addition, a system of a free lunch for poor students must be introduced in every school. Muscles cannot be built from an empty stomach. Bad and insufficient food coupled with intellectual mill grinding has made the average South Indian weak and anemic unable to sustain the weight of arduous physical labours.

It is a happy sign of the times that even the Government has realised the need of giving greater attention to the spread of physical culture in our schools and colleges. But, unfortunately, there is at present no

comprehensive policy for providing facilities and creating that atmosphere so necessary for the promulgation of any scheme of physical education to be effective and enduring. The conference on physical education that was recently held under the auspices of "Shivaji Vyayam Mandal" with Dewan Bahadur R. N. Arogyaswamy Mudaliar in the chair has made several valuable suggestions which if accepted by the Government will greatly solve the problem of mass physical education.

Field games are no doubt very good, but, at best, they can occupy only a few individuals on account of limitations of space. Games like hockey, foot-ball and cricket while of very great value, involve such an extent of open area wherein only a few can partake that they can never count very much in the scheme of mass physical education.

If present conditions are to be satisfactorily tackled, greater attention has to be given to the indigenous system of physical exercises and games. It is with this view, that an organisation for the promotion of this system has been founded in Madras under the name of "Shivaji Vyayam Mandal" and the progress which it has made during the last three years has sufficiently proved the value and efficacy of our own national system. Dandals and baskis are exercises which are second to none in developing a good physique and can be performed by large numbers in school rooms. Yogic asanas afford a scientific system of breath control and wonderfully contribute to the elasticity of the body. Suryanamaskars which combine exercise with devotion have already been recognised as an effective system of physical culture in a large number

of schools in the Bombay Presidency. Exercises with karlas, jodis and santolas are powerful means for the development of the big muscles. Boxing, fencing, wrestling and sword play are, in the words of Dr. Laxmipathi, post-graduate courses of the Indian system of physical culture. Massage with oil has come to be understood to be one of the finest means of refining the body; Games like balchipalam or gudugudu are more effective than volley-ball. Our system is not only comprehensive but is also cheap and in these days of national poverty, economy even in matters relating to physical culture and games is a virtue which eminently deserves to be cultivated.

It is indeed sad to see that our national exercises which are now awakening the admiration of the Western world, have passed out of the horizon of educated India and till recently were finding support only in a few professional athletes among the lower classes of the Indian Society. "Shivaji Vyayam Mandal" has, however, succeeded in rescuing the system from its obscurity and decadence and enforced its appeal upon educated Indians. These are exercises which every one of you can practise and teach to your boys. They require little effort and less equipment. At the same time you will be contributing in no small measure to the physical regeneration of the race.

One word more and I have done. If I say that the future of India is in the hands of teachers, that it is in your hands, it is not to lay any flattering unction to your souls. The true Indian nation is built in its schools and colleges. If to-day, India still continues to be dependent on a foreign nation, if today

we see the gruesome spectacle of India being divided against itself, the responsibility lies heavily on our educational system. If India is to be free and is to attain its place in the comity of nations, it can be achieved only through our schools and colleges. I appeal to you to test everything that you do and everything that you teach by the standard of India's true interests and as you become more and more responsive to the call of our motherland, you will be discharging your duties more and more effectively by the boys whose future is in your hands. You, teachers, are the true guardians of India's honour and India's destiny. By encouraging scouting you will ensure the development of a spirit of unity and brotherhood in our nation, by encouraging physical culture you will ensure the growth of physical fitness and manliness in our race; by teaching patriotism you will make every boy place at the feet of our Mother the fruits of his culture and his training. True education should contribute to that awakening of the soul and enlightenment of the spirit in the boy, which will make him alive to his great destiny, and with you, as the custodians of his future, I have no doubt that the emancipation of India is assured. Let us therefore pray, in the words of Samuel, F. Smith, to our Almighty God to give us strength to carry on our mission.

Our fathers' God to Thee

Author of Liberty,

To Thee we sing.

Long may our Land be bright

With Freedom's Holy Light,

Protect us by Thy might

Great God our King.

SOME INACCURACIES

By

Mr. U. Pundalik Shenoi, B.A., L.T., Asst., Christian High School, Udipi.

Mathematics is an exact science, and theoretical geometry furnishes the best examples of this mathematical exactness. Text-books of school geometry are the first to introduce young and ignorant students to this exactness, and as such they present models of accuracy both in statement and reasoning, besides laying great stress on this principal characteristic of mathematics. And it is in the definitions and proofs of propositions given in them that they profess to exhibit such models. But a careful examination of these will show that many of them are not very satisfactory models; for they contain a number of errors which cannot be looked upon as mere cases of absence of *rigour* but as those of really serious inaccuracy. And because the text-books are approved ones, there are probably teachers who are following them blindly. If the errors found in them be not rectified the text-book writers and the teachers following them lay themselves open to the charge on the one hand of inconsistency between one example and another set by them and on the other hand of inconsistency between their precept and example. It may be said that it is much more difficult to practise than to preach, and surely there is no denying that. But at the same time it is to be admitted that if we do not take sufficient care to practise what we preach, our precept will lose much of its value and effect. Models set before novices for their imitation or guidance should be worthy and perfect, however much their own performances may fall short, and however much their defects

may be excusable. Some of the important cases of inaccuracy noticeable in the common text-books of school geometry will be pointed out in the following lines, in the hope that they will merit due attention of writers and teachers concerned. The readers will easily follow the contents of this paper, if they have a text-book before them and draw their own figures wherever necessary.

The first and foremost thing in theoretical geometry in which accuracy is cared for is definitions. When we define a geometrical term occurring in various contexts, we cannot define it in one way for one context and in another way for another context. For example we cannot define congruence of triangles in one way and congruence of other figures in another. Of course, we have sometimes to extend the use of a term to some new context, where the usual definition does not hold good; but then we change the definition of the term in such a way that the new definition may apply to all contexts and at the same time the new definition may still yield the old one when applied to the particular context. Now let us consider the usual definition of a st. line that touches a circle, and that of two circles touching each other. As for the first definition, every book gives it as a st. line which has only one pt. in common with the circle (or as a st. line which cuts the circle in two consecutive points—which amounts to the same thing). As for the second definition, most of the books give it as two circles each of which touches the same st. line at the same points. When a

st. line touching a circle is defined as one that has only one point in common with the circle or as one that cuts the circle in two consecutive points how can two touching circles be defined as above, as the touching of a st. line and a circle or that of one circle and another is considered only as a special case of their intersection? The proof of a proposition concerning touching circles depends upon the definition of touching circles. A difference in the definition means so much difference in the proof. For example, the proof of the proposition that the pt. of contact of two circles that touch each other lies in the line of centres is quite different from and much more difficult than the usual proof, if two touching circles are defined as circles having only one pt. in common. And if the usual definition be wrong, the proof of the proposition based upon that definition would be of no value.

If the particular enunciation and proof of a proposition do not agree with the general enunciation, it is considered to be a serious error. Such an error is found in the usual proofs of the following two propositions: (1) "If the sides of a convex polygon are produced in order, the sum of the exterior angles so formed is equal to four right angles". (2) "If the circumference of a circle be divided into n equal arcs, the pts. of division are the vertices of a regular n sided polygon." The figure, the particular enunciation, the construction and the proof for each of the propositions refer to a particular polygon, say pentagon, but not to a polygon of n sides, but it is supposed that they refer to any polygon. Though the proposition is true for any polygon, it is neither decent nor accurate to give a proof like that. The first part of the proof must consist in

proving the proposition in the case of a particular polygon, say pentagon, and the second part must consist in showing how a similar construction, reasoning and conclusion apply to any other polygon.

Text-books warn the unwary students against making a confusion between the ordinary method of *reductio ad absurdum* and the method of proof by exhaustion in proving a converse proposition. But this very error is found in the proofs of the following two propositions in all the text-books. The theorem that if a quad. has a pair of opp. angles supplementary the quad. is cyclic, is proved as follows: "Let ABCD be a quad. in which $\angle B + \angle D = 2$ rt. angles. Draw the circle through A, B, C. If this circle does not pass through D, let it cut CD or CD produced at D' etc. etc." Now if the circle ABC does not pass through D, the alternative possibilities are (1) it may touch CD at C; (2) it may cut CD; (3) it may cut CD produced. All these three possibilities are to be proved as false before the theorem can be said to be established. Usually the second and third possibilities are proved as false and the theorem is regarded as being established. Such a proof is evidently incomplete. Again the theorem that if two st. lines meet when produced and the rect. contained by the segments of one is equal to the rect. contained by the segments of the other the extremities of these two st. lines are the vertices of a cyclic quad., is proved as follows: "Let AB, CD be two st. lines which when produced meet at O so that OA. OB = OC. OD. Draw the circle through A, B, C. If the circle does not pass through D, let it cut CD or CD produced at D' etc. etc." If the circle ABC does not pass through D, there

is the alternative possibility that it may touch CD at C, which is not proved to be false in the usual proof of the text-books. Of course, it is possible to change the proof of each of the above propositions so as to avoid the defect pointed out. But so long as the proofs are as stated above, they will be incomplete unless that another possibility is also proved as false.

If the proof of a proposition does not cover its full implication, the proof will be defective. This defective character is noticeable in the usual proofs of some theorems given in text-books. In the usual proof of the theorem, "st. lines which are parallel to the same st. line are parallel to one another" two st. lines are taken parallel to the same st. line, although more than two are implied. Again taking the proof of the theorem about the equal intercepts made by three or more parallel st. lines on two transversals that cut them, we see that, though the theorem clearly refers to three or more parallel st. lines, the usual proof considers only the case of three parallel st. lines. Moreover, though this theorem includes the case when the equal intercepts are not consecutive the usual proof takes only the case when the equal intercepts are consecutive. Again though the propositions on the extension of Pythagoras' theorem state the excess area or deficiency area as "twice the rect. contained by either of these sides and the projection on it of the other," the usual proofs in text-books show it as twice the rect. contained by one of those sides and the projection on it of the other.

To state a theorem in such a way as to include a wrong implication is as bad as to prove a theorem only in its partial implica-

tion. But this is how the text-books state the theorem about the ratio of the segments of the base of a triangle made by the external bisector of the vertical angle. "The external bisector of any angle of a triangle divides the opp. side externally in the ratio of the sides containing the angle." This is wrong unless we modify it by saying that the sides about the angle are unequal; for if the sides are equal the external bisector does not cut the opp. side at all. Again the locus theorem on Apollonius' circle is usually stated as follows: "If a pt. moves so that the ratio of its distances from two given pts. is a constant, the locus of the pt. is a circle." This is wrong unless we modify it by saying that the ratio is one of inequality; for if the ratio is one of equality, the locus is the perp. bisector of the st. line joining the given pts.

Another error that is commonly noticed in text-books is that a theorem is proved for the most general case, the special case for which the theorem is also true being left out altogether even when its proof is different from that of the general case. Such a mistake is found in the usual proof of each of the following propositions: (1) The extension of Pythagoras' theorem when the angle considered is acute (2) Apollonius' theorem (3) The rect. contained by the segments of any chord of a circle passing through a point. inside it is less than the sq. on the radius by the sq. on the dist. of the pt. from the centre. (4) The rect. contained by the segments of any secant drawn to cut a circle through a pt. outside it is less than the sq. on the dist. of the pt. from the centre by the sq. on the radius. (5) The angle made by an arc of a circle at the centre is double the angle made by it at any pt. on the remaining part of the circumference. (6) The angles

made by a tangent to a circle at a pt. and any chord through that pt. are respectively equal to the angles in the alternate segments. In the proof of each of these there is also a special case to be considered, and as the proof of the special case is slightly different from that of the general case, the latter by itself does not constitute the complete proof of the proposition. The special case in (1) is when the foot of the perp. drawn to find the projection is at the extremity of the base; that in (2) is when the median bisecting the base is perp. to the base; that in (3) is when the chord passes through the centre or is bisected at the pt.; that in (4) is when the secant passes through the centre; that in (5) is when one of the arms of the angle at the circumference passes through the centre; that in (6) is when the chord is a diameter.

An error similar to the one indicated in the preceding paragraph is seen in the usual proofs of some locus propositions. When the locus of a pt. P , which moves so that the sum of the sqs. of its distances from two given pts. A and B is proved to be a circle, every position of P satisfying the given condition should be shown to lie on a circle and every pt. on the circle should be shown to satisfy the given condition. But what is usually done is that every position of P lying outside AB and satisfying the given condition is proved to be on a circle and every pt. on the circle lying outside AB is proved to satisfy the given condition, by the application of the theorem of Apollonius. But there are two positions of P in AB or AB produced which satisfy the given condition and these also should be proved to lie on the supposed locus circle and again the intersections of this circle with AB or

AB produced also should be proved to satisfy the given condition. The method of proof for these two special cases is slightly different from that for the general case and should therefore be separately indicated. Again the locus of the mid-pt. Q of a variable line OP drawn to the circumference of a circle of centre C from a pt. outside or inside it is proved as follows: In the first part of the proof it is proved that the st. line joining Q with the mid-pt. of OC is half of CP and thus Q is proved to be at a constant distance from the mid-pt. of OC and therefore to lie on a circle. But when this is proved, OP that is taken is not any st. line drawn from O to the circumference, for the one that passes through the centre or the one which when produced passes through the centre is not taken at all, and it is not proved that the mid-pts. of these also lie on the same circle. It is necessary to prove this separately as its proof is different from that of the general case similarly for the converse part of the proof. What is pointed out above applies to the proof of a similar proposition where Q divides OP in a given ratio.

Another error noticed in text-books is that the particular enunciation of a proposition is so imperfectly stated that the construction and the proof apply to a particular figure and not to any figure that may be drawn to satisfy the particular enunciation. For example the theorem, "The angles made by a tangent to a circle at a point and any chord through that point are respectively equal to the angles in the alternate segment," is proved as follows: " AB is a tangent touching a circle DEF at C and CD is any chord through C . E is the other extremity of the diameter through C . It is required to

prove that $\angle BCD = \text{any angle in alternate segment } CED$, and $\angle ACD = \text{any angle in alternate segment } CFD$ etc., etc." It is clear that segment CED is alternate with respect to $\angle BCD$, only when $\angle BCD$ is acute and not when it is obtuse. But from the manner of particular enunciation it appears that it makes no difference whether $\angle BCD$ is acute or obtuse. Again when the theorem, "The external bisector of the vertical angle of a triangle divides the base externally in the ratio of the sides" is proved, the construction and proof apply only to a figure in which a particular side, say AB , is greater than the other side, say AC , and not when AB is less than AC . But the particular enunciation makes it appear that it is immaterial whether AB is greater or less than AC .

One more defect can be pointed out. In the proofs of some theorems, statements are made without proof, although there is no authority for them in the hypothesis or any axiom or any proved proposition. If such statements be permissible, the proof of any proposition could be made much simpler and briefer than it is now. For example, while proving that there is one circle and one only which passes through three given non-collinear points it is stated without proof that the perp. bisectors of two st. lines joining the points intersect, though there is no authority for it in any proved proposition. Again while proving that the external bisector of any angle of a triangle divides the opposite side externally in the ratio of the sides containing the angle, it is stated without proof that the external bisector meets

the opposite side produced on a particular side, and there is no authority for it in any proved proposition.

Among a few more errors which cannot be pointed out here for want of space, particular mention may be made of one, as it has some connection with a question that appeared in C group mathematics of the last S. S. L. C. Public Examination. There is the familiar and simple book-problem of the construction of a triangle when the lengths of its three sides are given. In the text-books the construction is easily stated and the condition is given which the three given lengths should satisfy. But the reason given for the condition is that in a triangle the sum of any two sides is greater than the third. If in a triangle the sum of any two sides is greater than the third, it is not conceivable how it can follow that a triangle can be constructed with three given lengths as sides, the sum of any two of the given lengths being greater than the third. The latter is the converse of the former and is an independent theorem which is not directly deducible from the former. The question in the recent S. S. L. C. Public Examination referred to above is whether it is possible to construct a triangle with any three lengths for its sides, and another part of the same question required the enunciation and proof of the proposition on which the answer to the first part is based. It is not known what answer to the second part of the question was expected and accepted by the examiners from the candidates, whether the direct proposition or its converse.

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CHILDREN LEARN BY CHATTERING! NEW VIEWS ON EDUCATION

By

Leslie A. Paul.

Education is in the public eye just now. The difficulties in the implication of the Government's pledge to raise the school age and Sir Charles Trevelyan's White Paper on the proposed settlement of the religious question have focussed more attention upon education than it is usually wont to receive.

But, as usual, educational method comes in for very little discussion. It is tacitly assumed that, on the whole, the schools are run in the manner in which they ought to be run. Indeed, the subject receives an airing only when one or other of the daily papers raises a howl over the failure of popular education to prepare boys and girls for office or workshop life and the great drain that education is upon the resources of the nation. Fortunately, only a few self-made business men take any notice.

Despite neglect, our education system has made immense strides in the last twenty-five years. Many of the things that were done in the name of education when I was a boy (and that's not very long ago) are abandoned now. But, much as national education has advanced in the hands of private educational workers running special schools, in England, and almost nationally in America and Russia, the whole conception of the means and ends of education has been turned topsy-turvey. Unknown to the general public, some very fine experiments have been taking place which are even now altering the relations between the teacher and the taught, and will soon alter

our whole attitude to the activities of the school.

At one time education was chiefly a matter of flogging into reluctant youths doses of knowledge for which they had an instinctive antipathy. Flogging, of course, has gone by the board. Only barbarous old gentlemen on the Bench have the courage to shout for flogging for children and criminals, and only those educational backwoods, the public schools seem to maintain this ancient pedagogic tradition.

Not only has flogging gone by the board, but a great deal of the other side of the statement has too. It is doubted to day whether education exists primarily for the purpose of dosing children with pills of knowledge, and also whether children have a natural antipathy to learning. A great many irksome traditions are being destroyed. It was once considered good for the child to inflict on it various cruel little mental punishments. In my school days we were forced to sit perfectly still with arms folded, or hands behind our necks, for what seemed then unendurably long periods. This little discipline must have been bad for our hearts and our nerves. Or we had to stand in corners with our hands on our heads, and so on, for such crimes as talking or wriggling in our seats. I believe, that, in the more enlightened schools, these punishments have been dropped, but teachers are still putting up a losing fight for silence.

Talking—or chattering, to use the school term—is still one of the gravest of class-

room offences. Now educationalists are discovering that talk between children has definite value. Children learn by talking. It is the food of the gods, for the most god-like of us, philosophers, teachers, poets, and clergymen spend their lives talking. So the ban on class-room chatter is being lifted, with amusing results. Teachers in my time attempted to secure silence in their absence by putting us on our honour not to talk when they left the room. We broke our promises without fail. What on earth could keep a class of forty silent in the absence of a teacher? Nature has short shrift with promises that are against the grain, and two seconds after the teacher had left, the class was Bedlam. But when the ban is lifted against chatter, while the class is working, their uproar disappears. In place of the teacher's ban comes a natural courtesy—a civility which of itself condemns noisiness; and while schools in which talk is permitted hum like beehives, actual uproar is seldom heard.

Most modern educational experiments are in line with the examples I have just given. Children are given much more freedom in every respect. They are given some say in the preparation of curriculum; they are able to move freely about the class-room, they can work individually or in groups. By school councils and committees, dramatic, art, and music societies and clubs, a great deal of initiative lies in their own hands. Instead of waiting for the teacher to tell them what they have to do they are busy seeking on all sorts of activities—and facts—for themselves. School councils try offenders against the common code and mete out punishment; delegates from the councils discuss school organisation with the teaching

staff. All this is revolutionary indeed, but it works very well. The teachers themselves gain enormously. Instead of being regarded as the hereditary enemies of the school child, they become trusted counsellors and friends. The school which adopts such a free plan gains enormously in health and happiness and in a strengthened moral tone.

Many other experiments are being tried as well. Teachers in the new schools have come to the conclusion that it is worse than useless to try and cram children's minds with a spate of unnecessary facts about this, that, and the other subject. The dates which were the bane of history lessons are being left alone. The long, dry lists of rivers, mountains, seas, towns and so on which drugged our sensibilities in the geography lesson are not taught now. Learning poems by rote is also frowned upon. Teachers have discovered that these things deaden the child's mind; they inflict upon it the burden of carrying stores of facts utterly without relation to one another. The modern school attempts to quicken the child's natural curiosity about life and to get the child himself relating the things he discovers to some wider conception of life.

The Russian educationalists have been very successful in exploiting the child's curiosity. They say that education is for life, and that, therefore, the children must start with study of the life it knows, preferably working with others in a team in its pursuit of knowledge. Technically this method of study is called the "Complex" method, and the study group is called a "collective". Children in the peasant villages start off by studying the nature of village life, the seasonal nature of labour

the organisation of labour to meet the fluctuation, the nature soils and the use of agricultural machinery and so on, until they have a very complete grasp of the village economy and the possibilities of improvement in it. Town children would study conditions and activities in a particular area, visit workshops, factories, co-operative and State stores, and gradually learn the town economy. Formal instruction plays a secondary part in this work, although the teacher's power of initiative is very great. Children learn to read and write, draw and make charts in order to record and illustrate the results of their study. The collectives parcel out their work between them, elect their own leaders, appoint monitors and school cleaners, and organise as much of the school activity as their age and experience permit.

In American schools collective activity is increasing. Children engaged in the study of a particular historical period are organised into a group which, by art, drama, crafts and

costume-making, attempts to illustrate the actual life of the period they are studying. Methods similar to these are extraordinarily superior to the old rule of thumb instruction. If children can explore, or act or live again the life of ancient times their enthusiasm for learning is boundless, and modern education is on the right lines when it attempts first to fire the imagination of the child and then to leave its capacity for play acting and is not inconsiderable energy to do the rest. Children learn twice as quickly and never know that they are learning if they are given these liberties; and, more important still, learning becomes something living and real—something quite natural.

A nation which values its future is bound to make widespread educational reforms on the lines I have indicated sooner or later, because a people which can keep fresh the energies and transports of childhood for the problems of nature life is bound to produce an immeasurably finer race of citizens of the world.

(From the Mill Gate Journal).

MADRAS LEGISLATIVE COUNCIL ELECTIONS

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Mr. S. K. DEVASIKHAMANI.

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EDITORIAL

"Education a Sham!" :—

The report on the consolidation and concentration of Elementary Schools submitted by Mr. Champion has been ordered to be communicated to local bodies and District Educational Councils for careful consideration. These bodies are called upon to prepare, in the light of the suggestions made in the report, schemes for amalgamation.

The report points out that the Elementary Schools in our presidency are "characteristically (a) schools with small classes (b) schools in which one teacher has charge of more than one standard at the same time." It is argued that, from the point of view of both educational efficiency and financial economy, it has become necessary to "combine a large number of smaller schools into a smaller number of larger schools". The difficulties which communal, religious and linguistic differences are likely to present in respect of amalgamation, are referred to in detail and a tentative scheme which is expected to prove useful is suggested. The special officer has taken care to explain the scope of his scheme by a reference to the investigations made at Vellore and Kottur. The central idea of the scheme of the special officer is the organisation of a "central school" in each of the "School-centres" to be recognised in every municipality or Union. The jurisdiction of the School centre is to extend generally to a radius of one mile, and the central school is required to provide for the instruction of all children of school age within the area. It is also suggested that separate sections for girls, depressed classes and Muhammedans may be opened in the

central school when such a course is found necessary. Outside the school centre and scattered round the central school will be a number of "Junior Schools", and these schools are allowed to give instruction up to the second standard. The pupils of the Junior Schools are expected to proceed to the central school to continue their further studies. The scheme also proposes to let the well-conducted aided schools do their work as heretofore, and they may give instruction up to the fifth standard. Special advantages in respect of efficiency, economy and supervision are claimed by the special officer for his scheme of distribution of schools. The director of public instruction also agrees with the views of the special officer and points to the likelihood of a large saving being effected.

We should confess we are not much impressed either with the seriousness and urgency of the problem of consolidation, or with the practicability of the proposals suggested by the special officer. It cannot be said that expansion of elementary education has gone on so rapidly as to call for any definite action in the direction of consolidation. It will not be safe to proceed with the proposed scheme on the strength of the data collected from only two centres. The special officer will be deemed to have abandoned his case when one comes across a passage in the Report, where a number of controversial points are jumbled together. Let us look at the para 22 of Part I :—"It may frankly be acknowledged that the acceptance of those recommendations may, at the present rate of expenditure, involve a slower rate of progress in the number of children

attending school. In justification it may be urged that the time is ripe for a consideration of the fundamental question whether the aim of school provision should continue to be one of mere expansion. Education in a large number of schools is little better than a sham and it will continue to be a sham so long as efforts are directed mainly to increasing the numbers of inefficient schools. The scheme suggested in this report aims first at concentration, and a form of concentration that provides a starting point for efficient and economical expansion. It does not pretend to offer any final or comprehensive solution of the travesty of education given in many schools; but it does provide a method of distributing schools which should make immediately for a higher and ultimately for a more economical standard of education....." No purpose will be served by using strong words, and a scheme which is likely to check expansion will not commend itself to the public worker. He will be anxious to have from the expert a scheme which will, without interfering with expansion, tend to improve the quality. He will certainly expect something more than a "*starting point for efficient and economical expansion*" in the year of grace 1930. We labour under a serious disability in dealing with the merits of the scheme. Much of the confusion that one feels could have been easily avoided by a clear definition of the term "Central School." The term "Central school" which will naturally mean a single school is, we presume, also intended to be applied collectively to different schools located in different buildings and separated from one another. We are asked to believe that all such schools should form

really one school because each school is required to be considered as a section. Having proved to his own satisfaction that the different schools really form sections of a single central school, the special officer points out that the problem of administration and supervision is simplified. A central school conceived on these lines is doomed to failure. What about the supervision and inspection of the Junior Schools? We are afraid that in the proposed scheme the junior schools will be utterly neglected and the education of children in these schools will reduce itself to a mechanical rule of thumb process. A distribution of schools as suggested in the scheme will neither be feasible nor desirable. But it may be taken for granted that the municipalities will not fritter away their slender resources in running schools in out of the way places and they will not be found slow to combine the smaller schools where the classes are not full, into a single large school.

* * *

Physical Education in Elementary schools for boys :—

The Report of the committee on the physical education in Elementary schools for boys is just now available and we heartily agree with the recommendations. The committee is not satisfied with the measures hitherto taken for the physical training of boys. It has considered in this connection the work of the pupil, the training of the teacher, the accommodation necessary for the work, and the need for supervision. It is the opinion of the committee that physical training including games should be given not less than half an hour every day, preferably in the cool hours and it takes strong objection to

the practice of engaging the pupils in physical training from 10 A.M. to 3 P.M. The value of health education is also emphasised and the committee seems to feel that the inclusion of a few health lessons in the readers will not suffice. We have, however, our own doubts regarding the utility of a course in health lessons. The committee has done well in laying stress on the training of the teacher. The Training Schools, are required to make provision for instruction in subjects that may have a bearing on physical training. The committee suggests that teachers under training may also be trained in scouting so that they may be in a position to promote team-spirit. As for the large number of teachers who are now employed in schools, the suggestion is made that they should be instructed by short vacation courses and training camps. It is but proper that the committee should deal at length with the question of play-grounds. The location of training schools should in the opinion of the committee be determined primarily by the facilities for play-grounds. The committee recommends in the case of elementary schools that a space of not less than 50 square feet per pupil will be the irreducible minimum and should be insisted on. This is by no means an extravagant recommendation when we find that a space of 250 square feet per pupil is found to be necessary in the western countries. The aided schools form a hard nut to crack, and owing to inadequacy of funds very few will be found to satisfy the condition. There is no point in arguing that it is the "duty of the management of the aided school to provide its own play-ground". In matters of this nature which vitally affect the education of the children, it will

not do for the Government to harp on the slogan of "half the cost." Every child has a right to expect facilities for physical training to be provided in a school, no matter whether the school is an aided school or a school under public management. The Government should consider it its duty to acquire playgrounds or to meet the entire cost of the same, and as the committee itself points out, this expenditure is a non-recurring one and can be met by a special allotment in the budget. The appointment of special officers for the supervision of physical training is also recommended "so as to check the natural tendency on the part of the elementary school teacher to relapse into indifference or old habits after training." The inspection of all the elementary schools by a physical Director may not be possible and the departmental officers may be given facilities to attend vacation courses in physical training and be thus enabled to record their opinion on the work of physical training in the inspection report. The committee deserves the thanks of the public for the careful attention it has given to this important topic of physical training and it now rests with the minister of education to carry out the recommendations in a generous spirit.

* * *

Election to the Legislative Council !

Our readers will have learnt by this time that the South India Teacher's Union has put up M. R. Ry. S. K. Devasikhamani Avergal as the candidate for the University constituency in connection with the ensuing election to the legislative council. This is the first time that the teaching profession has begun to think of participating in the election. The circumstances which induced

the S. I. T. U. to take this forward step should be plain to every one. We have no intention to blame any one for the present state of affairs in the sphere of education ; but we shall not be exaggerating when we state that Education has made little progress under the dyarchic government. The public are not aware of the serious consequences which must necessarily follow from the continued neglect of Education by the representatives in the legislative council. We have pointed out on many occasions that educational topics other than transfers and appointment of Government servants in the department of education have received scant attention in the legislative council.

The question of conditions of service of teachers in aided schools and colleges, which are admitted to be miserable, has not been considered as of any importance either by the depart-

ment or by the minister of Education. It is essential therefore that the S. I. T. U. should be prepared to bear the responsibility of enlightening the public on educational needs and to contribute its own quota to the all round progress of the presidency. The programme which has been announced is comprehensive and it should convince the public of the necessity for having a teacher representative in the Legislative Council. The cause which the union has begun to advocate is just, the man whom it has chosen to stand on its behalf is capable and the need for representation of the teaching profession is real. Mr. Devasikhamani has been closely

associating himself with the activities of the S. I. T. U. and he has been one of its ardent supporters and well wishers. His experience is not limited to the work of the High School. As indicated in the manifestoes published elsewhere, it is seen that he has to his credit an intimate knowledge of the working of local bodies and statutory committees. As a member and Vice-President of a Taluk Board, of a District Board, as a member and Vice-President of the District Educational Council, and also as a member of the university authorities he has had ample opportunities of gaining knowledge of the working of representative institutions, and we have no doubt that a gentleman of his

wide experience will be heartily welcomed in the Legislative Council. The union earnestly appeals to all non-teacher voters to make up their mind to support solidly the teacher

candidate in order that the education of their children may proceed on proper and sound lines. What about teachers and teacher voters? They should be animated by a spirit of determination to take their legitimate part in the body politic. The teacher will be failing in his duty if he sits at home with folded hands and expects members of other learned professions to bear his burden. A spirit of devotion on the part of teachers will impress the public with their sincerity, and non-teacher voters who should have been disgusted with the haphazard manner in which education is handled, will not hesitate to support the teacher candidate. Now is the opportunity for teachers to mould public opinion. It is

**GRADUATE VOTERS
VOTE
FOR
MR. S. K. DEVASIKHAMANI,
THE UNION CANDIDATE.**

not enough for them to record their votes in favour of the union candidate. They are expected to take the message of the union to the non-teacher voters and persuade them to give a chance to the teacher candidate to play the game. Every teacher in the mofussil station should persuade the members of the other learned professions to extend their support to the teacher candidate. The public will be honouring itself if it should leave aside narrow considerations of expediency and patronage and do what is necessary to promote the progress of education. We beg to convey our best wishes to the union and to the union candidate.

**Secession not the
remedy :—**

Our attention is invited to the resolution passed at a meeting of the Executive Committee of the All Bengal Teachers' Association.

It is to be regretted that our sister Association should have taken the extreme step of severing its connection with the All-India Federation of Teachers Associations. The circumstances which have led to this impasse are not clear. The complaint is made that the Bengal delegates have not been fairly treated by the A. I. F. T. A. and special reference is made to the Conference held at Madras. A hasty glance at the resolution may perhaps give an impression that the Madras Reception Committee might have been responsible for this dissatisfaction on the part of the Bengal delegates. But it is obvious that the step which the Bengal Association

has chosen to adopt is really due to some strained relation between this body and the A. I. F. T. A. If there be any reasonable cause of complaint, it is certainly open to the affiliated association to bring the matter to the notice of the council of the A. I. F. T. A. and get satisfaction. We do not suppose the council will ever be inclined to override an affiliated association of the status of the All Bengal Teachers' Association. We are told that no definite complaint was placed before the Council. Teachers' organisations are yet in their infant stage and it is not conducive to the interests of the profession that the affiliated associations should have recourse to secession. It may be that the A. I. F. T. A. or

any responsible office-bearer thereof might have unconsciously offended the Bengal delegates. But the interests of the profession demand that associations should rise above

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The Madras Legislative Council
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THE UNION CANDIDATE.
Seeks Your Support.**

trifles. The number of provincial associations affiliated to the A. I. F. T. A. is few and we venture to appeal to the All Bengal Teachers' association to reconsider the decision and to extend to the All-India organisation the support which the profession is entitled to expect from such an influential body. We have no doubt that the secretary of the A. I. F. T. A. will remove any misapprehension that may exist in any quarter and try to restore confidence.

Teachers and Court of Law :

We published in our last issue the judgment which the district judge of Chittoor had delivered in the matter of the appeal preferred by Mr. Ragavachari, head-master,

B. Z. Secondary School. This judgment should have been read with interest by the large number of teachers in aided schools. We hope that the Government and the management will give this judgment their careful consideration. It is very rarely that a teacher tries to seek redress in a court of law and there is no doubt that for each such case brought to the notice of the court there are hundreds of cases of injustice which do not come to the notice of the public. Teachers are, out of a false sense of propriety or out of poverty, disinclined to take steps to get the necessary satisfaction in a court of law. Considering that the Government have not cared to tackle the problem of security of tenure of service of teachers & have simply allowed matters to drift for themselves, it is in-

evitable that the aggrieved teachers should seek redress in a court of law. The vigilance committee of the S.I.T.U. will be willing to secure the necessary help and to arrange for legal advice. The public that is now sleeping should be made to know that teachers who are called upon to instruct their children are not paid their salaries. A statement such as the one contained in the judgment viz. "One

unsatisfactory thing I observed and it is frequently significant of a great deal is that appellant's salary had not been paid from August 1928" will make the public realise the gravity of the situation and induce them to bring pressure to bear upon the authorities. The public will begin to think whether the administration of education is after all proceeding on sound lines. It is not the managing bodies alone that are to blame. In many cases the managing bodies which have no intention of injuring the teachers have not got resources enough to pay the salaries in time. Many are the devices they adopt to keep the school going and these devices which are not unknown to the Government, are bound to react seriously on the education of the children.

The position of teachers employed in schools under local bodies is equally deplorable and we understand that serious objection is taken to any constitutional mode of representation which the teachers in such school may see fit to make. Will the Government wait until the number of cases filed in the court of law by teachers mounts up to hundreds?

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GLEANINGS

COLLEGE LIBRARIES Lucky American Colleges.

The three decades of the present century have seen a phenomenal growth in the library facilities that have been made available to the student population of the United States of America. During this period, about twelve Crores of Rupees have been spent by Andrew Carnegie in building Public Libraries in several States. In addition, a sum of about a Crore of Rupees was spent exclusively in building College Libraries. Further, large sums of money have also been spent in recent years in bringing about a sufficient number of librarians with adequate professional training. That has resulted in appreciably raising the standard of Library service in almost all the Colleges.

The aim of the American Colleges to-day is to acquaint the student with books rather than with text books. The undergraduate should make use of the College years to gain a cultural and factual background for their later life and to form habits for a stimulating and wholesome avocation which may serve to divert and solace their minds in the midst of the nerve breaking urban life of to-day. The modern methods of instruction have been profoundly altered by this new orientation. To induce the necessary library habit, various devices are employed, all of which result in the college libraries being subjected to demands far beyond the limits of a College budget.

Two years ago, this aspect of the development of the College libraries attracted the attention of the trustees of the Carnegie Corporation, who ordered a careful survey of the library needs of the Colleges. To meet the demand disclosed by that survey, a sum of about a crore and ten lakhs of rupees has been voted during the current year to improve the effectiveness of the libraries in undergraduate teaching, in thirty select colleges.

Now, we have about thirty first-grade colleges forming part of the Madras University. What is the total sum that is set apart for the upkeep of their libraries? Is it at least half a percent of what is provided for an equal number of colleges in the United States? It is doubtful. But in the last Inter-Universities Conference, an odious comparison is said to have been made between the Indian undergraduate and his Western contemporary, in the matter of study habit. With such colossal difference in the library facilities, such a comparison is hardly

fair. Will the Indian Colleges and the Indian Public give their undergraduate opportunities similar to those enjoyed by their Western brethren before they are judged and pronounced to be wanting?

THE BASES OF SOVIET EDUCATION

The schools in the capitalist countries produce on the one hand servile and obedient "citizens" and on the other hand, their leaders. In our own case we produce militant members of the working class and citizens of the Communist Society. The capitalist schools are narrowly restricted in aim; their teaching is necessarily jingoist and nationalistic. Our education, however is internationalist and works for the future, for the coming of Communism.

Our curricula, plans and methods are governed by these educational aims. Our desire and obligation are to teach children to carry on the fight for accomplishing the ideals of the workers of all countries, the building of Communism. We cannot therefore restrict ourselves to teaching from books, to the old methods, and to education confined within the four walls of the school. Something quite different is required. Our schools must be inspired by the desire to build and to carry on the struggle. Thus, social work and the Young Pioneer movement play the chief part in our schools. The children promote personal hygiene not only in schools but in their parents' farms. Already the fight for cleanliness in the home has reached hundreds of villages. The school plants trees in the streets, exterminates harmful insects, carries on propaganda for rational methods in ploughing and breeding of animals, for the use of machinery in agriculture and for the new collective farms. The school organises co operative societies and fights against drunkenness. The pupil teaches the youngest children to read and take part in the anti-religious campaign. He assists in collecting for the Industrialisation Loan and in setting up the village reading room. He recruits subscribers to newspapers, etc. He works for new conditions of life. He is an internationalist. Through the medium of the International Red Aid Society (I.C.W.P.A.) he comes to the assistance of political prisoners in the capitalist countries; he supports the children of those workers who are in revolt against their masters. It is through the actual struggle, through practical activity that he is trained.

Much must however be learnt before the child is able to work and to build effectively. The child must be familiar with the every day happenings of the class struggle and of life in the Soviet Union. He studies present political events rather than the history of past centuries; he studies relations in the capitalist world and its activities. He needs to know the past only in order to understand the present more effectively. Curricula are founded on the present. It would, however, not be sufficient to impart a mere understanding of modern life, and children are taught to apply science to practical work. They are taught how "to change the face of the world."

But "to change the face of the world" one must add to a knowledge of working class ideals and activities another essential element, that of self-government in the schools. The children have the right to dispose of themselves, and the teacher is intended only to come to their assistance. It is only in the capitalist countries that teachers have the power to inflict corporal punishment, which is, however, forbidden in the U.S.S.R.; this, together with other anachronisms, has had its day and the rights of childhood are fully recognised. The children have their organisations and carry on social work. They maintain discipline in school, assist backward and sick pupils, make suggestions to the teachers, promote propaganda in the villages, influence public opinion through their wall newspapers, etc. The teacher is their collaborator, but never functions—as is the case in the schools of many capitalist countries—as a police official.

The childrens' work is helped forward not only by the teachers but by the population as a whole, in particular the members of the Soviets, delegates, Committees of Aid and the leaders of the Young Pioneer group.

Children often organise excursions for their parents or themselves and take part in workers' excursions. Adults frequently assist in the childrens' workshops, while the children share in co-operative work, building of parks, etc. Thus, school work is closely linked with that of the Soviet organisations, and the school is never isolated; its curriculum is co-ordinated with the programme of the (local) Soviet. The school utilises active methods of education, mere verbalism having been replaced by the "project" method. The school justifies its activities not to inspectors or administrative officials, as in the capitalist countries, but to the population as a whole, which judges the value of school work through school exhibitions and reports submitted by teachers and pupils.

It is only in the U.S.S.R. that the teacher collaborates with his pupils, that he is their elder comrade. Foreign visitors are particularly impressed by the absence of punishments. They always put the question: "How is discipline maintained? What happens in your schools?" And they must, to their amazement, admit that our schools function well, since they come from countries where police domination is the rule. They find it impossible to understand how order in general, and particularly in the schools, is maintained without a system of punishment and oppression. They are struck by the friendship between teachers and taught. They ask: "What of the teacher's authority?" Nevertheless the realisation of these ideals is giving remarkable results. This mutual confidence between teachers and pupils is one of the most significant aspects of Soviet education.

The Soviet school is an up-to-date school. The teacher must be fond of his work; he must not lag behind, but should constantly study and improve himself. This will bring him closer to the pupils, who are attracted rather by the future than by the past. They expect the teacher to explain to them present day events and what the future holds in store. He replies to them, he works, carries on the fights, formulates his plans with them; in this he too collaborates with the work of the Soviet organisations. The modern active teacher resembles not at all the individualistic teacher of pre-revolutionary days, who restricted himself to "teaching." In those days the Tsarist government victimised advanced teachers, a process still maintained in certain countries. In the U.S.S.R. every effort is being made to train the teacher as a militant worker. The results are obvious: the school is performing a great social work; education is given through real active, constructive work. To achieve final success the teachers must be militant workers; these workers are being created by the New School.

(From the Teachers' International)

PARENT RESPONSIBILITIES IN CHILD TRAINING

Parents have three main responsibilities; education, socialisation and emancipation. In education, parents must undertake responsibility and they must know what is going on in the class room.

Education means learning how to control temper; learning the facts about sex—which is the parents' responsibility, not the teacher's

learning to develop attitudes towards things. It is not learning to do fractions. Why should all twelve-years olds be taught fractions, and what countries wool comes from, but not be allowed to do creative work? Their interests must be developed from the beginning; yet moderation must be exercised. The trouble with some progressive schools is that they are too progressive.

As regards socialisation, everyone from St. Augustine to Freud has said that the first five years of life are the most important. How then can one socialise a child? Many parents say to their children when they go to a party: 'Be sure to say, "Thank you, I have enjoyed myself very much", when you leave.' That is no way to socialise a child. He may not have enjoyed himself at all. The only way to socialise a child is to put him with children of his own age. Up to five years old, children should not be with their parents for more than one hour a day. 'This may seem a hard saying to some of you parents present,' said Dr. Blatz, 'but I assure you, you will enjoy your children much more if you see them for only one hour in the day.' Up to the age of two, no child is social. 'He can safely be put into his room, alone with his playthings. Preferably the door should have a latch on the outside, so that he can be fastened in. Then you know he is safe. And he is happy, for up to two he is happy alone, with his toys. After two, he begins to develop the social sense, and should be placed with other children of his own age. Send him to a nursery school; if there isn't a nursery school, combine with other parents who have children of the same age, and have them all together somewhere. The true education of children is education by their comrades. That is the rationale of the nursery school in Canada, where it is a place where children between two and five can be with others of the same age, and learn how to control their tempers, how to express their emotions. There is no use trying to teach a child not to be angry, not to be afraid. What they have to learn is *when* to be angry, and *when* to be afraid. This they will learn from children of their own age, never from adults. From children of their own age they will also learn when to be self-assertive, and when self-negative.

The third duty of parents is emancipation. They should begin to emancipate a child from birth. He did not ask to come into this world; he was brought here. His parents have no more right to direct what he should be and do than

a husband has to direct his wife. A child is an individual, requiring advice and affection. But no child is born to obey. 'There should be a Bill of Rights for children,' said Dr. Blatz, 'and the first Article in that Bill of Rights should read: "Whereas I did not ask to be born into this family or any other family, I shall not expect to be asked to obey—unless my parents deserve respect; and then there will be no need to ask me." Parents should earn their child's respect, and then train him to take choices for himself. He should be taught the alternatives, and to accept the consequences of his choice. Children need discipline, but it should be the discipline they need. Any little child of two or three will run out into the rain, knowing nothing of the consequences of wet feet. 'One way,' said Dr. Blatz, 'is to take up one foot and stick a rubber on it, and then the other, and a rubber on that, and let him run out. The other is to present him with two alternatives and let him make the choice—which he will do. Tell him: "As it's wet, either you may put your rubbers on and go out, or you may stay in and go upstairs to your room to play." He will make a choice all right! "But," some mothers will say to me, "I want him to have fresh air, and if I have the windows of his room wide open, he may fall out." "Well," I should say to them, "it's up to you to see that he *can't* fall out; if necessary, shut the windows. Discipline is more necessary for a child than fresh air. It is better for him to be indoors in a real good old fug of his own choosing than out in the fresh air of your choice." Parents must not save a child from the consequences of his own choice, but they must interpret to him the consequences of his choice in terms suitable to his mental development. Training should place on the child the responsibility for his actions.' Children brought up from the first on this principle are perfectly capable at adolescence of making a decision between what they want and what they ought to do.

'These three things—education, socialisation, emancipation, if developed consistently, spell Discipline. Modern psychologists in Canada believe in self-expression, but not in self-expression in just any way the child likes. They insist on adherence to some type of discipline. They say: not freedom of action—but freedom of choice.'

(From a lecture by Dr. Blatz delivered under the auspices of the Home and School in London —The New Era, for July 1930.)

FROM OUR ASSOCIATIONS

North Arcot Secondary School Teacher's Guild

The Sixth annual meeting of the Guild was held on the 26th instant in the Cobb Memorial Hall, Voorhees College, Vellore, with Mr. E. M. Jesudasan, B. A., L. T., Principal, Danish Mission High School, Tiruvannamalai, and President of the Guild, in the chair. The Secretary, Mr. T. K. Sundaresa Aiyar, presented the Annual report and the audit report on the working of the Guild and it was duly adopted. The Budget for the year 1930-31 was next passed and the receipts for the Guild were estimated at Rs. 70. Fresh office bearers were then elected. Mr. S. Srinivasa Aiyar, B. A., L. T., was elected as the President and Mr. K. K. Airavatham Aiyar, B. A., L. T., was elected as the Secretary. Mr. E. M. Jesudasan read a very instructive paper on "The place of commercial instruction in the Secondary School curriculum" in the course of which he strongly pleaded for the inclusion of S.S.L.C. candidates taking up commercial subjects in the 'Eligible list' of the Madras university and for the inclusion of these subjects in the list of optionals in the Public Service notification. An interesting and lively discussion followed in the course of which Messrs Thomas Harris, N. Ramamurthi, A. Srinivasachari, K. Rangaswami Ayyangar, S. Narayanaswami Aiyar and S. Subramania Aiyar took part. In the end it was resolved that the subject be referred to a committee consisting of the President, the Secretary, Messrs. Thomas Harris, N. Ramamurthi and K. Krishna Rao for fuller study and be brought up before the next meeting of the Guild.

Mr. J. Arumainayagam, then, read a thought provoking paper on 'the Speech of animals'. A few members made valuable observations on the subject. The following resolutions were next passed after thorough discussion:—

1. This Guild places on record its deep appreciation of the services rendered by Messrs. E. M. Jesudasan and T. K. Sundaresa Aiyar as President and Secretary of the Guild during the closing year.

2. The Guild strongly supports all the resolutions passed by the last provincial conference and especially commends that resolution which refers to elections to the Legislative Council to the special consideration of the members and requests them to carry it out as much as possible.

3. As Government has removed the age limit for contribution to the Provident Fund for

Teachers serving in schools under Local Bodies, this Guild resolves that Government be requested to extend the same concession to teachers in private institutions.

4. This Guild is of opinion that the addition this year of the Muhamadan period to the Special portion in Indian History for the S.S.L.C. Examination 1931 to the already over-weighty curricula is a heavy strain and requests the School Final Board to drop it.

5. In view of the strong feeling that the principles which guided the Moderation Board have not been sufficiently liberal and in view of the fact that there are yet a large number of hard cases this guild requests the Syndicate of the Madras university to extend further concessions on the following lines:—failure in any one subject by a deficiency of 2 marks being condoned for a total of 200 marks, 4 for 210, 6 for 220, 8 for 240 and 10 marks for a total of 250.

6. This guild resolves that a committee consisting of the President, the Secretary, Messrs. Thomas Harris, E. M. Jesudasan and T. K. Sundaresa Aiyar be elected to do propaganda work in the District to get Teachers' Associations of Secondary Schools affiliated to the Guild and to spread the policy and programme of the S.I.T.U. among the members of the Teaching profession.

7. Resolved that the Railway companies be pleased to give the same concessions to teachers as to pupils when going out for holidays to their homes or on educational excursions.

8. This guild emphatically protests against the recent amendment to Rule 10(a) of the provident fund rules for teachers in non-pensionable services raising the period from 6 to 10 years to entitle a teacher to the full benefits of the fund including the contributions of the managements and the Government.

With the Presidents' concluding remarks and a vote of thanks proposed by the Secretary to the speakers, delegates, the Principal of the Voorhees College, and the chair the meeting, terminated. The members had an enjoyable Social on the occasion.

MALABAR DISTRICT TEACHER'S GUILD

An ordinary meeting of the Malabar District Teachers' Guild was held in the Board Moyan Girls' High School, Palghat at 2 P. M. on Saturday the 2nd August 1930. In the absence

of the permanent President, Srimati C. Chinnammam Mannadisiar B. A., was voted to the chair.

Mr. S. K. Padmanabha Iyer, B. A., L. T. moved the following resolutions:—

"That the District Educational Conference be held along with the Refresher course of lectures of the District Board proposed to be conducted about the last week of September 1930. If the Refresher course of Lectures be not held this year, the District Conference should be held at Palghat about the last week of September."

Mr. G. S. Sreenivasa Iyer, B. A., L. T. seconded the resolution and suggested the following gentlemen on order to be invited to preside over the District Educational Conference.

Lt. Abdul Hamid, District Educational Officer, South Malabar;

Mr. H. Champion, Deputy Director of Public Instruction;

Mr. K. S. Vaidyanatha Iyer, Vice-Principal, Victoria College;

Mr. K. S. Ramaswami Sastry, District Judge, Mangalore;

Provincial Educational Conference.

The arrangements for the next Provincial Conference were then discussed and the following resolution was unanimously passed:—

"That the next Provincial Conference be held at Palghat during May next year and that steps be taken to constitute a reception Committee for the Provincial Educational Conference. There shall be three classes of members of the Reception Committee, paying Rs. 5, Rs. 3 and Re. 1. That a small Committee be appointed to enlist members of the Reception Committee, to collect donations, and to make other arrangements for the Conference."

Moved by V. S. Narayana Sastriar, B. A., L. T.

Seconded by P. P. Venkitachalam, B. A., L. T.

Mr. G. S. Sreenivasa Iyer B. A., L. T., moved and Mr. Itti Pangi Achan B. A., L. T., seconded that the following members do form a Committee to make necessary arrangements for the holding of the Provincial Educational Conference.

Mr. H. C. Papworth, M. A., I. E. S., (President).

Mr. S. K. Padmanabha Iyer, B. A., L. T.

Mr. K. S. Sivaram M. A., L. T.

Mr. P. P. Venkitachalam B. A., L. T.

Mr. K. Janarthanam Thampan B. A., L. T.

Mr. P. R. Subramania Iyer, M. A., L. T.

Mr. E. H. Parameswaran M. A., L. T. (Convener).

Vacancies in the Executive Committee

The Secretary placed before the house the letter of Rao Bahadur P. V. Seshu Iyer resigning the presidency of the guild. The resignation was accepted. Mr. E. H. Parameswaran M. A., L. T., proposed Mr. H. C. Papworth to be the President of the Guild and on the motion being seconded by Mr. P. P. Venkitachalam B. A., L. T., it was unanimously carried.

Sreemati C. Chinnammam Mannadisiar B. A., was elected as Vice-President in place of Mr. Vishnu Nambisan resigned.

Messrs. V. S. Narayana Sastriar B. A., L. T., K. Janarthana Thampan, B. A., L. T., P. P. Venkitachalam B. A., L. T., and Damodara Nayar, were elected to the vacant seats on the Executive Committee.

Sanskrit Translation in the New S. S. L. C. Curriculum.

The following resolution moved by S. K. Padmanabha Iyer B. A., L. T., was passed after a long discussion.

In consideration of the facts that

1. Ever since the introduction of the S. S. L. C. scheme in this Province Sanskrit has been taught and still continues to be taught in the vernacular,

2. That most of the Sanskrit pandits employed in Secondary Schools do not know English,

That question papers in Sanskrit will not hereafter be set in English but in appropriate vernacular at the S. S. L. C. Public Examination, and

4. Candidates are allowed the option of answering such papers either in English or in the Vernacular in which the paper is set,

This meeting of the Malabar Teachers' Guild is of opinion that the introduction of compulsory translation 'English to Sanskrit and Vice Versa' is a great hardship to the pupils and insurmountable handicap to the Sanskrit pandits, 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.

C. History Syllabus for 1931

The following resolution on the above subject was moved by K. S. Sivram M. A., L. T., and passed after a full discussion:—

This meeting of Malabar District Teachers' Guild is of opinion that the syllabus for the ensuing S. S. L. C. Public Examination in Indian History is too heavy and as such requests the S. S. L. C. Board to delete the Muhammadan Period from the same.

The next resolution was about the abolition of C. Group in the S. S. L. C. Syllabus and Mr. G. S. Sreenivasa Iyer, B. A., L. T., moved the following resolution.

In as much as the present system of specialisation in the revised S. S. L. C. course is not of much help to pupil to choose his optional subject in his college course and in as much as most of the optional subjects usually selected by pupils at present for their S. S. L. C. course are included in the A. Group, this guild is of opinion that specialisation in the S. S. L. C. course be abolished and that necessary alterations be made in the Ele. Mathematics syllabus.

The resolution was seconded by Mr. Itty Pandy Achari B. A. L. T. and passed.

The following resolution moved by Mr. P. P. Venkatchalam B. A. L. T., was passed unanimously.

"That for purposes of administrative convenience and the interest of active work throughout the year, the North Malabar Associations be requested to consider the desirability of having a separate guild for North Malabar, with a joint annual conference for both the guilds."

The resolutions on vernacularisation of studies and physical education could not be taken up for want of time.

The meeting dispersed with a hearty vote of thanks to the chair.

THE MADRAS ELEMENTARY EDUCATION BILL

(a) The opinion of the M. T. Guild

The Madras Teachers' Guild welcomes the provision in the bill making it obligatory on the part of the Local Bodies to levy the education cess.

(2) It appreciates the desire of the Government to promote efficient literacy which is evidenced by the definition of "School Age",

but it trusts that provision will be made in the rules to prevent the mixing up of boys between 11 and 16 with boys below 11.

(3) The Guild considers it a real defect of the bill that the responsibility in respect of elementary education is still allowed to be divided between the District Committee and the Local bodies and that friction between these two bodies is still possible. The Guild feels that the responsibility for Elementary Education should be vested entirely in one body and that the bill be modified so as to entrust the responsibility in the hands of "the school Committees" of Local authorities. The constitution of the "School Committees" should make provision for the representation of private management within the area. It should be also made possible for a departmental officer and a non-official educationist in the locality to become members of the school Committee.

(4) The power of the purse and the responsibility for Elementary education should be retained in the same body and the Guild is of opinion that all moneys derived from various sources in connection with Elementary Education should together form 'The Education Fund' from out of which all expenditure on Elementary Education in the area should be met. Under this scheme the amount given by Government as teaching grant to aided schools will also become a part of the Education Fund and the grants to aided schools will be disbursed by the school Committee. The direct responsibility herein proposed to be vested in the Local authority will really minimise the occasions for conflict with the Private management. The Local authority should be required to open different accounts under *Education Fund*, such as Teaching grant account, Compulsion account and so on, but with a view to giving greater elasticity to the scheme, an appropriation from one account to another may be permitted, provided the previous sanction of the Government has been obtained. The appeal to the Director of Public Instruction for which a provision is made in the bill in regard to recognition, is a necessary safeguard.

(5) The Guild feels that compensation should be paid when reservation of places is demanded in private schools. The compensation should be adequate.

(6) The Government should reserve to itself the power to compel the aided management to follow the prescribed rules governing the appointment, salaries and conditions of service of teachers in aided Elementary schools.

(7) Clause 47 which leaves it open to the Government to take the initiative in calling Upon the Statutory body to prepare schemes for expansion of Elementary education does not go far enough. It should be competent for the Government to compel the Statutory body concerned to introduce compulsory Education.

(8) It will be also desirable if a time limit be fixed within which Elementary Education shall become free and compulsory within the Presidency.

(9) The proviso to Clause 46 which makes it lawful for a landlord to recover half the amount of education tax from the tenant is unnecessary and it need not find a place in the bill.

(b) The opinion of the S. I. T. U.

1. It is not in favour of forming a District organisation. As the Agricultural Commission has remarked educational problems of urban areas are fundamentally different from those of rural areas. As it is, Taluk Boards look after the education of the latter, municipalities of the former. It is unnecessary to create a third institution. We recommend therefore that the existing agencies, that is, Taluk Boards, and Municipalities be empowered to constitute educational committees, in which other educational interests, like the department, private managements, will be represented and educational experts in or about the locality may be co-opted as well.

2. The Government must take power to compel the bodies concerned to introduce a

scheme of compulsory education within their jurisdiction, if it is satisfied that the area has developed enough for it.

3. The Government should take power to frame rules governing the appointment and conditions of service of teachers, etc. in aided schools.

4. The Union urges upon the government the need for devising some machinery which will keep up literacy secured at the cost of so much money and labour. It would suggest a comprehensive scheme of adult education with a widespread system of rural libraries be brought into existence.

5. In the light of the remarks of the Commissioner of education in the latest quinquennial report, the evils of mixing up boys between whom there is great disparity in age are to be avoided.

6. Lastly the Union respectfully requests the Government to have definite time limit fixed within which a vigorous campaign against illiteracy should be carried on to its successful goal. The period may be 15 years, or 20 years or even 25, but it must be able to say at the end of that period, however long it be, that there was not one in the land, boy or girl, who is incapable of reading and writing. This goal should be clearly defined and definite approaches towards it should be made every year and periodical survey of the progress, and readjustment effected in the machinery, if found necessary, so that the goal may be reached within the fixed time.

OUR BOOK SHELF

REPORT ON THE EDUCATIONAL SURVEY IN MYSORE:

Persons interested in the progress of our country will heartily welcome a report of this type. This report contains an exhaustive survey of education in Kadur and Bangalore districts including Bangalore city. It gives as accurate information in both the urban and rural areas. Mysore has been moving forward in the matter of facilities for education and the government has done well in ordering a general survey to be undertaken at this stage. This kind of stock taking will make clear to the authorities the

extent of the ground they have yet to cover. The government has recognised the need "for" a comprehensive programme of educational development for the future in conformity with the growing aspirations, varied regional requirements, and natural genius and disposition of the general populace."

It is fortunate in securing the services of Mr. Kuni for this special work. He has taken great pains to gather information under different headings and to present it in an attractive form. We have great pleasure in recording our appreciation of his work in this connection.

The lines in which he has proceeded may be followed with advantage in other parts of India. At the suggestion of the Board of Education in Mysore, information has been collected to show the distribution of people according to the main communities and also the distribution of pupils in each of the existing schools according to communities ages and occupation of parents. Information has also been compiled regarding the continuation percentage from the primary to the Lower Secondary to the High School. The qualifications and salaries of teachers, the expenditure on education, and hostel facilities are also dealt with in this survey. It is possible to find from the survey what progress a particular community has been making in the different grades of education in each centre. It is refreshing to be told that in Kadur district the Musalmans happen to be an advanced community in education. The single teacher schools are described as in-efficient and the amalgamation of the same is suggested. We should not fail to make mention of an important suggestion relating to adult education. Legislation for compulsory adult education is recommended and the approximate cost has been worked out. But we are not sure whether the employment of teachers of day schools will be always possible or desirable. Further the allowance of Rs. 10 recommended in the report for teachers employed in night schools for adults is very meagre. The numerous charts and graphs which bring out clearly the points under consideration add not a little to the value of this book.

MacMillan's new Publications

A HISTORY OF INDIA for High Schools by E. Marsden and Sir Henry Sharp.

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Teppakulam, 4th August, 1930.

LADIES & GENTLEMEN,

At the request of the South India Teachers' Union I am standing as their candidate for election to the Madras Legislative Council for the University seat. This is the first time the Teachers' Union have put up a candidate of their own for the Local Legislative Council and I deem it a great honour that I should have been chosen to represent them. I therefore appeal to the general electorate of over twelve thousand graduates to be so good as to support my candidature and return me to the Council.

During my service of 37 years, as teacher, lecturer and headmaster in schools and colleges, I have taken very keen interest in other public activities devoting my time and energy in studying problems affecting the civic and economic welfare of the country. I was for three years a Municipal Councillor in Nandyal, seven years member and Vice-President of the Trichinopoly Taluk Board, for ten years member of the Trichinopoly District Board. For two terms of six years I was a member of the Trichinopoly District Educational Council and for three years its Vice-President. I have been a member of the District Secondary Education Board ever since it was established. I was one of the representatives of the Headmasters in the Senate of the Madras University for six years and have been recently returned to the Academic Council as their representative.

The experience which I have gained in all these Councils and Boards and my close and intimate knowledge of schools and colleges in this Presidency will stand me in good stead, if I am elected, in dealing with not only educational questions but also with problems of Local Board and general administration of the country.

Yours faithfully,

S. K. DEVASIKHAMANI.