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WHY SHOULD I REGISTER?

This is a question which qualified teachers sometimes ask. The answer will be indicated if the following facts are considered:—

(1) In all professions, properly so called, the standards of admission are devised and maintained mainly by representative members of the profession, while the names of those who gain admission are recorded in an Official Register which is formed and kept by the representative council.

(2) For the past 25 years the teachers of this country have been trying to establish their work on this professional basis. It is the aim of the Union to have a Register of Teachers based on worthy standards of attainment and professional skill and to exclude from responsible teaching work all who failed to reach the standard of Registration.

(3) In callings where there is no Official Register it is impossible to prevent the intrusion of unqualified persons with the result that those who are qualified suffer in pocket and prestige.

(4) Every qualified teacher should support the movement for Registration since failure to do so would weaken the Union in its efforts to establish the work of teaching as a recognised profession and to secure for all qualified teachers a due measure of public regard, with adequate salaries and reasonable conditions of work.

T-21, 11/11/31

SCHOOL HEALTH*

By

Dr V. S. Mahadevan

School Health is one of the most important branches of science, to which little attention has been paid in India. It is a wide term which includes defects in boys and girls prevalent during school life, physical training, physical education, Anthropometry, Medical inspection, Health Education, school hygiene, and all other factors which promote the health and well-being of the school child. Careful attention to, and improvement in the health of school children of the community is indubitable. Medical inspection and treatment of school children is not enough. Practically, all our crippling is permitted; millions of school children in our poor country are robbed of their earliest days of happiness of sound health, under-fed, badly housed in hovels and huts without space to run or play, scarcely clothed, unclean and seething with vermin of head and body, and without medical oversight, leaving their health and life to fate and God many times until death is in sight. This is the lot of the majority of the pre-school children all the time, and many school-children most of the time. Medical service in schools in Madras is in a very rudimentary form; the present service is only an advisory or consultant body; and nothing is done to organise treatment of defects and diseases in school children, except leaving them to the tender mercies of parents and guardians. As an instance, a boy of twelve with progressive myopia in a Madras

school was advised three years ago to go to the Eye infirmary for treatment. The guardian is so callous that he would neither take him to an eye-specialist nor allow me to take him for examination. I have inspected the boy thrice and I am sure that when I go to the same school next time he should have discontinued studies owing to total blindness. Wearing glasses for errors of refraction is never tolerated by many parents. Such criminal negligence is possible only in India and the hands of law should not spare such people. As the Americans would say "we want to sell health to all people, and make them realise their worth, but we tinker with disease." It is too well known that the causes which undermine the physique and health of the school child, are manifold. Chief among them are, ignorance and negligence of knowledge of physical culture and hygiene, the wrong system of education, overburdened curricula, the faulty system of examination, and the apathy of parents and teachers to the health of the school child. All these have combined to undermine the health and physique of our scholars. I shall endeavour in this lecture to give you briefly about the administration of school health in various countries; and then give in detail about the common defects of the school child; the remedial measures to be adopted by the teacher and the school Medical Officer. But I warn you not to expect too much matter about physical

training and physical exercises, which are quite essential to correct many of the defects, as I have no physical training either in theory or in practice.

School Health is a world problem and it is high time that the Health section of the League of Nations, gives early attention to it, to safeguard the health of the present generations of humanity. Apart from this, there are in British India, in 1927, 11,157,496 scholars in attendance; in 246,265 institutions of seven different types. Again, nearer home, in the Madras Presidency there were in 1930, 2,879,787 scholars in 51,777 institutions from Arts and Professional Colleges down to primary schools; and from a careful study of the Report prepared by the Surgeon-General to the Government of Madras on Medical Inspection for 1927-28, of 1,41,613 pupils in 472 secondary schools throughout the Presidency I venture to say that about 30 per cent. or 47,204 scholars in Madras and about 3 million scholars in British India suffer from some defect or other requiring prompt attention which if neglected would permanently impair their health in after years. About 20 per cent. of scholars in attendance in England suffer from diseases of nervous system; and are mentally dull and backward according to tests by BINOT-SIMON System. The money spent on these children for education goes to waste. More so in India where scholars in addition go back to illiteracy. In the same report, it is found that the following diseases show very high incidence: (compared to 1,150 boys in the most crowded part of the Madras city, we find in the figures great variations between schools, in mixed urban and rural areas and in the

most crowded part of the Madras city). Malnutrition is as high as 11 % owing to the keen struggle for existence which is the same in both Madras city and in Mufussal. Dental diseases is as high as 31 % in Madras city; and in Municipal and rural areas 11 %. The difference of 20 per cent. is due to the civilised form of living in Madras city: eating delicacies like sweetmeats by street vendors, commonly purchased by the city boys. Eye diseases is 18 % in Madras city, and as low as 5 % in urban and rural towns, a difference of 13 %. The reason is there is plenty of dust owing to heavy traffic, overcrowding and congestion; slum conditions in most of the areas of the City, producing constant irritation of the external eye and rendering the scholars more susceptible to eye diseases.

Why is School-Health Important ?

In Madras there is a consensus of opinion among the school staff and the parents, that the school medical service as at present constituted is a waste of money and energy. But if the service is properly organised such wrong public opinion is bound to disappear.

Regarding the importance of school health:—

Firstly we get an idea of the general health, growth and physique of the scholars. Predisposition to many diseases can be detected, which will not take root in the body if early vigorous remedial measures are instituted. As Sir George Newman, C. M. Officer to The Board of Education of England and Wales says "Major and minor defects which if left uncorrected would inevitably produce inability on the part of the child to benefit fully

*A lecture delivered at the 23rd Provincial Educational Conference, Palghat.

from school instruction, and incapacity due to serious incurable conditions in later years to become fit and efficient members of the community. Thus the aim is partially attained in the decrease of sickness, an incapacity among children and in the ultimate decrease of inefficiency and poverty in afterlife arising from physical disabilities." Secondly, we get an idea of different defects and diseases prevalent in the scholars according to the social and economic status of the parents and diseases due to heredity. Thirdly, we get an insight into certain diseases due to environmental factors, such as situation and hygienic condition of school buildings, nature and kind of dwellings of scholars, different kinds of occupation of parents. Fourthly, medical inspection of school children prevents the spread of epidemic diseases. As an instance: School-health work was first introduced in U.S.A. in 1894, by the city of Boston in the form of Medical inspection of school children. It was undertaken initially as a police measure in an effort to seek out cases of infectious diseases. The first Boston School Medical inspection was a direct outgrowth of a severe epidemic of infectious diseases in the previous year. The primary objective of that and other early school-medical examination was not so much to serve the individual child, who might be ill or defective, as to identify and to exclude ill children who might become a menace to the health of other children in the school. Fifthly, we get valuable information of the standard of school-hygiene, like boys' dress, cleanliness of boys, ventilation, water supply, lighting, etc.

The conclusion about the importance of school-health according to Sir George

Newman's Annual Report for 1929, on the health of the school children is as follows: "As a matter of fact the whole system is preventive in origin and in operation, though in effect the prevention is imperfect and partial. As you have seen, much of the disease revealed in school children does not arise, and is not preventable at school. It derives from a far—from the child home, ancestry and upbringing, before it reaches the school. Notwithstanding this fact, an organised system of medical inspection, and treatment if rightly conducted has an educational effect of the greatest preventive value for the child. He is thus for the first time initiated into the importance of health and the ways in which it may be lost or found. Medical inspection is not without instruction for him, and early treatment at the beginning of disease prevents its harvest. The open-air school, the school meal, the physical exercise, the daily lesson in hygienic habit, the isolation of infectious cases, the necessity of cleanliness—all this is not without a direct though perhaps unrecognised influence."

I shall briefly give you the administration of school health in England and Wales, U. S. A., and in Madras.

England and Wales.

In 1907 with the passing of the education Act the school medical service was first established by Act of the Parliament. The Act made it an obligation on every local education authority to provide for the medical inspection of scholars attending public elementary schools in that particular area. The Act, in addition, gave power to local education authorities, to provide, subject to the sanction of the Board of

Education, treatment for the elementary school children of the area. In the following years, an increasing number of local education authorities instituted and developed treatment schemes; and by the passing of the Education Act in 1918, it became an obligation on all local education authorities to provide treatment for their elementary school children.

To ensure complete co-operation between the existing public health service, and the the new school Medical Service the Board of Education in 1907, in its circular 376, defined the position and advised that as a general rule the Medical officer of Health of the County, County Borough, Borough, should also be appointed school Medical Officer of the area. Subsequent circulars issued by the Board and the Ministry of Health defined the need and the nature of co-operation; and also the duties of the school medical officer.

In 1908, a model scheme of inspection, was issued by the Board. The children are examined as routines under the age groups as "entrants" (5 years) "Inter-mediate" (8 years) and "Leavers" (11 years). Apart from "routines", two other groups of children are examined as "specials" and "re-examinations." Various sections under the Children Act of 1908 made it liable on the parent to submit their children to medical inspection and undertake remedial measures at home for uncleanliness, vermin, etc. After noting the defects in the medical examinations the steps taken to ensure necessary treatment come under the title "following-up" which falls under the heads (a) correspondence, (b) the work of school nurse, (c) work of care committees. Other agencies who

assist in the "following-up" are school attendance department and voluntary agencies like (1) The National Society for the Prevention of Cruelty to children. (2) The Invalid Children's Aid Association. (3) The Central Committee for the care of cripples. (4) The Fresh-air Fund etc.

As regards the treatment of defects found at medical exams. they fall under four main heads. (1) By General Practitioners. Here comes the family doctor. (2) At school clinics. The clinic acts as a treatment centre for minor ailments like dental, eye and skin diseases and also as a consultation centre or "clearing house" from which ailing children can be referred to other branches of school medical service as open-air school, or Tuberculosis dispensary. (3) Treatment at hospitals. These are supplement to school clinics and subsidised by local education authority to undertake operation treatment like tonsils and adenoids, which is not practicable at a school clinic. (4) Treatment of special schools, includes school for blind, deaf, mentally deficient and epileptic children.

In 1929,—2,737,327 children were medically examined, besides 1,808,469 reinspections.

The following is the staff of the school medical service of England and Wales for 1929—besides the enormous daily unbroken contribution made by the school teachers to the service (a) School-medical officers. The total number is 1319, of whom 276, whole time to school medical service; 640 are whole time officers for public health and school work; and 403 part time officers. This works up to one full time officer to 7,500 scholars. 311 of the total number are women. Among these specialist

work was undertaken by 169 of these officers (b) Specialist Medical Officers: 973 of these are employed on ophthalmic, aural, anesthetic, X-ray, and orthopaedic work (c) School Dentist:—There are 704 employed by the local education authorities; of which 481 are whole time dentists or about 1 to 10,200 scholars (d) School Nurses:—Total number in the service of education authorities is 5272 and of this 1365 give their whole time to school medical service and the rest are part time to public health and school service. From the above figures you would see the rapid strides which England has made regarding school medical service, in the past quarter century. In this connection, it will be some encouragement to you as the Surgeon-General to the Government of Madras in his report on Medical Inspection of schools during 1927-28 says "It is necessary to consider in some detail how medical inspection should be conducted, and the nature of a remedial organisation for the care of children. In doing so the experience of England would be of value, although it is clear that Madras cannot afford at present to attain the high degree of organisation existing in that country. Madras can however make a beginning on the right lines and determine to develop the organisation as public opinion awakens."

In U. S. A. The organisation of school medical service is only of recent origin in U. S. A. As I stated before it was a police measure in 1891 to combat epidemic diseases. In 1902 the nurse entered the school health picture when New York assigned nurses to visit all physicians and

nurse had become well established in 400 cities. Since then, in progressive urban areas, the school health service and its aims, have been developed, and extended, until they have become a potent influence in the life, health and habits of the American child; and through these children in the life, health, and habits of the entire population of the American cities. But school medical service in rural America is of very recent origin.

In 1921, an act to amend the education law, in relation to the establishment of school hygiene districts, was passed (Chapter 194 of the New York State Law). The provisions are—the Board of supervisors of any county with the approval of the Commissioner of education shall have power to establish in such county, a school hygiene district." The Board of supervisors shall constitute the district committee on school hygiene, and shall also appoint a district director of school hygiene who must be a registered physician under the state law. He should work under the director of the district committee of school hygiene and his duties are to advise, assist, and exercise general supervision over medical inspectors, dentists, and school nurses in public schools in such school hygiene districts; to keep informed as to their work and require such reports from them as he may deem necessary, to see that suitable recommendations based on the findings of medical inspectors in their examination of pupils are brought to the attention of their teachers, parents and guardians of such pupils to aid, and keep informed as to the work of the oral hygienists, nutrition workers, and other school employees engaged in health work

and report to

the proper authorities on the sanitary conditions of school buildings, and in other ways to promote the physical welfare and health education of pupils. The Board of supervisors shall appropriate funds for the salary and necessary expenses of a district director of school hygiene.

The first committee to take advantage of this permissive legislation is the rural county, round New York. (Cattaraugus County) which organised in 1923 the State's first supervisory school hygiene district. This first county wide school health programme is organised to secure as a demonstration in rural Public Health administration and its working is watched with interest by many other American states.

School Medical Service in Madras.

This, in Madras Presidency, has its rudiments in casual inspection of boys during the time of epidemics like Malaria and small-pox; I remember when I was a boy in 1904, studying in an elementary school in Madras, a medical unit who were investigating the "splenic index" in Madras during an epidemic of malaria at that time, examined all the boys in our school only for enlarged spleen. Beyond this nothing was done till 1920, when the Government by G. O. No. 208 sanctioned a system of grant-in-aid of medical inspection of pupils, in recognised Secondary schools managed by local bodies and private committees. But, the scheme was kept in abeyance till 1925 when G. O. 641, Law and Education department, was issued embodying certain proposals for the conduct of medical inspection. I do not like to dilate much on the history of the school medical service in Madras as most of you

are familiar with the provisions of the various G. Os. issued subsequent to 1925. But, to state briefly, G. O. 641 provides only for the medical inspection of pupils the treatment being left to be arranged by parents, that inspection to be done once a year and that the medical inspectors should as far as possible be local registered medical practitioners or civil Assistant Surgeons under Government employ with university degrees in Medicine. In places where graduates were not available, Sub-Assistant Surgeons were eligible to act as School Medical Inspectors. G.O. 399 of 1930, states that graduates in Medicine with Public Health qualifications, like the B.S. Sc., degree were recommended to be given preference to L.M.P.s. and others. But I regret to note that some local and private bodies are ignoring the G.O.; and appointing their own favourites as Medical Inspectors. The G. O. 641 further defines the duties of school medical officers, the maintenance and submitting of records of medical inspection, the fees payable to the medical officer, (12 as. for first inspection, 6 as. for re-inspection.) Finally, the D.P.I., will be in charge of all arrangements, necessary for the conduct of medical inspection in schools and that he will issue in consultation with the Surgeon General and the Director of Public Health such further instruction as may be found necessary from time to time.

In 1926, G.O. No. 655 Law and Education, and G. O. No. 2242 were issued. This former laid down that the introduction of compulsory medical inspection should be a condition of recognition of secondary schools under private management, with effect from May 1927.

The latter G. O. directs that the same condition should hold good in Secondary schools under local bodies also. In a subsequent G. O., No. 16 of 1928, medical inspection was made compulsory in Arts colleges for men and women; and managers of elementary schools for boys in areas where compulsory elementary education has been introduced with effect from 1st April, 1928, may at their option introduce medical inspection in the current official years. Under this provision, medical inspection was introduced in Madras City by appointment of ten doctors, for about 15,000 boys, studying in aided elementary schools of the city; and in the compulsory elementary education area of Saidapet Taluk about ten medical inspectors were appointed to examine about 11,000 scholars.

For the schools under the management of the corporation of Madras two full timed medical officers with L.M.P., qualifications are employed for carrying on the medical inspection work. Besides, there are 24 out of a total of 81 municipalities introducing compulsory education for 1929-30 under the Elementary Education Act of 1930. Medical inspection was conducted in 27 areas where compulsory elementary education has been introduced. Finally we find that in all the rural areas, medical inspection is unknown; and an enormous number of the three million scholars of our presidency are now suffering from some defect or other, living in insanitary villages, surrounded by rubbish and ignorance. Many are sure to die young owing to want of medical care in their school years.

The scheme as it now stands, is defective in many ways. The Medical inspector is concerned only to note the defects in pupils

and those cases of defective health are referred to parents for treatment and in the majority of cases the parents pay no attention to the intimation card sent to them. So much so, during the re-examination in the succeeding year, the same boys appear with the same defects untreated and in most cases in an exaggerated form. Again an intimation is sent to the parent as in the previous year with the same result. Medical inspection is done only a month or two after the reopening of the school and the reports have to be submitted before October. Seasonal diseases like bronchitis, fevers, measles could not find a place as there is no continuity of inspection throughout the year by full-timed medical inspectors.

Unless we have penal clauses, full-timed medical officers and treatment centres as in England, the present scheme is a mere waste of money. In 1928 the Government of Madras with a view to formulate a scheme of school medical service, issued a report on medical inspection of secondary and middle schools of the Presidency. Therein, the Surgeon General states that he is trying to secure an A-1 income by producing an A-1 population and that the poverty of India is due to the physical disabilities of the people; and the removal of the disabilities and the liability to them is the first obvious step to reform. Then he mentions about the improvement of the health of pre-school child, and the delicate child of the school being the outcome of bronchitis, measles and other infections of childhood. The report advocates routine and special inspections and copying of the system of medical examinations of pupils as in England, with slight alterations; and

the nucleus of the school medical service suggested for Madras is one school medical officer for each district with an M. B. qualification, having had experience as house-surgeon and house-physician with special attention to ear, nose, throat, skin diseases and pediatrics. The District school medical officer is to be assisted by a number of full time and part time medical inspectors, for each district; with abundant clinical experience, to carry on medical inspection in all school areas. It has been suggested that a central Medical staff is necessary to check and tabulate inspection reports. For the present, the new scheme is kept in abeyance, presumably owing to lack of funds.

The report stresses the necessity of teaching and practice of hygiene in every school. The existing dispensaries and hospitals should be able to serve as school clinics; and the report regrets lack of specialists, and school nurses, inadequacy of equipment of hospitals and suggests the following remedial measures.

1. A school for training health visitors and attention to infant and pre-school child, training of medical men in diseases of children.
2. Training of specialists in eye, ear, nose, throat and skin diseases for employment in the mufassal.
3. The establishment of a dental school to train dentists.
4. The gradual development of existing dispensaries and hospitals.
5. Improvement in the nutrition of children, by demonstrations; and establishment of school meals by charitable bodies.

6. Encouragement for well trained medical graduates to settle in the mufassal and extension of scheme of subsidised medical practitioners.

7. The encouragement of voluntary care committees, to look after the treatment of defective children and supply of milk and food.

There are two more suggestions.

The Beasley Committee recommends, regarding the medical inspection of schools, a closer co-operation between the Physical Director and the Medical Inspector, and combining both the work in one, by deputing the medical inspector to undergo a course of physical training, and attaching him to the staff of the school. The value of such inspector would be enhanced if his services are judiciously engaged by school authorities.

In May 1920 the Editor of "The Medical Practitioners" sensibly observes "that Hygiene and physiology should be made compulsory subjects in all schools and taught only by medical men. These medical men may be entrusted with the duty of conducting Medical inspection of schools and they need not be full-timed employees. For a school or Group of schools in a place one Medical man may be appointed to teach Hygiene and physiology and made to conduct medical inspection in the school. He will thus be able to keep under observation pupils for whom observation is essential to diagnose the disease. In his leisure hours he may have private practice and thus supplement the rural Medical Relief Organisation."

THINGS THAT I SAW WHEN I WENT TO PALGHAT

By

A Conference wallah

Palghat itself is not a town in the sense in which we understand the word when we speak of Tanjore or Rajahmundry as a town. It is a large number of villages grouped together into a Municipality and it consists mainly of many Agraharams, a large number of Nair houses and hamlets inhabited by other castes. The Bazaar street has a cosmopolitan air about it. Busses, Coffee Hotels, Shaving Saloons, Printing Presses, shops of all kinds give it a distinctive urban look; but walk a few yards from it and cross a patch of paddy fields and you come to a village with a main street inhabited by Brahmins and Nair houses scattered round. The Brahmins are almost exclusively Tamilians settled there and are called Pattars; one could scarcely come across a genuine Malabar Brahmin (or Nambudri as he is called) in and around Palghat. The Tamilian emigrants (mostly from Tanjore or Trichy) have taken their characteristic civilisation with them and but for the Malayalamised Tamil they speak one could not distinguish a village unit of Palghat from any village on this side of the ghats.

Some of us took a walk on the morning of the Conference day as we were free and caused no little amusement to the idle gazers of the villagers by our Bohemianism in dress and behaviour. We went to the famous Kalpathy where many a battle was fought between Orthodoxy and Liberalism in the matter of street entry by the untouchables or rather the unapproachables.

Of many things that we saw at Palghat easily the most important was Sabari Asram run by Mr. T. R. Krishnaswami, M.A., B.L., now a humble follower of Mahatmaji doing the important work of national reconstruction in his own way. The institution he is running is so interesting and the impression it created upon us is so profound that I would be excused if I reserve it for a fuller treatment to another article.

The Conference kept us so busy that we had little opportunity to give free vent to our "wander lust." But some of us on our way back had to alight on business at Erode and we availed ourselves of that opportunity to run up to Mettur to get some first-hand knowledge of the famous "Project" now under construction there.

Mettur

It is not my aim to give an exhaustive account of the project, its origin, the various vicissitudes it has gone through, the present state of progress achieved and its vast potentialities for future development. The Reader who has real curiosity on the matter will do well to peruse the proceedings of our Legislative Council.

This place is about 30 miles to the north of Erode. It is accessible by train from Salem or by bus from Erode. The project is to put a big dam right across the Cauvery at Mettur and create an artificial reservoir which is expected not only to assure an unfailing water supply to areas

now irrigated by the Cauvery but also to bring by means of a well arranged irrigation system more lands under wet cultivation. When completed it would be one of the biggest dams of the world.

The two things that strike a visitor are the colossal nature of the whole undertaking and secondly the meticulous care with which all details have been thought out and provided for. I remember there was considerable agitation among the members of the Legislative Council over the fact that the very first thing that the Chief Engineer put in charge of the work did was to open a Tennis Court and install an ice-manufacturing machine. The Engineer was perfectly right. He did not want people to go to that wilderness and lead such a miserable life as to become unfit for further work in a few years. The whole town or Colony has been so well planned and all amenities so well provided for that it is a relief to see its broad and fine streets and houses situated within compounds especially to those who go from the crowded streets of Madras. There are hotels where visitors can get good food and one day can be spent with great advantage and undergoing very little inconvenience. Machinery of all forms and sizes are to be met with everywhere and if one wants to know how ancient temples and palaces were

built one should see the thousands of coolies working at the dam like swarms of ants or bees.

Stones are broken to any size required, arteles are transported, mortar is mixed and rocks are blasted and holes are bored and huge quantities of stone and cement mixture thrown into proper places to become part of the dam which is being constructed in sections, in fact almost everything is done by machinery. The two famous steel towers known as the Black and the Red towers with a capacity to handle thousands of tons of the constituent mixture of the Dam by "shooting" the matter in its proper place, are a conspicuous feature of the landscape.

Teachers going to that place and making an intelligent study of what is being done there would learn a very good deal about Geography in the real sense of the term. Students also will learn from one visit to the place under proper guidance more of man and how he is able to adjust himself to his environments and is aspiring to reshape them to suit his requirements and conveniences than by reading a whole Library of books on Geography.

Go to Mettur and see for yourself whether my account of it is a correct one or over-exaggerated.

FIRST LESSONS IN THE TEACHING OF LANGUAGE

By

S. Jagannadham, Assistant, Kindergarten Section Teacher's College Saidapet.

In my previous article on "the Happiest phase of childhood" I have pointed out how the language of the child grows naturally, how the power of speech develops as years advance, and how we could aid him in the development of speech. In considering the method of teaching language to children in the school, we have at first to consider how we as teachers can continue the training which the child has had in his pre-school period. Language training does not consist of merely teaching children to read, but includes training in speaking, reading and writing and our methods of teaching language should be directed, towards achieving the above mentioned objects.

Training in speech Practice

Before teaching children reading the teacher should make them express their ideas in correct speech. This could be achieved by conversing with children on domestic occurrences, local events, feasts and festivals etc. Conversation can also centre round pictures and toys. The children can have picture books made for them and they could spend some happy time in looking at the pictures and talking about them. More Nursery stories and songs can be taught. The stories could be dramatised and reproduced. In all these cases the teacher watches the children's speech and corrects faulty pronunciation etc.

Taking stock of children's Vocabulary

During this preliminary stage the teacher will be well advised to take stock of the words familiarly used by the children in his class. He can classify these words under some heads as was shown in the previous article (July 1931). He can however add to the list of words relating to the following heads.

1. House
2. Furniture
3. Utensils
4. Metals.
5. Workmen.
6. Vehicles.
7. Days.
8. Festivals.
9. Animals, Birds, Insects Natural Phenomena.
10. Trees, Vegetables, Fruits, Flowers.

It is very necessary that the teacher should make use of these words in the lessons on reading which follows this training in speech practice. He can reclassify the words according to the order of lessons which the teacher chalks out for himself in the teaching of reading.

Speaking with Understanding

Each word has some meaning and if we are to satisfy ourselves that the words which the children speak are understood by them, we should apply some tests. The teacher could make use of old pictures and

arrange them in groups according to the heads under which he arranged the words known to children.

The children can have these sheets distributed to them and if the pictures are named rightly we can be sure that the children really mean what they say. Thus by giving stimulus and obtaining correct responses we fix the right expressions.

Object of Teaching Reading.

The object of teaching Reading may be briefly put thus.

1. To develop a pleasure in Reading small and interesting books.
2. To enable the reader to seek information from books.
3. And to create a taste for literature.

These three principles have to be borne in mind in our reading lessons and our books and methods should be such as to further our aims.

Existing Methods.

The following methods are being adopted. The first two are freely practised while the latter two are being tried here and there.

1. Alphabet Method.
2. Word and Picture Method.
3. Sentence Method.
4. Story Method.

Each method has its own advantages and disadvantages and a teacher who is keen on following a particular method is very often successful if he should only work hard, understand the difficulties of children and adapt his methods so as to arouse interest in children. The Alphabet has a great tradition at its back and is found easy for the teacher to adopt. The word and picture method is resorted to for teaching the first

few lessons in reading. It seems to me that the teacher can combine, with advantage all these and adopt at each stage the method that may be appropriate.

Method outlined.

The first lessons in reading can be taught by the Picture and Word Method. A familiar picture calls forth the correct word denoting the picture and this is easily discerned in the first stage of language development and the same principle can be followed in teaching reading also. Children can also be helped to read simple words with the help of pictures. The letters in the word have to be written very boldly and the child must be able to handle the word and each of the letters that form the word. The words and letters should be written very boldly on pieces of cardboard or cut out from coloured papers and then pasted on card boards. The words themselves may be written with a brush dipped in gum and some fine sand may be strewn over the letter afterwards. This will provide a permanent material on which the child can pass his fingers and get the form of the letters. Thus he may be prepared for writing. Each letter at first is a piece of drawing for children.

If the letters that form the words have to be taught clearly the child must have had practice in analysing words into syllables and letters, and putting syllables into words. This practice is to be obtained in the first stages of conversation, singing etc. It is necessary to note here that all the letters in the word are taught at first and this is different from the existing practice of teaching the first letter through a word. (அ from அணில், ஆ from ஆப்பம் etc.): The same

energy and time can be spent in teaching all the letters of a word if the right words are chosen for the first lesson.

The second and the succeeding lessons consist of words selected from a story or a picture which centres round a story. It may sometimes happen that a suitable story for a particular lesson may not be had. Then the words for the lesson can be got by conversing about an object or animal. In some cases easy sentences may be taken as the basis for teaching lessons.

Words from a story.

"On a Deepavali day a little girl named Radha went out to the Bazar with her father. As the sky was cloudy the father took an umbrella with him. The father and the child went inside a cloth shop and the father asked for some nice patterns for his daughter. The bazaarman brought a bundle and the father chose one, paid the money and came out. He bought sugar for preparing sweets for the festive occasion and both father and daughter returned home safely before the rain set in. Radha had a very enjoyable feast that night."

Words	Radha	(ராதா)
	Pazaar	(கடை)
	Umbrella	(ஞடை)
	Rain	(மழை)
	Bundle	(பூட்டை)
	Dress	(பாவாடை)
	Sugar	(சர்க்கரை).

All these words shown in brackets have the same sign ஂ and the lesson is meant for introducing the words with the sign ஂ.

Words from Picture.

A picture of a boy with the parts of his body shown correctly will be very useful in teaching the words shown here.

ஈது	Ear.
கழுத்து	Neck.
புது	Back.
உதடு	Stomach.
நாக்கு	Tongue.

The signs ஂ may be taught through the conversation relating to the picture:

Sentence Method.

Tamarind is sour	யாழ் யாழிக்கும்.
Pepper is hot	மிளகு காயம்.
Bittergoard is bitter	பாகல் கசப்பு.
Sugarcane is sweet	சூழ் சித்திப்பு.

Here too the signs ஂ may be taught through these short sentences and with the several objects in the class:

Word Groups.

We are familiar with children who take "if, from, very" for "of, form and every" or vice versa. An addition of a letter or a change of letters in a word alters both the pronunciation and the sense of the word. The following are examples in Tamil.

குடை	கடை.
முட்டை	மூட்டை.
சுடு	சூடு.
யுட்டு	பூட்டு.
கல்	கால்.
படம்	பாடம்.

While teaching these lessons the teacher will do well to impress upon children how the short and vowel signs alter the meanings of the words completely. The children have to be trained to see these changes very carefully. So it would be found necessary to give two different colours to short and long vowel signs respectively as is found in Dale's Method.

Recapitulation and Teaching of Alphabet

At the end of four or five lessons, the teacher should see whether the children

are following him. There is necessity for a recapitulation lesson. In these recapitulation lessons he can give new words so as to drill the children in the letters taught. These words should be such as can easily be understood

Play lessons in Reading

If we only follow "child Nature" we would be in a position to introduce various forms of play lessons in reading. How often have we seen children sitting together and building words? How often have we seen children running after men distributing notices? How often have we seen children gazing at the placards, posters, notices and advertisements and attempting to read them. Very often they snatch their father's letters and put on an appearance of reading them. It is for teachers to turn to good account such tendencies in children and the following suggestions may be adopted.

1. Playing at Railway Station:

The names of the railway stations near and around the school or the names of the several villages in the neighbourhood of the school are written on pieces of card-board or paper and stuck to the walls or trees. Little pieces of cardboard or paper with names of the above towns or villages pass for train tickets. The children get these tickets and go to the village as shown by the big placards on the trees or walls. In order to provide some sort of amusement the junior babies may form the train and the seniors with the tickets form the passengers and play a game of railway station.

2. Doing Commands

The teacher writes on Board
Hands raise.

Hands stretch.

Hands down.

Hands clap.

and as soon as he finishes writing a line the children may be asked to read the line and act accordingly.

3. Names of children

The teacher writes the name of a child and signifies some command by writing on the black-board against his name.

The particular boy may be expected to stand up and follow the instruction on the board.

4. Advertisements

The teacher writes out short advertisements as one sometimes sees on Newspapers etc. The advertisements are to be in bold type with pictures interspersed and the sentences should be short and simple. It is possible to write out these advertisements with the aid of carbon thus supplying one to each child. The children may have also some free-play with the distributing of these notices.

Names of trees, vegetables, days of the week, etc. can be written out in the following manner and distributed to children for word-making and word-building.

மோட்டார்	வண்டி
ரயில்	
ஜட்கா	
சைக்கிள்	
டி ராட்	

The word on the right hand side is equivalent to carriage and the words on the left from top to bottom are respectively Motor, Railway, Jutka Cycle and Tram: The child names a conveyance, picks it out from the group and puts it side by side with carriage and thus expresses his word. It is possible to coin twenty or more different lessons of this type.

6. The "Baby caxton" or the Printing Press

க	கா	?	கி
ங	டா		
	ா		
அ, ப	அ, ச	செ	சே
	அ, ட		
சை, டி	செ - டா	சே - டா	செ - டா
—	ஜ	Spare	Spare
	ஸ	letters	letters

Word-making and word-plays

In the above box are letters cut into pieces of cardboards and arranged in the order shown above. The children can compose the words which they want taking the several letters from the different compartments in the box.

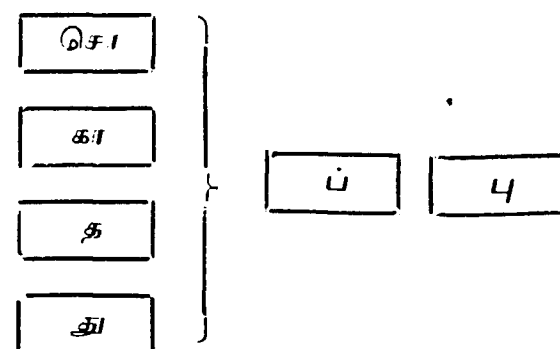
An interesting exercise in this connection would be to form words with the same endings. The teacher could conveniently write out the groups in his leisure hour (e.g.) Hat, Mat, Rat, Cat, Bat.

சொப்பு, காப்பு, தப்பு, துப்பு, பருப்பு etc.,

The last two letters are placed before the children. One child is asked to give out a word with the ending பு. He then takes

out the remaining letters of his word from the "Baby Caxton" and forms the word.

It is left to the resources of the teacher to coin any number of such play lessons and materials: write on a card board the two letters ப and ட. Paste a match box to the left of these letters on the card board and inside which keep the letters செ, கா, த, து.



Practice in silent reading and understanding through individual work.

In teaching language to children we are often tempted to keep the text book to the forefront and relegate the child to the back bench. Whereas in the New Education it is necessary to study the child's ways and put him in the forefront. We are aware of the vast majority of children of lapsing into illiteracy after leaving the school. There are a number of causes which are responsible for such a state of affairs. One such cause may be attributed to the overcrowding of the lower classes and the second one to the lack of interest in the teaching and the third one to the lack of appeal to each individual child. It is now proposed to show here how interest can be created not through the text book but through something which the child could see, handle and create. It can consequently remember what he has learnt in class.

Naming of objects:—

This method is nothing strange to us. Intelligent housewives make it a point to write out the names of the household provisions on the front side of the tins. Teachers are also familiar with the writing of the names of the plants in the garden. In the museum, managerie and other places of educational interest the system of naming the things or animals

is resorted to. In all these cases the words reveal the things to an adult who has mastered the letters. We only transfer this idea into the school life of the child.

Taking for example picture I, we find the pictures of a cow, an ass, a pig, a cat, a horse, a goat, a dog and a bull: Write out these words on separate pieces of card board thus.

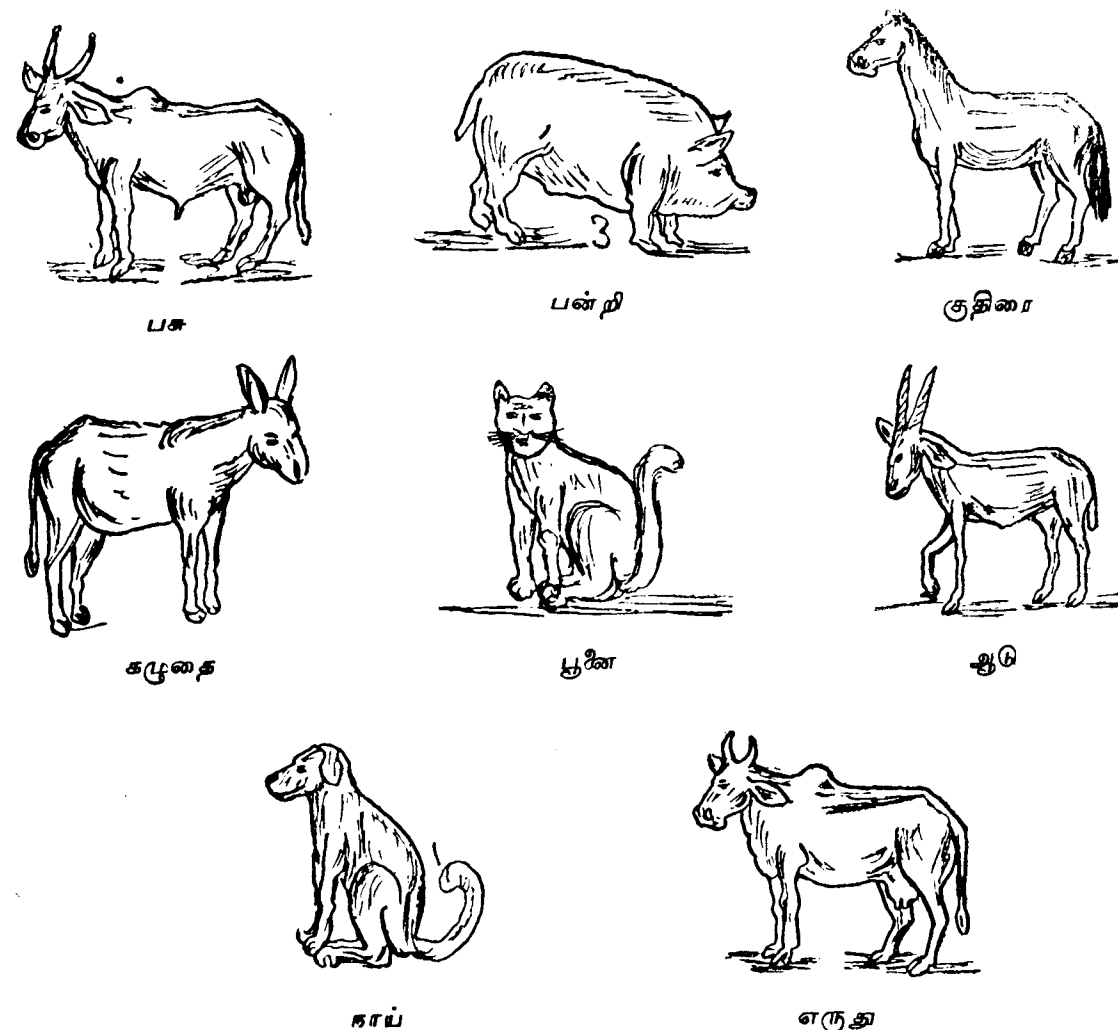


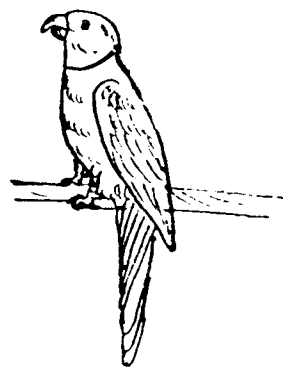
Fig. 1—ANIMALS

This set may be given to one child and puts it under the animal which The child takes up each word reads it is named in the picture.

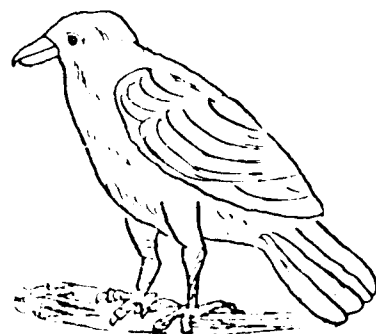
If he only guesses what it is and mis-places it we can very well conclude that the child has not learnt to read: Some people write the name of the animal even on the back-side of the picture so that the child may very well see for himself whether he has done the exercise correctly. These are self-corrective exercises as they are called. But it seems to me to be unnecessary to name the object on the back side since there is a tendency to match the words by looking at the back and comparing with those lying before him. Even without the ability to read, the names could be matched to the animals and thus this exercise may not enable us to judge the reading ability of the child.

In this manner the teacher will have to prepare words and short sentences on each picture: and by distributing the same to the children exercise them in individual silent reading and see for himself whether they read with understanding:

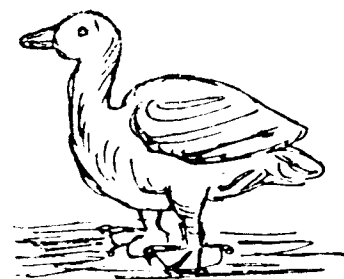
Sentences bearing on picture:—



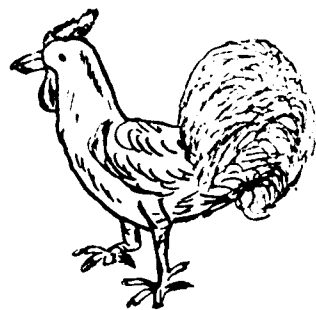
பச்சை நிறம்



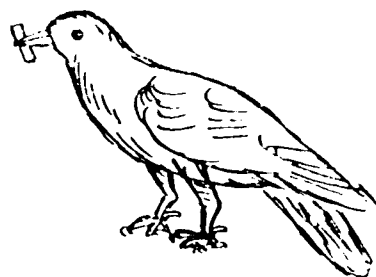
உயர்ப்பறக்கும்



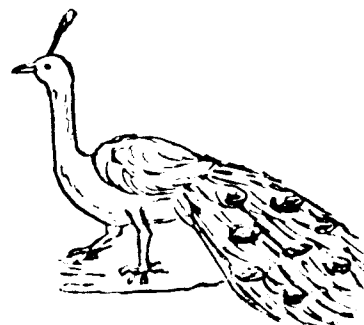
தண்ணீரில் நீந்தும்



காசியில் கூவும்



கருமை நிறம்



வெகு அழகான பகலி

Fig. 2—BIRDS

Each sentence will fit in with one bird only and if they are matched properly the child has understood them: It is proposed to show in the next issue how this form of Individual work can be assigned in the other classes.

Some points for observation.

It is a mistake to suppose that only when the child knows everything about the first lesson he is fit to be taught the second lesson. In language lessons there is sure to be repetition of some items of the first

lesson in the next lesson. If the child had not mastered the first lesson it is open to us to drill the same in the second lesson.

2. Some children develop the reading faculty sooner than writing though it is very often said that writing should simultaneously follow reading. The desire to write depends upon the practice the child has had in free drawing of objects and other things of interest to him.

Writing exercises.

Writing exercises in this class includes copying words from blackboard on the wall-black boards or slates. Tracing on sand and gum letters, or letters cut in paper or card board may be encouraged. Slates may be specially ruled for the children. The children must always see before them well formed letters. So whatever the teacher writes on black board, card board or paper must set an example for the children of good writing. Apart from copying words on slates the children may be slowly initiated into writing from memory by adopting the following plan:

Taking the lesson given here for the adoption of story Method of Teaching reading, some words are indicated for being taught in that lesson. After the reading and writing is over the teacher says, "look at these words, I am going to rub off one and it is for you to write down the same on the slates." In the same way he rubs off one by one and then goes round the class and sees whether the children have written the words from the images they have formed in their minds. It will be wise to keep some reading charts always hanging in the class for enabling children to form clear mental images of letters, then forms etc

Individual Reading Cards.

I have noticed a tendency in children to expect the teacher's help in reading a lesson say the 14th even when they have finished reading the thirteen lessons. They feel diffident about their own power and the initiative for reading has to be provided by the teacher. This should not be the result of teaching reading. Interest should be created and the child should have the thirst for reading anything that comes on the way.

The teacher can prepare a number of cards with a picture in each and some sentences based on the picture written underneath it. To give exercise in reading, these cards can be distributed to children and one child can read a card a day before the teacher. In this system the child has to depend upon his own reading ability and not on his memory or guessing power. In the reading of the same lesson many children read by their power of retention or guess. Story Rhymes as were shown in a previous issue may also form subject-matter for reading.

Materials for Individual work.

To a teacher who is bent upon doing his best for his children any other device for overcoming any kind of obstacles will suggest themselves. The materials for Individual work can be easily made by ourselves with the help of old pictures, cardboard, papers etc. But it is time the publishers should come forward and help the teacher more with apparatus than with reading books and primers. Especially at a time when all the children of the village have to be attracted to the school and taught, it is extremely necessary to resort to teaching

aids and materials that will appeal to the children. Children have a pleasure in seeing and handling things. I have given here 10 pictures so as to indicate what pictures could be gathered and how they could be sorted.

Fig. 1 Animals.

2 Birds.

3 Objects.

4 The kitchen.

5 A baby (Parts of the body)

6 Other living creatures.

7 Vessels.

8 Fruits.

9 Vegetables.

10 Ornaments.

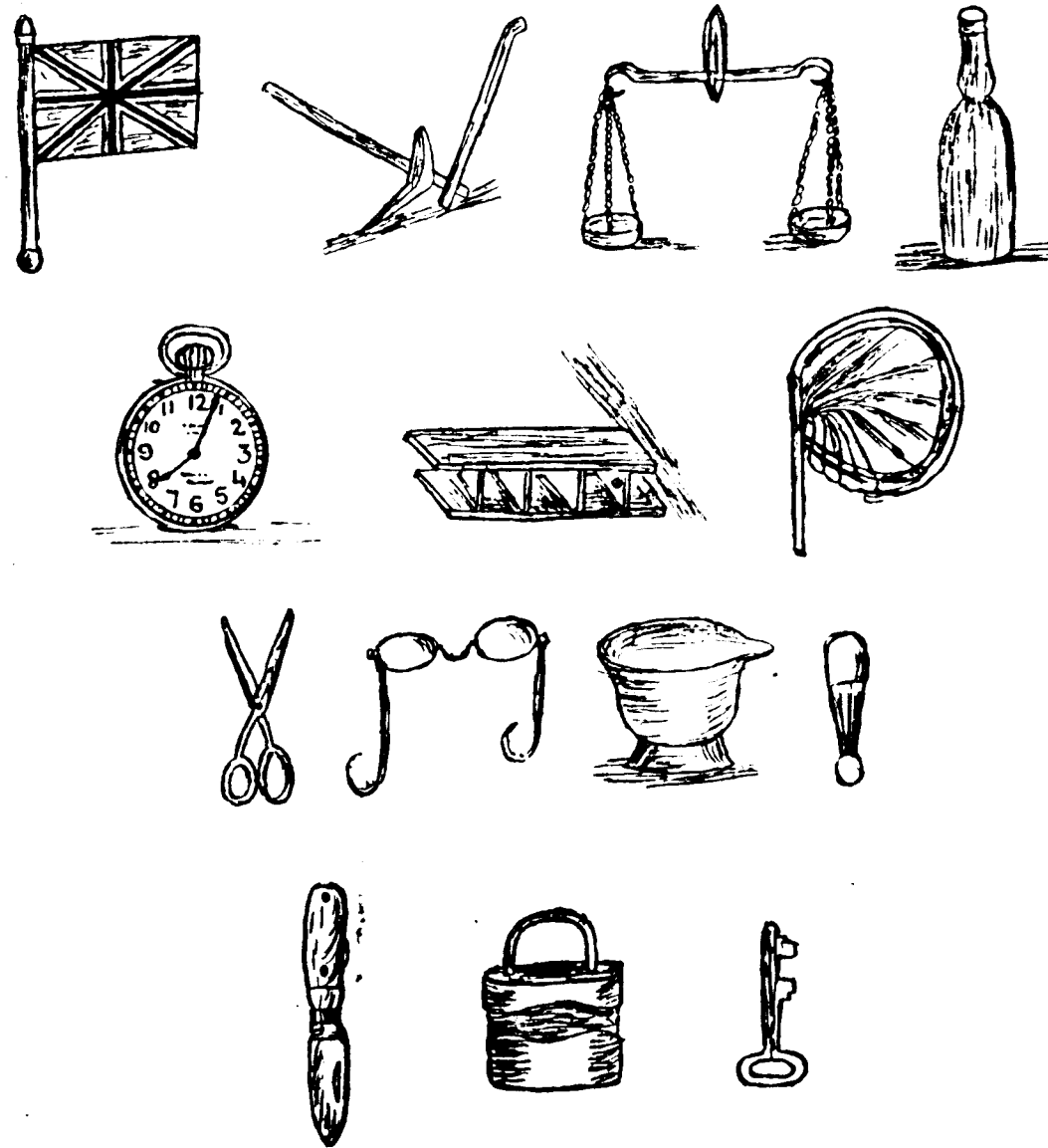


Fig. 3—OBJECTS

Fig. 4—THE KITCHENS.

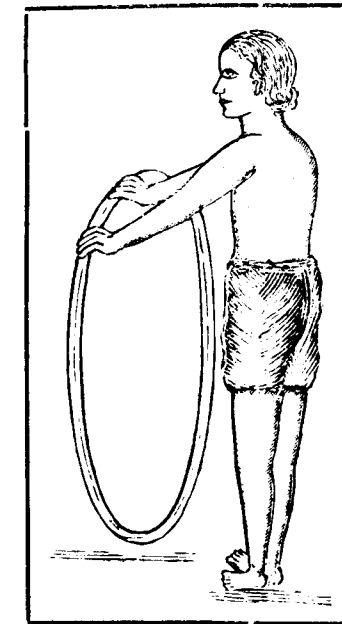
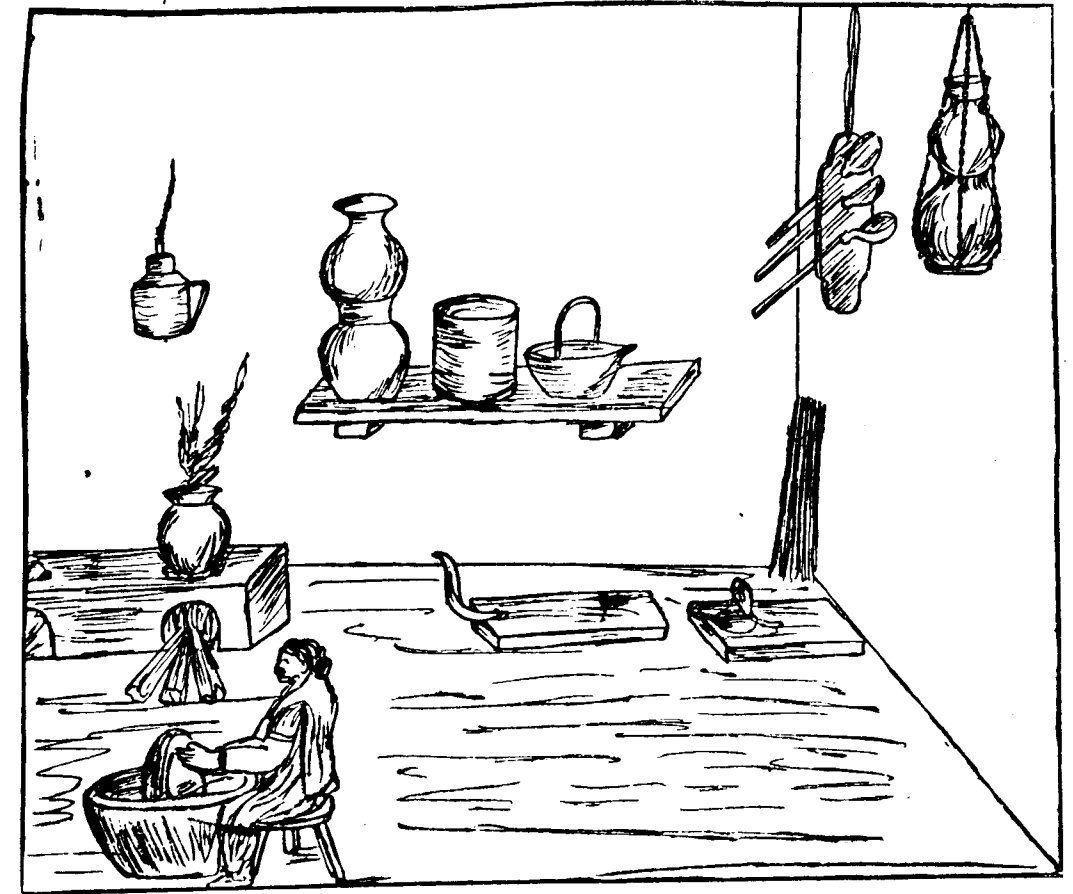


Fig. 5—A BABY (PARTS OF THE BODY)



FIG. 7—VESSELS

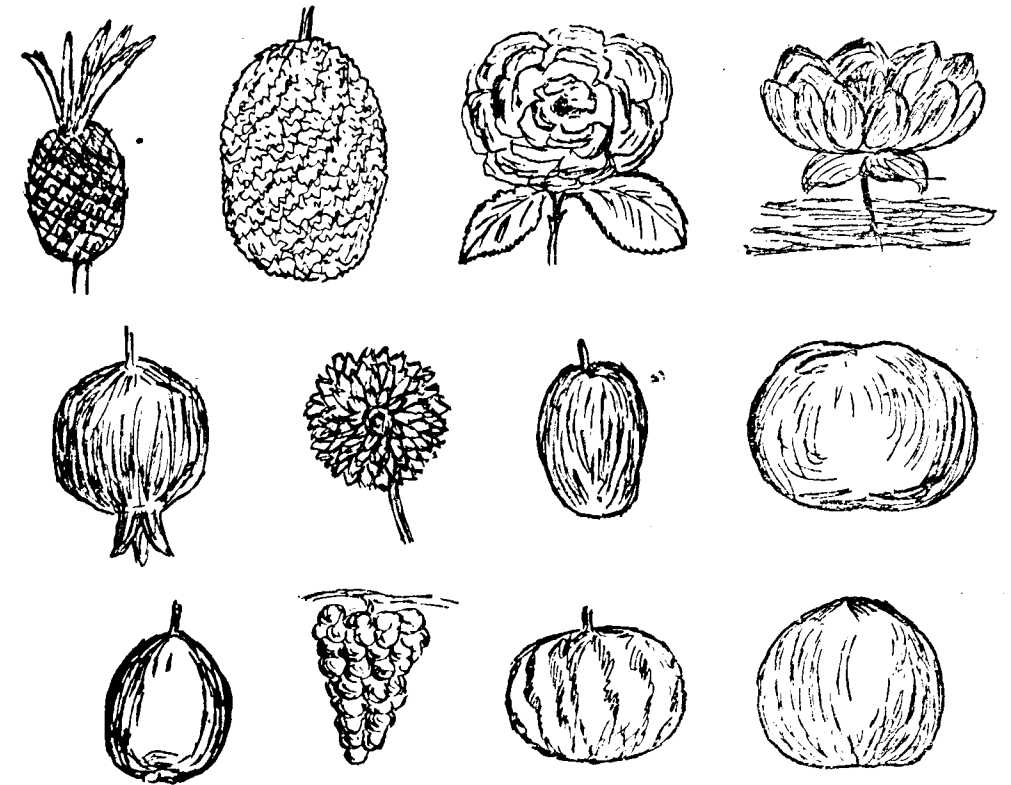


Fig. 8 - FRUITS AND FLOWERS

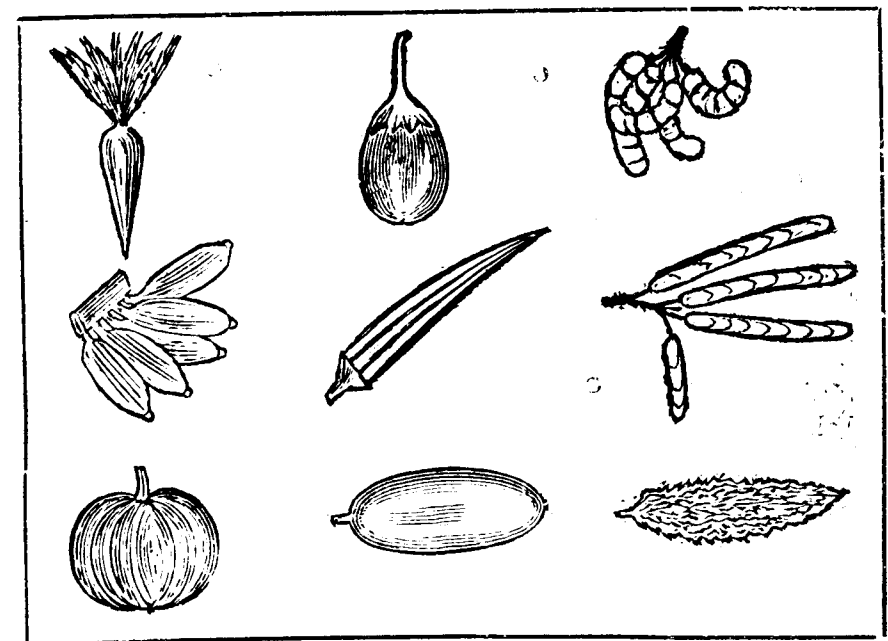


Fig. 9 - VEGETABLES

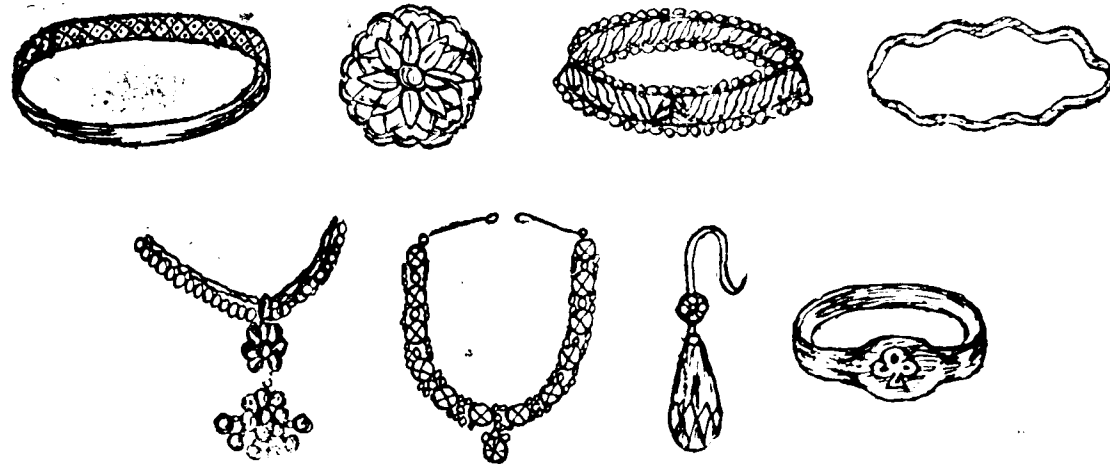


Fig. 10-ORNAMENTS

Each picture can be put in a cover together with the words. The cover is given to the child and he empties the same, he picks out the words one by one and places them against the picture corresponding to the word.

In some cases short sentences may also be used. Taking picture 10 we can write short sentences :

- I wear this in my ears.
- I wear this round my neck.
- I wear this on my head.
- I wear this in my finger.
- I wear this in my leg.
- I wear this in my hand. etc.

These sentences can be placed against the ear, neck, head ornaments respectively. Any teacher who studies this article can make for himself any number of materials for teaching language to children.

Conclusion.

The methods indicated here are from personal experience with children. The materials have been done by myself and used with children during the first ten years of teaching the Infants of the Kindergarten Department, Teachers' College, Saidapet. Even at present these methods are followed in my own house teaching my own children and I therefore commend the adoption of the method to teachers who are interested in New ways in Education.

The Text books or the children's primers existing at present do not give the interesting methods of teaching children. The study of the existing readers is itself a great study for teachers. I hope to give the readers a collection of my thoughts on the present readers at some later time.

THE DEWAN OF TRAVANCORE

His Handsome Treatment of Teachers

In one respect, by no means small, the administrative work of Mr. V. S. Subramania Aiyar as the Dewan of Travancore has attained memorable distinction. Not that there are not other respects in which steadfast efforts strive quietly upward, but that, for reasons which will explain themselves presently, one particular respect stands head and shoulders above others. It is the Dewan's generous attitude towards teachers.

Mr. V. S. Subramania Aiyar began his life as a teacher. If afterwards by his innate qualities and habits of quiet industry he became a distinguished lawyer and professor of law of striking expository ability, a judge, who, calmly and wisely, always held the scales of justice even, and, recently, the Dewan of one of the foremost Indian States, he has also shown himself incapable of forgetting the days when he was a teacher, *only a teacher*, one is almost tempted to say.

If a teacher is not worthy of handsome hire, who is? But on practical grounds the money to answer the noble proposition is not generally found. Not that there is no money to be found, for in matters in which money figures prominently the old saw that where there is a will there is a way is exceptionally strong. But so many nice perceptions and sensibilities come to a full-stop at the call of corresponding action and teachers in not a few countries are allowed to make the best of theoretical praise.

The late Sir P. Rajagopalachari, Dewan of Travancore from 1908 to 1914, was an exception, and strikingly deviated from theoretical functions in educational matters. He was a towering Dewan for Travancore, who was not afraid of employing powerful strokes of pen in behalf of the lasting interests of the State. He initiated a new era in Travancore education by instituting an exceptionally generous scale of salaries for teachers and headmasters of English schools under state management. He had in view a body of teachers who being placed above economic care utterly abandoned themselves to the promotion of knowledge and formation of character, intellectual and physical, among the school population of the State. He also seriously meant to employ only graduates to teach in all the seven classes from the Preparatory to the Sixth Form in the State Secondary Schools. While the former idea has persisted, if with sharp vicissitudes of fortune, the latter was soon overwhelmed by the pressure of our ever-present practical considerations and could not long outlast its Dewan-progenitor whose career in Travancore was informed by steel and gold.

Under Sir P. Rajagopalachari's scale of salaries the Headmasters of English High Schools came to be paid Rs. 200 per mensem rising by annual increments of Rs. 20 to the maximum of Rs. 300 per mensem. Below the Headmasters were the First Grade Teachers with salaries rising from Rs. 100 to Rs. 150 by annual increments of

Rs. 10, and below the First Grade Teachers were the Second Grade Teachers with salaries rising from Rs. 50 to Rs. 60 for untrained graduates and from Rs. 60 to Rs. 100 for L. T. Decree-holders. The number of First Grade Teachers to Second Grade Teachers in State service was fixed in the ratio of 1 to 2 so that the number of places in the higher grade might increase automatically with the expansion of the State's Education Department. It was a scheme from which cheese-paring economies and small-minded objections were carefully excluded.

It, however, soon became clear that Rajagopalachari had largely reckoned without his host, in this case, the unpredictable but always practical future. Within a few years of his departure from Travancore the above mentioned ratio of 1 to 2 was reduced to 1 to 3, a slight change enough to look at, but which really meant a drastic application of the axe to the very root of the graduate teacher's prospects in Travancore. Under pressure of the high prices that accompanied and followed for some time the war the maximum salary of the First Grade Teachers was raised from Rs. 150 to Rs. 175 and that of the Second Grade Teachers correspondingly from Rs. 100 to Rs. 120. This was but a poor compensation for the large and sudden reduction in the ratio, and the teachers had excellent reason to feel aggrieved. But worse followed. Even the reduced ratio began to be honoured more in the breach than in observance and promotions from the Second to the First Grade rapidly slowed down and came ere long to a standstill, so that when Mr. V. S. Subramania Aiyar assumed the Dewan's office in June, 1929, there had been made few such

promotions during the previous ten years. There were about 40 chronic vacancies in the First Grade even according to the reduced ratio. A hard-worked excuse for keeping these vacancies unredeemed was that there was want of agreement between the Education Department and the Government regarding the claims of certain candidates for promotion. When this excuse was hopelessly exhausted, the Government decided that promotions were to be made, save under circumstances of exceptional merit on the basis of seniority in service and set about revising the service ranks of teachers in settlement of certain alleged irregularities in the existing Civil List. It was perfectly natural that the revision must have taken a long time and that its result must have been a large amount of dissatisfaction among the teachers who from no fault of theirs happened to have suffered from it. There was also much unexpressed criticism of the inelastic principle of seniority which the Government, against departmental objections and its own policy in previous years, had newly effected. Meanwhile, there were several headmaster's places fallen vacant and these were also attacked by the dilatory tactics in which the grade promotions had become so painfully involved. On the whole, the observer was strongly provoked to infer that the Government really did not mean to fulfil its pledges to the graduate teachers for no apparent reason whatever.

It was at this stage in the destinies of graduate teachers and High School Headmasters that Mr. V. S. Subramania Aiyar was called to the high office of Dewan, or official head of the administration, by Her Highness the Maharani Regent who has

as widely known and acknowledged, earned a lasting place in the affections of her subjects by her strikingly progressive rule and salutary reforms. The appointment of Mr. Subramania Aiyar was itself a part of this wise and progressive rule, for during more than the past thirty years no born subject of Travancore had been allowed to occupy the high office of the ruler's first minister. Mr. Subramania Aiyar belongs to a Tamil Brahmin family settled in Travancore from time out of mind. He was born and bred and he won his spurs in Travancore. For long years before he became the Dewan he had enjoyed an undisputed name for high general ability, clear thinking and chaste views. He was also for a good many years the undisputed leader of the bar in the Travancore High Court and his income used to exceed even the highest expectations in the dreams of the legal profession in the State. When, therefore, he took full-time office as a judge in the Travancore High Court it was hardly a secret that he had made a distinct sacrifice in behalf of his native country. His appointment as Dewan caused little surprise, and having begun life as a teacher with a keen sense of the difficulties and discouragements that usually fall to the lot of teachers he promptly gave his attention to the educational imbroglio indicated above and of which he must have been a more than interested observer. He at once decided that no more delay should be allowed to impede the promotions, and all the available vacancies were speedily filled. This was in itself a very handsome thing to have done, but the Dewan went further and ordered that the promotions were to take effect *retrospectively*, that is

from the time each vacancy occurred so that a good few of the promoted teachers not only became entitled at one bound to the maximum salary of the higher grade but also received all the arrears of emoluments due to them on the basis of the retrospective effect. Quite a handful of teachers thus suddenly found themselves without expectation and almost without their knowledge in possession of substantial wealth ranging from several hundred to a couple of thousand rupees. It was like a provident fund fallen from the skies and the profession rejoiced at the sense of exceedingly generous justice that had inspired the Dewan's action. In fact, by this golden act Mr. V. S. Subramania Aiyar not only terminated the tantalizing and tortuous tactics of former years, but also wiped out all the traces of them from the administrative canvas. The teachers have been now assured as never before that whenever a chance of promotion occurs a promotion is sure to result. The Dewan has also expedited the appointment of headmasters strongly discountenancing the habit of placing schools under teachers-in-charge for unconscionably overlong periods. At the same time Mr. Subramania Aiyar is a cautious student and jealous guardian of public finance and he has been known to be meticulously penny-wise without being pound-foolish. It is difficult to say if he will attempt to restore the original attractive ratio as between First and Second Grade Teachers at a time of universal economic depression with its miracle of flowing milk and honey everywhere and starving multitudes from want of work: But nobody need remind him that some practical considerations could be blatantly

ungenerous when there is no honest necessity for them.

Mr. Subramania Aiyar is not unaware that the present system hardly provides encouragement to talented and enthusiastic teachers because according to the new rules length of service has been made the guiding principle in the allotment of promotions. But in a state like Travancore where personal affections and powerful trends of favouritism seldom languish for lack of scope, merit has been often known to appear like a mirage where it does not exist at all, and in matters of merit, not only in Travancore, what is one man's food is not infrequently another man's poison. Still the question of genuine ideals and abilities is so very important in teaching, of all professions, that it cannot be doubted for a moment that the Dewan, who has displayed such singular understanding of the teacher's difficulties, is not keenly alive to the imperative necessity of encouraging them.

It is perhaps permissible to recall an impression in support of this confidence. Mr. Subramania Aiyar thinks that unless the teachers really loved their pupils and sincerely laboured for them they would never be able to make any headway with them. He has a shrewd notion that the commercial spirit is gaining strength among teachers so that they often think more about their pay than about their pupils. The pupils in their turn spot the weaknesses of their teachers and enshrine them in wonderfully suggestive nicknames with the aid of their overflowing imaginative originality. It behoves the teachers, he thinks, to bear in mind that however clever they might try to be they will not be able to deceive their pupils. If, on the other hand, they loved their pupils and

liked their work they might depend on it that the pupils would love them in turn and see their shining qualities instead of their glaring defects. He is certain that in teaching the teacher cannot hide his inner feelings and often pretend successfully.

The head of an administration who thinks like that does not need to be reminded that sincerity, enthusiasm and ability in the teacher are qualities too valuable to be ignored in any scheme in its care of solicitude for the profession.

Presiding at a School Day function recently, the Dewan said that celebrations of the kind brought together the two sets of guardians equally responsible for the proper development of the characters of the pupils, namely, parents and teachers. There was the greatest need in education for full co-operation between home and school.

Commenting on the School Day Speeches made on the occasion he said that they dealt with the intellectual, emotional and political side of education and he felicitously combined the three aspects under the common name of beauty. Beauty, he said, manifested itself variously. A good deed was beautiful. There was beauty in intelligence. There was beauty in efficiency. There was beauty in thought. Beauty in brief, was the divine aspect of life. Art and cottage industries, the subjects of two of the speeches, although seemingly divergent, were really related in their common desire for beauty.

Concluding, the Dewan praised the spirit of sacrifice manifest to-day in the younger generation and believed that it could be turned to good use by proper organization. The younger generation had unbounded enthusiasm and it should be possible to direct it along fruitful channels. He concluded that scouting, scientifically organized and sincerely practised, offered a great opportunity for the fulfilment of a great task.

The Dewan who has accorded a phenomenally handsome treatment to teachers is not certainly governed by sentimental sympathies but by a clear and true understanding of educational problems.

"A Wanderer in Travancore"

GLEANINGS

THE SIGNIFICANCE OF GEOGRAPHY

MARGARET WHITING SPILHAUS

Designer of 'Philip's' Picture Maps.'

It is not uncommon to hear a child, especially a young child remark that he does not like Geography. Why? Of all the subjects in the curriculum one would imagine that Geography presented the widest field of interest. The name of a single town could fill a story-book. How did it come there? Who came there first? Why is it so named? How did you get there? What do you find when you get there? What are its inhabitants like? What do they do? Here is a river. Who found it first? Can you navigate it, and if so, who does and what for? And if it is not a high-way, why is it not? Here is a mountain range. What grows there at its different altitudes? How high is it? Who first climbed its peaks? How does its presence influence the surrounding country?

The much harassed teacher, given just so much time to squeeze his pupils through the matriculation examination, will ask how in the world he is to answer questions in history and economics and propound the popular notion of geography at the same time. One has much sympathy with the teacher; at the same time his attitude is the answer to the 'why' of dull geography lessons.

Once an examination is over, children retain very little of what they have learned by rote, and we have to answer the question: Do we or do we not, teach in order to impart knowledge? How much of the ordinary geography lesson is a waste of time?

I cannot speak from a teacher's professional experience, but there are two points which in dealing with children have been ever present in my mind. The first is, that we remember by the association of ideas; and the second, that children have an intense interest in doing things. On these two pegs we can hang the whole theory of education.

Next to doing things himself the child likes to hear of other people doing them. It is the human interest which holds him. If you tell him that Ecuador is a republic in South America, and require him to find it on the map, he will make the efforts to retain the fact in his mind, but you leave him cold. Tell him about Benalcazar and Amalgro; that the country is called Ecuador (a Spanish word) because it lies under the Equator; tell him how such items of information bear on the life and development of

the country, and he will remember without any effort at all. In the process you will have imparted historical as well as geographical knowledge.

Inevitably you have a correlation of studies. Correlation can be carried to an extreme, but in the teaching of geography and history it can be carried very far before it reaches tedium. I would go so far as to say that in teaching younger children the two should always be taught together. Some children are still being taught very much as one was taught thirty years ago. We learned by rote the long list of English kings. We learned the date of Magna Charta (which we have since forgotten), as we learned the names of Henry the Eighth's wives, and what-not; and at another lesson we learned the names and locality of countries and towns and rivers and mountains and 'products': a weary programme. Nobody told us how everything really happened, and gave us an opportunity of deducing for ourselves consciously or unconsciously why England grew in the way it has done, and not as Germany or Venezuela.

It is very difficult in these days of specialization to get a teacher who knows as much about History as Geography, and who has an equal enthusiasm for each of them. Nor is it a wise plan to hand over the junior children to a teacher who has not mature qualifications for teaching the subjects he chooses, though this is more often the plan than not. To be clear and discriminating calls for something more than an elementary knowledge.

In teaching, especially in teaching young children, greater cleverness is required in deciding what to eliminate than in deciding what to divulge, and only a teacher soaked in his subject is in a position to make such decisions.

To propose the dual specialist may be a counsel of perfection, but then teachers, at any rate the best of them, are always propounding to themselves counsels of perfection, and their high aim has certainly resulted in some astonishing successes.

We cannot educate without having an ultimate goal in view; and the goal of education is a preparation for life. Preparation is dependant upon memory, and memory upon interest. The child is not interested in knowledge he

cannot apply. He is a most reasonable being; and in the teaching of geography and history we have an opportunity *par excellence* of drawing him at once into the real stuff of life. Continuity appeals to him; we are up and doing; we have always been up and doing; and what has been done in the past is inalienably part of what we are doing now. Man is inseparable from the land he lives upon, and the oceans he sails. Climate affects his occupation, his temperament, his appearance. His political policy is governed in many important aspects by the geographical position of his country. His ocean conquests have brought about epoch-making readjustments not only in realms military and social, but also in the realms of science and philosophy. Waterloo may have been won on the playing fields of Eton, but the effect of teaching geography and history intelligently and in correlation in the schoolroom would be further reaching, and would contribute substantially to the avoidance of Waterloos in future.

A preparation for life is not only the preparation for an individual career in the passing of examinations, but the preparation of a man or woman of the world, having a mind stocked with knowledge, not necessarily of vast extent, but of a quality sensitive to continual development. The parable of the talents "may be applied to knowledge." A fact must be made to live and breed or it is of no value, and during his schooldays a man must have been taught to think, and to increase his natural inclination to associate ideas. How many of us who "hate France" or "detest Americans" are in a position to judge other men in relation to their environment and national problems? How many of us understand a tithe of what has contributed to the motives of other peoples, or even what underlies our own?

I know that pressure of time will be one of the objections offered to increase outlay upon geography and history, but are the curriculum's periods fairly distributed? Arithmetic is the crowned goddess of the schools (especially in South Africa whence I write, even to the extent of keeping a child persistently in a form or a standard with his arithmetic, to the detriment of his talents). Why arithmetic should have pride of place when the bulk of citizens require only a work-a-day knowledge of it, and since we have exploded the idea that a general habit of exact thinking can be inculcated only in the process of manipulating arithmetic symbols, it is difficult to understand. As a matter of fact, the possession of an exact mind has very little to do with the study of arithmetic. The exact mind rejoices in arithmetic, and the inexact

mind is kept in control by figures, but the study of arithmetic has no relation to the amount of exactitude brought to bear upon other work. Anything more inexact than the average person's attitude to historical and geographical matter could not be imagined.

May we not, without apology, put up a plea for special study of geography and history, even to the extent of robbing, if necessary, the school curriculum of some hours given to a less vital subject? The result would be sounder and more cultured citizens.

(From the *New Era* July 31)

On the Value of Organisations.

"The main mistakes to be avoided are those of wrong emphasis and of separatism. The advancement of education along the best possible lines must be the chief aim. The legitimate interest of the profession and of its individual members must be furthered. But organisations which make these their main preoccupation will defeat their own purposes. Only by better and truer work for education can the profession hope to raise its status in the public eye, and thereby improve its prospects. And the whole profession must be embraced in one organisation. If it is split up into separate and perhaps rival organisations, Hindu and Muslim, Government Non-Government, Primary, Secondary and so on, it will fall, as fell the French Estates. A house divided against itself cannot stand. I suggest that the basis of organisation should be the district. District Associations should be affiliated to Provincial, Provincial to the All India Association, and the All India to the World Federation of teachers. Thus the humblest village teacher would be linked up and would feel himself part of a world-wide Association for international friendship, and co-operation in education. He would have his chance of selection to take part in the world Conference. This fact in itself should be a deep source of inspiration to him. There should be only one Association for each district, but in such associations there should be sections for Primary, Secondary, Technical Education, and so on, and also sections for classes, Science, English etc. Some of these sections or groups might be on a provincial or divisional rather than on a district basis. Or rather a number of districts might join together in certain cases. All associations and sections should be active not merely at the time of annual conference, but throughout the year. Regular annual subscriptions are required, which could and should be very small on account of universal membership. Each District Association

would hold an annual District Educational Conference and Exhibition; and each District Association and each Section would send its delegate or delegates to the annual Provincial gatherings. Some sectional conferences to discuss particular branches of education would be held every year. With these and the annual district gatherings and meetings of the Council or Committee of the Provincial Association, a full Provincial Association Conference on a general scale would probably not be required every year.

(*Education, Cawnpore.*)

Your association, my friends, has to pass through the four stages of the development of any institution in the world; the period of public indifference; the stage of derision and contempt, the period of violent opposition; and the era of absorption and infiltration of your views. You may indeed feel proud of your achievements during the span of the last ten years.

You are sometimes accused of fostering a spirit of Commercialism and of trade-unionism. Our ill-paid and half-fed teachers are called upon by our critics to sacrifice themselves at the altar of knowledge. I ask these in all humility how can our teachers enjoy the joy of acquiring and creating knowledge? How can they communicate that knowledge to others when they themselves cannot possibly under the existing circumstances, feel enthusiastic about themselves?

From whatever point of view we look upon this question, whatever argument we apply,—argument from precedent, argument from development, argument from consequences,—we are irresistibly driven to the conclusion that a professional organization of teachers bases its claim on the need for self-protection. In its initial stages, its views are frankly materialistic, but as the days roll by, when the status is firmly recognised, the organisation develops a national ideal based on sacrifice and service to the community; and its sheer momentum progresses towards the desired goal.

(Presidential address delivered by Mr. Pramath Nath, Banerjee M. A., P. R. S.)

Inspection

"What then is the scope of inspection and supervision? Is it public Audit? Is it criminal investigation? Is it the policing of schools? And is this army of Inspectors fully qualified to discharge the obligations imposed on them?

Are they really conversant and in sympathy with modern methods of teaching? I have myself a very faint but better recollection of an inspection. In the noon-tide of the Government of Eastern Bengal and Assam an Inspector of Schools, just with fresh laurels from the Presidency College, visited our school. It was a great day for us. Flags were flying, the school halls were decorated and there was a subdued tone of excitement running through the school. Below the name of the school appeared in letters of amber and gold "Long live the Inspector...". The Inspector came and visited the school. He cross-examined the teachers; displayed his knowledge and power. While on the threshold of one of the classes, his eyes got glued to the black board and he came across the ominous words... "*Bande Mataram*." He at once called out the boys of the whole school and ordered them to bask in the sunshine in April for three hours: the holiday in his honour was escheated to the Crown. Twenty-five years later I came across the same Inspector in the hall of a great College standing on his legs, hat in hand, as the College chorus was singing the national anthem—"*Bande Mataram*!" In England inspection of schools is protective and constructive. Inspectors are appointed according to their special aptitude and qualifications in the exploration and treatment of special problems or aspects of education. As a rule inspection of Secondary schools in England takes place at long intervals' (Presidential Address delivered by Mr. Pramath Nath Banerjee, M. A. P. R. S., Bar-at-law.)

Spending and Saving

In the press and on the platform, it is asserted that public spending is a burdensome vice, while saving is a national virtue. The truth is almost the opposite. It is saving that is burdensome. We must save and we must accumulate if our national economy is to run on sound lines. But saving and accumulation are none the less burdensome because they are a necessity of progress. It is necessary, and it would be foolish to argue otherwise, for the community to add to its capital equipment and to lay aside such sums as will lead to the enlargement and improvement of the material factors of production. It is sound economy to add to the technical equipment of workshop and factory, and to increase our productive power by better plant, the more economical use of raw material and the more effective use of power. Everybody is agreed that additions to our capital equipment shall be dignified by the name of "savings." If an industry improves or extends its plant then all

are agreed that the industry has "saved." Modern saving is mainly, if not wholly, an investment in capital expenditure. It is something far different from hoarding. It involves spending, but it is a particular form of expenditure, namely expenditure upon the material factors of production.

* * *

But if we grant the addition to the capital equipment of our industries is a prudent act of national saving, why do we limit the term solely to the machine? It is surely sound common sense and sound economy to recognise that additions to and improvement of the human factors in production are equally acts of saving. If we add to human efficiency by expenditure upon better housing, better education, better food, we are surely engaged in the virtuous act of saving. Saving from the material point of view is the effective and economical accumulation of factory power. It is also, from the human point of view, effective and economical accumulation of human power. It is curious how we have come to regard expenditure upon the health and education of our people solely as spending—and indeed, often as wasteful spending. We let the cheap Press do our thinking for us, and we are led by the millions to believe that expenditure upon the social services is the act of a wasteful spendthrift. In reality it is the highest form of saving. It is the saving which results in the "better human". If it is an act of virtuous saving to equip the machine it is surely an act of saving to equip men and women for the battle of life! An investment in the services which make for human.

Walking in Germany

There are three things which make walking in Germany a different proposition from walking in this country. One is the existence of a public opinion accustomed to regard walkers neither as lunatics nor as prupers unable to afford bicycles, but as persons enjoying themselves in the way intended by God. Another is the existence of marked walking paths. A third is the existence of ample, clean and cheap accommodation.

In Germany every body walks, not just a few athletes but young and old alike. Every suitable district has its walking club and some of them have over a million members. The Railways offer special concession for "family walking." School parties of girls as well as boys on the trunk, studying Nature lore on a common site, particularly near the centres of

population. There are shops in all the towns specialising in equipment for "wintering."

Walkers' Highways"

The activities of the walking clubs have resulted in the country being covered by a net work of marked "maps" which render the walker independent of the roads and almost independent of the map. The more important of these the "trunk" or the "arterial" paths or "Highways" (Hohenwege) are of considerable length.

With regard to accommodation, there need be no occasion for worry, unless the party is large. No village is too small to contain a Gasthof or the humbler Gasthaus, and they all seem amazingly clean and cheap. Three shillings a day should cover all expenses amply. This figure can be very greatly reduced if one takes advantage of the shelters of German Youth Movement, the now famous Jugendherbergen.

There are now nearly three thousand of these Hostels, some humble, some magnificent. Some of them are in historic buildings and romantic old castles! some of them are the work of the ultra-modern architects.

A handbook giving the position and nature of every shelter in Germany, together with useful information about maps can be obtained for 1 sh from the German Railways Information Bureau, 9, Queen's Gardens, London W. 2. This is invaluable for reference when one is planning out a tour.

* * *

The traveler will find that it does not do to rely on the hostels for food. They nearly all sell soup and coffee, and the bigger ones sell bread, milk butter and sugar, and sometimes complete meals, but except in the larger towns they should not be depended upon. Most of them have cooking facilities; some have penny-in-the-slot gas cookers. There is, of course, no service or attendance, and meals are eaten out of doors as much as possible.

It must be remembered that the Shelters are intended primarily for young people. Early hours of retiring are expected. Tobacco and beer are "forbidden" and there is a code of behaviour designed to train the young to respect nature, their fellows, and themselves.

The School Journey Season

The last few weeks have probably marked the zenith of the school journey season for 1931. It

Thoughts for the new Term

A teacher is the servant of all his pupils. It is easy enough to write that, but far from easy to train oneself to the mental attitude the statement implies, while to realise its truth in practice is a task which all too few of us attempt, and in which still fewer of us altogether succeed.....

Yet the ideal which has inspired the noblest men and women in the profession has always been that of giving, of self-sacrificing service; that is why the teacher has always claimed that his is more than a profession, that it is in the nature of a ministry. There can be indeed no higher ideal upon earth than to devote one's personality, one's strength, one's intellect, and one's love to a conscious attempt towards the advancement of human welfare, and when that devotion is concentrated upon the children of the people, then at one and the same time the opportunity is greater and the task more difficult.

Let us examine for a moment or two in what ways a teacher who would be the servant of his pupils needs to train himself.....

We may assume that he is what is called a "Good teacher." What more is required? In all these respects he will of necessity give of himself; he cannot teach well, organise well, be a good disciplinarian, without copious giving of that undefinably yet unmistakable essence of himself which is called personality.

The first requisite is that he shall himself be educated in the widest sense of the word.....

While it would be presumptuous to attempt a full description of the educated man, yet the main outline of the ideal may be briefly sketched. His knowledge shall be exact and comprehensive, his interests wide as life itself; and his interests and his knowledge shall be so combined as to have created in him a full and abundant sympathy, a heightened sense of toleration, a sane and balanced judgment in matters practical and theoretical, a love of all that is beautiful and good, and a hatred—for hate, like love is divine—of all that is evil and unclean.

[The above extract is from an article in the *Times Literary* supplement entitled "Thoughts for the New Term." Our school year has just begun. Let us ask ourselves the questions that would suggest themselves on reading the above extract and try to frame honest answers.—EDS. S. I. T.]

is said that in London, where the school journey movement is strongly entrenched there has been a slight falling off this year in the number of participating schools. This is due directly to the disturbing influence of re-organisation, and, according to the general expectation, the set-back will be only temporary. There are indications of the spread of the school journey idea, or something closely akin to it, to secondary schools, where, in the case of boys, it becomes a substitute for and an alternative to the school cadet corps. Interest in this beneficent movement will be stimulated by the efforts of the School Journey Association and its enthusiastic honorary Secretary, Mr. H. W. Barter, to secure a permanent hostel in London. It is in the natural order of things that, while in London schools move out of and away from the metropolis, the school journey itinerary of village schools and even of those situated in large cities and towns, often include a visit to London. Every one remembers what great events in the history of many schools were the visits to Wembley during the British Empire Exhibition. The problem of finding suitable and inexpensive accommodations in London for visiting school children is a serious one. The value of a hostel, specially designed to meet the needs of children, cannot be over-rated and fully justifies the substantial gift of £500 which the N.U.T. Executive has promised towards the acquisition of premises at Regent's Park.

(Schoolmaster and the Woman Teachers' Chronicle.)

The School journey Association in England

The School Journey Association is a voluntary institution not yet twenty years old. It has no paid officials. The whole work is a labour of love.

At a meeting of the Conference of Educational Associations, Professor De Montmorency, the Chairman of the Conference Committee, and one of the vice-presidents of the School-Journey Association, said that the number of school journeys under the auspices of the Association had increased in the last seven years from 142 to more than a thousand, that there are more than 3,000 members, that the number of children taking part in journeys exceeds 40,000 that 165 secondary schools were participating in the movement, that the Continental journeys had increased from 18 in 1923 to more than 200 in 1930, that a system of Empire visits beginning from South Africa had begun.

Times Education Supplement.

Passing Rich on £ 50 A Year

(Note supplied by E. B. Castle, Headmaster).

An anonymous donor gives £50 a year to the Leighton Park school, Reading, England, as a Leaving travel Scholarship to be used by a boy at the school to travel as far as he can, as cheaply as he can, living as hard as he can, seeing as much as he can, and getting into touch as far as possible with the common people of the countries he visits.

In the first year the successful candidate travelled over Germany for a month, but merely lived in Hotels, and did not do much more than tourist sight seeing. The year after that Philip Evans set the pace by adhering much more closely to the terms of the scholarship. He travelled in eight countries in Europe, tramping 450 miles, travelling 1200 miles by rail, all third class, 750 miles on barges and steamers on rivers, particularly the Danube. He got as far as Budapest, was away seven weeks and did the whole lot under £25. His itinerary was something like this: through France, through the Jura into Switzerland, from Switzerland over the Alps into Italy, back through the Brenner into Austria up to Ratibon; then down the Danube to Budapest, back through again Vienna, through South Germany and then up through North Germany, Holland and Belgium, and so home.

As he still had half the scholarship left, he used the remainder for a similar adventure in the following year. From Dordrecht, where he was spending a holiday with his people, he tramped to Marseilles with a friend. There they boarded a tramp ship from Oran; then they commanded a Ford car and travelled to Fez, where they were entertained by friends who introduced them to several courteous and hospitable Moorish families, among whom they had many delightful experiences. From there they came back to Tangier, and so home. This cost them £29 each.

The year after that, Donald Gerbone secured a post as assistant steward on a ship going to

Australian ports via the Cape, the first port of call being Free Mistle. He travelled 25,000 miles; he washed 1000 socks every day, and lived the rough life of a sailor for six months; he went practically all round the world as he came back via the Suez route. He saw a good deal of Australia and spent some time at each of Australian ports. He arrived back thin but very fit.

Last year even these travels were excelled. Two boys of 17 started by tramping thirty miles to Oberammergau to see the Passion Play; from there they tramped to the Danube, where they smuggled themselves as super cargoes on a barge as far as Vienna; from Vienna they went down to Budapest by steamer, and from there, tramping and using light railways, steamer and so on, they went through Sofia and eventually to Constantinople; from there they took small steamers to Mount Athos and spent three days among the monasteries there. After a tremendous climb over Mount Athos to the other side, they took a small ship to Salonika and from there went through the ancient cities of Greece to the Adriatic and home.

This year one of the lads has already started out for four months' hard work with Greenfell of Labrador, and he is applying for the scholarship on the strength of that as he wishes to travel in Canada afterwards.

The splendid point about this travel is that the lads are tremendously keen to rough it. This is shown by the fact that when the boys on their last travel were asked to sleep a night at Budapest for a bit, they thought it extraordinary.

One of the biggest impressions made upon the lads is the ease with which these things can be done. To people at home they sound rather startling, but the fact is that boys were most impressed by the kindness and generosity of the common people they met in every country between here and Constantinople.

(From the *New Era*.)

FROM OUR ASSOCIATIONS

The Ganjam Secondary School Teachers' Guild.

After the break up of the Ganjam Secondary Schools Headmaster's Conference, which was held in the High School Buildings at Aska on 14th and 15th May, 1931, a business meeting of the Headmasters and the assistants that were present at the time, was held to form a Secondary Teacher's Guild in the district. M. R. Ry. C. Narayana Moorthy Pantulu Garu, B.A., L.T., Headmaster, Municipal High School, Chicacole, presided over the occasion. Following were the resolutions passed at the time:—

1. Resolved that Mr. C. Narayanamoorthy be elected President of the meeting to concert ways and means for the formation of a District Secondary Teachers' Guild.

2. Resolved that the following teachers be members of a Committee to frame rules and to take such other steps as are necessary for the formation of the Guild.

1. Mr. C. Narayanamoorthy, B.A., L.T.,—President.
2. „ V. Vankatarangum, B.A., L.T.,—Secretary and Treasurer.
3. „ N. V. Satyanarayana, B.A., L.T.,
4. „ Binayaka Panigrahe, B.A., B.L., L.T.,
5. „ Sadhucharan Das, B.A., L.T.

3. Resolved that the above committee be requested to make arrangements for the holding of the first session of the Guild before the end of November, 1931.

4. Resolved that the Headmasters now present be requested to contribute towards the initial expenses.

(Sd.) C. Narayana Moorthy,
President.

Some of the Headmasters present readily and heartily responded and an amount of Rs. 10 was collected to meet the necessary initial expenses.

The Secretary has in right earnest commenced the work by addressing some of the Guilds and the S. I. T. Union in the province for their constitution. After the receipt of the information, necessary action will be taken.

Thanks are due to Sraejut Narasingo Palhy Mahasaya, M.A., L.T., Headmaster, Board High School, Aska, for his kind suggestion of the formation of the Guild.

The Secretary appeals to all the secondary teachers in the district for their sincere and hearty co-operation in the matter.

THE ANANTAPUR DT. TEACHERS' GUILD.

Refresher course in Geography.

The Refresher course in Geography held under the auspices of the above Guild was conducted at Gooty from 2nd to 14th June, by M. R. Ry. N. Subramania Aiyer Avl., M.A., L.T., of Teachers' College, Saidapet. 15 teachers directly connected with the teaching of the subject for the S. S. L. C. course attended the class, from the districts of Anantapur, Bellary and Kurnool. The instruction was both theoretical and practical and included Geographical excursions to Gandikotta (where the northern Pennar passes through a long meandering gorge between the hills), Alur Water falls (near Tadpatri) Bilvamkonda, Erragudi (near Gooty where the Asokan Edicts were discovered recently by the Archaeological Dept.) and to the Hampi ruins.

There was a public lecture in Gooty illustrated with lantern slides at which the District Collector, Mr. V. N. Viswanatha Rao, presided.

The class was dispersed at Bellary where a public lecture on 'Geography' was delivered by the lecturer.

Messrs. Longmans Green & Co., through their representative Mr. K. Jogiah were good enough to exhibit a variety of Geographical books, charts and maps in the L. M. High School Hall, which were much appreciated by the teachers and the public.

L.M. High School, Gooty.

29—7—31. C. RANGANATHA AIYENGAR,
Secretary.

A Teachers' Association at Vizag.

A meeting of the teachers of Vizianagram was convened at 5 P.M. on Tuesday, the 21st July 1931, to form a Teachers' Association at Vizianagram. Sixty members, representing the Maharajah's English and Sanskrit Colleges, the two High Schools, the two Middle Schools and the Elementary Schools of the place, responded to the invitation. M.R.Ry. K. Janaki Rao Pantulu Garu, B.A., L.T., Principal, was voted to the chair. The Chairman by way of introductory remarks said that similar attempts were made

several times in the past and failed owing to want of sustained enthusiasm, and that this time under the energetic and enthusiastic lead of the conveners, Messrs S. V. Ramadas Pantulu and N. R. Raghunathachari, the Association will have a long and useful existence. He next called upon Mr. N. R. Raghunathachari to speak on the desirability of starting a Teachers' Association in Vizianagram.

Mr. Raghunathachari began his remarks with the present poor status of the teacher and the causes for the same. He next explained the benefits and objects of forming an Association and the various means whereby those objects can be secured. He drew pointed attention to the advantages of getting the Association affiliated to the S.I.T.U. of, joining the Protection Fund and of subscribing to the South Indian Teacher. Mr. D. V. Jagannadham who spoke next dwelt upon the necessity for the existence of District organisations with a central Andhra Provincial Teachers' Union. Mr. N. Kodanda Ras spoke in Telugu and explained the object of the meeting.

The following resolution was unanimously adopted: "Resolved that the teachers of Vizianagram assembled in meeting do form a Vizianagram Teachers' Association." It was further resolved to have a President, a Secretary who shall also be the Treasurer, a Joint Secretary and members of the Executive Committee representative of the English College, Sanskrit College, the College High School Department, Municipal High School, Middle Schools and Elementary Schools. The following gentlemen were elected for the year, with power to co-opt others from unrepresented institutions, if necessary.

President—Mr. K. Janaki Rao, Principal. Secretary and Treasurer—Mr. N. R. Raghunathachari. Joint Secretary—Mr. N. Kodanda Rao. Executive Committee—Messrs. L. V. Subba Rao and K. R. Subramaniam (College), S. V. Ramadas and S. V. Ramanayya (College High School), D. V. Jagannadham and another to be co-opted (Municipal High School) Ch. V. Joga Rao (College Middle School), U. Suryanarayana Rao (Municipal Middle School) and A. Satyanarayanamurthy (Elementary School).

By another resolution, the office-bearers were empowered to frame the Rules and Bye-laws of the Association and bring them before the next General Body meeting.

The Chairman in his closing remarks exhorted the audience to take to the work of the Association with sincerity and zeal. With a vote of thanks to the chair and to the conveners, the meeting came to a close at 7-30 P.M.

N. R. Raghunathachari,
22—7—1931.

Chittoor, Board High School Teachers' Association

The Inaugural Address of the Association was delivered yesterday by Mr. S. Natchikunnam Pillai, B. A., L. T., Headmaster of the Govt. Secondary Training School under the kind presidency of Mr. Janab Muhammad Sahib, M. A., LL. B., District Educational Officer. Almost all the teachers of the B. Z. Secondary School, Govt. Training School and the Sherman Memorial Girls' School were present. The subject was the "Demands of Modern India on our Schools." In the course of the address he said that the aim of education must be preparation for life and that for a valuable life in view of the complex modern situation and the urge for internationalism (the apostle of which is an Indian, in the person of Sir Rabindarnath Tagore). Social efficiency, as an ideal, is worth striving for in schools, lest the products turned out should degenerate into clogs on the wheels of social progress. What amazed the lecturer most was the moral decay fostered by the franchise. How to arrest it was a tough problem. The value of the franchise should be properly understood and exercised. Again, in schools, the training ground for life's career, character-building should be attended to and to this end, Scout Organisations and Co-operative Societies should be set up. Moral Instruction as at present imparted was a sham and required over-hauling. If possible, the elements of each religion, might be imparted to the pupils.

The Chairman in his concluding remarks agreed that very few schools turned out real men of good character. He referred to the wastage in schools and advocated a change in the ideals of the profession. The teachers should be charged with a missionary spirit. "Teachers were jewellers and pupils were diamonds." No emphasis on character training could be too great. The function terminated with the usual vote of thanks.

R. N. RAMANATHA AYAR,
31—7—31. Secretary.

Proceedings of the Half-Yearly Conference of the Tinnevely District Teachers' Guild.

The Half yearly Conference of the Tinnevely District Teachers' Guild was held at Courtallam on the 1st and 2nd August at "Valangapuli Villa." There was a large and representative gathering of delegates from all parts of the

district, including a number of distinguished gentlemen camping at Courtallam for the Season.

The Conference began at 11 a. m. with opening song by Miss Britattenchumbal. Rao Bahadur P. V. Seshu Iyer, B.A., L.E.S., President of the Guild welcomed the delegates in a short speech.

Very Rev. Fr. F. X. Froekly, S. J., Vice-Provincial of the Society of Jesus working in the Madras Presidency opened the Conference and said that teachers were the greatest benefactors of mankind and yet they did not share much of the good things of this world. They could not enrich themselves in their profession and yet they must have a high ideal before them.

Father S. Arulsamy, S. J., M.A., L.T., Vice-Principal, St. Xavier's College, Palamcottah then delivered an instructive lecture on "Our Responsibilities as Teachers." He began by saying that nothing was nobler, grander and more conducive to happiness than the calling of a teacher. Referring to the grievances of teachers, he pointed out that they were real and teachers must strive to have them redressed. He then dwelt at length on the necessity of teachers having a high ideal. The teacher was to make the full man and in the words of a poet, he was to "put him under the empire of duty." Great men had been unflinching in the pursuit of ideals. In India the goal of self-government was in sight and an amount of preparatory spade work had to be done, and in that, teachers should take a great share, for to whom else could their country entrust the work of transforming unformed materials of the future into true, law-loving, disciplined citizens. He then instanced the example of the Society of Jesus which had produced genuine leaders in all countries of the world. He said that the secret of their success was their attitude of a Lover towards Education. Regarding the constant innovations in the S. S. L. C. scheme, the speaker remarked that such constant changes were unhealthy to students and urged teachers to take a bold stand and voice forth their united opinion that improvement did not mean change. He finally referred to the problem of co education, viewed it with alarm and on the ground of purity and modesty, the national traits of Indians, he opposed such a system of education.

In his concluding remarks, the Very Rev. Fr. Froekly said that ideals were important in life because in ideals, speculation would stop after a limit and execution would begin. Regarding the teachers' responsibility to produce leaders of men, he added that they must develop the student's mind, will and all faculties, and they had to do the pioneer work in training leaders

to lead the country to progress, which leaders, he believed, would no more be the wealthy and the rich but the brainy students made in schools. Referring to the S. S. L. C. changes, he said that the Matriculation ought to have been kept with slight modifications and that early specialization was not proper, as students did not know their special aptitudes. He concluded his speech by strongly condemning the government's attitude towards co-education. As a representative of the profession and as Vice-Provincial, he had the right to speak out his views and opposed the system.

With a vote of thanks proposed by the Secretary, the morning session ended at 1 P. M.

Re-assembling at 2-30 P. M. the Conference had a debate on "the Retention or Abolition of Group C" with Mr. Raman Menon, the Educational Officer in the chair. The debate was long and lively and a number of teachers took part in it. As the sense of the house was that the matter should not be put to vote, further consideration was adjourned.

At night an interesting lecture on "The Age of Kamban" was delivered by Mr. Thirumalaisani Iyengar, Tamil Pandit, St. Xavier's College, Palamcottah, with Mr. S. Raghavan, M.A., in the chair.

Second Day's Proceedings

The second day's proceedings began at 9 a.m. with Mr. A. Sunderasan, M.A., L.T., of Tuticorin in the chair. The following resolutions were passed.

1. Condolence

This Conference places on record its deep sense of sorrow at the demise of Messrs. P. T. Srinivasa Iyengar and N. S. Venkateswariah, Head-master, Thirthapathi High School, Ambasamudram, and Miss Elith Howard, Principal, Sarah Tucker College, Palamcottah.

2. Grant-in-aid Code

(a) This Conference regrets that no action has yet been taken in respect of the revision of the Grant-in-aid Code in view of the serious financial difficulties of many aided schools and urges the Government to revise at once the Grant-in-aid code on the lines suggested at the Provincial Educational Conference held at Vellore.

(b) This Conference brings to the notice of the Government the fact that many aided schools are unable to make adequate provision

for instruction in manual training, if it should continue as a compulsory subject.

(e). This Conference regrets to note that teachers getting a salary of Rs. 100 and over have been excluded from the benefits of the Special Teaching Grant and appeals to the Government to increase the provision under the Special Teaching Grant so that all teachers may derive the benefit.

3. Propaganda

This Conference authorizes the Executive Committee to carry on an intensive propaganda amongst the members of the Legislative Council representing the Tinnevely District and also requests the other District Teachers' Guilds to carry on similar propaganda as per resolution 9 of the Provincial Conference, passed at Palghat.

4. Conditions of Service

This Conference is of opinion that the written agreement between the management and individual teachers is disappointing and extremely unsatisfactory, as it is not calculated to ensure security of tenure for teachers and is against the expressed opinion of the teachers of this presidency, and it expresses its considered view that the condition of teachers in non-Government schools cannot be placed on a satisfactory basis unless.

(a) the scales of salaries of different grades are standardized on the lines suggested at the Provincial Educational Conference held at Coimbatore in 1930.

(b) Uniform rules of service, including the leave rules are framed by the Government and are made applicable to all non-Government Schools as a condition of recognition.

(c) An Arbitration Board is appointed in each district to consider the cases of differences arising between the management and the teachers, it being made compulsory that services of teachers can be terminated only on the recommendation of the Board.

5. S. S. L. C. Reform

This Conference is of opinion

(a) that the S. S. L. C. Board, as now constituted is unduly dominated by the University and that steps should be taken to secure adequate representation of teachers directly connected with Secondary Education;

(b) that 35 per cent. be prescribed as the minimum for eligibility in English and second language and also that a minimum of 140 marks in the aggregate be prescribed for non-language subjects with an individual minimum of 25 per cent. and that a Moderation Board be appointed to consider hard cases;

(c) that the time table of the S. S. L. C. examination should be so arranged as to provide only one examination each day;

(d) that a group Sanskrit paper which contains passages for translation from English to Sanskrit and *vice versa* should contain instead passages for translation from vernacular to Sanskrit and *vice versa*;

(e) that the following portions be reduced for the examination in 1932: in Geography, Eurasia and the general study of the world (retaining India) be deleted; in Elementary Science, Light, Sound, Magnetism and Electricity; in natural science the questions be divided into three parts, part (a) being physiology to be answered by all candidates, part (b) being animal life, part (c) being Botany and the candidates allowed to choose (b) or (c); in English and Indian History, candidates be required to study up to 1815, the papers on both Indian and English History being confined to the textbooks recommended in the absence of a syllabus.

6. Elementary Education

The Conference also reiterated resolutions passed at the last Provincial Conference in respect of elementary education, physical education and provident fund.

After a short break, the Conference listened to two lectures, one on "The Beauties of Kamba Ramayanam" by Mr. V. P. Subramania Mudaliar, B.A., Retired Veterinary Surgeon and a Tamil scholar and the other on the "Teacher as an Architect of his own Fortune" by Mr. N. S. Subbier, B.A., B.L., Vakil, Palamcottah. Despite his old age, the Tamil speaker produced a great impression on the audience and displayed much of the research work he has made in the field of Tamil literature. Mr. Subbier exhorted the teachers to organize themselves on the lines of the Railwaymen's Education and wished that such a key service as that of teachers must be improved by adequate stipends and not by the weapon of strikes.

At 12 noon, the valedictory meeting was held with Mr. A. Balakrishna Rao of Sri Vaikuntam in the chair. The Secretary of the Guild read the half-yearly report of the work done by the Association. It was then decided that the Conference would be held at Palamcottah or Tinnevely, the matter being notified a month in advance. With a few remarks from the chair, thanking God for the success of the Conference and for the beautiful season, the Conference dispersed.

PALAMCOTTAH, } DAVID S. MICHAEL,
9-8-'31. } Secretary.

OUR LETTER BOX

Sir,

You would not, I am sure, attach any the less importance to what I write if I begin by confessing that I don't read your Magazine from cover to cover. What Lord Bacon said about books applies *mutatis mutandis* to the pages of a valuable journal like yours.

You would excuse me if I am rash enough to suggest some points for your consideration with a view to improve your journal. It is not purely an Educational Magazine but a chronicle of the activities of the S. I. T. U. and its constituent guilds and societies. As a matter of fact we get very little information about the day to day activities of the S. I. T. U. and its constituents. We are occasionally favoured with a "Union Letter," where some appeal is made rather than achievement chronicled. It is true you publish district news also: but they deal with annual meetings of Guilds which generally are two in number, the inaugural and the valedictory. We don't get sufficient information about the day to day activities of the S. I. T. U. or its members.

English Magazines publish short personal notes about teachers' death, retirement or getting honours etc. You might try to add a section similar to that.

May I suggest another thing? Why not you request your clients to write short appreciation of eminent teachers? I mean by eminent certainly not those getting fat salaries but those who have contributed their mite towards good education and have played their part in strengthening professional solidarity? To give one example:—One likes to know something about Mr. S. Vasudevachariar, the first secretary of the S. I. T. U. who after years of service has just now retired.

Similarly short histories of well-known educational institutions may be published giving an account of the pioneers and also some of the distinguished old boys of the school.

Lastly (it only means I am coming to the end of my suggestion and not that I have exhausted enumerating all possible improvements. I leave it to other readers to continue the list.) your Magazine is unrelieved by any lighter touch. It is all serious. Why not you make us occasionally smile? Why not you publish from time to time some howlers perpetrated not only by pupils, but also by teachers? We must realise we are not perfect and that no laughter is so healthy as a hearty laugh at our own cost. I am sure you won't mention any names; but if any man takes offence, let him. If the cap fits let him wear it.

AN IRREGULAR READER.

(We are glad that this complaint is only from an irregular reader. He is only paying the penalty for his irregularity. Further, the irregular reader and those like him are quite welcome to contribute such lighter touches as would make others smile, nay laugh also. Eds S. I. T.)

AN APPEAL TO THE TEACHER AUTHORS

Sir,

May I request the teacher authors of books, especially arithmetic, to introduce an air of the reality in the problems they set? Very often it is absent. Take for example the following problem which my young daughter had to solve.

ஒரு பால்காரி, சேர், 1 அணு வீதம், ரூ 3=2க்கு பால் வாங்கினாள். 1 சேர் 9 பை வீதம் ரூ 2—13க்கு எல்லாவற்றையும் விற்பாள். அவள் எத்தனை சேர் ஜலம் சேர்த்தாள்!

As an arithmetical problem it is alright. We see that the milk woman must have added 10 seers of water. What a fool should she be to have taken the trouble to add 20 per cent. water to her original stock of milk and to lose 5 as. on the whole by the bargain.

A PARENT.

THE MADRAS TEACHERS' GUILD.

A Refresher course in Botany was conducted by the Science section of the Madras Teachers' Guild in the last week of July. It consisted of six lectures delivered by Mr. M. S. Sabhesan. About 40 teachers, working in over 15 High Schools of the city attended.

THE TEACHERS' BOOK SHELF

TOWARDS A NEW EDUCATION.—Edited by William Boyd, M.A., with an introduction by Sir Michael Sadler. Published by Alfred A Knopf, for the New Education Fellowship. Price 8s. 6d.

This book is a Record and Synthesis of the discussions on the *New Psychology and the curriculum* at the fifth world Conference of the New Education Fellowship held at Elsinor, Denmark, in August 1929. It must be said that it is not a simple chronicle of what happened at the meetings of the Elsinore Conference. While giving some report of the significant points in the 350 addresses delivered at the Conference, the lectures, discussions and comments have been so synthesised as to present the work of the Conference to be seen as a whole. In this record, the question as to the kind of education which the changing civilization calls for is put in the 1st part. The second part deals with *The living school*: Parts III and IV deal with *The Social Background of the living school* and the *New Psychology and New Education* respectively.

The first part opens with information about pioneer schools, about new education in northern lands, and about new education as a factor in the re-building of a nation, not only in those nations wrecked by war, but in those nations which influenced by new social ideals, strive for national advancement. The addresses by the German and Russian Representatives are very remarkable and show how the right kind of reform in Education methods and outlook can have far reaching effect, in the national reconstruction of a land wrenched by a devastating war. The second part deals with the discussions on the many problems of a living school, its teachers, their training, its methods, the curriculum viewed as a living heritage and as an instrument for the encouragement and discipline of self expression and lastly its examination and tests. Experts who have worked the new methods like the Montessori, The Winnetka, The Decroly, The Dalton and The Cousinet and the Originators of those several methods met in conference and the discussion that took place is presented in this section. The chapter on the examination and Tests is a summary of (1) the reports of the examinations enquiry committees of different countries, where such committees were set up in pursuance of a resolution of the executive Council of the New Education Fellowship held in August 1927 and (2) of the views of individual educationists, who have

studied the problem. The result of the enquiry may briefly be summed up as follows:—

1. Existing examination systems seriously interfere with educational progress in many countries.
2. A scientific enquiry into the examination system is necessary.
3. As responsible persons in close contact with children and youth teachers should take an active part, both as individual and in their corporate capacity, in examination procedure and reform, co-operating with other bodies in the community vitally concerned.
4. The imposition of an examination by a university or any other institution upon pupils not proceeding to the institution concerned, is to be deprecated.
5. Universities and higher technical institutions will have to devise more adequate methods of selections than now obtain.

The third section of the book deals with the social background of the school, and impresses the reader with the fact "The school is not a letter box or a stamping machine, or a pottery; It is a poem of influences, circumambient, and purposely generated, that surround not only the individual but the group of which the individual is part, with an envelope of protection and stimulus." The last section is devoted to the philosophy of new education. The chapters on child Psychology, the Psychology of wholeness, and that on the Philosophical foundations are sure to interest the reader.

It is therefore no exaggeration to say, with Sir Michael Sadler, that the book contains the truest account available anywhere of the various currents of progressive educational thought in the world at this time. No truer or better estimate of the book can be given than that of Sir M. Sadler who says, "It will be of service to writers on the press who have from time to time occasions to take their bearings in the welter of educational openings; to teachers who wish to know the direction in which educational thought and practice are moving; to students in training for the teaching profession who are looking out for a concise statement of the aims and methods likely to prevail at a later stage in their professional career; and to parents who are planning a course of education for their children. It gives just what hitherto it has been difficult to get—an educational weather forecast, made by experienced meteorologists who are scientific in the accuracy of their observation,

and purposeful in their labours for the bettering of society through bold and wise experiments in methods of Teaching."

ENGLISH PROSE SELECTIONS by Professors Dickinson and Sharma Published by Messrs Macmillan & Co Ltd., Madras. Price not stated.

The Learned editors themselves confess in their preface that "the book of selection is primarily for the use of Intermediate students at Indian Universities"

No doubt the large number of extracts will show how English Prose "has been used by men of diverse characters, habits, vocations, and temperaments, and how wonderfully the medium adapts itself to all their varied purposes."

The only complaint we feel inclined to lodge against the selection is that it would have been better if the chronological order had been maintained; it would have enabled the reader to trace the development of English Prose in its formal aspect. There seems to be some sort of grouping of the extracts round certain themes such as personal portraits, beauties of nature, travel etc; within each group at least time order could have been maintained. From E. V. Lucas backward to Macaulay; DeQuincey and Mrs. Mitford and forward to Morley and backward again to Froude and Emerson is some what jarring; so also in other groups.

It would be impossible to do justice to all writers that deserve to be included. Each critic according to his own tastes and fancies would be inclined to complain about the non-inclusion of this or that favourite of his.

The publishers deserve to be congratulated on the high level of excellence in the matter of printing and get up which makes it a pleasure to handle the book.

We share with the editors the hope that "the extracts chosen will, without exception, interest, and stimulate the readers for whom it has been compiled". S.K.Y.

THE FIVE LAWS OF LIBRARY SCIENCE, By Mr. S. R. Ranganathan, M. A., Librarian, Madras University, Published by the Madras Library Association, Price Rs. 5.

This is a very interesting book. Perhaps this is the first book in our Presidency that deals with Library and its problems in a more or less comprehensive manner. We have great pleasure in welcoming this book especially because it is written by a person who worked as a teacher for about 10 years and who has been close-

ly associating himself with Teachers' Associations.

The five laws may be mentioned together for the benefit of our readers (1) Books are for use and not for preservation. (2) Every person his or her book. (3) A Reader for every book. (4) Save the time of the reader. (5) A Library is a growing organism. The book itself will serve as a good illustration of the laws mentioned above. It is certainly a book for use and we are sure it contains matter for every person. The treatment is such that the time of the reader is saved. There are clear indications in the book that it is not to be the last. It holds out definite promise of books yet to come from the author's pen. As for the third law, we may say at once that no part of the book is wanting in matter or freshness so as to require any special pleading or prompting. Even the technical details relating to shelves and catalogues will be found interesting.

The name of the book is likely to create an impression that it may be technical and be intended for professional Librarians. But the author is an Educationist, Reformer, Politician and expert rolled into one. The second law has been exhaustively dealt with and no strain is felt owing to the adoption of the novel "Dramatisation Method." The imaginary Round Table Conference of experts is refreshing and the authorities may take the hint that many knotty points can be solved by doing away with red-tape. The rapid survey of the Library movement in the different parts of the world is illuminating.

What is found in the book is not mere preaching. Those who know Mr. Ranganathan are aware that he has been consciously trying to carry out many of the ideas. The University Library is now really an instrument of education and it has become very popular. It has enhanced the prestige of the University considerably in other provinces. His untiring advocacy of the Library cause on his own behalf and on behalf of the Madras Library Association has given a great impetus to the Library movement in this presidency. The public of Madras should feel grateful to him for the trouble he has taken to produce such a valuable book. The Madras Library Association has, as usual, shown its readiness to promote the Library movement by undertaking the publication of this book and the public is deeply indebted to it.

The get-up of the book leaves nothing to be desired and the Madras Law Journal Press should be congratulated on the neat execution.

M. S. S.

UNION LETTER.

The last Provincial Educational Conference passed a number of very important resolutions and it would be the duty of the office-bearers including the Working Committee of the S.I.T.U in whom the profession has placed renewed confidence to give effect to the resolutions. What has the rank and file of teachers to do meanwhile? Are they free till the next Conference meets to sit quiet and indulge in the innocent pastime of cheap criticism?

The S.I.T.U will only be strong to the extent its constituent associations are active and it is the paramount duty of every teacher to do his bit to keep the movement 'going'. It is well within the power of the humblest among us to do this, to be loyal and active members of the Teachers' association of our own school and if every individual teacher were to be regular in attendance at the meetings of school associations and prompt in the payment of his subscriptions all would be well with us. Active members will keep their associations active; they in turn will keep the District Guilds in working order and if Guilds work well the S.I.T.U is bound to work well. Ultimately, therefore, the success of the whole movement depends on each individual member being loyal, active and regular in payment of subscriptions and I earnestly hope that every teacher will realise his responsibility and discharge it to the best of his ability. If individuals sleep and are inactive you cannot expect institutions local or central to be functioning efficiently. Let us see whether the foundations of our structure are "well and truly laid."

S. K. Yegnanarayana Ayyar,
President of the S.I.T.U.

Ceded Districts Teachers' Conference.

Readers of this paper have read my first appeal on the subject. Though it is well over a fortnight since the appeal appeared in these columns, only a few Schools and District Associations have chosen to answer my call. The Anantapur District Teachers' Guild has promised its whole-hearted support. Hospet, Hindupur and a few friends in the Ceded District have sent encouraging replies. Yet, I consider the response very poor. I once more impress upon the teachers in the Ceded Districts the urgent need for such a conference. As it is, we are disunited and utter strangers to each other. We very badly want a unifying force to bring and bind us together. We can get this by being in the fold of the S.I.T.U. It is our guardian angel. It has taken upon itself the great and difficult task of unifying and organising us in a bond of common brotherhood and fellowship. It zealously guards our rights and privileges and endeavours in all possible and legitimate ways to render our position secure and happier. We need only put ourselves under the protecting wings of the S.I.T.U. Let us not therefore lose any more time to organise ourselves. Let us meet during the ensuing Dasarah in some convenient place and discuss our problems, exchange views and turn a new leaf in our career as teachers and members of the teaching profession.

Many and varied are our problems and difficulties that await solution. It is needless to point out that some of the teachers are suffering in silence on account of the vagaries, irregularities and caprices of their unfeeling masters. The idea that 'sufferance is the badge of our tribe' should not silence us. We must ventilate our grievances, send up protests and get our wrongs redressed. This can be done effectively and authoritatively by a body of teachers assembled in Conference.

It has been suggested that the Conference might be held at Humpi—the premier city of the far-famed Vijayanagar Empire. The suggestion is well worth consideration. There is no place in the Ceded Districts which can claim precedence over Humpi. Its historical importance and scenic beauty commend themselves to every one of us. Any other suggestion for the venue is cordially invited.

As the conference is to be held during Dasarah it is earnestly requested that suggestions might be communicated to me as early as possible.

SYED AMEERUDDIN,

*Joint Secy. S. I. T. U. and Headmaster,
Municipal, High School Nandyal.*

The South Indian Teachers' Union Protection Fund

List of Members—(Contd.)

Red. No.	Name.	Designation.	Place:
610	G. M. Balanna	Asst. Board Hindu Boys, School	Koilkuntla
623	S. Sarangapani Iyengar	Asst. Municipal High School	Udumalpet
631	G. Sankaranarayana Iyer	Asst. N. S. M. V. High School	Devakotta
632	M. K. Swaminathan	Asst. Municipal High School	Ootacamund
633	S. K. Ramaswamy	Lecturer, Theosophical College	Madanapalle
634	H. Thangaswami Solomon	Asst. Pope Memorial High School	Sawyerpuram
635	K. V. Ramanatha Iyer	Asst. Municipal High School	Coimbatore
636	N. P. Ananthanarayanan	Asst. ...	"
637	A. Purushottam Naidu	Asst. Voorhees College	Vellore
641	G. V. Rama Iyer	Head Master; Board Ele. Boys (Hindu) School	Kuramandur
644	S. R. Kothandarama Iyengar.	Asst. Hindu High School	Triplacane
646	L. Anantharaman	Asst. Board High School	Namakkal
647	U. Ulagaulyan	Tamil Pandit	"

TRIPPLICANE,

10th August, 1931.

R. RAMAKRISHNAN,

Hon. Secretary.

EDITORIAL

The New Teacher

Politicians sometimes ask what is wrong with the teacher in South India. We are not sure whether they find in him any characteristics which may make him appear as a novel species. It may be that he prefers to move in the allotted groove without raising any inconvenient questions. Anything beyond the narrow routine may perhaps fail to engage his attention. Nothing he dreads so much as the liberty of action in matters relating to the school. It may be his weakness that he is not inclined to grant to his pupils the freedom which he does not want for himself. Whether the extraordinary course of events in our own country and in other countries of the world has in any way influenced his outlook on education is difficult to judge. There is nothing to indicate that he appreciates the need for conscious efforts on the part of teachers to give the proper turn to the educational system. Teachers of South India are admitted to possess superior qualifications from the professional standpoint and it will be a great pity if they choose to act as if nothing is happening in the world to-day. In fairness to them it should be stated that their apathy is the outcome of a feeling of diffidence which has been unfortunately allowed to develop all these years. They are not conscious of their own strength and we hope that the experience of other countries will stimulate them to come forward and bear their share of the burden of the body-politic. Let us take a lesson from the teachers of Germany who have made a valuable contribution to the regeneration of the Father-

land. "With the affairs of the nation in flux and the structure of the nation shattered, they seized the chance to rebuild educational institutions that would train boys and girls for life in a democracy."

The large body of teachers in the elementary schools in Germany have brought about a real revolution in the educational ideas and ideals. These teachers who had till now been looked down upon by the teachers in secondary schools saw clearly that the salvation of the Fatherland lay in a sound system of education. The old system was characterised by an attitude of authority and this has now given place to a feeling of comradeship. Teachers now feel that they are all of them equally responsible. They also realise that they should not consider it beneath their dignity to move with the pupils and that the humanising of the teacher-pupil relation forms the chief basis of school reform. This change in the attitude led to the organisation of a net-work of *Jugend herberge* or hostels for youth which look to the comforts of parties of school children and teachers in their constant journeys throughout the country. School journeys form an important item of the school programme and teachers are anxious to give children a chance to "live fully in the brief days of childhood and youth." They took advantage of the enthusiasm for a thorough reform evinced by the advocates of the youth movement and succeeded in winning over to their side the lay public. The advocates of the school reform emphasized that the new teacher must be a person with capacity for comradeship as well as leadership. They are

maintaining that a folk educator should not be a mere "artisan, skilled in tricks and devices of class room instruction but should be a resourceful person with great spiritual and emotional power." The reformers do not forget that the new teacher of the proper type cannot be easily had in large numbers. Their efforts are therefore directed towards equipping the teaching profession for the great task. One important constructive item in the new programme is the change in the character of the pre war normal schools. The need for this change will be obvious from the following passage: "The teacher had been the instrument of the ruling powers for training submissive, efficient citizens..... These institutions had turned out teachers drilled in detail on the same subjects they were to teach their pupils. There was no place for initiative, spontaneity or incidental digression in such a system." Hereafter all teachers who mean to work in elementary schools are to be trained in institutions of university rank, where they can breathe an atmosphere of intellectual freedom. Great importance is attached to general qualifications and the teachers in elementary schools should be graduates of secondary schools. In addition to observation and actual practice, the teachers under training are required to visit a number of schools, kindergartens and social welfare centres and to have talks with experienced teachers. Another measure which we should like our presidency to adopt is the *Re-education* of the teacher in service. The idea that the trained teacher has nothing more to learn has been abandoned and the importance of the training-in-service is frequently pointed out. Several voluntary

organisations such as *the institute fur in-service Training* for teachers have been organised which convene meetings and arrange for courses of lectures covering a wide range of subjects. The German teachers set a high value on professional training and equipment for work and even senior teachers rush to attend the courses though neither increase in remuneration nor transfer to a more congenial work is ever held out. The "Society of Friends of Educational affairs in the Fatherland" is a voluntary organisation of teachers. It owns a library with provision for conference rooms. The reference department and the loan section of this society meet the needs of a large number of teachers. It has been running a journal for the past fifty years and it is placing before the teaching profession all available information. The *re-education* of the teacher-in-service is also secured through the formation of what are known as "Activity groups" or "study clubs." Persons interested in an educational problem meet together frequently, discuss the different aspects, and try to arrive at results. These "activity groups" which are not mere "listening groups" have valuable results to communicate to the Educational Journals.

The race of *New Teacher* that is being established in the German republic has a great future. The teachers in Germany who have brought about this remarkable change have enhanced the prestige of the teaching profession and their selfless work should make an eloquent appeal to teachers in other countries. It is for the teachers in south India to do their duty. What is immediately needed to stir up the apathetic teachers is *efficient library service* which

will bring to their notice the vast strides in education that other countries have been making. We appeal to teachers in Madras to take advantage of the opportunities which the Madras University library offers and to rouse the enthusiasm of their comrades in the moffusil. We commend to the notice of teachers the book of "New Education in the German republic" by Alexander and Parker.

Registration of Teachers :

At the last Provincial Educational Conference held at Palghat it has been resolved that a sub-committee of the South India Teachers' Union be formed to frame a code of professional conduct for teachers and to organise a *Registry of Teachers* submitting to this code. The objects of the Union, as stated in its rules, provide for the Registration of teachers. The importance of this question will be admitted when it is found that the Teachers' Associations in Great Britain representing all grades of teachers have devoted considerable attention to this topic for over 60 years. The names of such distinguished persons as Sir John Lubbock, Dr. Gladstone, Lord Francis Herney, and Dr. Playfair happen to be associated with the consideration of this topic. The history of Registration in Great Britain is really the history of the growth and development of education and one can at this distance of time look back with some amusement on the condition of secondary schools in the nineteenth century and on the conflict between the different grades of teachers. It can give no little satisfaction to those teachers who have been in the thick of the battle that their efforts should have finally borne fruit. The Institution

of the Royal Society of Teachers is a public recognition of the place which the teaching profession has come to occupy in the sphere of education.

We are publishing elsewhere an adaptation of the stirring appeals which the National Union of Teachers has been regularly issuing with a view to bringing all qualified teachers under the Register. These appeals speak for themselves and the teachers of South India cannot afford to remain indifferent any longer. It is our intention to set apart a few pages in our journal every month and to furnish information regarding the necessity for registration. Our readers may be aware that Sir John Lubbock introduced in 1881 a bill for the Organisation and Registration of Teachers in Intermediate Education in England and Wales. The term "Intermediate Education" was described in a negative manner and it excluded the public schools and the elementary schools. While the idea of Registration was acceptable to all, criticism centred round the exclusion of teachers of elementary schools from the Register and the provision for the inspection of schools. A Bill which sought to include under its provisions several unrelated questions could not be expected to have smooth sailing. The opinion of an important section was that the teaching profession should be treated as one single body and that there should be no line of demarcation. The case for the urgency of and the necessity for, Registration was clearly presented by Dr. Gladstone and Sir John Lubbock on the occasion of the Conference of the Teacher's Association held in February 1881. Dr. Gladstone said "What we want is, that the good teachers should

know that their position is fully recognised and the public should also know to whom they can safely entrust their children. It is proposed that this object should be attained by somewhat the same means as in the other professions" Sir John Lubbock who was present on invitation to explain the scope of the Bill took care to emphasise the importance of registration and said "As regards the Registration of teachers, the teaching profession is almost the only one which has no recognised status or organisation or any mode of registration. The other great professions, Lawyers and Doctors, have been registered, and there seems to be no difference of opinion, whatever, though, of course, there are some drawbacks—that that is an advantage not only to them but also to the public. I think we are beginning to feel that the profession of teachers in this country is second in importance to none. The functions which teachers have to perform are as important to us as those of any other body of men, and it is desirable that the public should have the opportunity of ascertaining what the qualifications of the different members of the profession are." We trust that teachers will acquaint themselves with the literature on Registration and co-operate with the committee of the S. I. T. U. in its attempts towards the preparation of the Register.

Educational Conferences in England

In England Local and sectional Conferences are being held at all times in the year but the Xmas is the Conference season and next in importance is Easter. Once every year almost all the important educational associations of England and Wales

meet together in the spacious hall of the University College of London. The Conference lasts generally for about a week; but there are only two or at the most three plenary sessions. There is of course the Inaugural meeting when some important person addresses the assembly and then each association holds its own special meeting and discusses its special problems. On some other day, one important subject is chosen for discussion and three or four eminent educationists who have made a special study of it are requested to open the subject and it is followed by a general discussion and the Chairman of the Conference sums up his general impressions on the subject as discussed.

From the latest report available to us in the University Library (for the Conference held in 1929) we see that the Right Hon'ble the Earl of Lytton gave the inaugural address and dealt at length with the educational system of Bengal. The subject discussed at the Joint Conference was "Influence on Examination in Education". We also learn that 51 educational associations took part and excluding the Inaugural meeting and the Joint Conference there were 35 meetings at which 43 subjects were discussed. Those who are interested to know further details may order a copy of the full report from the Conference Secretary at 29, Godown Square, London W. C. 1. @ 4s. 6d. a copy.

Our object in writing about this is to see whether we have anything to learn from our English brethren in the matter of educational Conferences.

Our Conferences last generally for two days, sometimes three days and very little is done on the first day except the cere-