

(748)

The South Indian Teacher

Vol-4

No-12

15.12.1931.



52
Tm 21, N30
N31.4.12
11,0500

ONE WORD TO MANAGEMENT AND TEACHERS

The Indian Publishing House, Ltd., is a purely Indian Concern.

Many share-holders of ours are **Teachers**.

Most of the authors whose books we recommend for introduction in schools are **Teachers**.

There are on the Directorate **Teachers** to safeguard the interests of the profession.

By patronising the Indian Publishing House Ltd., you benefit the **teaching profession**.

We have published Text Books on all subjects suited to all standards and we offer ample choice.

For further particulars and copies of our catalogue

Apply to the Managing Director:—

THE INDIAN PUBLISHING HOUSE LTD.,
5, Sunkurama Chetty Street, MADRAS.

Book of the Hour ! Book your Orders Now. Ready in January 1932

GANDHIJI IN ENGLAND.

**AND THE PROCEEDINGS OF THE SECOND R.T.C.
RE. 1-8-0**

The book begins from the Truce and contains a complete and comprehensive account of the Mahatma's voyage to England as the accredited Ambassador of India; his wonderful reception at various places, the addresses presented to him and his replies thereto; together with an account of the Proceedings of the 2nd R. T. C., verbatim reports of the speeches of the Mahatma, the Prime Minister Mr. MacDonald, Lord Sankey and other important pronouncements made by the other members of the Conference including the final statement of the Premier both at the R. T. C. and the House of Commons and the magnificent support of Lord Irwin in the Lord's Debate; his visit to the King and various other activities in England and the Continent bringing the story up to his return and landing at Bombay. A book of surpassing interest and useful addition to the history of the World. The book is fully illustrated from the latest photos of Mahatma taken in various places in the Continent and in England and the price is fixed as low as possible to be within the easy reach of all lovers of Indian history. The size of the book is D/Cr. over 200 pages.

As only a limited number of copies are being printed please apply for your copy early.

B. G. PAUL & Co., Publishers, 12 Francis Joseph St. Madras.

THE South Indian Teacher

Vol. IV]

15th December, 1931

[No. 12

THE PLACE OF SCOUTING IN THE EDUCATIONAL SYSTEM

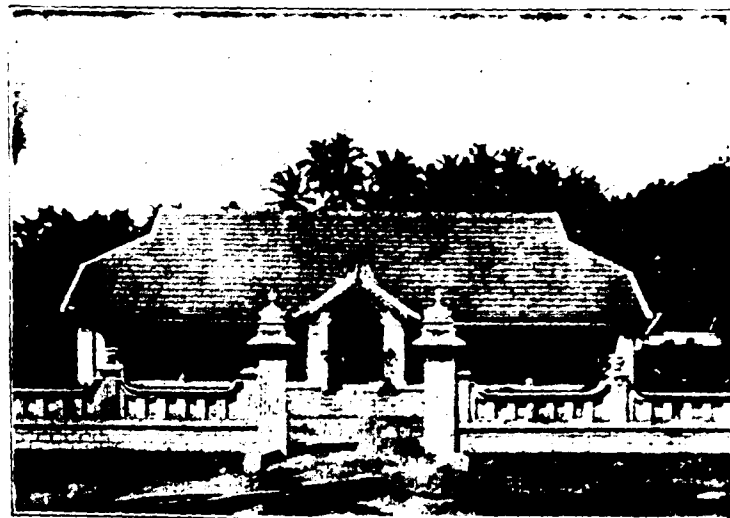
By

A Scouter

The proceedings of the annual meeting of the district council of the Madras Boy Scouts' Association should have been read with great interest. It is clear that the place of scouting in our schools has yet to be properly appreciated. Scouting still continues to be referred to in a light-hearted manner even by teachers. No one can therefore complain if parents fail to realise the true significance of scouting and its vast potentialities for good. It may perhaps be useful to examine more fully the claims of scouting for a place in the activities of the school.

The place of scouting in schools cannot be considered independently of the great changes going on in the school-world. There is a distinct change in the angle of vision among modern distinguished educationists. They are fed up with the old system of education and they have been constantly urging the need for a radical change. Their battle-cry is what has come to be known as "New Education" or "New School." One would like to know what is objectionable in the old system and how the exponents of the new school propose to reform it. The old educational system seemed to have been conceived on the basis that society would not change, that the high positions in

public life would be reserved for the select few and that education was more a luxury for the large majority. It therefore turned out that the child was ignored and that undue importance came to be attached to "mental discipline." The more dry and exacting a subject proved to be, the higher was its value as a "mental discipline" subject. The evils of such a system did not show themselves so long as society continued to be static. With the advent of the industrial era towards the end of the nineteenth century, signs of change were unmistakable in the body politic. The old literary or classical type of educational system was found to be clearly out of date. The situation became still more acute with the vast progress in the field of science. Distance has been annihilated and communication has been considerably improved. The world has, as it were, shrunk and the peoples of the world are so closely knit together that a crisis in one area, for instance, the present financial crisis, affects very rapidly the interests of a large number of people inhabiting distant lands. Society is changing far too rapidly. Class-barriers are vanishing and the statement that "man is the architect of his own fortune." is far more true to-day than at



Bobbili Medical Ward
Ramakrishna Residential School

any other time. Fresh and strange demands are made upon schools. A system of education designed to meet the nineteenth century ideal is found to be very unsuitable and can hardly be expected to meet the needs of a modern dynamic society. It is not enough for our boys to gain some information from books. They have to be trained to adapt themselves to the exacting and complex situations they may have to face in the modern life. It is becoming more and more clear that the interests of the child should not be allowed to be subordinated in the formulation of courses and that the curriculum should bear a distinct relation to the needs of the future life of the pupil. Further, thinking men have come to realise that education is not, and need not be, necessarily through books in the class-room and that a programme of complete education should pay due attention to the outdoor activities and also to hand and eye training. Teachers in western countries have begun to protest strongly against the continuance of the old system and the idea of the new school with its insistence on the importance of the child and on the value of *learning by doing* has been gradually permeating. Such a cry for change is rather slow to reach our country. We are just beginning to perceive the defects of our system. Unfortunately we have developed in us the ostrich-like attitude and we remain unmoved. We take it that things will improve themselves somehow. It has never been our strong point to recognise the defects in an institution and to seek to remedy them then and there.

A peculiar disturbing factor has added to the complexity of the problem in our country. The western system of education has been introduced and is sought after, chiefly with the object of qualifying oneself for a place in the government service. Western Education has been from the beginning primarily a 'vocational education' as was so clearly pointed out by a distinguished educationist. No doubt, leaders

may stand up on the platform and deprecate in strong terms the tendency on the part of students to seek higher education solely with the object of securing the passport to the Government service. Is it not strange that, in a country which paid no heed to examination in ancient days, examination should occupy an exalted position? Success in the examination is what is chiefly aimed at and it seems quite natural to parents, cultured or uncultured, official or non official, rich or poor, that their children should complete the course in as short a time as possible and qualify themselves for a place in public service. Culture for culture sake and knowledge for knowledge sake are not seriously considered. According to the generally accepted notion prevalent among people, he passes for the ideal school boy who always carries books in his hands, is on the look-out for a corner to mug up a few things and is also disinclined to participate in any out door games. In such an atmosphere any healthy activity which is likely to take the boy away from his books is sure to be viewed with disfavour. There are cases of parents who write letters to the head-master requesting him to exempt their sons from drill or gymnastics. Any thing which does not directly pay in the examination and which has no direct connection with it will not be attended to, even though it may be very desirable in the general interest of the boy. Take the case of the attitude of teachers themselves towards the B. group subjects all these years. A knowledge of subjects like Elementary science, History, and Geography will be undoubtedly valuable for every citizen and these subjects are really those where much must be left to the initiative and enthusiasm of the teacher. Is it not to be deplored that such foundational subjects were left in the cold deliberately, merely because they were not included in the list of subjects for the public examination? Does it not mean that even teachers could not escape the petrifying influences of the atmosphere around

them? They seemed to have thought it better to satisfy the questionable craving of the public than to maintain the true ideals of the teaching profession. Our schools and colleges have been working on the old literary type and they seem to be wedded to it. The courses have not been framed with an eye to the future needs of the pupil. There is not much difference between the boys who have come out successful in the examination, and those who have failed. The former are far too many to be absorbed in public service and there are no "white collar jobs" for them. Consequently they are unemployed and become discontented. Those who fail may show talents for the development of which no scope has been afforded in schools. Their talents are allowed to run to waste and they are dubbed as "failures." Consequently they become moody and lose interest in work. That they can be made to give a good account of themselves is clear from their exhibits that are kept on show in exhibition stalls. These boys are not incapable of putting their shoulder to the wheel and the part they play in arranging exhibitions and conferences more frequently these days, reflects great credit on their powers of initiative and organisation. It is a pity that the conditions in the school are clearly against any discovery of their capacity and imagination. Is it not tragic that no one should consider it his concern to attempt to stop this tremendous wastage of "human energy" in our educational system? The need for a radical change in our educational system is very real and urgent. It is something that the South India Teachers' Union has attempted to explain to the public the necessity for reform during the Education week. The present occasion is very opportune for effecting this change. Our eminent leaders are busy with hammering out the details of responsible government. It may perhaps be easy to get responsible government but it may not be quite so easy to work it efficiently in the best interests of the country. The need of the

hour is a continuous supply of well trained citizens of unimpeachable character, who can be trusted to place the interest of the public above their own self-interest. All eyes are turning naturally to the "school." It is the duty of the school and the teaching profession to meet this demand and it should not be said that the call has been made in vain. It is only once in a way that an opportunity for service turns up. The outlook and spirit of our schools and teachers should undergo a thorough change before they can ever begin to think of shouldering this responsibility.

In such a reformed school scouting will be given its legitimate place without any hesitation. The scout has the inestimable advantage of his character being moulded through a continuous practical training. The various activities which form part of his training in camps make him self-reliant. It is his privilege to move and work with a number of comrades and thus to realise the value of team spirit. He learns how to obey promptly and he learns at the same time how to conduct himself when in command. It becomes a habit with him to be courteous, true and loyal. He is trained to be firm but considerate. It becomes his nature to render help irrespective of race or nationality. These are the very qualities which we expect to see in our leaders who will be called upon to be at the helm of responsible government. Such qualities ought also to be expected of all citizens so that the progress of the country may be all round and may go on uninterruptedly. These qualities do not make their appearance all on a sudden. It is clear that the time devoted to scouting is not a waste. On the other hand it is a period of preparation for the future work of our boys. If our schools and teachers have a clear vision of the future of the country, they cannot restrict their attention exclusively to results in the examination. It should become possible for teachers to place true ideals before the public and to bring them round. The change in the system cannot be effected by teachers alone. It is a

task which requires the co-operation of the School, the Home, and the community. Who is to bell the cat? The country expects the teacher to have a clear idea as to the kind of change that is necessary. It is not beyond the resources of a well-informed and highly organised profession to enlighten the public and to go forward with an efficient education programme. There is need for the spirit of a scout in every sphere and in every rank.

RECONSTRUCTION OF THE CURRICULUM.

As regards the curriculum, it must be disencumbered from some of the debris of the past, for the 'dead hand' of which we hear so much in matters of wills and testaments has a stronghold on current education. A child must realize the yesterday of his kind, but he must be given a chance too to face its present problems and to visualize its morrow. History can be taught as a process of evolution—a fitter theme for a child than tales of old, unhappy, far-off things. The problem of the dead languages is too polemical to be embarked on here, but we can see to it that every child learns well at least one language other than his own. He must be given a scientific basis as well as a philosophic conception of unity but we are inclined to think that the biological sciences are best suited to the average child and that physics and chemistry can safely be left to the child with a definitely scientific bent. But above all, in all that he is taught, he must learn to seize upon the relevant—by which of course we do not mean the merely utilitarian. From the Outlook Tower *New Era* November 1931.

MAHATMA GANDHI AT THE MONTESSORI TRAINING COLLEGE.

In sweet musical Italian Madame Montessori gave Gandhiji a brief welcome, which her secretary translated into English:—

"I address myself to the pupils of my course and also to the friends here. I have a great thing to say to you—the Soul of Gandhiji—that great Soul of which we are so conscious is here with us incarnate in his bodily form. The voice which we shall soon have the privilege of hearing is that voice which sounds throughout the world. He speaks with love, and not merely with his voice does he speak, but with his whole life. Such a rare thing is this, that when it happens, every ear listens. Noble Master! I am proud that the voice which is privileged to give you your welcome here, should be the voice of one of the Latin races—a voice from Rome, the great city Rome, cradle of the religious thoughts of the West. I wish that I could here present incarnate all the life and thought of the West to do honour to the East. I present you here my students. There are not only my students, but there are friends and the friends of their friends, and their relations gathered here together. But among my students there are people of many many nations. Here met together are the generous-hearted English teachers and many students from India—Italian students, Dutch, German, Danes, Swedes, Czecho Slovaks, Austrians, Hungarians, Americans, Australians, students from New Zealand, South Africa, Canada and from Ireland. They are all here out of love for the child.

The world civilisation and thought of the child—this is what links us and brings us together in your presence, O Master. For we teach children to live, to live that spiritual life upon which alone can be built up the peace of the world. That is why the students are gathered together here to hear the voice of a Master in the art of life and for all of us—students and their friends, this will be a

memorable day in our lives. These 24 little English children, who have prepared themselves, and worked for you, are living symbols of the new child that is to be. We all await from you the word."

Replying the Mahatma said,

"Madame, you have overwhelmed me with your words. It is perfectly true, I must admit it in all humility, that however indifferently it may be, I endeavour to represent love in every fibre of my being. I am impatient to realise the presence of my Maker, Who to me embodies Truth, and in the early part of my career I discovered that if I was to realise Truth I must obey, even at the cost of my life the law of Love. And having been blessed with children, I discovered that the law of Love could be best understood and learned through little children. Were it not for us, their ignorant poor parents, our children would be perfectly innocent. I believe implicitly that the child is not born mischievous in the bad sense of the term. If parents would behave themselves whilst the child is growing, before it is born and after, it is a well-known fact that the child would instinctively obey the law of Truth and the law of Love. And when I understood this lesson in the early part of my life, I began a gradual but distinct change in life.

"I do not propose to describe to you the several phases through which this stormy life of mine has passed, but I can only, in truth and in perfect humility, bear witness to the fact that to the extent that I have represented Love in my life, in thought, word, and deed I have realised the "Peace that passeth understanding." I have baffled many of my friends when they have noticed in me peace that they have envied and they have asked me for the cause of my priceless possession. I have not been able to explain the cause save by .f8v. 1931) friends found that peace

my attempt to obey this, the greatest law of our being.

"It was in 1915 when I reached India, that I first became acquainted with your activities. It was in a place called Amreli that I found that there was a little school being conducted after the Montessori system. Your name had preceded that first acquaintance. I found no difficulty in finding out at once that this school was not carrying out the spirit of your teaching; the letter was there, but whilst there was an honest—more or less honest effort being made I saw too that there was a great deal of tinsel about it.

"I came in touch, then, with more such schools, and the more I came in touch, the more I began to understand that the foundation was good and splendid, if the children could be taught through the laws of nature—nature, consistent with human dignity, not nature that governs the beast. I felt instinctively from the way in which the children were being taught that whilst they were being indifferently taught the original teaching was conceived in obedience to this fundamental law. Since then, I have had the pleasure of coming across several of your pupils, one of whom had even made a pilgrimage to Italy and had received your personal blessings. I was looking forward to meeting the children here and you all and it was a great pleasure to me to see these children. I had taken care to learn something about these little children. I had a foretaste of what I saw here, in Birmingham, where there is a school between which and this there is a difference. But I also saw that there also human nature was struggling to express itself. I see the same

here and it was a matter of inexpressible that from their childhood the children to understand the virtue of silence rise to the whisper from their came forward one after silence. It gave great rhythmic movements

of the children, my whole heart went out to the millions of the children of the semi-starved villages of India, and I asked myself as my heart went out to those children, "Is it possible for me to give them those lessons and the training that are being given under your system, to those children? We are conducting an experiment amongst the poorest of the children in India. I do not know how far the experiment will go. We have the problem of giving real vital education to these children of India's hovels, and we have no material means.

"We have to fall back upon the voluntary assistance of teachers, but when I look for teachers, they are very few, especially, teachers of the type wanted, in order to draw the best from the children through understanding, through studying their individuality and then putting the child on its own resources, as it were, on its own honour. And believe me from my experience of hundreds, I was going to say thousands, of children,—I know that they have perhaps a finer sense of honour than you and I have. The greatest lessons in life—if we would but stoop and humble ourselves, we would learn not from grown-up learned men, but from the so called ignorant children. Jesus never uttered a loftier or a grander truth than when he said that wisdom cometh out of the mouths of babes. I believe it, I have noticed it in my own experience that if we would approach babes in humility and in innocence, we would learn wisdom from them.

"I must not take up your time. I have simply given you what is, at the present moment, agitating me: namely, the delicate problem considered in human terms of drawing out the best from these millions of children of whom I have told you. But I have learned this one lesson—that what is impossible with man is child's play with God and if we have faith in that Divinity which presides on the destiny of the meanest of his creation, I have no doubt that

all things are possible and in that final hope, I live and pass my time and endeavour to obey His will. Therefore, I repeat that even as you, out of your love for children, are endeavouring to teach those children, through your numerous institutions, the best that can be brought out of them, even so, I hope that it will be possible not only for the children of the wealthy and the well-to-do, but for the children of paupers to receive training of this nature. You have very truly remarked that if we are to reach real

peace in this world and if we are to carry on a real war against war, we shall have to begin with children and if they will grow up in their natural innocence, we won't have the struggle, we won't have to pass fruitless idle resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which, consciously or unconsciously, the whole world is hungering.—(From the Young India, dated Nov. 19, 1931).

'PHYSICIAN, HEAL THYSELF'

At the reception in the Bow Settlement held by the Misses Muriel and Doris Lester, one of the happiest and most animated groups was that of Mr. Gandhi and a bevy of children. They had a room to themselves, to which we grown-ups were not really admitted. But a stolen glance round the door showed us an absorbed and friendly gathering. It seems that Mr. Gandhi was telling them many Indo-European words, whose Indian and English forms are so similar that even a small child can grasp their likeness. He asked them what this proved, and they clamoured "We are all of the same breed". Then he talked to them of love and non-violence, and asked after a bit which of them 'hit back'. Some of the most truthful bellicose owned that they did, and Mr. Gandhi asked what would be a better way. 'Try to understand' was the answer.

After this glimpse of his dealings with children we were not surprised to learn that Mr. Gandhi believes that it is far more important for them to gain a sense of spiritual values of love, truth and non-violence, than any factual knowledge.

It seems that in the Schools with which he is connected in India, there is no punishment of any sort. Any idea of force, or corporal punishment, is of course anathema to him. But he goes much further than merely eschewing such methods,

If a child is naughty, he reasons with it, and often recommends that certain hours be spent in spinning—not as a punishment, but because the peaceful rhythmical movements at the wheel have a definitely soothing and curative effect. If he meets with persistent naughtiness in a child, Mr. Gandhi himself enters upon a fast, short or long according to the misdeed of the child, because he believes that some spiritual discord in himself or his staff must have provoked the naughtiness. Such fasting can, of course, be effective only if it is undertaken in the proper spirit, as a means of spiritual recreation and attunement.

Whereas fasting is essentially an Eastern practice, and probably impracticable for a Western teacher, we feel that the idea that underlies it is of value for all.

Mr. Gandhi further believes in the rights of all children, not only to the material things that are necessary for their physical growth, but to love and understanding. He says that the police-guard that has been told to follow him for his protection here has needed to guard him only from too affectionate a reception; that he has seen nothing but love in the faces of the crowds that have followed him; and that the truest culture lies in just that innate simplicity and loving courtesy that he has met with everywhere in the East End.

(From the New Era, Nov. 1931)

TWO PRESIDENTIAL ADDRESSES

I

Professor Winifred C. Cullis, C. B. E., M. A., D. Sc., Professor of Physiology in the University of London presided over the Eighteenth Annual Conference of Educational Associations held at the University College, London in 1930 and Professor Richard Gregory, author of the wellknown book called "Discovery" and the Editor of *Nature* presided over the Nineteenth Conference held early this year. Both of them being scientists dealt with science in their Presidential addresses. Dr. Cullis' address is styled "The Lure of Investigations" and Sir Richard Gregory's "The Worth of Science."

II

2. "Perhaps we of the scientific side of education and the world in general to-day, dazzled by the great scientific abstractions that have emerged from the mathematical and physical sciences dealing with the infinitely small, the atom, or the infinitely great, the universe, are too prone to think of research in terms of the natural sciences. This is partly due to the fact that these sciences, more than any other branch of knowledge, have sprung from the gratification of the universal gift of curiosity," said Dr. Cullis. "But the scope of investigation is as wide as the realm of knowledge itself, and researches can and are being carried out in a vast number of its fields," and she would, she said, confine herself to her own subject, Physiology or its close allies, the medical sciences.

3. "The antithesis between investigation for the sake of truth and extension of knowledge on the one hand, and for the sake of the practical outcome on the other, is also a false one.

All knowledge will eventually be found to have its practical value. But that is not to say that the practical value will be most quickly found by direct searching for it." She showed, taking the marvellous development of electricity in recent time, how it is generally the unexpected that happens and not things directly and deliberately sought for.

5. "These investigations are examples of work conceived and more or less completed by a small group of people. But in others we see more obviously the accumulation by many independent workers of isolated facts, which eventually, when enough are collected, lead to a final and decisive experiment which relates all the previous work and allows the making of the final deduction which can be used in a practical manner. A good example of this is seen in the discovery of 'insulin.' "Yet another method, and the best, is shown in the team work which has produced such work as that of the work of Sir Ronald Ross in connection with his researches about Malaria and refers to the noble band of volunteers who offered themselves to be bitten by mosquito carrying the Yellow Fever parasite to test whether the infection was carried by mosquitoes.

4. "The passion for research demands from its devotees hard and laborious work, of which the general public realises little. As a rule they hear only of the success, and are told little of the years of thought and hard work which may have preceded the slipping into place of the final missing bit of information. Investigators must be ready, in the words of Milton, to "scorn delights, and live laborious days," though only very rarely will they achieve that fame that was in the poet's mind

when he wrote these words," and she instances Pavlov on "Conditioned Reflexes", probably the basic experiments upon which all future work on the psychological functions of the cerebral cortex will be based, or in the team work which is bringing more and more valuable results as to the existence and distribution and almost the nature of the romantic substances, the vitamins, or the ecological investigations which are helping agriculture and clearing whole districts of pests by utilising the biological method of attacking pests with pests."

6. "In these and in countless other cases that could be adduced, it is obvious that the driving force has been this love of investigation. There has been little or no material reward, certainly none commensurate with the benefits that have resulted. The financial gains from even the few investigations mentioned this afternoon have mounted into millions, and yet the chief financial rewards given to any of these men have come from another country in the shape of Nobel Prizes." She pleads for a national organisation of scientific research because it is a problem "which may be solved successfully if we will use the same methods of a long pull, a strong pull, but above all, a pull all together."

III

7. Sir Richard Gregory began by saying he would follow the well established precedent and talk of his own subject, i.e., worth of science to modern humanity. "Descartes, said that he studied science "to learn how to distinguish truth from falsehood, in order to be clear about my actions and to walk surefootedly in this life"; and if education in science can embody that intention, the highest purpose can be served by it."

8. "The gifts of science have likewise become so familiar that few people evince any spirit of gratitude for them." Dr. Gregory showed how ignorance breeds fear and instilled the curious beliefs of avages about disease.

9. He next traced the influence of science upon the emancipation of human soul from its thralldom and said that "the independence of thought and action now possessed by progressive peoples is a direct social consequence of this principle of scientific enquiry."

10. The substitution of natural law for the old conception of events being taken as happening due to the varying moods of a benign or angry God and the cheerful outlook on life induced by the conception that Man has progressed and hence capable of further progress and is not a fallen angel "born in sin and shaped in iniquity" were dwelt upon. "There is reason for hope when Divine discontent with life as it is urges men to work for higher things. No progress is possible without aspiration, and self-satisfaction therefore signifies stagnation. Unlike the beast of the field, man can make his own environment and so promote the development of any type he desires to survive—poet philosopher, profiteer or pugilist. Though we may not be descended from gods we can make the world a celestial dwelling-place if we wish."

11. He put an eloquent defence of the doctrine of Evolutions and showed how the popular conception that such a philosophy leaves ethical or moral ideas out of consideration is wrong. The true scientist in him spoke when he said that a real seeker after Truth "would much prefer to be in a well-equipped laboratory where he could continue to experience the joys of discovery. As Lessing beautifully puts it, "If God held enclosed in his right hand all truth, and in his left simply the ever-moving impulse towards truth, although with the condition that I should eternally err, and said to me "Choose!", I should humbly bow before His left hand and say, "Father Give! Pure truth is for Thee alone."

12. It depends upon ourselves as to what use we are putting scientific discoveries. They can be used for destroying mankind or for alleviating misery. "The lives saved by the use of antiseptics discovered by chemists outnumber

1. Since I wrote last in September not only has the University Library been thrown open, but the South India Teacher's Union office received copies of the Reports of the 18th and 19th Conference of Educational Associations. Hence there was no dearth of materials. The Education Week organised by the S. I. T. U. came off meanwhile and the magazine was commandeered for that purpose. That explains the break in the continuity. 2. The opening of the XIX Conference coincided with the announcement amongst the New Years' Honours that a Baronetcy had been conferred on the President, who has become Sir Richard Gregory.

many times all those which have been sacrificed in wars and the relief from pain provided by anaesthetics, as well as the cure and prevention of disease by the use of new chemical compounds, are blessings which are often overlooked when the worth of science is under consideration."

13. He paid an eloquent tribute to "the scientific discoveries made in academic laboratories" and referred to the use of rare elements being used in making alloy of great industrial value.

14. 'Before things can be used', said Sir Richard, "They must be discovered, and it is the particular function of science to reveal them. It is the aim of the scientific investigator to contribute to the increase of natural knowledge; and the business of the inventor or engineer is to recognise and apply the results achieved of

the artisan to employ his skill in making them commercially profitable, and of the community to see that they are used to promote social welfare."

15. He concluded his learned address by saying that the true worth of science must, however, be decided by the community and if future generations make wise use of the knowledge which will be given them, the civilised world may hope for and expect an end of the thing of weeping and the advent of the morn of song."

16. It does good to our soul to forget our petty problems and small worries and let our minds wander in the realms of thought and realise what Man has already done and look forward with hope to what he may do hereafter.

S. K. YEGNANARAYANAIYAR.

EDUCATION WEEK.

Statement of receipts and charges in connection with the Education Week

RECEIPTS.		DISBURSEMENTS.	
	Rs. A.		Rs. A.
To Cash (from sale of posters to 36 schools)	68 2	By Printing Education Week Pamphlet	4 0
Sale of posters to M. T. G.	30 0	Circular for the Education Week	2 4
Sale of booklets	4 0	Printing 1,800 Posters of six kinds	90 0
Advt. Charges from the Booklet	30 0	Packing charges to send posters	2 0
.. from Central Scientific Supplies & Co.	7 0	Printing Education Week Booklet, Resolution with envelopes	65 0
Yet due for posters	8 0	Remuneration for writing addresses	5 8
Stamps received for booklets	0 6	Conveyance charges	3 2
		Postage for sending programme to schools	18 0
		Postage to send booklets to all schools	18 0
		Booklets to Secretaries of Guilds	3 4
		.. to 36 D. E. O's.	1 2
		.. " Exe. Com.	2 0
		Miscellaneous	0 6
		Postage to send posters with certificate of posting to 36 schools	7 8
		Postage to send resolution to Secretaries of Guilds	18 0
		.. " to Secretaries of Guilds	3 4
Total	147-8	Total	243-6

FROM OUR ASSOCIATIONS

THE ANANTAPUR DISTRICT TEACHERS' GUILD

The second Annual General Meeting of the above Guild was held at Anantapur on Saturday the 28th instant at 1 P. M. under the presidency of Mr. S. Kuppaswami Aiyer, B.A., L.T., Vice-President of the Guild, in the Municipal High School hall. 28 delegates were present representing all Secondary Schools except one in the District. The proceedings began with prayer. In the opening address by Janab Abdus Salam Sahib Bahadur, District Educational Officer, Anantapur, he complimented the Guild on the useful work it had turned out in the year under report and advised the Guild to make it more useful and strong by taking up Adult Education work, organizing excursion parties with a view to propaganda and lecturing visits to various Elementary Education centres in the District and, besides offering its considered views on the revised syllabus of the S. S. L. C. subjects, encourage physical activities by organization of District Sports and games.

The report of the Guild indicated that the Executive Committee members attended meetings of Secondary and Elementary Teachers' Associations at Gooty, Dharmavaram, Hindupur and impressed upon Elementary Teachers joining the Guild in large numbers and thus strengthening the District organization. A refresher course in Geography for the Geography teachers of the S. S. L. C. was also conducted by the Guild during the year.

After lunch provided by the Municipal High School Teachers' Association, the business was resumed and after adoption of the report the following resolutions were passed unanimously:

1. This Guild exhorts all its members to depute delegates in large numbers to the All India Federation of Teachers' conference to be held at Bangalore in December 1931.

2. That copies of proceedings and of notices of meetings of the District Secondary Education Board be sent to the Guild and this Board do consider resolutions forwarded to it by the Guild.

3. (a) This Guild views with grave concern the proposed drastic cuts by Government in teaching and equipment grants to Aided Institutions and is strongly of opinion that such ill-advised retrenchment will particularly be prejudicial to the interests of education in aided institutions, and it appeals to Government to

re-consider the decision as the direction in which retrenchment is proposed to be effected will entail serious hardship to managing bodies whose resources have never been too adequate or too abundant.

(b) That a deputation consisting of three members of the Executive Committee of the Guild do wait on the managers of the several schools in the District to press upon them the necessity for with-holding and withdrawing any retrenchments in regard to the salaries of teachers, as these are already very low.

4. That a co-operative thrift society be organised for the district teachers and that the Executive Committee be empowered to proceed with the organization and registration of the same as early as possible within six months.

5. That the next Provincial Educational Conference (i. e., of 1933) of the South Indian Teachers' Union be invited to the Anantapur District.

6. **Resolution re: Training schools:**—That the District Guild while heartily sympathising with the Government in its present financial position, views with alarm the proceedings of the Director of Public Instruction that "Government cannot hold out any promise or hope of paying stipends or stipendiary grants next year," and feels strongly that this sudden action of the Government would discourage people entering the teaching profession.

7. That the Government be requested to put forth every effort, in spite of the grave financial situation, for the spread of Elementary Education which the country so badly needs more than anything else, and therefore to give encouragement to teachers, especially of the Secondary and Elementary grades by granting them stipends during the course of training, realising fully the great and noble work they do in villages combating illiteracy, which is the greatest obstacle in the way of advancement of our country.

8. That, if retrenchment in the giving of stipends becomes inevitable, in view of the low educational attainments of the Elementary Lower Grade teachers, we suggest to the Government the abolition of the Elementary Grade Training, thereby profitably saving a large amount of money which is at present spent on them towards stipends.

9. That the Government be requested to continue giving, for some time to come, stipends

21.4.32

to the Secondary and Higher Elementary Grades, at least at the present reduced rates i.e., 75 per cent of the previous rates.

10. That the Guild expresses strong disapproval of the recent amendment of the Elementary Education Act, in permitting managements of private schools to collect fees from pupils in the areas in which compulsory education is introduced, because this would eventually tend to force private managements to close down their institutions.

The following persons were elected as office-bearers :

1. *President* : Mr. K. C. Seshan, B.A., L.T., Penukonda.
2. *Vice-President* : Mr. S. Kuppasawmi Aiyer, B.A., L.T., Anantapur.
3. *Secretary* : Mr. C. Ranganatha Aiyengar, M.A., L.T., Gooty.
4. *Joint Secretary* : M. Appu Rao, B.A., L.T., Anantapur.
5. *Auditor* : S. Vaideswara Aiyer, B.A., L.T., Tadpatri

SECOND ANNUAL REPORT OF THE ANANTAPUR DISTRICT TEACHERS' GUILD (up to 30-11-31)

Meetings :—Since the last General Meeting in January 1931 at Penukonda, there were three Executive Committee meetings at Dharmavaram, Hindupur and Anantapur. Those at Dharmavaram and Hindupur were very lively and apart from the normal work, the local High School Teachers' Associations and the Elementary School Teachers' Associations were addressed by the Committee members on the need for strengthening the Guild and for joining the S.I.T.U.P.F.

Action on Resolutions :—All the resolutions passed at the last annual and subsequent Committee meetings were communicated to the concerned authorities for favour of necessary action. In pursuance of one of these resolutions, a refresher course in Geography for teachers of Geography in S.S.L.C. course was held at Gooty. It was well attended and was in the able charge of Mr. N. Subramania Aiyer, M.A., L.T., of the Teachers' College, Saidapet, for whose almost gratuitous services, the thanks of the Guild were duly communicated. The Refresher Course in Elementary Science could not be held owing to sudden break in the arrangements. The thanks of the Guild are also due to the District Educational Officer, Anantapur, and the Director of Public Instruction for the sup-

port given to this form of Guild activity. For propaganda work among Elementary School Teachers, Telugu copies of the rules were printed, as per another resolution of the Guild, and distributed to local centres of Gooty, Dharmavaram and Hindupur. The Secretary attended the meeting of the Elementary School Teachers of Gooty and Tadpatri Taluks held at Gooty last April and carried on propaganda on behalf of the Guild. Regarding Public Examination at the end of III Form, a note was circulated among Executive Committee Members and so far only one was pleased to offer opinions.

Membership :—The number of affiliated associations remains the same as at the beginning of the year. The affiliation fees for the year due amount to Rs. 13.

Accounts :—The receipts and charges for the year are as :

Receipts		Rs. A. P.	
Affiliation fee ...	...	30	0
Fees for Refresher Courses ...	...	240	0
Suspense ...	...	10	0
Opening Balance ...	...	5	5
Total ...	...	285	5

Expenses		Rs. A. P.	
Affiliation fee to S. I. T. U. ...	...	16	0
Postage ...	...	29	7
Contingencies and books ...	...	6	14
T. A. to Executive Committee ...	...	17	0
T. A. etc., to Lecturer ...	...	12	0
Entrance fee returned ...	...	100	0
Total ...	...	297	6

leaving a minus balance of Rs. 12-1-3. A sum of Rs. 7-8-0 in due to Sadhana Press for printing and Rs. 10 from Mr. Syed Amiruddin being fee for Geography course.

General : Reports of Education Week celebrations organized by the S. I. T. U. were received from Gooty and Urayakonda. Some vigorous campaign is necessary to enlist more associations and individual members, to strengthen the tone of the Guild and increase its resources. Perhaps a co-operative thrift society for all the teachers in the District or some other form of activity immediately useful to teachers may succeed in getting more members, as the Madras Teachers' Guild has done through its Guild co-operative society. The Secretary attended the Provincial Conference at Palghat

in May last and represents the Guild on the Executive of the S.I.T.U.

On the whole the year has witnessed more active and useful work on the part of the Guild.

London Mission High School, }
GOOTY, }
28-11-1931.

C. RANGANATHA AIYENGAR,
M. APPU RAO,

Secretaries.

The Anantapur District Teachers' Guild.

CHITTOOR DISTRICT TEACHERS' GUILD.

The annual conference of the Chittoor District Teachers' Guild for the year 1931 was held in the premises of the B. Z. Secondary School Chittoor on Saturday and Sunday the 28th and 29th November 1931. It was well attended on both the days and many delegates were present even from the mofussil centres like Pakala, Madanapalle, Chandragiri, Kalahasti.

The Conference began at about 9 A. M. on Saturday with a prayer followed by the welcome Address of Mr. K. Natesa Ayyar and the Annual Report by Mr. A. S. Venkataraman, the Secretary.

In welcoming the delegates to the conference, Mr. K. Natesa Ayyar pointed out how Chittoor was now becoming a centre of growing intellectual movements and activities like the Inter-religious league, the Dt. Sanathana Dharma religious league, the students Library Association, Jeewa-Sabha, the students Sangam and the Education Week Celebrations and dwelt at length on a few of the problems facing the Guild at present. On the question of retrenchment he felt that the proposal of drastic cuts in teaching grants, equipment grants and other grants besides salaries stipends and subsidies would tell severely on the progress of education in our presidency and he advised the District Board President and the managers of aided institutions to wait as early as possible in a deputation on the Honourable Minister for Education to point out to him the hardship and suffering that would have to be faced by the execution of these proposals. About the S. S. L. C. Scheme he pleaded for a considerable lightening of the curricula in all the new Subjects, History Geography and Science by the deletion of the comparatively unimportant portions under each subject or by removing the C. Group Subject if

possible. He suggested that the useless system of marks entry in the S. S. L. C. Books counting neither for eligibility nor for Public services could be given up.

He emphasised the need for vernacularisation of studies so that the pupils might have access to more of knowledge and information on all subjects unhindered by the difficulties of a foreign language. He also dwelt at some length on the importance of making the Guild more representative and more useful by affiliating to it even the Elementary Teachers' Associations of the District and by launching into some practical Schemes of value to the public. He concluded the address by wishing the Lords' blessings for the success of the conference.

Janab Muhamad Sahib Bahadur M.A., L.L.B., the District Educational Officer who opened the conference and presided over the morning session, in his introductory remarks dealt with some of the questions raised in the welcome address, explained the various stages through which the S. S. L. C. Scheme had to pass before it came to the present stage, pointed out the anomalous position of the C. Group optional in it, emphasised the importance of Vernacularization of studies, advised the spread of boarding Schools in preference to day schools for the formation of Character of our pupils, and requested the cooperation of everybody with the Government at present in their efforts to balance the budget by retrenchment, even though their schemes might adversely effect many.

Miss A. B. Van Doren's lecture on "Social Hygiene", which followed the President's opening address, was a very interesting and instructive one. In a clear and forcible speech she brought home to the minds of the audience the importance at the present day of teaching Sex-Hygiene to our boys and girls at school not as a separate and isolated subject but in close connection with scientific subjects like Biology and Zoology and with a deep religious background in every case. Reference was made to the increasing measure of freedom given to the women of India and their frequent appearance in public life in situations wherein they should know how to protect themselves and keep their mind, body and soul perfectly pure. This purity could not be attained unless our boys and girls were trained properly both at home and at School on the lines of the motto "Self knowledge, self-reverence and self-control" and unless each boy was led into chivalrous habits and each girl was taught to look upon her body as a "temple of God." Emphasis, she said, was to be laid on the universal aspect, and the divine

and religious aspect of the functions and principles of reproduction and race propagation in all forms of life, so that the boys and girls might be taught to look upon sex not as a mere pleasure-seeking affair but as a great religious duty requiring the utmost restraint and self-control. It was pointed out how by carefully and scrupulously avoiding all reference to Sex matters even at appropriate places, we had done more harm than good to our pupils, who often picked up wrong notions of sex from vicious and objectionable sources in secret conversations mostly of obscene nature and from bad novels and romances. She pointed out the dangers involved in a policy of drift and the duties of parents and teachers in avoiding them by the proper training of our children by presenting to them through the library the best books and pamphlets on the subject of sex hygiene, by equipping themselves suitably by a study of the literature on it, by a presentation to the children at the appropriate ages and forms of the various points of the problem from the positive aspect and never from the negative aspect, by entering into friendly relations with the pupils on the subject and offering cautious advice and by working out plans of approach to the subject best suited to the genius of the religion and creed of the pupils.

Mr. P. L. Ramanatha Rao in his paper on "Influence of Home on Children" dwelt on the importance of the co-ordination between the home and the school in the matter of the education of our children, and stated how the child, who is educable, could form the best character by the valuable suggestions of the parents, by the ideal behaviour of the teachers, by opportunities offered in such useful movements as the Boy Scout, by frequent visits to each other of the parents and teachers, by the formation and effective functioning of Parent Teachers' Associations, and by such other facts. Stress was laid on the ideals of a home—love, kindness, discipline and beauty—and on the lion's share of the responsibility of the home towards the boys and girls. So profound should be the influence on the home that every boy or girl might always say "Home, Home, Sweet home!"

The President in his concluding remarks, endorsed the views of the speakers as regards the importance of Social Hygiene and its introduction in High Schools, as well as of the co-operation between the Teacher and the parent in the interests of the pupils. With a vote of thanks the morning session came to a close at 11 A.M.

In the afternoon in his paper on "Teachers and National Service," Mr. V. Rangasami

Ayyengar of Pakala, showed how teachers can serve the country at this juncture by visiting villages and doing some rural reconstruction work, and by encouraging Khadder, themselves wearing them and thus help the poor by weaning them from the drink habit and by giving them the occupation of spinning. Teachers can also speak to the villagers on various topics of real use to them. Adult Education classes may also be held and news of general importance may also be given. Mr. G. Venkatramayya of Chandragiri then read a paper on the need of the hour in which he traced the history of Education in India through the several ages and put in a plea that the whole system needs overhauling to give it a national bias, for as it is, it does not meet the demands of the time.....

The Second Day's proceedings began with a prayer. Janab Muhammad Sabib Bahadur, District Educational Officer, took the chair. The first paper was "The C. group in the S. S. L. C." by Mr. K. Satyanarayana Murti, B. A., B. Ed. His arguments for the retention of the C group rested on the greater importance of reason than belief, of practice than theory and on the mental training and character for a nation which were the results produced by independent work in laboratories. He was of the opinion that the syllabus should contain rough notes of lessons. An interesting discussion followed. Mr. R. B. Venkataramana Rao took his stand on the need for a greater surrender value and for a minimum wastage and so declared himself against the retention of the C group since only a low percentage of pupils that were eligible found their way into colleges. Mr. K. Natesa Iyer raised certain main issues whether the S. S. L. C. syllabus was heavy, how could it be lightened, by the abolition of C group or the omissions of some portions of the A group subjects, was the C group to be compulsory or optional, what were the possible 'cuts' in A group subjects and if there should be an examination in the three forms. Mr. M. Sitaram Rao pleaded for the abolition of the C group, for deletion of portions in A Science and History for the complete retention of the present syllabus in Geography. Mr. A. S. Venkataraman while favouring the abolition of the C group suggested that the laboratories might be used for practical work in A, Science, was for elevating A Science to the level and dignity of a C group subject for purposes of practical work. If need be a choice in A Science subjects may be allowed. He was strongly of the opinion that the S. S. L. C. examination should cover V and VI form portions alone. Mr. V. Ramakrishna Sastri declared himself in favour of the abolition of C group and for examination only in V

and VI form portions, in which case he suggested that in IV form British period in Indian History might be finished and the other two periods in the 2 higher forms, and the portion up to 1485 may be done in the IV Form, and Mr. P. K. Rama Iyengar was for the separation of Geography as apart from the Histories. The Dist. Educational Officer winding up held that the 'C' Science subject had its own cultural advantage and value. He could not accept the suggestion to make the 'A' Science practical work for it was not practical politics in many schools. He laid stress on physical education and held also that history done piecemeal would be no use. The whole discussion lasted over a hour and a half.

With a vote of thanks by the Secretary, the session terminated.

In the afternoon a business meeting was held Mr. J. Daniel presiding and a number of resolutions was passed and the Office bearers also were elected for the year. Next a paper on "Dilemma in Education" was read by Mr. P. B. Krishnaswamy. He raised a series of questions each of which was a dilemma. While other professions filled by persons with similar qualifications were better and more hopeful and more prosperous the teaching profession alone was otherwise; the profession was not united, History was not properly taught. The old type of examination could be changed. Composition could be better done. Mathematics could be more practical. Discipline was to be based on love. The Dist. Educational Officer agreed with what the essayist said and hinted that references to personalities could be omitted. At this stage, he left nominating Mr. M. Sitarama Rao to the chair.

The last paper was on 'The Decadent School Boy' by Mr. S. T. Ramaswamy Iyer. The decadence was mental, moral and physical. Greater attention to environment was a cause if not the cause. He favoured a comprehensive scheme of physical training, the introduction of Dalton plan even in a modified form and the reintroduction of the Middle School examination. Two points that came up for discussion were the adaptability of the Dalton and the Vernacular medium. With a few remarks from the Chair and with a vote of thanks to Messrs. C. Cumaraswamy Naidu & Sons for the show room and to the delegates, the session ended at 7 p.m. Representatives from important centres in the Districts attended and the conference was a success.

OFFICE-BEARERS FOR 1931-32

Miss A. B. Van Doren, M.A., *President*.
Mr. J. Daniel, B.A., L.T., *Vice-President*.
Mr. A. S. Venkataraman, B.A., L.T., *Secretary*.
Mr. K. Natesa Aiyar, B.A., L.T., *Treasurer*.
Mr. P. L. Ramanada Rao, B.A., L.T. *Guild Representative on the S. I. T. U. Executive*.

RESOLUTIONS MOVED AT THE GUILD CONFERENCE.

1. This meeting places on record its deep sense of sorrow at the demise of Messrs. C. T. Parthasarathy Mudaliar and P. T. Srinivasa Iyengar, both of whom were distinguished scholars and veteran educationists.

2. This Guild requests the President, District Board and members of the Board to extend to the Board's employees the concessions granted to Government servants on the transfer on public grounds in the matter of payment of school fees on admission into a fresh school in the middle of the term.

3. This guild requests the co operation of the managements of all schools, in consultation with District Educational Officer to arrange for Refresher Courses in Elementary Science and Geography.

This guild desires to impress on the authorities concerned the need for financial assistance for the Scout Troops attached to the schools either from the games fund or from General funds to carry on the work without let or hindrance.

5. This guild requests the S. S. L. C. Board that a copy of instructions to Assistant Examiners in the S. S. L. C. Examination be supplied to each high school in the Presidency as that would enable the teachers to train the pupils on proper lines.

6. This guild, while thanking the S. S. L. C. Board for reducing the portion in Geography and A. Science under A. Group for the Examination of 1932, feels that the portions in A History are far too much and ought to be reduced for the examination of 1932.

7. This guild feels alarmed to note that stipends to pupils in Trg. schools are to be reduced and respectfully and strongly protests against such move on the part of the Government.

8. This guild is of opinion that retrenchment in the Education Department is inadvisable in that any scheme is bound to affect adversely the already underpaid profession.

9. This guild is of the considered opinion that some of the Text Books prescribed, especially in C. Group History of England are too high for the standard and more simple and suitable books should be prescribed.

10. This guild requests every school in the district to revive its Teacher's Association and actively work it and strengthen the hands of the Guild by (a) affiliating it to the guild and sending its affiliation fee regularly and (b) holding regular meetings and communicating the proceedings to the guild and (c) sending its representatives to the meetings of the guild.

11. This guild is of the considered opinion that the present S. S. L. C. curriculum is too heavy and that it should be lightened by the removal of the compulsory C. Group and of Botany and Zoology from A. Group Science.

12. This guild requests the S. S. L. C. Board to revise carefully the A. Gr. History syllabus with a view to make it more complete and comprehensive.

13. This guild is of opinion that only the portions covered in the Fifth and Sixth Forms in History, Geography and Ele. Science should be prescribed for the Public Examinations and that the Syllabus in these subjects should be properly defined for the three forms as that the portions studied in the Fourth Form may be excluded for the Examination, the yet remain in the Syllabus, without spoiling the wholeness of it.

14. This guild requests the Government to extend to teachers in aided schools, the benefit in the G. O. enabling the Municipal and Local Board employees to pay their Insurance premia from their Provident Fund amount.

THE GANJAM DISTRICT TEACHERS' GUILD.

The first meeting of the Guild was held at the Surangi High School, Ichapuram on Saturday the 28th November, at 2 P.M. with Mr. C. Narayana Murthi B.A., L.T., Headmaster Municipal High School, Chicacole, in the chair. 12 out of 22 schools in the District sent their representatives to the meeting.

The proceedings began with a prayer conducted by Mr. B. Nageswara Rao. B.A., L.T., History Asst., Surangi High School, Ichapore. After the election of the President for the meeting, the Secretary read the report which was adopted unanimously. Then the Draft Constitution, prepared by the Secretary, was

considered in detail and adopted with a few amendments. The office-bearers for the year were then elected. Then some important resolutions were passed. A very instructive and interesting paper on "The S. S. L. C. Problem" was read by Mr. G. Narayana B.A., L.T., Asst. Teacher, City High School, Birhanpur, in the course of which he explained the necessity for two papers on Mathematics one on Elementary Mathematics and the other on Algebra and Geometry but with less standard than at present demanded; further he clearly pointed out the difficulty for a boy of 15 to remember the courses studied in IV, V and VI Forms be examined at the end of three years and therefore suggested Inter District High School Examination for IV and V Forms and the Public Examination in VI Form on the course done during that year. He further laid stress on the necessity for Inter Middle School Examinations in III Form and the need for teaching through Vernaculars.

Mr. K. Jagiah, representative of Messrs Longmans Green & Co., took advantage of the opportunity by attending the meeting and exhibited his pictorial maps and text-books for the use in Geography and Indian History.

After a fervent appeal from the chair to all the Teachers' Associations in the district for their hearty co-operation, the meeting terminated with a hearty vote of thanks to the President and the local Association, proposed by Mr. Narasingo Padhy, M.A., L.T., Headmaster, Board High School, Aska.

The Teachers' Association, Surangi High School, Ichapore, was 'at Home' to the delegates at 4.30 p.m. The gathering dispersed at 5 p.m.

ASKA, 8-12-1931. } V. VENKATARAMAM,
Secretary
District Teachers' Guild.

THE THIRD ALL-COORG TEACHERS' CONFERENCE.

The third annual conference of the All Coorg Teachers was held in great eclat at Mercara on the 8th and the 9th of November under the distinguished presidency of Mr. F. F. C. Edmonds, M.A., B.S.C. the Inspector of Schools, Coorg and Bangalore. The first item in the programme was the sports in which the public evinced much interest, both by being present and by becoming the donors of the cups and prizes.

In the afternoon the formal opening of the Conference began with Mr. F. F. C. Edmonds in the chair. The Commissioner of Coorg, who is also the President of the District Board was present. Mr. B. S. Kushalappa, the Sub-Asst. Inspector of Schools and the Chairman of the Reception Committee, in the course of his speech said, "The teaching profession was at one time held in great regard by the people, but has, of late sunk in the estimation of the public. This is a deplorable fact for which the public are to be blamed. The teachers work under great difficulties in the District Board Schools, being ill-paid, ill-equipped, ill-accommodated and ill-staffed. The people can rectify many of these defects by co-operating with the teachers and can do much to improve the state of education in Coorg. Coorg being a small district there is not much scope for teachers to improve or to rise high in their profession—and it would be better if Coorg becomes the part of a larger territory." The Chairman then delivered his speech wherein he stressed upon the importance of the work being done by the teachers in Coorg and said that they should be able to adapt themselves to changing circumstances and should improve the quality of their work regardless of the pay. He also commended the public for educating more and more of

their girls and said that the want of girls' schools in some parts of Coorg was a bad feature.

After this the exhibition was opened. There were many kinds of exhibits including needle work, hand-stitching, painting, rattan work etc.

The second day of the Conference began with the business meeting with the President of the Association, Mr. M. A. Chengappa, B.A., L.T. in the chair. On the afternoon there were a few model lessons. Then followed the reading of the paper and the delivering of the lectures; of the latter, the lecture on "The teaching of History in Schools," by Mr. Kasturi, M.A., B.L., Professor of History, Maharajah's College, Mysore, was very much appreciated.

Then the Conference came to a close with the closing remarks of the President.

EDUCATION WEEK.

Since the publication of the last number, we have received reports of the Education Week celebrations from the following centres:—G. N. Sec. School, Madras; Chintadripet High School, Madras; C. S. M. School, Mudukulathur; Vellore Schools, Chittoor Schools, Kangayam, Coimbatore District, Nannilam and Nanguneri. For want of space we regret we are unable to publish them.

S. I. T. U. PROTECTION FUND NOTICE

Notice is hereby given to the members of the South Indian Teachers' Union Protection Fund, that the Fourth Annual meeting of the above Fund will be held on Saturday, the 16th of January, 1932, at 3-30 P.M. in the Singrachariar Hall, Hindu High School, Triplicane, Madras.

All the members are requested to attend.

R. RAMAKRISHNAN, Secretary.

CONFERENCE OF MANAGERS OF AIDED SECONDARY SCHOOLS

PROTEST AGAINST RETRENCH- MENT PROPOSALS

The Conference convened under the auspices of the South India Teachers' Union of the representatives of the management of aided schools was held on the 11th December at the P.S. High School, Mylapore. Representatives from different centres in the Presidency were present and it was decided to draw up a memorandum containing the views of the Conference and to wait in deputation on the Minister for Education.

Sir P. S. Sivaswami Ayyar presided over the gathering.

Prof. S. K. Yegnanarayana Aiyar said that the policy of the Government was going to affect very materially the teachers. So far as South India was concerned he felt that there was an identity of interests between the teachers and the management of different schools. He would therefore urge them to consider what action they should take to make the Government reconsider their position.

Opening the proceedings of the Conference, Sir P. S. Sivaswami Aiyar said that as one connected with the Board of trustees of a High School in Tanjore district which had, he said been hard hit by the new policy he could speak on the subject with a certain amount of experience. They had been told that financial stringency compelled Government to resort to retrenchment in various departments, and that it was unavoidable. He had no doubt it was as unpleasant to Government as it was to them. But at the same time he did not think that even at this time of financial stringency the policy of retrenchment had been applied in the proper manner. If it was necessary to retrench expenditure, there were certain principles which might be usefully followed by Government. Expenditure, for instance, in certain departments might be retrenched before they thought of doing it in the Education department. If there were two departments more than any other in regard to which Government should hesitate to apply the policy of retrenchment, he considered they were the departments of Education and Public Health. Perhaps Government might say they had this consideration in mind. It was also likely that in a spirit of broad impartiality they might have thought it necessary to apply the shears to all departments without

discrimination, but he thought this was not right.

The next consideration he would urge on them was that if it was at all necessary to retrench in the education department, there were other directions in which economy might with greater advantage be introduced than by cutting grants to aided institutions. The inspecting staff of the department had been enormously increased in recent years. While there has been since the reforms a great advance in education quantitatively there had been an absence of improvement in quality which the Hartog Committee attributed to lack of adequate supervision. While accepting the principle of this observation he would ask if the present inspection was efficient, and if not, was it worthwhile continuing it? He believed that the inspection work as carried out at present was exceedingly perfunctory and superficial. He did not think it possible for the existing staff in its present strength to carry out the work entrusted to them—not that they were unequal to it, but the time that they could devote to inspection work was exceedingly limited. Unless they doubled the staff for this work, the work he feared would be carried on in an inefficient manner as it was being done. Here then, he said, was a direction in which Government would be well advised to cut down expenditure by reducing the inspecting staff and other establishment until such time as their finances would enable them to strengthen it.

As regards the proposed cuts in grants, he did not think that so far as the special teaching grant was concerned the same exception could be taken to it as in the case of the ordinary teaching grant. For, the special grant had been of a precarious character and from the day of its introduction, managements had been warned that they must not expect these to continue. As for grants for equipment they must distinguish between expenditure on urgent requirements which could not be postponed, such as the replacing of broken scientific apparatus, purchases of chemicals, etc., without which work could not be carried on and requirements such as additional furniture, enlargement of libraries and such other items. Government he suggested should not refuse grants for such urgent purposes as those indicated by him.

On the question of the teaching grant the speaker observed that he most strongly deprecated any reduction on account of the salaries of

teachers. The teaching profession, he said was not a liberally paid one at all and the salaries compared unfavourably with those of educated persons in other walks of life. They were so ill-paid that in his opinion it would be a great mistake to think of any retrenchment in the salaries of teachers. They had been a long suffering lot and to inflict further suffering on a class which had been content to get on with the by-no-means handsome salaries that were paid to them would be a great hardship. He was told that the proposal was to cut down salaries of teachers by 10 per cent. That he considered was a step they must protest against. There was besides the proposal to cut down grants for scholarships which he would deprecate. It would prevent many poor students from continuing their studies since the schools could not afford to give fee concessions in all those cases. But this proposal he would not place on the same footing as the proposed reduction of teaching grant which he said was a far more grievous matter.

Proceeding he detailed a few matters about which he said in his experience he had felt there were irregularities and anomalies in the working of the Grants-in-Aid Code and said that the whole method of administering the code followed by the department was open to criticism and should be overhauled. He would ask them to pass a resolution pointing out the unsatisfactory character of the method of the administration of the grants and suggesting that the Government should try to devise a more satisfactory scheme for the administration of the Code.

Mr. L. A. Govindaraghava Aiyar agreed with the Chairman that the last department where the axe should operate was the Education Department. Even as it was, most of the aided schools were not able to make both ends meet unless it was by increasing the rate of fees far above the standard rate prescribed. The benefit of this went to the Government who were obliged to contribute only in case of deficits occurring while the poor parents were penalised by their extra levy. Then again the proposal to levy the 10 per cent. cut without any gradation was unjust and grossly erroneous. He thought if the Government found themselves in the pass in which they were, they were themselves largely to blame. If it was agreed that the inspecting staff was not satisfactory as it stood, they could well afford to cripple it as much as they could because efficiency was not going to suffer thereby. After all, the department could make more out

of the returns and statements submitted to them.

Concluding, he said, he had not been able to find any principle behind the way in which the Grant-in-Aid Code was being administered at present. The implications of the policy of retrenchment now enunciated raised the issue whether it would be advisable in the interests of education that the standard of education imparted, the number of students educated or the salary of the teachers should be lowered. He suggested that a sub-committee of the conference under the lead of the Chairman might go fully into the various questions at issue and submit a memorandum to Government.

Mr. A. T. Palmer of MacLaurin School, Occanada, endorsed the observations of the two previous speakers and said that mission schools were hard hit by the new proposals. It looked as if it had become the fashion to retrench in every department but he would warn Government that to cut down teaching grants would militate against efficient teaching.

Mr. P. T. Kumaraswami Chetti, said that he was given to understand that the Minister of Education was against retrenchment in this department and would not consent to more than 5 % reduction but the other departments were pressing. Even now he was told, the exact percentage was not yet fixed. But it was deplorable that the axe should have been introduced in this department.

Mr. K. Parameswara Aiyar said that the administration of the grants was characterised by high-handedness with a tendency to impose undue restrictions.

Mr. Ponniah of Ongole said that the proposals made would throw an extremely heavy burden on philanthropic managers who were running schools at their own cost.

Mr. K. Balasubramania Aiyar then moved the following resolution:—

"That a Committee of this Conference be appointed for the purpose of drawing up a memorandum protesting against the retrenchment proposals and to wait in deputation on the Hon. the Education Minister.

That the Committee consist of the following gentlemen:—Messrs. S. K. Yegnanarayana Aiyar, K. Ralasubramania Aiyar, V. Masilamoni Pillai P. T. Kumaraswami Chettiar, A. K. Krishnaswami Aiyar, A. N. Schwartz and M. S. Sabhesa Aiyar."

After some discussion it was also resolved that Messrs. V. Masilamoni Pillai, P. T. Kumara-

swami Chetti and K. Balasubramania Aiyar
form the deputation to wait on the Minister.

With a vote of thanks to the President, by Mr
M. S. Sabhesan, the Conference terminated.

THE 7TH ALL-INDIA EDUCATIONAL CONFERENCE.

The Seventh All-India Educational Conference will be held at Bangalore (Mysore State) on December, 28—30, 1931, under the presidentship of Sir C. V. Raman, D. Sc., F.R.S. Nobel Laureate in Physics. The Conference is annually organised by the All India Federation of Teachers' Associations which is affiliated to the World Federation of Education Associations and which was responsible for organising the First All-Asia Educational Conference, Benares, in 1930. The Conference is open to teachers, educationists and educational administrators and Inspectors of all types—the University, the Secondary, the Primary and the Technical—both men and women of the country and is the only indigenous organisation in the country which keeps Education in the forefront of its programme.

Besides sectional meetings, pedagogical papers and resolutions, an All India Educational Exhibition has been planned on a grand scale. The following subjects will receive special attention this year:—(1) Primary and Pre-Primary Education. (2) Secondary Education. (3) University Education. (4) Adult Education. (5) Women's Education. (6) Experimental Psychology and Education. (7) Educational Administration. (8) Education of the Defectives. (9) Art Education. (10) Health Education. (11) Teachers' Training. (12) Business Education. (13) Religious and Moral Instruction. (14) School Inspection. (15) Professional Solidarity and how to achieve it. (16) Vocational training. The organisers have also arranged for sight seeing, excursions and parties during the Conference days.

All the people interested in the solution of the educational problems of the country are cordially invited to attend the Conference. Information regarding programme, lodging and boarding can be had from the Secretary, Reception Committee, Seventh All-India Educational Conference, Government High School, Fort, Bangalore City.

D. P. KHATTRY,
Hon'y. Secretary.

THE SECOND ALL-INDIA TEACHERS' TENNIS TOURNAMENT, BANGALORE.

The Second All-India Teachers' Tennis Tournament will be held at Bangalore this year and the final matches will be played at the time of the Seventh All-India Educational Conference during the last week of December, 1931. The Tournament is open to singles only and a running shield called Rai Bahadur Babu Batuk Prasad Trophy will be awarded to the winner. Further two permanent prizes will be awarded to the winner and the runner up in memory of the late Professor P. K. Telang of the Central Hindu College, Benares. All the teachers, lecturers, professors, educational inspectors and administrative officers of British India and Indian States are eligible for competition and are cordially invited to participate in the tournament. Rules regarding entry fees and last date of admission can be had from Mr. C. Krishnaswami Rao, M. A., L. T., Government High School, Fort, Bangalore, (Mysore State).

D. P. KHATTRY,
Hon'y. Secretary.

THE TEACHERS' BOOK SHELF

REPORT OF THE ALL-ASIA EDUCATIONAL
CONFERENCE, BENARES, DECEMBER, 1930.
Edited by D. P. Khattry. Published by The
Indian Press, Ltd., Allahabad, pp. xiii+856.
Cardboard bound. Price Rs. 4.

The Report is a faithful record of the proceedings of 'The All-Asia Educational Conference.' Full texts of the addresses delivered at the inaugural and complimentary sessions are given. The Conference divided itself into as many as fifteen sectional meetings. The papers read and discussed at those meetings cover almost the entire field of education and relate to every department of educational activity.

Mr. D. P. Khattry deserves our warmest congratulations on the great care and fine discrimination that he has exercised in editing the report as also on his devoted labour to make a timely publication of it.

The participation in the conference of persons like Sir S. Radhakrishnan, Dr. Besant, Pandit, Madan Mohan Malavia and Dr. Bhagavan Das has, in no small measure, served to enhance the value of the Conference.

Sir S. Radhakrishnan in his presidential address points out clearly the fundamentals of real culture on which the whole Asiatic system is based. Dr. Besant's address on the ideals of education in ancient India is inspiring and instructive, as may be expected of her. Pandit Malavia declares that the educator's task is how to shape humanity in the future and how to change humanity's ideas into those of harmony, peace and good-will. Dr. Bhagavan Das has by his address on 'The Unity of Asiatic Thought' made the weightiest contribution to the conference. It is of inestimable value to all those who have the promotion of international understanding and peace at heart. His intense knowledge of the Scriptures of different religions has enabled him to give a masterly survey of the points of agreement in the essentials of all religions. In his welcome address Principal Seshadri has ably dealt with the biggest problems of education that are agitating us to day.

The addresses and papers, carefully fashioned as they are portray the struggle of the Eastern nations to ensure their educational betterment and their zeal to find seeds in modern educational thought for future reconstruction. Short

descriptive notes relating to different countries culled from the publications of the Department of education and added at the end of the report of each sectional meeting make useful reading.

The editor in his foreword somewhat apologetically remarks that those who may turn to the pages of this report for an account of the newest and most up-to-date methods of education will be sadly disappointed. So far as India is concerned such an apology seems to be needless. For it is a matter of common knowledge that India under a foreign domination has not been altogether free to successfully evolve her own scheme of national education and that she has no state system of education to finance and encourage any experimental and research work. Further more, the kind of control exercised by the Department of education has inevitably resulted in the maintenance of a dead uniformity from one end of this vast country to the other. Japan affords a splendid example of the progress that an Eastern nation can make under a powerful National Government.

The report under review is an inexhaustible source of information, to teacher's guidance and inspiration. It is hoped that it will be a valuable contribution to international literature. It is a valuable addition to any library. The Education Department will be well advised if it is asked to go in for a number of copies to be distributed among departmental officers.

G. S.

METHODS OF TEACHING TAMIL by Mr. K. Sambandam Pillai B.A., L.T. (published by Ambika Brothers, Mylapore.)

This book is based on the revised courses of study in the methods of teaching Tamil for Elementary Training Schools. The author is an experienced teacher. He presents a thoughtful plan of teaching Tamil in a readable form. There is really a need for books on such lines. The method suggested in this book is a wholesome combination of modern and traditional methods of teaching the mother tongue.

It is a useful text-book for pupil-teachers Pundits, not acquainted with the English language, will find useful information in it. The author deserves every encouragement that may be given.

G. S.

EDITORIAL

Managers in Conference :—

The Conference of managers of non-government schools, convened by the South India Teachers' Union is a landmark in the history of education in South India. We invite the attention of the authorities to the proceedings of this Conference published elsewhere. They seem to be labouring under serious disabilities, chiefly because of the illiberal and inelastic grant-in-aid code. The immutability of the grant-in-aid code is nothing short of a phenomenon. The managers have been suffering in silence and it is much to be regretted that they have not realised the value of an organisation of their own. The time has come for managers to urge with one voice that they should be **consulted** in Educational matters, especially those relating to the grant-in-aid code. It is necessary for them to impress upon the government the great contribution of aided institutions to the educational progress in our presidency.

The aided schools hold a dominant place not only in respect of numerical superiority but also on account of the facilities for higher education they afford. Out of 542 secondary schools for Indian boys, 262 are managed by private bodies and more than one hundred thousand pupils receive instruction in these schools. The total direct expenditure on education in these schools is roughly 47 lakhs towards which the contribution from provincial funds is 17% against 57% from fees and 25% from endowments and subscriptions. Should not the education of over a lakh of pupils reading in 262 schools be a

matter of at least some concern to the government and the public? It is not enough to run schools; it is essential that they should be run on sound lines. Now that expenditure in elementary education is naturally expected to go up, public interests require that a forward, liberal state-aided policy should be formulated in respect of secondary education. Many of the defects in aided schools, which have been pointed out by the departmental officers can be traced easily to the want of necessary financial resources. Managers have not attempted to present united front and the administration of the grant-in-aid code has come in for a good deal of criticism. They admit they are unable to understand the general principle underlying the administration of the code, and they are evidently dissatisfied with it. It is not often remembered that the code should be administered solely in the interests of schools. The demand for a change in the present grant-in-aid code is not at all unreasonable. The average cost of education of the pupil in an aided school is Rs. 43-8-0 against Rs. 63 in a state school, while the average fee rate of a pupil in aided school is Rs. 21-8-0 against Rs. 25 in a state school. The pupils in aided schools are thus called upon to pay more by way of fees but the return they can hope to get is much less. The fee rate levied in schools is not less than the standard rate and in many of the secondary schools in Madras and elsewhere the rate is higher. What does the low cost of education in aided schools really mean? One can see in it **low salaries, under staffing, employment**

of untrained teachers and inadequate equipment. Is it not necessary that the standard in aided schools should be also kept high? How can this be done unless the government appreciates fully the service rendered by the aided agency and come forward to help it liberally.

The Managers take strong objection to the proposed cuts in the department of education. They feel that the salaries paid to teachers are already low. They know that the salaries were not revised after the war and that not even temporary relief was given in spite of repeated representations from the union. The special teaching grant of one lakh which gave some relief to teachers in some schools has been already dropped. If on the top of it, a cut be made in the teaching grant the managers fear that the salaries of teachers will have to be cut down. It is certain that as the result of this cut the salaries of teachers will be reduced to the pre-war level. We leave it to the authorities and the public to judge for themselves whether it is fair and proper to propose a cut in the teaching grant. The cut in equipment is equally undesirable. The managers are afraid that they will not be able to tap other resources in this period of financial depression. They contend that the provision in the budget for 1931-32 under grants to aided schools is less than the allotment for 1929-30 and 1930-31. Long before any indication of financial depression was noticed, a reduction in the provision was made. A cut on this meagre provision is likely to result in a cut of more than 50% in efficiency in instruction in aided schools and it is sure to stunt the intellectual growth of the present school-going gene-

ration. The present retrenchment policy will become responsible for many serious defects in our educational system and it may be that the state will be called upon to spend almost twice the amount in future years to remedy them. We appreciate the line of action adopted by the managers and we hope that the minister of Education and the member for Finance will be pleased to look at the problem in all its aspects and to pay due regard to the representations of persons connected with the maintenance of these schools.

The Sixth World Conference of the N.E.F

In beautiful Nice, situated on the Bay of Angels, at the mouth of the Var, the *sixth World Conference of THE NEW EDUCATION FELLOWSHIP* will be held from 29th July to 12th August, 1932. The theme for discussion will be Education and changing Society. The programme will consist of a number of lectures which will deal with two general problems: How Education and the School can further social betterment and How to adapt Education to meet the requirements of modern Society. There will also be the usual features of discussion on new methods, modern Psychology, and the progress made by the national groups. The Conference will be presided over by Professor Paul Langevin of the College de France. Dr. C. H. Becker, formerly Minister of Education for Prussia and Professor Sir Percy Nunn, of the University of London have agreed to be Vice-Presidents. Among the speakers are Andre Siegfried, Jean Piaget, Ovide Decroly, Harold Rugg, John Dewey, George Kerschen Steiner, Aloys Fischer, William Boyd, W. Schohaus, H. Pieron.

Nice is a fine holiday centre and the organisers are arranging for school visiting tours. The programme of lectures promises to be very interesting and instructive and is so designed as to furnish answer to the foremost question of to-day, viz., what sort of Society are we creating, could we create and do we wish to create?

India has always been well represented at these international Conferences. The last N. E. F. Conference held at Elsinore, attracted a large number of Indian Educationists. Prof. Kharve and Mrs. Chattopadhyaya were among those who represented India. At the British Commonwealth Educational Conference, India was 'ably represented' by a large number of Indian delegates. We are sure the Conference at Nice will also attract educationists from India.

Ourselves

With this issue we are completing our fourth year. We take this opportunity to thank our many subscribers for their hearty co-operation. We also like to place on record our appreciation of the valuable help which our contributors have rendered us by helping us to furnish our readers with materials for study and information. We are indeed very thankful to secretaries of affiliated associations for sending us reports

of proceedings of their Association from time to time and enabling us to keep a fairly faithful chronicle of activities of teachers in South India.

Unfortunately, as we are beginning the 5th year, we are faced with the difficulties which almost every other institution is facing. The economic condition of the province is telling upon us. Trade depression all around, has decreased the income from advertisements while 'cuts' by the local bodies and managers of schools have resulted in heavy withdrawals from the subscription list. Fortunately, Teachers are coming to our help by collecting subscriptions from among the members whose managements are cutting off the provision. We earnestly appeal to every school and association to be prepared for a small sacrifice. Let every teacher remind himself of the motto of our journal 'Raise yourself by your own efforts.' January 1932 has to see a doubling of our subscription list, if we are to continue our work efficiently. We therefore appeal to every one of our readers to help us by enrolling at least one new subscriber on the 1st of January, 1932. A subscription order for a friend on the New Year day will be a highly valued New Year present and we look forward with confidence for the receipt of such welcome presents.

Note.—We are glad to report that a deputation consisting Messrs. V. Masilamany Pillay, P. V. Kumaraswami Chetty, K. Balasubramanya Aiyar, A. N. Schwartz, and Rev. Fr. F. L. Manrique, S. C. waited on the Hon'ble Minister for Education on Friday the 11th Dec. at 12 noon. The Minister is reported to have promised to do his best to mitigate the hardship due to the retrenchment proposals. The Memorandum submitted by the deputationists will be published in our next issue—Eds., S. I. T.

THE SOUTH INDIAN TEACHER

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

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

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

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

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

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

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

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

ADVERTISEMENT RATES

For the body of the Book.

	Rs.
Full page per insertion	... 15
$\frac{1}{2}$ " "	... 8
$\frac{1}{4}$ " "	... 5

For Contract rates, for cover pages, for colour printing, etc., please write to The Honorary Secretary and Manager "The South Indian Teacher," 41, Singraohari St., Triplicane.

Printed at the Kesari Printing Works & Published by Mr. S. K. Yegnanarayana Aiyar, M.A., for the S. I. T. U. at 41, Singraohari Street, Triplicane, Madras.