

The South Indian Teacher

-4

NO.

15.9.1931.

DIGITIZED

DIGITIZED



52
T-21, N28
N31.4.9
160822

VOL. IV

REGD. No. M. 2347

NO. 9

The South Indian Teacher

(The Official Journal of the South India Teachers' Union.)



उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



Inland Rs. 3.

Annual Subscription :—

Foreign Sh. 6.

Postage Extra.

Single Copy As. 6.

CONTENTS

	PAGE
1. THE REGISTRATION MOVEMENT IN ENGLAND ...	403
2. NATURE STUDY IN ELEMENTARY EDUCATION by Prof. C. L. Morgan ...	406
3. STUDIES IN EDUCATIONAL LITERATURE by Prof. S. K. Yegnanarayana Aiyar ...	412
4. THE COMMON AND THE DECIMAL FRACTIONS ...	414
5. PROBLEMS OF CHANGING TIMES IN INDIAN EDUCATION by Rev. Dr. W. Meston ...	419
6. THE AMERICAN EDUCATION WEEK ...	430
7. THE CONVOCATION ADDRESS ...	434
8. OUR ASSOCIATIONS ...	436
9. NEWS & NOTES ...	442
10. S.I.T.U.—VIGILANCE COMMITTEE ...	444
UNION LETTER ...	446
RULES OF THE S. I. T. U. ...	447
THE EDUCATION WEEK ...	451
11. THE TEACHERS' BOOK SHELF ...	452
12. EDITORIAL ...	453

ob
cl

JOURNAL COMMITTEE

Mr. S. K. Yegnanarayana Aiyar

„ M. S. Sabhesan

„ N.S. Venkatarama Iyer

„ Syed Ameerudin

„ S. Natarajan (Secretary)

THE South Indian Teacher

Vol. IV]

15th September, 1931

[No. 9

THE REGISTRATION MOVEMENT IN ENGLAND*

1. The essential mark of all professions is the existence of a Register or list of those who are held to be qualified to practise the calling concerned. This list serves to enable the public to distinguish between the qualified and the unqualified. It cannot, of course, be claimed that Registration makes the registered person efficient. What it does is to set a standard of professional attainment and experience.

2. For sixty years prior to 1907 the teachers of this country had been asking for a Register. No fewer than twelve Bills were introduced into Parliament with that object in view. The difficulty was that there had grown up a most unfortunate social cleavage between teachers in public elementary schools and other teachers. The former class were selected, trained and certificated, under the direction of the Education Department in Whitehall, and nobody could be head of a public elementary school who did not hold the Government Certificate, save in exceptional cases of small rural schools.

(It is evident that the Education Department would wish to retain the power of examining for Certificates, since this enabled them to adjust the supply to the demand. On the other hand, the schools outside the public elementary school system might be staffed by persons who had little or no attainment and no professional training.)

3. The first real attempt to make a Register was in 1899, when the Consultative Committee of the Board of Education appointed a Registration Council to form a Register. This Council lasted only a few years, and was abolished at the urgent request of many leading teachers, the reason being that the Register which was formed was in two columns, placing the elementary school teachers apart, and registering them without application or payment of fee. Elementary school teachers rightly resented the position in which they were placed, and they said that the only satisfactory Register would be

* (From a bulletin of the Royal Society of Teachers.)

one with the names in alphabetical order in one column, with admission granted after due application and on payment of the same fee by all who applied at any given time. This view was warmly supported by many teachers in secondary schools.

4. So, in 1907, an Education Act was passed authorising the establishment of a new Council, representative of the teaching profession, with power to form and keep a Register of Teachers, but the Act laid it down that any Register thus formed must be in one column with the names in alphabetical order, and that the fee charged for Registration must be uniform as between different branches of teaching work.

5. It took some years to devise a means of bringing together a Council representative of the teaching profession, and it was not until 1912 that a Council of forty-four members was appointed according to a scheme whereby the various associations of teachers elected representatives. Later, in 1926, the constitution of the Council was changed, chiefly because new associations had sprung up in the interval. The new constitution provides for direct election of representatives by Registered Teachers voting according to the branch of teaching work in which they are engaged. There are twelve university representatives on the Council, and the same number of representatives of teachers in the main branches, namely, elementary school work, secondary school work, and specialist teaching (Music, Handwork, Art, Domestic Subjects, Physical Training, &c.).

6. If it is remembered that the statutory purpose of the Council is to form and keep a Register of Teachers, it will be seen that the first task is to frame Conditions of Registration, not only for teachers in elementary schools, but for teachers of all types. This task has occupied the bulk of the Council's attention, and it will continue to do so, since the standards appropriate in one branch or at one particular time must be modified to meet changing circumstances. Broadly speaking, the Council has aimed to secure that teachers shall be men and women of good intellectual attainment. The Board of Education Certificate is accepted under this head, as are the degrees of approved universities and the diplomas of approved specialist examining bodies, but in the last named it is required that the diplomas shall be accompanied by evidence of a reasonably good general education in order that specialist teachers may be fitted to understand the bearing of their work on the general education of children.

7. The Council has also endeavoured, with considerable success, to establish the principle that all teachers should undertake a course of professional training. This does not mean that the Council imposes a rigid scheme of attendance at training colleges, but it is gradually fostering systems of training appropriate to the various branches concerned.

8. Incidentally the Council has been able to play a large part in bringing about a close relation between training colleges and the universities. It has also been represented on many important committees where the principle of a unified teaching profession has been successfully maintained.

It will be seen that the Council's work is not spectacular. It does not deal, for example, with individual grievances, since these should properly be left to the associations of teachers. The Council's real work is to maintain and enhance the status of the whole teaching profession, and to make it increasingly difficult for unqualified persons to open and conduct schools, or to supervise the professional work of qualified teachers.

9. The individual teacher may think that there is little to be gained by becoming registered, and for some at least this is true; but it can hardly be doubted, in view of the experience of other professions, that if teachers determined to support their own representative Council and to maintain their own standards of admission, the attitude of the public towards teachers as a body would be changed, for although much lip service is given to the importance of the teacher's work, and although many individual teachers are held in high regard, it cannot be said that as a body teachers are esteemed in the same manner as doctors, lawyers, or accountants. This is because the public does not understand the requirements of successful teaching, and since anybody may enter upon the work, it is vaguely assumed that the work is easy and calls for no special preparation or skill.

10. This attitude of the public has, in the past, made more difficult the work of all the organisations of teachers. Questions of salary, conditions, tenure, and the like, have been discussed, not as between a true profession and the public, but rather as between a body of subordinates and their supervisors. Now the essence of the matter is that, although in the highest sense teachers are servants of the public, they are also responsible to their pupils and to their profession. Thus, when an individual registers, he is playing his part in developing that power of self-government and that atmosphere of professional self-respect which will raise the whole of teaching to a higher level. He will not gain an immediate increase in salary, but he will be taking his place in a great movement, instead of waiting on one side until the movement has succeeded and then coming forward with outstretched hands to grasp the benefits which others have obtained for him.

11. In 1929 the King ordered that the whole body of Registered Teachers should be known as the Royal Society of Teachers. This marks the beginning of a new stage, for Registered Teachers become, without further payment or any annual subscription, entitled to use the letters M. R. S. T. The preliminary grade of Associate Membership may be attained by any who satisfy the Conditions in respect of attainments and pay five shillings towards the full Registration fee. This fee stands now at Two Pounds, but on October 1, 1931, it will be raised to Three Pounds to cover the increased cost of the Council's work, for it must be remembered that the Council's income is derived solely from single and final payments made by teachers on becoming registered. The fee may be paid by instalments.

NATURE-STUDY IN ELEMENTARY EDUCATION

By

Professor C. Lloyd Morgan, F. R. S., Principal of University College, Bristol.

To the question, "What are we to understand by Nature-study?" I would reply, "A process by which simple natural objects and events acquire *meaning*."

Those who are interested in the early stages of genetic psychology, those who endeavour to trace the first steps which intelligence takes towards a practical knowledge of its environment, are impressed by the fact that the method by which experience grows is the acquirement of meaning. The newly-hatched chick sees here a brown looper caterpillar, there one ringed with orange and black. Instinctive tendencies prompt it to peck at both. The one is found to be palatable, and is promptly swallowed; the other proves nauseous, and is rejected. For the future just in so far as memory in its simplest form holds (and in these matters and in this form it holds with remarkable tenacity) each has acquired meaning. The appearance of the one means "nice"; that of the other means "nasty". The environment is so far differentiated in accordance with its meaning so acquired by the bringing together and correlating of the data obtained through different senses. Sights or sounds have no meaning until they remind us of a wider experience than is gained by seeing or hearing alone.

Now, this acquirement of meaning is an essentially practical process, and is effected by what we may term investigation, that

is, the application of all the available senses to the object, so as to test in all possible ways its nature, and to ascertain its meaning for future guidance. Watch any young animal and you will see how large a proportion of its waking hours are occupied in gaining a practical knowledge of its surroundings by persistent investigation, through which the several objects acquire fuller and fuller meaning, so that the behaviour of the animal towards them may be suitably adjusted. And to this end, that the applications of the process shall be thorough and persistent, there is inbred in all animals capable of intelligent progress that curiosity which is the mother of investigation.

But in no animal is this inbred spirit of curious investigation more firmly implanted than in the human child, and in accordance with the definition I gave at the outset, the Nature-study as a factor in elementary education may be regarded as the application of rational guidance to a process which has its foundations deeply laid in the instinctive tendencies of animal life.

Of course, we who believe firmly in the value of Nature-study, and who desire to organise means for its further development, must expect to be regarded as faddists; we shall no doubt be asked: "What is the use of it?" Use so often demands an answer in terms of £. sh. d. Sir Andrew Ramsay was wont to tell of a parent who brought

his son to study geology at the school of mines, and who said: "Now mind you, professor, I don't want my boy to learn about stratified deposits or fossils, about upheaval or denudation, about limestones or sandstones, crystals or minerals, or any such useless stuff. I want him just to be taught to find gold and silver, copper, and other precious metals or gems—in paying quantities, sir, in paying quantities." That was the good man's fixed idea of the use of geological study. Now whatever may be said for or against the strictly utilitarian value of Nature-study, we must contend that the good of it rather than the use of it is the primary question. We must base our claim for its further and fuller recognition on its educational value from the general and not merely the technical point of view.

The Board of Education fully recognises the fact that Nature-study in primary schools should not be organised on narrow, technical, or utilitarian lines. In the introduction to the recently issued specimen course of object lessons on common things connected with Rural Life and Industries (1901) this is made perfectly clear. We are told that "in arranging plans of instruction for rural schools, it is important at the outset to emphasise what should be avoided. It is not desirable to attempt a definite course of instruction in the principles of agriculture, or to teach the art of farming. The aim of primary education being general and not professional, it is as undesirable as it is impossible, to attempt to provide a special form of training in primary schools." What then is the view in end when Nature study is given in rural schools? It is, in the opinion of those who

drafted the introduction to specimen courses, "that children who live in the country should, when they leave school, find themselves in sympathy with their surroundings, and should be able to take an intelligent interest in the pursuits and occupations which are open to those whose lives and homes are in the country." Or as Sir George Kekewich said in Circular 369 under date June 25, 1895, such object lessons "make the lives of the children more happy and interesting by opening up an easily-accessible and attractive field for the exercise of the brain, hand and eye. It gives the children an opportunity of learning the simplest natural facts, and directs their attention to external objects, making their education less bookish. It further develops a love of nature and an interest in living things. With the general tenor of these remarks we are presumably in complete sympathy. The value of Nature-Study lies not chiefly in the imparting of a particular kind of information; it consists not much in what is taught as in fostering an attitude of mind, an attitude of observational alertness, of enquiry into the meaning of familiar facts in garden, field, and hedgerow, of susceptibility to the subtle influences of nature in her winter sleep, her vernal awakening, her summer maturity, and all the cycles of her changing moods.

I said just now that the value of Nature-study does not chiefly lie in affording a particular kind of information. If we compare human education with the practical training of animals for their life's work, one salient distinction stands out boldly. With animals things acquire meaning only through direct and first-hand experience;

but with children this direct experience may and should be supplemented by information conveyed through the medium of language. The danger is, however, that what should be a supplement should become a substitute. One cannot too strongly emphasize the fact that the only means, in the early stages of education, by which things acquire real and valid meaning in primary experience is actual investigation, using this term as inclusive of the employment of all senses through which experience is gained. Description, as the supplement of this investigation, is an adaptation to the needs of social beings, who communicate with their fellows. But information as merely a substitution for investigation is of little, if any, educational value. I take it that our advocacy of Nature-study embodies a protest against mere information; but we must none the less be alive to the fact that there is a real danger of its degenerating into mere talks about natural objects on the part of the teacher and an attitude of passive receptivity on the part of the pupil. That we should regard as not the substance but the shadow of genuine Nature-study.

The movement which we are here met to foster and develop forms part of that reform of educational procedure which has now been on progress for many years. The introduction of the teaching of Science has been the new leaven. But Nature-study, though it should afford an introduction to science, and though it should be under scientific guidance, must be regarded as independent of, or at most preparatory to the generalization of science which the youthful mind cannot as yet grasp. We have to realize the patchiness of the child-

mind. Not only its limited scope of experience but the fact that the several items of this experience have not coalesced into that correlated and interrelated system without which even the beginnings of science are impossible. And herein lies a second danger, against which we must be on our guard—the danger lest the teacher, who is, let us suppose, a scientific botanist, should grow impatient of fostering the powers of observation and affording facilities for simple investigation, and should endeavour to inculcate general laws and principles beyond the comprehension of the child.

How far technical terms are to be introduced must depend on the tact and judgment of the teacher. There is no more difficulty for the child in the terms, pistil, stamen, or petal than there is in the words, honeysuckle, dandelion, or buttercup. If the child recognises a pistil, there is no valid reason why he should not be taught to call it by this name to which the more comprehensive technical significance will in due time become attached. But a whole battery of technical terms, suitable to a botanist by profession, may seriously overload the youthful digestive organs.

Among those who advocate the desirability of laying firmly, in the early years of life, the foundation of more adequate knowledge of the phenomena of the world in which we live, there are two sections. The constituent members of the one section urge the value and importance of those Nature-studies which we are here met to encourage. The constituent members of the other section lay special stress on the value and importance of elementary

experimental work in physics and chemistry. And unfortunately the views of the two sections are to some extent at variance. Granted, however, that both afford a valuable mental training, and that each should find a place in our educational system, I am of opinion that Nature-study belongs to an earlier stage, experimental work in Physics and Chemistry to a later stage of that mental training. It is urged by the advocates of physical science that the experimental course is more nicely under control, more exact and quantitative, and lends itself better to systematic treatment. But it is precisely on these grounds that I think it should follow Nature-study, which is freer, more superficial, less exact, and less systematic. For the natural course of psychological development is from simple observation to experimental work, which is observation under controlled conditions; from the qualitative to the quantitative; from the more superficial to the deeper aspects of nature; from the relatively unsystematic to the relatively systematic. Furthermore, the concepts which lie behind even the simplest experiments preparatory to a right understanding of chemistry and physics are exceedingly complex; and until these concepts begin to take something like definite form, the real significance of what they are doing is not sufficiently obvious to attract and hold the interest of the little folk. While, therefore, I would not be understood to say anything which might seem to imply that I undervalue the importance of careful and accurate weighing and measuring and the conduct of simple chemical experiments at the appropriate stages of mental development I am convinced that it should be

supplementary to and not a substitute for that Nature-study which we advocate.

A word or two may here be said, in passing, with regard to the application to Nature-study of the heuristic method, that is, the method by which the learner, is, so far as possible, allowed to draw his own conclusions and to learn for himself instead of being merely told by the teacher what he is to learn. The extreme advocates of this method contend that it is the method of research, and imply that it should also of necessity be the method of education. I am not prepared to accept the implication, at any rate in its extreme form. I readily admit that the teacher of tact and judgment should give free scope to the child in drawing his own conclusions, and do all in his power to encourage originality. But originality is a rare gift, while imitation is almost universally found in children. And the two have a closer relation than is commonly supposed. So far from being antagonistic, we may even go so far as to say that imitation is one of the surest stepping-stones to originality. Putting aside, perhaps, a few cases of rarest genius we shall find that most men who have made their mark in letters, art, or science have passed through an imitative phase at a definite stage in their development. We must not carry the heuristic theory to extremes, but must remember how potent is the influence of example, how great is the value of wise demonstration.

Now, if Nature-study is to be regarded as affording varied material for investigation under skilful guidance, and through practical investigation, for the acquirement of serviceable meaning, it must be regarded surely of primary importance in the early

stages of education *for all classes*. In the case of children of the upper and middle classes, whose school life generally begins later than that of the children of the masses, it is to the mother or the governess we must look to undertake the first stages of Nature-study. Her task is, in many respects, easier than that of the elementary teacher, since she can give more detailed attention to her fewer pupils. She can more fully utilize Nature-study in fostering the individuality of each child. No two children will see the same thing in quite the same way. For what they see depends not only on what is before the eye, but also on what is behind it; and what is behind it is determined by past experience. It is so easy to make a class of children repeat our description of a thing parrot-wise, and so difficult, where there are a number of children, to give their individuality in observation and description free scope, that the governess with her few pupils works at a distinct advantage. But how rare it is to find a governess who is in any adequate degree fitted to guide children in these matters. How rare it is to find parents who weigh such qualifications in the balance in the selection of a governess! I am so fully convinced of the supreme importance of training the faculties of observation and the habit of sensory alertness in the early plastic and impressionable period of childhood—I hold so strongly the belief in the desirability of cultivating the sensory memory and storing the mind with faithful images of natural objects and scenes—that I am disposed to claim for Nature-study a foremost place in the early stages of education *for all*; and I regard no governess as fitted for her work who is

incapable of guiding her pupils in the paths of natural observation and of inculcating by example a spirit of careful and patient investigation. And these Nature-studies may be profitably associated, on the one hand, with clear and simple expression in the mother-tongue, and, on the other hand, with faithful and accurate representation in drawing. For I am convinced that Nature-study must be so prosecuted as not only to be a stepping stone to science, but also as a means to literary and artistic culture. Rob literature and art of all that is the outcome of Nature-study, and how incalculably the poorer they must appear.

At this stage to which we have so far reached, the essential thing is the adequate training of the teacher. Provision is now made in the syllabus of training colleges for some preparation in the subject. But at present there are very few teachers of eminence—Professor Miall and Professor James Arthur Thompson among them—who have given the matter the patient thought it requires, or endeavoured to work out practical courses of instruction. What we may call the stereo-typed courses of academic instruction in Zoology and Botany do not meet the requirements of the case. I will not, however, further trench on ground which will be occupied by others. I will only say that the training of teachers in the future must be adapted to the new requirements. But in the meanwhile there is a large body of teachers, already in the practice of their profession, whose period of formal training is past and over, who nevertheless feel that they have opportunities of observation in rural districts of which they are unable to take full advantage, not through lack of inclination, nor

through lack of interest, but through lack of guidance and the need of stimulating influence. For them short courses of well-illustrated lecture, even without direct contact with natural objects, may be of no little service. They may there be told what to observe, how to observe, or how to extend the observations they have already made. They may gain the information as to how and when suitable material for examination and study may be obtained. Their interest in nature may be stimulated and their eyes may thus be opened, so that they may see what they have passed a thousand times unnoticed and unperceived; for not all that falls on the retina is seen, and there is no quickener of the mental vision to be compared in its efficacy to genuine interests. Fortunate, indeed, will they be if they catch from the lecturer some spark of the enthusiasm which gives freshness and charm to what the mere dullard might call trivial and common place matters. But they must remember that the educational value of such lectures will really depend on the extent to which the teachers who attend them utilize the guidance they

receive in making observations for themselves, and seeing in garden, field and hedgerow, in pond and marsh, or by the streamlet's margin what the lantern-slide or the lecturer's description has only taught them to recognise.

They must remember that in the absence of a direct first-hand practical acquaintance with natural objects and processes they can get no real knowledge of them, though they may be able to retail a certain amount of information *about* them. And I have already contended that information should only play the part of valet to his lord and master—investigation.

Let us take every means in our power to open the eyes both of teachers and children that they may no longer be blind to the beauty and interest and varied meaning of nature. Then we shall not hear such remarks as were overheard in a rural district a short time ago. Two children met at the school door and one was describing what she had seen in the village street. To whom the other regretfully said: "But I came across the fields and so there was nothing to see."

The sources of educational science are any portions of ascertained knowledge that enter into the heart, head and hands of educators, and which, by entering in render the performance of the educational function more enlightened, more humane; more truly educational than it was before. But there is no way to discover what is "more truly educational" except by the continuation of the educational act itself. This discovery is never made; it is always making.

—JOHN DEWEY.

STUDIES IN EDUCATIONAL LITERATURE

School Journeys

By

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

1. The need for school journeys.

It is held that these journeys impart that element of reality to school instruction which without such an inlet of facts seems to grow like a hothouse plant in an artificial atmosphere of its own. Things are not so bad as they used to be. Formerly arithmetical problems were set which had nothing to do with actual problems that men and women had to solve in life; and history was taught as if it dealt only with extraordinary men and events. In consonance with the general trend of educational progress which tries to correlate the school with the outside world as much as possible the journey is looked upon as a necessary item of school work.

2. It should be an educational effort.

An organised school journey is to be differentiated from holiday trips and week-end excursions in which relaxation and seeking of pleasure are the chief aims. A good school journey organised by the staff with a definite aim and plan and executed under the direct supervision of teachers is as important a factor in the education of boys, as regular instruction in schools would be. It also is to be differentiated from Educational visits which students may organise with the co-operation of teachers inasmuch as such visits have one definite place or institution as the end and would be over at the most within half a day. Whereas the school journeys are of longer duration and consist of many such

visits and many more things besides. Such journeys may not be relished by some geniuses in whom individuality is strongly developed. They may like, as Hazlitt did, to go on journeys of their own and enjoy the pleasure of remaining unknown and unrecognised by the vast world. School journeys are for the average boys and not for such exceptional geniuses.

3. Advantages.

Over and above the patent advantages of bringing boys into healthy contact with Facts of Life and thus widening their horizon of interest, such journeys enable teachers to see some latent capacities of students develop. "The Classroom dullard reveals potentialities of which the pedagogue had never dreamed. He becomes a human boy; he is no longer an inefficient calculating machine. The teacher finds in him originality, humour, attractiveness, strength of character, and wonders why he had not discovered these qualities before." Moreover it has a good effect on the general tone of school discipline. "If on return to the school the mental strain is renewed, it is tempered by the recollection of those long days when they climbed the hills together or wandered by the side of the sea. The Teacher will be less censorious, the scholar less aloof."

Not only does the party derive benefit, but it confers benefit on others; like the quality of Mercy the school journey is twice blessed. Mayors of towns welcome parties

and are 'at home' to them; parish priests welcome them and preach special sermons for their benefit. The aristocratic lady invites them to her mansion and shows them over her park and grounds. Last but not least here is an intellectual awakening after such a tour; our brain cells seem to be more active and our receptive capacity seems to have developed considerably.

4. When to go.

There is a good deal of difference of opinion as to how and when such journeys are to be organised, whether in term time or during vacation. The weight of professional opinion seems to be in favour of term time as the journey is to be considered part and parcel of the regular school work.

5. Some tips to organisers.

1. Much depends upon the leader of the party. He must have many rare qualities but most important of all he must remain *absolutely unruffled* and must keep his head cool under a rain of bullets. He must be resourceful and should be able to rise equal to any occasion that may arise.

[One word as to why and how I happened to choose the subject. I have begun to entertain a feeling of dread towards the Secretary of the Magazine Committee as he is worse than Shylock in his demands according to the bond. In a moment of weakness I promised him some articles on the lines of my last one on Examinations. I promised him to read some recent book on educational topic and give the substance in the form of an article. I was counting upon the Madras University Library to supply me with enough grist for my mill, but alas!

'The best laid schemes of mice and men
Gang aft agley',

and the authorities of the University chose for reasons best known to themselves to close the Library for the public for six long weeks and I was in a dilemma. Fortunately The Secretary of the Annual Conference of Educational Associations in England came to my rescue. In response to an earlier letter of mine he sent me the Report of the 18th and 19th Annual Conferences held in the 'Xmas weeks of 1929 and 1930. These reports are a veritable mine of educational ideas and information and I have resolved to delve deep into them. I chose this subject because it is a new one and because the special attention of our readers was drawn to it by an Editorial note on it last month.]

2. It is better to avoid taking very young children.

3. It is better to have a variety of interests; it should not be purely a Botanical or Historical or Archeological tour.

4. Places of accommodation and details of journey should be settled beforehand and the original programme, should, as far as possible, be adhered to.

5. There should be plenty of opportunities for boys to lead an open air life:

6. Avoid putting in too many items in a day. Visits even to picture galleries would become tiresome.

7. Insure against risks (not possible perhaps in this country where such specialized form of Insurance have not become common.)

At one of the meetings where the subject was discussed some objected to have the journey organised in term time as it would involve extra work on the part of those who do not join the party; another difficulty raised was that management may raise objections. These were satisfactorily met.

THE COMMON AND THE DECIMAL FRACTIONS*

BY

Ganti Narayan, B. A., B. Ed., Mathematics Assistant, City High School,
Berhampore, (Ganjam District).

It may be asserted without any fear of contradiction that the common (vulgar) and the Decimal fractions together form the backbone of all arithmetical work in Secondary Schools. In order to carry the solution of any problem in Arithmetic successfully to its end, one must be thoroughly familiar with the short, easy and correct methods of arithmetical computation, for the main principles relating to a problem do not alone make the student get the final result of a problem. And to a very large extent, the arithmetical computation of every problem involves the work of either common fraction or decimal fractions or both. A creditable success or a miserable failure of any candidate in any examination in Arithmetic largely depends upon his knowledge of the four rules (addition, subtraction, multiplication and division) of fractions.

But it has often been seen in the class work and in the public examination that most of the pupils' results of arithmetical computation suffer from a want of quickness and accuracy and from a lack of proper understanding and frequent use of fractions. Many students put down most of the steps of any problem quickly and accurately, but all, excepting the intelligent few, stumble at the last step, where they have

got some arithmetical computation. But it may be argued that the students fail to get correct results in Elementary Mathematics not on account of the difficulty of arithmetical computation but on account of a poor and scanty understanding of the principles related to the different problems. But, if we observe pupils' work in practical geometry and mensuration, we find all the steps except the last one neatly arranged and correctly done: but the last step, which generally requires some calculation of area and conversion of one kind of measurements into another, contains some error of arithmetical computation, either due to negligence, or carelessness, or ignorance or all the three put together.

Now as fractions play an important part in arithmetical work, it is quite essential for the teachers of Mathematics in Secondary Schools to know the psychological and logical meaning of different kinds of fraction and the relations among them. The very common and most elementary meaning of a fraction $\frac{a}{b}$ is that a thing is divided into 'b' parts of which 'a' parts are taken. But we find at once that it does not apply to all kinds of fractions, e.g., improper fractions and negative fractions. Now some have regarded number as identical with things, multiplicity of

things, some as a quantity of things some what analogous to colour, not identical with them, but not existent apart from them. MacLellan and Devory regard it as a mental process and still others as a symbol. In recent years, the view, of which Sir Isaac Newton was a prominent exponent has been revived that every number is a ratio; and ratio is nothing but fraction positive as well as negative, and proper as well as improper. Also fractions, which appear in different names decimals, ratio, percentage are all one and the same, differing only in shape but not in content.

$$13.756 = 13 + \frac{7}{10} + \frac{5}{100} + \frac{6}{1000} \quad 3:4 = \frac{3}{4}$$

$5\% = \frac{5}{100} = .05$. These different relations among the fraction should be thoroughly impressed upon the pupils in teaching.

In the present essay, I confine my attention only to common and decimal fractions because these are generally very poorly taught and meagrely understood.

Before telling you how properly these should be taught, it is quite necessary to let you know a brief history of these fractions. The common fractions have been in vogue since 300 B. C. The ancients, like most of the present-day students, were very nervous about dealing with fractions. For a long time only unit fractions (fractions with a unit for the numerals) were used and such fractions as $\frac{2}{43}$ were split up into their equivalent fractions. $\left(\frac{2}{43} = \frac{1}{43} + \frac{1}{86} + \frac{1}{129} + \frac{1}{301} + \frac{1}{1806}\right)$ and the practice continued up to the 16th century. The present form of writing fractions is due to the Hindu mathematicians. The idea of improper

fractions, the reduction of fractions into their lowest terms developed only during the last few centuries. Though the ancients were able to perform addition and subtraction, they could not not understand multiplication and division. They could not understand how the product of a number by a proper fraction is less than the number. Pupils also have got the same difficulties; so every teacher must endeavour to clear such difficulties and make them understand them intelligently.

Even though common fraction came into existence as early as the 3rd century B. C. decimals did not come completely into light till the 16th century A. D. Only after the invention of the printing press, when large fractions were used, necessity gave an impetus to all thinkers to devise a simpler way of comprehending fractional figures. The credit of comprehending the full significance of decimal fractions was due to one German mathematician named Rudolf, who in a work dated 1530 A. D. solved a problem in compound interest, using the bar, 1, precisely as we should use a decimal point. But the meaning of decimals, easy though it is now for us, presented great difficulty even to great mathematicians of the world. For instance, Girard used $198.\frac{1}{2}$ for 198.5, another mathematician (1657) used 79625...(3) to devote 79.625 using smaller types for the decimal part. The writing of decimal fractions has not even now become settled. England puts the decimal point at the centre of the vertical height, as we do here; U. S. A puts it at the base of the vertical height (14.3976) and in the continent a comma is used instead of a dot as in 14,467.

* A paper read at an ordinary meeting of the Teachers' Association of V. C. High School, Kirlampudi.

Having known briefly the developments of the common and the decimal fractions through the several ages, it remains for me now to consider the teaching of fractions on very up-to date lines. As soon as one begins to think of teaching fractions one must decide which of the two kinds of fractions must be taught first. It has been a point of great debate among the teachers of mathematics which of the two namely the vulgar and the decimal fractions should be first introduced to the pupils. To decide the question, we have three factors: (1) the government syllabus. (2) the history of fractions (3) the methods of teaching fractions. According to the government syllabus decimals should be taught first and then vulgar fractions. But history tells us that common fractions have been in use since the beginning of mathematics, while decimals have been studied as a matter of necessity since the 15th century A. D. Therefore according to culture-epoch theory, vulgar fractions should precede decimals. There is the third factor, which finally decides the question. As we begin to teach these fractions in the lowest classes of Secondary Schools, it goes without saying that psychological and concrete methods should be employed in the lower standards. And according to psychology, we must always go from the known to the unknown. Pupils in India are acquainted with

common fractions even long before they have come to school and it is after some years of study that pupils come across decimals. So it can be asserted without further discussion that vulgar fractions should be taught before decimals.

These fractions are first introduced to pupils of the lower forms of a Secondary School by teachers, who are generally not qualified for such a task. In the lower forms, where the class-teacher system is invariably followed, most of the teachers of Arithmetic happen to be non-mathematics men—men who have no special taste for Mathematics but have somehow got through the ordeal of Elementary Mathematics of the S. S. L. C. Class. When such men lay the foundations, we need not be surprised at the results. But what cannot be cured must be endured. Anyhow, when teachers undertake to teach Arithmetic in the lower forms, they must try to learn concrete methods and have a good store of illustration from the life and activities of the pupils.

Next in order comes the consideration of a syllabus for the common and decimal fractions. As it has been said already these should be begun in the lowest classes and continued up to the sixth form. The following is a scheme of mine, which may be followed with advantage.

(Continued in the next page).

Education is by its nature an endless circle or spiral. It is an activity which includes science within itself. In its very process it sets more problems to be further studied, which then react into the educative process to change it still further and thus demand more thought, more science and so on, in everlasting sequence.

—JOHN DEWEY.

Class or Form	Common Fractions	Decimal Fractions
Classes 4 & 5	In these classes the idea of simple fractions should be gradually introduced in connection with practical work, e.g., halves of st. lines, rectangles, etc. This is to introduce to the pupils the fundamental idea of a fraction.	Introductory work. Drawing of st. lines equal to 2'4 in. or 3'5 cms. long etc. Measurement of st. lines 3'5 in. or 2'7 cms. long.
Form I	Only unit fractions. Unit fractions connected with money, weight, lines, etc. addition and subtraction of small fractions.	Local and Intrinsic values: Numerical notation and its extension to decimals. Addition and subtraction. (Decimal places not exceed 3).
Form II	Multiplication and Division. The four rules involving fractions of compound quantities, conversion of vulgar fractions into decimals.	Multiplication of a decimal by an integer. Multiplication and Division of a decimal by another decimal. The use of the standard form. Conversion of decimals into vulgar fractions.
Form III	1. Ratio $a : b = \frac{a}{b}$ in a given ratio. 2. Percentages: Conversion of percentages into common and decimal fractions.	Approximations.
Form IV	A revision: Harder problems.	A revision: The common fractions and decimals in one problem.
Form V & VI	Harder problems.	Contracted methods. Apply to compound interest.

Now the methods of teaching these fractions are three: (1) Method of cramming. (2) Method of demonstration. (3) Heuristic method. Of these, the first which has been used by most of the teachers is the worst and the last which is adopted only by a few is the best. No other topic in Arithmetic lends itself so easily as fraction to routine work and parrot-like repetition. The mechanical rules are generally given by the teacher and the pupils get them by cramming. A knowledge of the rules may help the the pupils to do the class work successfully, but it does in no way help him. Whenever he comes across a problem, which differs even by a little extent from his class problem, he finds himself upset for he has known the rule but not the principles underlying the rule; and he is also not made to think beyond the problem

he has worked. Most of the teachers, caring only for the end, neglect all opportunities for the development of independent thinking and intelligent understanding of the fundamental principles on the part of the pupils. It is quite possible to bring the fractions within the comprehension of young pupils, to make them reasonable, natural and interesting to him. The pupils' power of reasoning is very active and alert and instead of feeding it on husks it must be nourished carefully from the beginning. If the processes of any rule are explained with all their whys and wherefores, the ideas take fire root in the minds of the pupils and even if the students forget them for some time they can recall them to their memory by some sort of association of ideas.

In conclusion I may give a few hints for the actual class teaching of these fractions. In the classes as well as the first two forms, much of illustration by drawing and measuring lines and rectangles should be used. Though some introductory work is done in the 4th and the 5th classes, the main work of fractions is begun only in the first form. There, in the very first month, common fractions should be taught. Taking only unit fractions of some concrete quantities equivalence of fractions should be taught. ($\frac{1}{3}$ yd. = $\frac{2}{6}$ yd. = $\frac{3}{9}$ yd. etc.) Then addition and subtraction of fractions should be taught in the following order.

$\frac{5}{7}$ in. + $\frac{1}{7}$ in. = $\frac{6}{7}$ in. or $\frac{4}{7}$ in. (Same denominator).

$\frac{5}{6}$ in. + $\frac{1}{2}$ in. + $\frac{1}{12}$ in. = $\frac{10+6+1}{12}$ (Common denominator) suggested).

$\frac{5}{6}$ in. + $\frac{1}{3}$ in. = $\frac{25+6}{30}$ (New denominator required.)

$4\frac{1}{3}$ in. + $2\frac{1}{4}$ in. = $6\frac{4+3}{12}$ (Improper fractions).

Decimal fractions should be introduced after a consideration of intrinsic and local values of digits of a number and it must be elicited that decimal notation is only an extension of the ordinary integral notation beyond the unit's place. When the pupils are made to deserve this fact addition and subtraction become an easy affair. But with regard to both of these fractions.

"Multiplication is vexation,
Division 's twice as bad;
The rule of three it puzzles me,
And practice drives me mad."

The truth of the classic poem cannot be denied. So every teacher should endeavour to teach them following the scientific method. Every rule should be elicited by induction and then properly drilled. Here I may request every teacher to refer to "The Art of Teaching Arithmetic" by J. B. Thomson, M.A., (P. R. Rama Aiyar & Co., Madras) for suggestion for the successful teaching of Multiplication, Division and contracted methods of the fractions. The teachers of higher forms should not leave the work of the fractions aside and proceed with confidence to other topics. In the fourth form all the difficulties in the work of fractions should be revised, explained and drilled by setting harder problems. In the other forms contracted methods for the decimal multiplication and division should be taught showing their application in the problems on compound interest and calculation of rise or fall of percentage in the problems on population, etc., which involve larger numbers.

Thus by adhering to the culture-epoch-theory to a certain extent, by adopting concrete methods in the lower forms and by proper drilling, you may be sure to teach these fractions in the best manner possible. What is said is said; and the rest is for you to think and to work.

PROBLEMS OF CHANGING TIMES IN INDIAN EDUCATION

By

Rev. Dr. W. Meston.

1. Problem raised by Constitutional Reforms

1. The principles of educational policy in India were enunciated many years ago. There is an advantage in this. It enables us to put the principles to the test as the years go by and new situations arise. Are they fitted for the fresh conditions? we ask. And according to the answer, the principles stand or fall. The Despatch of 1854 dealt with problems which faced India at the time and gave an answer to them on which a general system might be built. It took up such matters as control, management, finance and religion, so far as these had a connexion with education, and it stated principles in accordance with which they might all enter into, and have their appropriate place in, a comprehensive educational system. Seventy-five years ago there were no District Boards or Municipalities, yet the principles set forth in the Despatch have not been affected by the creation of these bodies: they have shown themselves capable of fruitful application to the resulting altered conditions. Again, at that time there was no thought of that delegation of control which is so marked a feature of more recent days: but here again the principles have been found to operate in a way that illuminates, guides, and safeguards. The Despatch was issued with a view to giving the people of India 'those vast moral and material blessing which flow from the general diffusion of useful

knowledge,' and a study of it shows that if the principles upon which it is framed had been faithfully adhered to, the problem of Illiteracy would have been much nearer a solution than it is to-day. And as in the past, so is it now. The conditions of the present day supply their own tests. Constitutional reforms, the growth of a sense of nationhood, and development of fresh standards of culture—to mention three of the most important—all serve to place the principles of educational policy in India on their trial. It is bound to be a searching ordeal. Let us see how they stand it.

I

2. And, first, let us consider the bearing of recent constitutional reforms of Indian education. The changes connected with them present the educational system with a new problem. It is this: How is the education of India to be administered most advantageously in the conditions created by recent constitutional changes?

3. That is a question which did not arise before 1919. Prior to the passing of the Government of India Act of that year, an officer generally with educational, and certainly with administrative, experience was placed at the head of the Educational Department of each province. This officer, known as the Director of Public Instruction, was responsible to the Executive Government of his Province, and more specifically to the member of that Government who, as one of his many duties, held

the portfolio of education. But the provincial government did not possess autonomy in regard to education. Matters of policy in general, and more detailed matters as well, were dealt with by the Government of India, and the decisions of that government were binding on the provincial government, while each province might, and did, receive financial aid from Imperial funds. This, however, was not all. From the decision of the Government of India appeal might be made to the Secretary of State for India. So that, in the last resort, the India Office and the British Parliament had to be regarded, on the administrative side, as integral parts of the Indian educational system. A complete change was effected when, with the passing of the 1919 Act, education (with a few exceptions) became a 'transferred' subject. The ladder of educational administration no longer stretched from the earth of a provincial department to the Olympus of Whitehall or Westminster. Its stature became very much shortened. The Director of Public Instruction, was now made responsible to a Minister, and the Minister was in turn responsible to a popularly elected provincial legislature. In all but two or three exceptional matters, the decision of the Minister, or more accurately of the provincial government in the Ministry of Education, became final. No appeal from it lay to the Government of India or the Secretary of State. And, once more, this was not all. When Legislative Councils were established in the various provinces the interest which education evoked was seen in resolutions introduced and interpellations submitted, and these had their undoubted influence on the action of Govern-

ment. But the Executive was not bound to give effect to all that a Council resolved on. A very different state of affairs was created by the Act. The Minister could obtain the funds necessary for the carrying on the work of his department only if they were voted by the Council. And if he was pursuing a policy which did not commend itself to the Council he might fail to obtain their assent to the expenditures which he proposed. Thus while formerly there were matters in connection with which the opinion of the Council might be accepted, there now came to be matters in connexion with which its opinions had to be accepted. Thus an entirely new situation has arisen. The Minister for Education is head of the educational system of each province, he is responsible to the local legislature, and in educational matters each province is a law unto itself.

4. The situation, it will be seen, is not an easy one. The Minister has in all likelihood been elected a member of the Council, not because of his record in the realm of education, but because of his public spirit and activity. As a member of the Council he was almost certainly appointed to the Ministry on the score of administrative gifts. But to a special acquaintance with education or the details of educational administration he may quite probably advance no claim. And not only is there his own inexperience: there is always the fact that he has to carry the Legislative Council with him. How is education to be administered in these conditions? Within him, the sense of freedom in shaping educational policy cannot be separated from the sense of responsibility as a member of a government charged with

the maintenance of national stability. Around him are thoughtful concillors and irresponsible critics. And ever by him are the other members of government who, while they encourage him in many ways, have a knack of curtailing ambitious schemes and of reminding him that there is a limit to what is in the power of provincial revenues. How is it possible for an educational system to be administered by one who is a politician rather than an educationist, whose activities are limited by considerations of government as a whole, and whose power may be terminated by the adverse vote of his constituency? Clearly the Minister can make a success of his department only if he has those on whom he can rely for counsel and the fruit of experience. Where shall he find these? The answer is: In the Education Department, in Statutory Bodies, and in men and women who, having the education of the country at heart, place their knowledge at the disposal of the Minister, either individually or jointly.

II

5. Let us look at each of these available sources of information. And first of all let us consider what may be called unofficial opinion. In every country there are those who have no doubt as to the value of their advice on matters educational, and they are not deterred from expressing it even though it be in conflict with what experience suggests or conditions render feasible. But there are also those whose interest is genuine and who speak that they do know. And there are others who have a stake in the education of the country, who see what it is doing or failing to do for their children, who help towards the maintenance of a

school, who devote time to the management of some institution or group of institutions. The danger that has to be avoided is the growth of an impression that such opinions never get the length of the Minister's ears. There is only one thing as unfortunate as the belief that the Minister is surrounded solely by official views, and that is that he is at the mercy of any crank. But even the risk of the crank has to be run so that the unofficial view may always be sure of a hearing.

6. On the power wielded by the press it is hardly necessary to dwell. There is a constant need in India for thoughtful writers on educational subjects both in the daily papers and in weekly and monthly journals. In not a few cases this need has been realized and to a great extent supplied. But much still remains to be done. And there are few more valuable services that responsible newspapers can render to the cause of good education than the association with them of a number of educationists whose views, even when they may not command assent, certainly inspire respect. The influence which a well-informed press is capable of exercising on the formation of public opinion in regard to educational policy and advance has not yet been recognized to anything like the degree that is both possible and desirable.

7. In order that particular views may receive the attention that is due to them, combination of forces is what is most needed. There are now in existence Teachers' Guilds, Associations of Teacher-Managers, Councils of Missionary Education, Councils of National Education, Associations of Muhammadan Education, and other organizations with similar aims.

There is a very great advantage in the banding together in this manner of those who while possessed of, and working for, ideals base their opinions upon hard facts. And this advantage is enhanced, it is hardly necessary to add, when the opinion given represents the views not merely of an individual but of a number who have brought to the consideration of the matters concerned experience, balance, and community of interest. It would be well if the Minister made it clear that the views of such associations would always be welcomed, and that, before any important educational plan or decision was made, he desired to be supplied with all the information that these bodies were prepared to place before him. Such an intimation from the Minister would make it plain that unofficial opinion was expected to make its contribution, and that every well thought-out plan would be well weighed. It would help towards the formation and maintenance of educational associations and guilds. And it would place at a discount the views of the irresponsible and the inexperienced. But if this is to be done in any regular and serious fashion, it is obvious that headquarters staffs require to be greatly strengthened. The need for this is emphasized not only by this consideration but by many others: so that it suffices merely to mention it.

8. Educational Conferences convened for special purposes are so clearly useful that the lack of them over considerable periods is rather astonishing. The Indian Education Commission found it necessary to comment on the need of these, and in framing a definite resolution on the subject to dwell on the good that would result from the occasional or even frequent asso-

ciation, in a somewhat formal way, of departmental officers with those interested in education.' Yet, in the Resolution of the Government of India which was issued some thirty years after, though conferences are referred to, specific mention is made only of official conferences. The advantage of conferences of educational officials, more especially of an inter provincial character, cannot be overestimated. For nothing could be more useless and wasteful than that, in matters concerning the advance of knowledge, provinces should act as if they formed a series of watertight compartments. But valuable as such conferences are, there is always a danger that they may present only one point of view. And a similar danger attaches to a conference composed wholly of non-officials. Where education gains is when a conference becomes the meeting place of responsible officials and non officials, so that in the interchange of opinion and experience from various standpoints conclusions are reached which register wide agreement and carry the authority of educational worker, thinker, and administrator. And if such conferences were needful in the past they are still more needful now when the head of the system of education is one who, with all his recognized public gifts, would be the first to confess that in order to discharge his functions aright he must have the considered views of those who have made education the special subject of their study and concern.

III

9. Let us now pass from the unofficial sources of information which are at the disposal of the Minister to those which have their origin in legal enactments.

Among these the most outstanding are the Universities and the Local Bodies. The Universities have been incorporated by special Acts of the legislature. And the majority of them have received a constitution that renders them, to all intents and purposes, autonomous. On their Senates and other Authorities there is to be found a body of opinion so varied, extensive, representative, and experienced that the Minister who did not accept its conclusions would require weighty reasons to justify his refusal. It is difficult to think of bodies that are better constituted than these to give really trustworthy advice on matters connected with the different branches of higher education in the country. Yet it is always possible that an educational matter may have to be ultimately decided on grounds that are not purely educational. Thus while the views of the university may tend in one direction, and while it is vital that the Minister should be in possession of these views, it may nevertheless be that, in the conditions of the time, the action of Government will have to tend in another direction. This may happen, for instance, when a Government is pressed financially: and it might quite conceivably occur when local feeling runs high, communal sentiments are strained, or political tension is marked. These circumstances, however, are exceptional. And in general nothing is clearer than the benefit of the advice which the Minister has it in his power to obtain from the universities. And this benefit has been enhanced by the establishment, under recent legislation, of Academic Councils. The Senates as constituted under the Act of 1904 did an amazing amount of work:

but it was beyond them to marshal the carefully collected and well tested information which the Academic Councils, with their full representation of those actually engaged in collegiate education, are able to supply. The institution of these Councils appears to me the greatest forward step which university legislation has taken in the last quarter of a century. And for the Ministry of Education the help of the Councils is invaluable.

10. Passing from the universities we may now look at other bodies set up by statute. The growth of these during the past twelve or fifteen years has been very noticeable. Boards of High School and Intermediate Education, of Secondary Education, and for the award of School-Leaving Certificates have been set up, and these are able to provide the Minister with a large amount of reliable information in regard to education above what is elementary and below what qualifies for university degrees. Then in the case of elementary education there are Local Bodies in all the provinces, with functions laid down in various legislative enactments, and in one province there is a statutory body which is concerned solely with elementary education. The need of such bodies, from the point of view which we are now considering, hardly requires to be stressed. If the Minister is of opinion that conditions require a new educational development, he must be assured that the step which he contemplates is practicable, that it will benefit the system as a whole, and that it will have general support. Where is his assurance to come from? Partly from non-official sources, which we have already considered; partly from his own depart-

ment, to which our attention will be given later; and partly from such bodies as those with which we are now dealing. But if these bodies are to give him real assistance they require to have both the confidence of the people and a membership which has a very considerable acquaintance with education. Now most of the Boards which have been constituted for secondary and intermediate education are *ad hoc* in character. Dealing solely with education, they have a membership with qualifications that few are likely to dispute. And as the members represent many interests, thus making sure that matters will be considered from all relevant points of view, their work inspires general confidence. In secondary and collegiate education, then, the Minister has no difficulty in obtaining views that will carry weight and will be sure guide as to what is good educationally and feasible administratively.

11. When we come to the all-important matter of elementary education we are conscious of a difference. The tendency of recent legislation has been to entrust the control of this vital service to bodies on which there rests the responsibility for a vast amount of work. The result is that, as education is only one of the many functions which these bodies have to discharge, it can receive only a portion of their attention. Further, those who are elected to these Local Bodies owe their appointment rather to their position in the community or to their acquaintance with local politics than to their knowledge of educational requirements. Thus while the popular factor may be secured there is less assurance regarding the experienced factor. Even when the attempt is made to over-

come this defect by appointing educational committees of the Boards, on which there may sit those with experience in education who are not members of the Boards, the position is not wholly satisfactory. The Boards, it is true, have, through these committees, the benefit of advice from those who know what they are dealing with, but the Boards are under no obligation to take that advice. And there is something that is anomalous in the position thus assigned to the most disinterested advocate and champion of education. Matters might be bettered if the Educational Committees of Local Bodies were given definite statutory powers, but much ingenuity would be required to reconcile the possession by the Committee of certain powers inherent in it with its status not as an independent Committee but as a Committee of a Board. This difficulty tells in favour of setting up bodies which are concerned solely with education. Whatever may be the best course fifty years hence, there can be little doubt that, as things now are, there is a very urgent need for the appointment of bodies that are able to give to the advance of mass education their undivided attention. Such bodies may be kept in close touch with local areas and local interests; but the all-important thing is not their connexion but their responsibility for the discharge of one task, that of spreading elementary education. *Ad hoc* bodies which have now their recognised place in secondary education are needed still more in the field of primary education. The advantage of their existence will become more plain as time goes on and their work is steadily accomplished. And their establishment will be welcomed

by the politician as much as by the educationist: but to none will they be of such value as to the Minister of Education.

12. One thing, however, is clear. If such bodies are to be set up care must be taken that the constitution which they receive does not confer on them a position of virtual autonomy. The present situation, as recorded in recent reviews of the working of Local Bodies in the sphere of education, makes disappointing reading. What is it that has led to this? Very largely, I should say, the tendency that exist to regard education as simply a local service and therefore on a level with the construction of roads or the provision of dispensaries. It is a tendency which wherever it appears, and it is by no means confined to India, makes it look as if the most important matter for education was not the development of individuality but the maintenance of orderly administration. And as soon as that idea gains any power the next step invariably follows, the endeavour to fit the administration of education as easily as possible into the other forms of administration connected with Local Self-Government. The idea is specious: it seems to take thought for education, in reality it saps its vitality. In India this has to be guarded against at all costs. For there, let any subject have but the appearance of being amenable to mechanical rule, and it soon becomes a mere cog in a huge machine. The smooth working of the machine is hailed with delight, and the absence of the disturbing element of life is invoked to justify the procedure. And it is from the possibility of such a plight that the education of India has to be rescued. For much recent legislation has led it peri-

ously near this danger. What has the country gained if, after striving steadily for representative and responsible government, it receives, on the one hand, a responsible Minister of Education, and, on the other, legislation which to all intents and purposes excludes the Minister from no inconsiderable portion of the educational field? The Minister is there to let into the whole system the breath of life: what if he is surrounded by machinery which frustrates that purpose? There is need for very definite action to enable the Minister to exercise his functions unhampered, and to secure for elementary education bodies that know their subject and can assist the Minister. Until this is done, the education of the great mass of the people will suffer, as it is suffering to-day. If the Minister is to be in full possession of all relevant facts, and to have the means of giving effect to decisions based on them, there will require to be not a little careful revision of the legislation regarding the constitution of local educational authorities.

IV

13. We have now surveyed all the sources of information of a non-departmental character which are available to the Minister—individuals, associations, conferences, universities, and statutory bodies. And so we are brought to consider what must ever be the most responsible source of all—the Educational Department. If it is properly equipped it has unparalleled means of securing accurate information regarding every form of education, the work of every institution, the utilization of funds public and private expended on education, the working of managements,

the standards aimed at and attained, the composition of staffs, and the precise nature of local problems. Where the Minister cannot obtain all this information fully and speedily, it becomes him to enquire into the constitution of his Department. Were the Education Ministers of the various provinces to make it their first care that they were at the head of Departments thoroughly satisfactory in respect of numbers, personnel, and stability, they would render to education a service for which it has already waited too long. The need for a re-organization is patent to all.

14. Along what main lines shall this re-organization proceed. First of all, the Minister will require to safeguard the Department from the criticism against which no Department is at present proof—the fact that it is overweighted. Its duties are so multifarious that routine and details rather than larger matters of policy engross attention. It needs relief from the functions of management and all the difficulties and thought which these involve and for which outside the Department there is ample provision. It requires to give itself to administration and to that work of direction which is so much clamoured for, but all too little given. It must have a staff which can supply the information that is necessary and which can pass that information through the sieve of judgment and experience. Further, the Minister will have to see to it that where delegation of function is advisable it will most certainly operate, yet not in such a manner that the Department will abrogate those functions for the exercise of which it must always be held responsible. And finally the Minister will need to take care that, while various

bodies are appointed and to them different duties are assigned, the Department is so organized that it will never cease to perform the all-important task of unification, to link in ever closer bonds the different stages of education, and to mould an aggregation of units into an articulated system. By acting in such ways as these the Minister will ensure that his Department is so constituted as to meet the changed conditions of the day. A reorganization which strengthens his Department by additions to its personnel, by elimination of functions that can be overtaken by others, by devolution where that is advisable, and by constant aiming at the exercise of wise unification,—that is what no Minister can afford to delay. He will need considerable funds for it, but what he devotes to this will be well spent money. For it will put the Minister, and that means the country, in a position to take any educational advance on the basis of a maximum of sound information collected in a minimum of time.

V

15. And now we are ready to listen to the question which all along has been waiting for an answer, and which will no longer be restrained, the question: What is the relation between the Ministry of Education and the Department of Education? We have said that the Minister is a politician. Is there anything calculated to secure that educational policy will not be dictated by, or made subservient to, political exigencies? Complete freedom from the operation of party politics it may be impossible to secure. The past history of education in various countries, and the story of it in some countries at the present

day, makes it unlikely that Indian education will be able to escape the flow of every political current. But there is much reason to believe, and the history of education is our warrant, that education can be so administered as to avoid the dangers of party politics and to participate in the benefits which political changes so often reflect. Were it not so there would be no such position as that of Education Minister. Citizens jealous for the true nurture of the country's youth would resent the whims of an individual or the linking of education with the passions of the moment, and they would refuse their sanction to an office which afforded an opportunity for the exercise of either. This accounts, for example, for what we find in England. There the official designation of the Minister is President of the Board of Education. The Board, of which he is President, with its large and well equipped staff, stands between the country and the caprice of a Minister. From it he knows what he can and what he cannot do in the field of education, whether a line of policy which he favours will founder on the rock of finance, or come into immediate collision with local interests, or prove so complex that competent administration will break down under it, or fail to give to the youth of the country the return which he had anticipated, or commend itself to rate-payer and educationist alike. And as the Board in all important matters goes over the ground through the enquiries of capable Consultative Committees, the reports of which are published and widely read, and as it has always, at its service a highly qualified inspecting staff, no Education Minister could hold his position in England

for a day if he set himself to disregard the Board or to depreciate its counsel. The question, then, naturally arises: Is there in India anything corresponding to the Board of Education in England?

16. It may be said that there is the Education Department. And, on paper, that is perfectly true. But we must see whether we can go further than this. For while a recognition even on paper of so important a relation is useful, it will not by itself suffice. And it is when we look at the organization of the Education Department that we come to real grips with the matter now before us. The permanent administrative officer of each department is the Director of Public Instruction. And what are his duties? 'He is the expert adviser to the Minister in matters of policy, and in many provinces he takes his place beside him in the Legislative Council. He is responsible for the administration of education in a province of which the population may be anything from seven to forty six millions of people. He has to deal with a large number of districts, with a number of colleges, and with thousands of schools, some under public and others under private management; he must keep in touch with the different parts of the province by frequent touring. He has delicate negotiations with a large number of local bodies entrusted with duties in regard to primary education. He has often to advise Government departments other than his own in regard to the appointment of suitable applicants for the posts under their control and in regard to educational questions which affect them.' What, then, is the relation between the officer by whom tasks so manifold are

discharged and the Minister of Education? Executive action has sought to give some answer to this question, and so doubtless has use and wont, though what part custom has played in the course of the past ten years is matter more of conjecture than of certainty. Let us see what answer it is that executive action has returned.

17. It is an answer that has varied. The Calcutta University Commission was of opinion that in view of the increased responsibilities which would devolve in the future upon him, the Director of Public Instruction should be a Secretary to Government.' And in Bengal, when the Reforms were introduced in 1921, the Director was made an *ex-officio* Deputy Secretary to Government. But a year of this arrangement led to the conclusion that the combination of offices was too heavy, and the experiment was abandoned. In the United Provinces, however, these two offices are still combined. In the Punjab the Director is Under Secretary and there is no Secretary to Government concerned with education, so that he deals directly with the Minister. And so does the Director in the Central Provinces, who holds the position of a Secretary to Government. As things stand, then, there are only three provinces in which the Director has a recognized position in the Government Secretariat. And it is in these alone, so far as the matter is determined by executive action, that all educational matters dealt with by the Ministry of Education pass through the hands of the Director in the ordinary course of business.

18. What about the remaining provinces? In them, so far as one can see from the outside, there is an absence of any

such connecting link between the two officials. It may have been established by convention, but we are not told. And if the nexus is loose or non-existent when we may have provincial ministries and departments functioning without consultation, acting as if they were independent entities, and even being played off one against the other. Anything more deplorable than this it would be hard to imagine. How seriously would the education of a province be prejudiced if a measure could be dealt with by the Minister without any reference to the Director, or if the Director could be represented as the official who refused suggestions or applications which the Minister himself did not desire to accept but which, on various grounds, he preferred not to oppose officially. If there is even the possibility of such things happening, it is high time that this possibility was ended by a clearly understood and unambiguously worded statement of the relationship of the Minister and the Director.

19. The fact is that when an educational problem has to be solved or an educational measure has to be introduced, the Ministry and the Department has each a definite contribution to make. There are considerations of a general character which the Minister, in touch with a far-spread constituency, is able to supply, and there are considerations of a more specific character which the Director, in touch with educational conditions, has it in his power to furnish. Neither contribution is by itself sufficient: co-operation is essential. The Minister is in office to-day and he may be out of office to-morrow; indeed he is all the more likely to be out of it if, in dealing with an educational matter, he has

not based his action on the counsel which the Educational Department is alone in a position to place at his service. The Department, on the other hand, is a permanent body. It contains those who are conversant with education and its administration. It is the one competent bureau of educational information which exists in the province. The officer who directs it has at his command not only his own experience but that also of a number of educational officers, and this he can collect on practically any aspect of education in the shortest possible time. Yet with all his knowledge of specifically educational matters, the Director will be the first to admit that the Ministry is in the best position to weigh considerations of popular feeling, reaction to taxation, and 'the swing of the pendulum'. Clearly, then, either through rules of procedure or by constitutional enactment or by the instrument of an unwritten but scrupulously observed convention, the relation between Minister and Director admits of unequivocal definition.

20. And if the relationship admits of this definition it demands it. For there is something much more involved in this than the interest of a Ministry or of a Department. It concerns all who have a stake in the education of the country, as well as all those who are receiving that education. It will not do to say that the Director cannot be a Secretary because the Director must tour, while the Secretary is not a touring officer. Nor will it do to say that a double function of this nature is a load which no single individual can carry. True, the Director must tour; if he did not he would be deprived of much that now makes his office so valuable to the cause of the country's education. True, even as it is, the Director is overburdened; but that is in large measure because the Department continues functions which it should abandon and is supplied with a headquarters staff that is wholly insufficient. But let all that and much more be granted, and the fact still remains that not until this matter receives a thoroughly satisfactory treatment

will the interests of the country's youth be fittingly safeguarded. There is no reason why there should be delay. Various ways are open, and different methods may be adopted in different provinces; but though the means may vary there is only one end. The Ministry and the Department of Education must be interdependent, not independent.

VI

21. We began by seeking an answer to the question with which recent constitutional reforms have faced educational policy. That question is: How is education to be administered most satisfactorily in the conditions which these reforms have introduced? And as we looked at these conditions we found that the question was not really a single one. It resolved itself into, at least, two: How is a Minister of Education who is elected on political grounds to shape an educational policy that is not dominated by party politics? and, How is a Minister whose tenure of office is dependent on popular support to shape an educational policy that will be independent of the vicissitudes of a particular Minister? And though the Despatch of 1854 knew nothing of Ministers and popular legislatures, it has in the principles on which it is grounded that which gives us an answer to both questions. For woven into its very texture is this assertion: A true educational system can be built up only on the basis of information and co-operation. And if we translate that into language applicable to the changed conditions, brought about by the introduction of constitutional reforms, in the realm of education, this is the answer that our questions receive: Education will be administered in a way which is adequate to present day conditions if the Minister works upon information supplied to him by individuals and bodies that have the authority of knowledge and experience, and if he and the Department work in close co-operation. Thus will there be secured the soundness of the educational system and the continuity of educational policy.

Reprinted from The Xian College Magazine.

THE AMERICAN EDUCATION WEEK

The American Education Week, is devoted each year to arousing and renewing the enthusiasm of the Nation for the cause of education. The benefits arising from this celebration have abundantly justified the wisdom of the Commissioner of Education who in 1920 introduced the practice. In each year since that time the observance of American Education Week has been marked by effectiveness. In spite of the great number of designated 'days' and 'weeks' that accentuate the calendar of American patriotic, social and religious affairs, American Education Week is increasing in popularity, and it is more widely observed each year.

The programme of the American Education Week is sponsored jointly by the American Legion, the National Education Association, and the United States Office of Education, organisations that represent patriotism and education in their quintessence.

In the language of a former national commander of the Legion: "American Education Week turns the peoples' thoughts to those things which are basic in the Nation's life. It sets before the Nation the needs and problems of education. It has already made itself felt in positive ways for the Nations' good and is rich in promise for the future. American Legionnaires support American Education week for the plain and positive reason of its contributions to the Nation's continued progress.

"Education, as the fathers of the Republic pointed out from the very first, is the great bulwark of the nation. In a democracy such as we have, the first essential to

national well-being is an intelligent citizenry, itself passing upon questions of national policy and charting the nation's course."

The programme of the American Education Week is built around the seven cardinal objectives of education. These objectives suggest a school programme as broad and as rich as life itself.

They are stated as follows:—

Health and Safety.

Worthy Home-membership.

Mastery of the tools, technics and spirit of learning.

Citizenship and world goodwill.

Vocational and economic effectiveness.

Wise use of leisure.

Ethical character.

The programme for the year 1930 was:

Monday Nov. 10. The School and the enrichment of human life.

Tuesday Nov. 11. How Schools promote patriotism and world understanding.

Nov. 12. The Schools of yesterday.

Nov. 13. The Schools of to-day.

Nov. 14. What the Schools have helped the individual to achieve.

Nov. 15. What the Schools have helped America to achieve.

Nov. 16. The Schools of to-morrow and the future of America.

The celebrations are carried on throughout the United States, in all its schools and colleges. Each school arranges to have its own history carefully gathered and written for the Education Week. In these accounts

a special tribute is paid to early founders, board members, teachers and principals. The National Education Association, through its journal furnishes many interesting facts to be used in the American Education Week and offers very valuable suggestions for carrying out the programme effectively. Besides, it has attractive posters printed in its pages: These are excellent as outlines for addresses and essays and for school exhibits. Two specimen posters are given below:

CHILDREN FIRST

In the face of danger or disaster on a sinking ship we would strike down any one who attempted to save himself at the expense of a child. Children come first not only on sinking ships but in our hearts, our homes our schools, and our churches. They ARE first. The race can save itself—can lift itself higher—only as children are lifted up. In this unique period of depression with its extreme want on the one side and its extreme fortunes on the other, many schools are carried down to disaster—their doors closed—their funds cut off. Boards of education and other public officials are often hard pressed financially but they cannot afford to give up the idea of children first.

To do justice by the child it is necessary to do justice by the child's teacher. Teachers have never had full justice. Their salaries have always been low when compared with their training and their heavy responsibilities. They have never been able to maintain the standard of living which the character of their work calls for. We have never given to our American rural communities the leadership of a stable, well paid, well trained teaching profession. Teachers in cities have never received salaries in keeping with the pivotal importance of their service to the community. It is the common schools to which we must look for the training in skill and in character to enable us to rise above present conditions.

This is a time when the homes need to keep close to the schools, when every parent needs to realise the human significance of educational service, the value of the teacher's work. It is for the parent to protect the rights of the children. Let's keep the children first.

HOW BENGAL INTENDS TO CELEBRATE THE EDUCATION WEEK 433

The main theme of the 1930 programme was the Schools of Tomorrow and the Future of America. The following suggestions for the development of this theme is found in the Journal of the National Educational Association :—

“The results of our universal and enriched programme of education are only beginning to make themselves felt. The future is limited only by the ability of our pupil to plan and create higher standards of living, better homes, increased facilities for learning, alert citizens, economic effectiveness, wise use of leisure, and the highest standards of ethical character. Show how the ideal of a fair start for every boy and girl,

the ideal of a free choice of schooling and occupation for all youth, and the ideal of lifelong learning, must lead to a finer and richer life for the masses than has ever been attained in the history of civilization. Picture the School of to-morrow with its vastly increased service to the welfare of the human race.”

It is no wonder that with such a programme America considers that she cannot afford to curtail expenditure on education. 2½ billion dollars are spent annually for public education for she rightly believes that education multiplies human capital and that it is the “schools that produce prosperity and not prosperity that produces the Schools.”

THE SCHOOLS AND BUSINESS

EDUCATION: THEN AND NOW

Enrolment Public, Elementary and Secondary Schools 1900 15,801,110 1928 25,178,000	Enrolment in Colleges and Universities 1900 224,284 1928 1,079,441
Average Daily Attendance 1900 10,632,744 1928 20,600,000	Average Annual Salary of Teachers 1900 \$1,700 1928 \$2,100
Percent of Children of School Age Enrolled 1900 89.8 1928 93.2	Cost Per Pupil in Average Daily Attendance 1900 \$1.00 1928 \$1.00
Pupils Enrolled in High Schools 1900 518,251 1928 1,111,276	Value of School Property 1900 \$550,069,217 1928 \$1,111,276,000
Average Number of Days Schools Were in Session 1900 188 1928 195	Total Expenditures Public Elementary and Secondary Schools 1900 \$214,964,616 1928 \$1,111,276,000

BUSINESS: THEN AND NOW

National Income 1900 \$17,965,000,000 1928 \$18,419,000,000	Values Added to Raw Materials by Manufacture 1899 \$4,831,000,000 1927 \$17,545,000,000
National Wealth 1900 \$88,517,307,000 1928 \$151,524,000,000	Index of Amount of Output Per Worker 1899 100 1927 157
Savings Deposits 1910 \$6,835,494,000 1930 \$11,110,000,000	Automobile Registration - (Passenger Cars) 1905 77,000 1929 2,100,000
Expenditures for Life Insurance 1911 \$632,343,000 1928 \$1,015,581,000	Expenditures for Building Construction 1915 \$1,253,500,000 1928 \$1,085,000,000
Per Capita Wealth 1900 \$116.5 1928 \$205.1	Telephones in Use 1902 2,371,044 1929 2,100,000

Reproduced from the Journal of the National Educational Association, U. S. A.

How Bengal intends to celebrate the Education Week

The Education committee of the A. B. T. A. have recommended that the education week be observed simultaneously by Councils of Teachers, individually or in groups, all over Bengal in the last week of September. The programme will include the following among other items :—

1. Public Lectures on educational subjects.
2. Demonstration lessons.
3. Lantern Lectures.
4. Discussions of Local Education matters.
5. Parents' day.
6. Students' day.
7. Discussion of teachers' Professional interests in gatherings of the public.
8. Collection of money for the Teachers' Benefit Fund.
9. Educational exhibitions, where possible.

From the Teachers' Journal (A.B.T.A.)

THE CONVOCATION ADDRESS*

Some Extracts

Many of you also will enter upon a yet more sacred vocation, the training of children and young people in School and College education. There is no wider sphere of national service than this, nor any more important. If the education problem could be solved and every child educated just as it should be, statesmen would have few difficulties to contend with. It is the intractable uselessness of ill-educated human nature that causes most of our social and economic ills. The secret of welfare in any stage is that each citizen should have his suitable and recognized function and be able and willing to fulfil it, and such is the aim of the educational system of a country. But systems, curricula, and examinations, however ably devised, buildings, equipment, and text-books, however lavishly provided, are useless and futile without the one essential of education, the teacher with the divine spark of inspiration and devotion. This is work on which no man or woman should enter without vocation. The performing of it is in itself delightful, for we are dealing with the hopeful and charming part of the human race, we are preparing good rather than combating evil, we renew our youth in sympathetic intercourse with our pupils, and every teacher worth the name has a present reward in their affection and confidence. But teaching is rightly classed among dangerous occupations—dangerous to the teacher if his power over the children renders him a despot, and dangerous to the taught if the spirit which permeates the class-room is sordid, shallow or false. In education there is no *corpus vile*, no cheap substance, on which to experiment; we have to handle the most costly and sensitive material known to man—the mind and the soul of a child.

Some of those who teach will be engaged in college education, and you will sooner or later take part in the life of this University of Madras to which you owe so much, and will carry on its work and share its counsels. All of you, it is to be hoped, will by your votes as registered graduates influence the policy of the University; a few may rise in their day to the high office to which we rejoice to see our Vice-Chancellor return; there may be even among you a future Chancellor. Upon all lies the responsibility of maintaining and increasing the honour and prestige of the University. Madras

stands high among the Universities of India, but no eminence is secure. There is always the steady drag of importunity from without to lower standards, to slacken the discipline of hard study to discard thoroughness, to blunt the edge of accuracy, in the vain attempt to reduce the proportion of the unsuccessful. It will be your duty to resist the demand, to insist on sound learning, and to keep the entrance of the University shut to immaturity and incapacity. "Entrust not thou the task of might to weakness." The presence in College classes of children of fourteen and fifteen years lowers the dignity of the University, and induces in High Schools a hectic and feverish precocity which is unmitigated misfortune to the child—more sinned against than sinning—in whom it is fostered. The presence in the College classes of the incapable whose highest achievement will be to attain on the second or third attempt to 35 per cent. is a wrong done both to the University, and to these unfortunate young people whose life would be far happier and more dignified if they were engaged in the many other wholesome and honourable tasks which life has to offer them. University life is so full of interest and value that it naturally attracts many who are not at all qualified to derive any real good from it, and who suffer severe and preventable pain in forcing their natures into an unsuitable mould. If those become numerous compassion shews the way to a degradation of the University standard to their capacity in order to alleviate their distress.

Hard cases make bad laws. The lowering of the demands of the University promptly arouses academic ambition in candidates still more unsuitable, and yet larger numbers flock into the already over-grown classes. In order to meet their capacity the teaching is perforce stripped of all that was intellectual and educative, and what should have been a joint exploration of truth or beauty becomes a mere drill of mechanical processes. "For the sake of existence to throw away all that makes existence desirable" to make room in the University for the unsuitable at the cost of rendering the University course worthless even to these, is obviously unwise; yet it is a temptation which constantly confronts us, and which it will be part of your service to withstand.

University graduates are often called to leadership in the public life of their country, but our main thought to-day should be the nobler call to service. Generally speaking, and except in the case of the very young, he who desires to lead is by that desire rendered less fit to lead. One of the great gains of our modern times is the changed concept of public leadership. It is no longer regarded as a glittering prize, or desirable in itself as a means of wealth or distinction or influence, but as a type of service so arduous and so heavily weighted with responsibility that even a brave man will hesitate to accept it. The desire to attract attention to oneself, to be personally conspicuous, is felt by University people to be childish. Only a child frankly asks for praise and only a child can feel a pure enjoyment of it. If a person beyond the age of childhood has a strong ambition for praise it is to him a restless evil, a craving which grows by what seems to satisfy it as if one drank salt water to quench thirst. Such a passion disqualifies for leadership.

A University Graduate has put away childish things, and is so deeply interested in the service he is trying to do and the cause he is trying to advance that he has not time or attention to spare for speculating whether he is being duly appreciated or fretting because not very much notice is being taken of him. Service may include leadership or may bring a man to a place where he cannot refuse it, but the leadership and power are best if they come unsolicited and unstained by personal ambition.

Into most of these professions and occupations though not yet into all, women graduates as well as men will find entrance, and it is with great satisfaction that the University sees from year to year an ever larger band of women taking part in the ceremony of graduation. The feelings which stir the men graduates are shared by the women, but I think that we are moved by a yet deeper sense of gratitude to the University. For we have entered on the fruits of the labours of men in which we had little share, and further we have been treated by the University with greater generosity than any public body has accorded to women—the generosity of

impartial justice. Not by special treatment has the University helped us, nor by humiliating and weakening privileges, but by a frank welcome to meet its ordeals and stand its tests. The results so far, may be viewed with some satisfaction: the first class in History in the B. A. Examination, I note, this year consists solely of two women, and they have a very creditable place in the other lists too. Opportunity has been the great gift of the University to women, and now that so many have turned it to good effect we trust that the larger world will deal with us as the University has dealt. The service which you women graduates will render to your country will be the reward of the University. All will gain by it, but there is a special service to your own sex which only you can give. This is the devising of a suitable education for the women of this land, a problem of especial urgency now that the demand for education of girls has in this last year taken a new strength and consistency. It cannot be solved with complete success by men or by foreigners, but awaits its solution by Indian women. By treating you for the time being as if you were men, the University has given you the mental training of which women have stood so greatly in need, strengthening the will and clearing the mind, teaching lucidity, candour and courage, and conferring a wide outlook and a balanced judgment. The time will come when women not only receive from the University but will give gifts in return, attaining to a full share in its teaching and administration, but that time is not yet. In the meantime it is better that women should for the most part be educated in Colleges of their own, where their own ideas can take shape and come to fruition rather than in institutions which were devised for the needs of men, where women must be passive recipients and cannot mould or modify the education which they are receiving; but we acknowledge with deep gratitude the admission of women to Honours colleges, which give them the instruction which the women's colleges do not as yet provide. We value and thank the brotherly spirit of those who carry on the post-graduate work of the University.

FROM OUR ASSOCIATIONS

THE TANJORE DISTRICT
TEACHERS' GUILD.

A meeting of the Guild was held at the Findlay College, Mannargudi on Saturday the 22nd inst., at 3 P. M. with Rev. N. G. Ponnayya in the chair. The proceedings began with a welcome address by Rev. Smiles, Principal of the College in the course of which he observed that the teachers had met there primarily for exchange of ideas and also drew attention to the fact that his college was taking a special interest in discipline and physical activities.

Then some important resolutions were passed. The next item was a debate on 'the feasibility of practical work in Ele. Science in the High School forms' which was opened by Mr. K. S. Ramachandra Aiyer of the Town High School, Kumbakonam. The opener referred in detail to the neglect of Ele. Science under the old S. S. L. C. scheme when it was not a subject for the examination. He welcomed the insistence on practical work under the new scheme and was strongly of opinion that practical work was absolutely essential for the efficient teaching of the subject and it could be easily arranged with the better equipment of laboratories than now obtains in all High Schools. He suggested that boys could be divided into batches of 20 and observed that science masters should be prepared to do a little extra work. He pleaded for more periods for the subject and slight addition to the staff, in view of the necessity of practical work.

Mr. N. Rangaswami Aiyer M. A., L. T. Head Master, Town High School, Kumbakonam explained the difficulty of covering the syllabus with practical work and that of doing practical work in V and VI Forms. The discussion was not as lively as was expected. The President closed the debate emphasizing the value of practical work in science. It was followed by a short lecture by Mr. Devanesan, Tamil Pandit, Findlay College, Mannargudi, on the plight of Vernaculars and the Pandits, in the course of which he put forward a strong plea for greater recognition of the Pandits' status and merits and more decent salaries to them, so as to place them on a level with the L. T. assistants.

At 5-30 P. M. a physical demonstration was held in which all the classes from the first form to the sixth form took part. Several novel and interesting games and feats were exhibited and the display was much appreciated by the gentlemen present.

The meeting terminated with a hearty vote of thanks to the local association, proposed by Mr. N. Kalyanarama Aiyer, Joint Secretary of the Guild, in the course of which he appealed to the members to join the Protection Fund.

The local association which was 'at home' to the Guild provided a sumptuous and excellent lunch and dinner.

The attendance was not quite satisfactory at this meeting, only about 30 or 35 members having come from outside.

The following Resolutions were passed at the Meeting of the Guild.

1. This meeting of the Guild places on record its deep sense of sorrow at the demise of Mr. P. T. Srinivasa Ayyengar M.A., L.T. a distinguished scholar and veteran Educationist.

2. The Guild recommends that the latest proceedings of the D. P. I. prohibiting non-graduate teachers from handling High School Forms, be not made applicable to such teachers as have been doing work in the above forms satisfactorily for many years.

3. The Guild requests the S. S. L. C. Board to sanction a uniform travelling and daily allowance to all Assistant Examiners irrespective of their pay.

4. The Guild strongly protests against (1) any reduction of salaries of teachers either contemplated or carried out, the same being already low and (2) the sending away of teachers as a measure of retrenchment and requests the Government to order an enquiry to be made in all cases of reduction of salaries or of staff.

5. The Guild recommends that the special Teaching Grant may not be added to the general budget allotment under teaching grant and may be continued to be given separately as before, since no saving of expenditure is contemplated thereby.

6. The Guild regrets that considerable delay is caused by the Postal department and in the D. E. O's office, in the purchase and re-conversion of postal cash certificates, in respect of the Teachers' Provident Fund, which entails a serious loss to the subscriber and prays that steps may be taken to avoid such delay.

7. The Guild is of opinion that the Medical Inspection as at present conducted, is useless and that it should be followed up by treatment of ailing children, at the expense of the Government.

8. The Guild regrets to note that the S.S.L.C. Board is still dominated by University representatives and urges that there should be a larger representation of teachers of High Schools.

9. The Guild resolves that opinions be invited from Teachers' Associations and Managements of Secondary Schools of the District, as to the desirability of referring disputes between teachers and managements, to a Sub-committee of the Dist. Secondary Education Board.

10. The Guild reiterates that Secondary Grade trained teachers who have since taken their degree may be permitted to appear for the L. T. degree examination, without a further course of Training.

11. The Guild reiterates that the 'C' group may be abolished under the S. S. L. C. scheme.

THE MADURA DISTRICT TEACHERS'
GUILD

VII Annual Meeting, August, 15, 1931.

PROCEEDINGS.

The VII Annual Meeting of the Guild was held on Saturday, 15th August, 1931, in the premises of the Setupati High School, from 2 p. m. to 6-30 p. m., with Reverend Father M. Amalorpavam, S. J., in the Chair. About 130 members representing the different institutions in the District attended the meeting.

The President after welcoming the delegates, spoke about the holding of the next Provincial Educational Conference at Madura next May and requested the active co operation of all the headmasters and teachers in the district to ensure its success. He made an appeal to the members to take greater interest in the affairs of the Guild to enable it to function efficiently. Lastly he adverted to the question of the service contract between teachers and managements of aided schools and said that in the same manner as a capitalist should be sympathetic to the aspiration of labour the labourers should not grudge the capitalist earning some profit, and cordial relationship should exist between the teachers and managements. He believed that by that kind of 'give and take' the problem could be satisfactorily solved.

MR. M. RAMASWAMI AIYAR, B.A., L.T., Joint Secretary, then read the Annual Report for the year 1930-31, which was adopted unanimously.

The President then moved a resolution of condolence in memory of the late Mr. B. V. Subramania Ayyar, B.A., L.T., of the St. Mary's

High School, Madura, and Mr. P. T. Srinivasa Ayyengar, M.A., L.T., the great scholar educationist of South India, who was the first President of the Guild. The resolution was carried all standing.

The meeting then elected Mr. T. K. NATESA AIYAR, Commercial Instructor, U. C. High School, Madura, to audit the accounts of the Guild, in place of Mr. S. Ananthapadmanabha Ayyar, Madura College who had been ill for some time past.

A Scheme for holding the next XXIV
Provincial Educational Conference at
Madura in May, 1932.

MR. V. ARAVAMUDA AYYANGAR, Secretary, then spoke about the holding of the next Provincial Educational Conference at Madura, which the Guild had invited, and outlined the following scheme which had been discussed by the Managing Committee in the morning at a meeting.

He suggested the formation of 8 Committees for looking after the several departments of work in connection with the Conference, gave a brief account of their functions and proposed the respective conveners of the Committees. The Guild approved of his suggestions and elected MR. V. ARAVAMUDA AYYANGAR, B.A., L.T., as the **General Secretary** of the Conference, MR. D. RAMAIA, B. A., **Joint Secretary and Treasurer**.

The Committees, their Conveners and Members were then elected.

Discussion on the Service Agreement

There was a lengthy discussion on moving certain amendments to the Service Agreement between masters and managements of aided schools. Mr. Y. Viswanatha Sastri, M.A., L.T., Bodinayakanur, explained the Report of the Managing Committee on the matter and proposed to move only three amendments, as the time at the disposal of the Guild was very short. Mr. P. N. Panchapagesa Ayyar, B.A., L.T., asked whether it was advisable to suggest amendments and thereby give a passive assent to an Agreement to the introduction of which they were totally opposed. He believed that there would be nothing to be gained by the Agreement so long as the question of fixing an irreducible minimum was not solved. The President pointed out that the Agreement was a settled fact and was being insisted on by the Government and that therefore it was necessary to suggest amendments in order to remove flagrant hardships. Mr. C. Krishna Ayyar of Palni was of

opinion that the question might be referred to the various affiliated associations for discussion and report. Mr. Aravamuda Ayyangar pointed out that sufficient time had been given to them already, and that referring the question to them at this stage would amount to shelving it altogether. Some members also supported this view. Finally, however, it was resolved by the Guild to refer the following to the various affiliated Associations for discussion and early report, before the next meeting of the Guild.

Amendments to the Service Agreement

While reiterating its opinion that a written contract between teachers and managements is unnecessary and undesirable, this Guild considers that the model service agreement recommended by Government and incorporated in the Madras Educational Rules is highly unsatisfactory and prejudicial to the interests of teachers and urges that the following amendments at least should be made in the same to make it palatable to the teaching profession :—

(1) In place para 4, read the following:—That he will devote his whole time to the duties of the said employment; that in case he intends to accept any honorary public position he shall inform the school authority of such intention in order to give them an opportunity of advising him as to whether the acceptance of such a position is likely to interfere with the discharge of his duties in the institution; that no work of a remunerative character shall be accepted by the teacher from outside without the knowledge and approval of the authorities of the institution concerned, provided that permission shall be granted as a matter of course for accepting examinations and such other academic work from the University or the Government as the case may be,

(2) For para 6. read :—That this agreement may be terminated by either party on giving to the other three calendar months' notice in writing of such intention to determine the same provided that such notice shall not be given by the school authority in the middle of a school year, or, by the school authority on paying three months' salary in lieu of such notice, and may be determined by the school authority forthwith without any notice, subject to the approval of the district educational officer in case the school authority is satisfied after an enquiry that the said teacher is guilty of such misconduct as may be considered by the Director of Public Instruction to warrant suspension or cancellation of his certificate under Rule 154 of the Madras Educational Rules.

Addresses

Prof. K. S. Srikantan, M. A., F. R. Econ. S., Cert. Libr. (Madras University), delivered an interesting lecture on the 'Qualitative and Quantitative Aspect of the Library Movement' in the course of which he adverted to the wrong notions about the way of conducting libraries in schools and elsewhere that were responsible for the bad state of libraries in India and suggested means of improving them.

Mr. R. Balakrishna Mudaliar, B. A. L. T. Deputy Inspector of Schools, Karaikudi, followed him with a paper on 'Summer holidays in an Indian village.' His poetic talents were appreciated by the audience.

After the concluding remarks of the President and a vote of thanks by the Joint Secretary, the meeting adjourned to partake of a sumptuous lunch under the auspices of the Madras Teachers' Association. The gathering, dispersed at 6-30 P. M.

COIMBATORE DISTRICT TEACHERS' GUILD

An extraordinary meeting of the Guild was held on Thursday (20-8-31) at 5 P. M., in the London Mission High School Hall for presenting a welcome address to the Hon. Dewan Bahadur S. Kumaraswamy Reddiar, B.A., B.L., Education Minister. The gathering was large consisting of over 200 teachers of the Elementary and High Schools and the College, of the town besides the teachers from the Mufassal High Schools. The address was read by Mr. M. J. Sargunam, M. A., L. T., the Secretary, and the meeting terminated with a vote of thanks proposed by Mr. G. Sambamurthi Pantulu Garu, President of the Guild.

KURNOOL DISTRICT TEACHERS' GUILD

The half yearly meeting of the Kurnool District Teachers' Guild was held at Kurnool in the Municipal High School on Saturday the 29th August with D. Samuel Esq., District Educational Officer, Kurnool, in the chair.

A large number of teachers attended the function.

Mr. G. Gurubotham, the President of the Guild, welcomed the delegates in a short speech and requested the President-elect to open the Conference.

The President then rose up and thanked the Guild for inviting him to preside over that important function. He highly appreciated the

opportunity of meeting so many teachers coming from different parts of the District. He said that he was there not as their D. E. O. but as a teacher ready to share experiences, compare notes and exchange views. He said that the teachers' work is creative and that of the D. E. O. need not necessarily be destructive. He desired the teachers assembled to discuss and express their opinions and ideas freely and frankly on all the papers read at the Conference. After the President resumed the seat the regular programme of the evening was gone through.

Some of the papers that were read at the Conference were the following:—"Some thoughts on adult education", "Scope of vocational training in schools under the new S. S. L. C. Scheme" and "Teaching in Elementary Science." Some of the papers were very instructive and interesting and evoked considerable discussion.

The students of the Municipal High School enacted a few scenes from Coriolanus and a few scenes from a Telugu Temperance Drama. The audience appreciated the performance.

The Teachers' Association Municipal High School was "At Home" to the delegates at 4-30 P.M. A demonstration of Physical activities was then held and the delegates watched with interest the different items.

After this programme was gone through, the President-elect vacated the Chair and left the hall. Mr. G. Gurubotham, B.A., L.T., President of the Guild then occupied the Chair and the following resolutions were then passed:—

1. Resolved that the Guild places on record its sense of sorrow at the death of Prof. P. T. Sreenivasa Iyengar a veteran Educationist in the Presidency and conveys its condolences to the bereaved family.

FROM THE CHAIR.

2. That with regard to the new S. S. L. C. Scheme the Guild expresses the following opinions:—

(a) The curriculum is overcrowded with too many subjects to give enough time to each subject so that it may be sufficiently taught.

(b) That it is difficult to frame the school time-table making provision for all Examination subjects allotting also sufficient time for manual training, physical training, and moral instruction within the school time.

(c) That therefore there is hardly time for extra curricular activities such as scouting, games, sports, excursions and debating societies.

(d) That the teachers and pupils are overworked under the new scheme.

(e) That therefore the guild requests the S. S. L. C. Board to recommend simple and suitable text books which contain only the fundamentals of each subject.

MOVED BY MR. KUPPUSWAMI IYER

SECONDED BY MR. CH. SUBBARAO.

3. (a) That the guild feels thankful to the S. S. L. C. Board for the concession granted to pupils for answering only two of the three groups under the Natural Science Part of Elementary Science for the S. S. L. C. Examination of 1932.

(b) That the guild requests the Board to extend the same concession for all future years also.

MOVED BY MR. VISWANATHAM.

SECONDED BY MR. CH. SUBBARAO.

4. That the Guild views with great alarm the large percentage of failures in History of India and England particularly for the last two years and feels that the disaster is due to the questions being of a very high standard and marking being unduly severe.

MOVED BY MR. K. N. PASUPATHI IYER.

SECONDED BY MR. SUNDARESA IYER.

5. That each High School be supplied by the S. S. L. C. Board with a copy of the instruction supplied by the Chief Examiners to Assistant Examiners in various subjects of the examination so as to enable the teachers actually handling these subjects to adjust their work to the standard of Examiner.

MOVED BY MR. K. KUPPUSWAMI IYER.

SECOND BY MR. VISWANATHAM.

6. That the Guild conveys its thanks to the University authorities for bringing down the minimum for passing the Examination under the new scheme in English and second language from 40 to 35% and requests that a similar concession be extended to the candidates appearing under the old scheme.

MOVED FROM THE CHAIR.

7. That the Guild views with great alarm the proposals of the Education Department to effect retrenchment in the Educational field and humbly requests the Government to take up retrenchment in Education as the last step in view of its being a nation building concern and in view of the fact that even now education is not receiving as much support as it deserves at the hands of the Government.

MOVED FROM THE CHAIR.

8. That the Guild respectfully requests the managements of schools in this district not to effect retrenchment by curtailing the salaries of teachers who are already underpaid.

MOVED FROM THE CHAIR.

9. That the Guild earnestly appeals to every school in the district to revive its Teachers' Association and actively work it and strengthen the hands of the Guild by (a) affiliating itself to the Guild and sending its affiliation fee regularly (b) holding regular meetings to discuss academic as well as professional questions (c) sending its representatives regularly to the Guild and S. I. T. U. Conference.

MOVED BY MR. SYED AMEERUDDIN.

10. The resolution of the Teachers' Association, Pattikonda, that a Journal be started under the patronage of the Guild be referred to affiliated Teachers' Associations in the District for opinion.

11. That the next Guild Conference be held at Nandyal in the S. P. G. High School,

THE RAMNAD DISTRICT TEACHERS' GUILD

First Conference, 1931-32.

The First Conference of the Ramnad District Teachers' Guild for the year 1931-32 was held on Saturday the 5th of September, 1931, at Sattur, in H. N. E. High School hall. The President of the Guild, Mr. N. S. Venkatarama Ayyar presided, and 34 delegates attended the Conference.

Precisely at 3 P. M., the President of the H. N. E. High School Teachers' Association welcomed the delegates. After a few preliminary remarks from the President, a lecture was delivered by Mr. V. S. G. Manikka Nadar, B.A., B.L., on "Education and its Connotation."

The following general resolutions were, one and all, unanimously passed.

1. This Guild expresses its sense of deep sorrow at the recent and untimely demise of the Guild's first President, Mr. C. Sundararaja Ayyangar of Srivilliputtur.

2. This Guild wholeheartedly endorses the well-considered opinion of the Kurnool District Teachers' Guild on the revised S. S. L. C. scheme:—(a) The curriculum is overcrowded with too many subjects to give enough time to each subject so that it may be sufficiently

taught; (b) That it is difficult to frame the school Time-Table, making provision for all examination subjects, besides allotting sufficient time for Manual Training, Physical Training and Moral Instruction within the school time; (c) That therefore there is hardly time for extra curricular activities, such as Scouting, Games, Sports, Excursions and Debating Societies; (d) That the teachers and the pupils are overworked under the new scheme; (e) And that therefore it is desirable that the S. S. L. C. Board should fix simple and suitable text books which contain only the fundamentals or the essentials of each subject.

3. This Guild reiterates its opinion that the Teacher-Manager agreements as at present conceived, are capable of rendering little good; (i) unless provision is made for an Arbitration Board in each District with power to adjudge differences arising between Teachers and Managers; (ii) and unless uniform leave rules and service rules are formulated and incorporated; and earnestly prays that the Government will be pleased to take early steps to rectify the defects referred to.

4. This Guild earnestly requests the Managers of schools to sanction gratuities for retiring teachers of approved service, seeing that the Teachers' Provident Fund Scheme makes but a limited provision for retirement. The gratuity may be a month's salary for each year of service in the school.

5. This Guild requests the Government of India and the Railway Board to make provision for half-fare concessions to bodies of teachers travelling by rail for educational purposes.

6. The Guild requests that the Government may be pleased to make special and two-third grants towards Manual Training accommodation and equipment, before it is made compulsory.

7. This Guild requests the S. I. T. U. to expedite the organisation in this province of a Registry of Teachers.

8. This Guild thanks the S. S. L. C. Board for reducing the portions in Geography and Elementary Science under the A-Group in connection with the 1932 Public Examinations; and prays for similar reduction in Indian as well as in English History.

9. This Guild is of opinion that, over and above the Public Examinations conducted by the University or the Government, there is little or no need for a special selective examination by the Public Services Commission; and that such an examination subjects the examinees to unduly heavy expenditure in the shape of

application and medical examination fees, as well as travelling expenses to distant centres.

10. In view of the increased curricular and extra-curricular work now entailed on Secondary Schools, the Guild is of opinion that more liberal grants than hitherto are due from Government to Secondary Schools even in these days of financial stringency; but that if retrenchment under education is deemed necessary by Government, there is ample scope for such retrenchment (1) in the Administrative Section, (2) in the Inspectorate, (3) in the Training Section, as well as (4) in Colleges.

11. The Guild requests all members in the teaching profession in this district to organise in each centre the Education Week in such manner as may be advised by the S. I. T. U. and enthusiastically take part in it.

After a short recess for lunch, the Guild reassembled to transact the following business:—

It was resolved (a) That the S. I. T. U. be requested to reduce the affiliation fees from Rs. 2 to Re. 1 subject to a minimum of Rs. 15 per guild.

(b). That the implementing of the Resolution on "Simple Dress" be adjourned pending information on certain particulars from schools.

(c). That the following be the Office-bearers of the Guild for the year 1931-32:—

(1). President—Mr. N. Chakravarthi Ayyangar, B. A. L. T., Headmaster, H. N. E. High School, Sattur.

(2) Secretaries—Mr. T. S. Venugopala Ayyar, B. A. L. T., Sattur and Mr. S. Dandapani Ayyar, B. A., L. T., Sattur.

(3) That the Guild heartily thanks the President and Secretaries of the past two

years for their very valuable services to the Guild.

Business over, Mr. S. Dandapani Ayyar B. A., L. T. (Sattur) was kind enough to give two recitals from Shakespeare—which were highly appreciated. The meeting then terminated with a vote of thanks to the lecturer Mr. Manikka Nadar and to the Teachers' Association of H. N. E. High School, Sattur, who played the host to the delegates both at lunch and supper.

THE MADRAS TEACHERS' GUILD

The annual meeting of the Madras Teachers' Guild was held in the Sir. M. C. T. Muthiah Chettiar's High School, Purasawalkam, on Saturday the 22nd August at 3 P. M. The Teachers' Association, Sir. M. C. T. M. Chettiar's High School was 'at Home' to the members Mr. A. Thiruvengadatha Aiyangar, Headmaster of the School, and President of the Teachers' Association, welcomed the members and in doing so traced the history of the School and paid glowing tributes to the generosity of Sir. M. C. T. Muthiah Chettiar and his son. After refreshments, an entertaining programme of music and physical exercise was gone through. The business of the Guild then commenced with Mr. P. A. Subramanya Aiyar, President the Guild, in the chair. Mr. M. S. Sabhesan, Secretary of the Guild, then presented the annual report. A resolution providing for the opening of fine art section was then passed. The office-bearers for the year were then elected.

President.—Mr. P. Subramanya Ayya.

Secretaries.—Mr. M. S. Sabhesan and Mr. M. S. Kotiswara Mudaliar.

Treasurer.—Mr. R. Vaidyanathan.

With a vote of thanks to the hosts the proceedings came to a close.

NEWS AND NOTES

Education Under the Republic in Spain

Educationists have secured a large proportion of the prizes awarded by the new Spanish Government, both at home and abroad. A professor from Granada University is Minister of Justice; a professor from Barcelona, Minister of Economy; a professor from Madrid goes as ambassador to Berlin; a professor from Oxford to Washington. An ex-secondary schoolmaster is offered an Ambassadorship in South America, and declines it, while another is freely spoken of as likely to be elected to the Republic's highest office. Nor does this enumeration do more than begin the story. But the greatest triumph of education is the choice of a genuine educationist—neither a theorist nor a visionary—for the responsible post of Minister of Public Instruction.

Don Marcelino Domingo, in his younger days, was a humble *maestro* and, unlike some of the politically-minded university professors who directed the Ministry under the dictatorships, he knows the educational ladder from its bottom rung. He realises and would be the last to deny that education has made progress in Spain during the 30 years just past, but he knows and none better, how much still remains to be accomplished. In a statement made the other day to the *Sol*, he struck a note which cannot be heard too widely, nor too early in the Republic's history:—

Public Instruction is the fundamental problem of the Republic. A nation can assert itself in a moment of excitement; can overthrow one regime and establish another. But no democracy can subsist without a citizenship and an aristocracy based upon culture.

(*The Times Educational Supplement*.)

N. U. T. Benevolent Fund.

Over 2000 teachers gave an enthusiastic welcome to the Duke and Duchess of York in April in the Floral Hall of the Britannia Pier at Great Yarmouth, when the Duchess received purses containing contributions of £51,796 to the Benevolent and Orphan Fund of the National Union of Teachers. Mr. Angus Roberts (Durham), the president was in the chair.

Mr. M. E. Richards (Bristol) chairman of the fund, said that the Benevolent Fund and the Orphan Fund were started in 1878, and on the platform was one of the first members of the committee and the mother of the Orphan Home, Mrs. Burgwin. In 1888 the two funds were amalgamated, and the first chairman was Mr.

Harry Coward, of Bristol, who was also present. In the first year of the fund £76 was subscribed; in 1930 £51,082 was subscribed. The growth was due to the devoted work of the local secretaries.

The Duchess of York then received the purses and after a vote of thanks had been passed Mr. Angus Roberts presented the Duke of York with a souvenir of the Yarmouth Conference.

The Duke's speech.

The Duke of York said that the Benevolent and Orphan Fund of the N. U. T. was established principally for the relief of distress among teachers both young and old. "I understand that no case of real need has ever been refused and that is a record of which you have every reason to be proud. Besides the good work it does in helping those who have broken down through loss of health or financial worry, it gives assistance to orphans to make a start in life. Could there be anything finer than helping some of the young people of this country to gain that chance of a start which, without your help, they might find it impossible to obtain.

When a great organisation like yours has set itself to attain these ideals and objects, it is a cause for genuine satisfaction to learn that your receipts are increasing and that the subscriptions for 1930 were some £3,320 more than those taken in 1929. It is interesting to remember that only 35 years ago, when their Majesties attended a similar ceremony at Brighton, the income from subscriptions was no more than £11,716."

—*Times E. S.*

Imperial School Joureys.

A salient instance of this kind of Imperial education is to be found in the school Empire Tour Committee, of which Dr. M. J. Rendall, a former headmaster of Winchester, is the chairman. It is a purely voluntary movement, but it works in co-operation with the authorities of the Dominions that are visited. The latest Empire tour now in contemplation is a visit to Australia. The expedition has the encouragement of the High Commissioner for Australia and other officials. It is proposed to take thirty boys (they must be over seventeen and under nineteen-and-a-half years of age on August 1 next) to visit Australia by way of the Panama Canal and returning by way of the Suez Canal. It is a voyage round the world. The party will visit Wellington, Colombo, Egypt, Malta and all the six Australian States. It will be an exciting adventure, and the director

of the party, a Winchester master, Mr. I. W. Parr, will have an enthusiastic team to manage. The tour aims at being both educational and Imperial. The boys will have an opportunity of meeting Australians, young and old, in their homes and in their stations. The party is not yet made up, and it will be specially chosen from "worthy representatives of the public school system". There should be a rush to join, though some of the worthiest will be excluded by lack of pence. The whole tour, which will last from August 14 to early in January, 1932, will cost about £170, and parents who can find the money should find it well spent.

A Magnificent Gift.

Official announcement has been made of the munificent gift by the Rockefeller Foundation to the London School of Economics and Political Science. The gift consists of a sum of up to 710,000 dollars (about £142,000) and is towards cost of purchasing land for the further expansion of the school, for the erection and equipment of a new library building and the development of the resources of the library and for improving facilities for research and post-graduate teaching.

The gift is to be expended as follows:—

£60,000 in reconstructing and extending the library; £10,000 for the purchasing of additional books; £30,000 towards the purchase of land for new school buildings; and 42,000 for providing increased facilities for post-graduate teaching and research. This sum will be given in grants of £6,000 annually for seven years.

(*The Times Educational Supplement*)

'The Saradavidyala'—on wantage in education.

"We do not believe in letting the children waste a number of years in the lower classes. They are so full of life and bubbling over with enthusiasm and energy that adopting new methods of creating interest in their work, we have found it easy and quite possible to promote them to the 4th class straight away after two years only of careful watching and teaching by proper teachers in the baby classes. In the thousands of elementary schools existing now there is an appalling wastage of time and suppression of energy and enthusiasm of children almost amounting to a crime, due mostly to the ill-paid and unenthusiastic teachers, who after finishing the year's work in 3 or 4 months, simply keep the children under control curbing all their activities—a relic of our old pyal school method. The idea is that the children should stay a full year in one class, complete just certain portions and stop there until the next year comes round

with the result that the children are tired of doing the same thing over and over again or doing nothing with lazy teachers who feel content that they have completed the set portion and have nothing more to do. With no scope for their pent-up energies the sweet children are made to sit with folded arms. In the hands of an able and intelligent teacher children could be very happy and learn quite a great deal in a very pleasant easy manner and in a short time become fit for a higher class. Children want to be doing something or other and to be kept always occupied. Unfortunately however 99 per cent. of mothers and teachers tell children to *keep quiet; not to run about; not to ask questions not to give trouble*; forgetting all the time children crave for work and pleasant occupations, under the urge of nature, for rapid learning. Very often we hear foolish mothers and teachers scolding the children telling them "Don't do this," "Don't do that," "Don't meddle with it," "Don't worry me," "Don't ask questions" and all don't's." Instead of this, if they would take a real interest in their darling children and study each one of them sympathetically telling them always to *do* some work and answering all their interesting and intelligent questions instead of always checking and thinking them just children who know nothing, they would find out how very interesting children are (and not a bore as they imagine) and how much their children are capable of learning and doing and expressing ideas if only guided wisely."

(4th Annual Report of the Sri Sarada Vidyalaya.)

Baroda Librarians Honoured

Mr. Newton M. Dutt, F.L.A., Curator of Libraries, Baroda State, on attaining his sixtieth year and putting in seventeen years' service in Baroda, has been granted an extension in service, a promotion of rupees one hundred per month, and a purse of rupees twenty-five hundred, by H. H. the Maharaja Sayaji Rao Gaekwad, in consideration of his good work. The purse was presented at the hands of Prince Pratapsinh at a select *darbar* of Sardars and Heads of Departments.

Mr. M. N. Amin, B.A., Assistant Curator in charge of Country Libraries, has also been granted a promotion of rupees fifty per mensem and a purse of rupees fifteen hundred, in appreciation of his good work, but being unwell, he was not able to attend the *darbar* to receive it.

Another prominent scholar, Dr. B. Bhattacharya, M.A., Ph. D., Editor of the Gaekwad Oriental Series and Director of the Oriental Institute, was recently decorated with the order of Raj Ratna Gold Medal by His Highness, in recognition of his valuable work in Sanskrit research.

The Late Mr. C. Sundara Raja Iyengar B.A.

Mr. C. Sundaraja Aiyanger, Asst. Hindu High School, Srivilliputtur died on the night of the 24th August after a very short illness.

He is the younger brother of Mr. C. Krishnaswami Iyengar, Superintendent, Military Secretariat Offices, Madras and Mr. C. Ramasami Iyengar, Dewan, Sivagiri Zamin.

He entered the service of the Local Hindu High School, about 20 years ago Srivilliputtur and though poor, he had endeared himself to one and all—students, teachers, and the public—by dint of his unassuming work and genial temper. He was for some time a member of the Ramnad District Secondary Education Board. He leaves behind him two daughters and a young boy, and a large circle of friends and relations to bemoan for his loss.

The students, his co-assistants and the Headmaster of the School were present at his funeral

this morning. The school was closed for the forenoon as a mark of respect for him.

Teachers' Meetings

A meeting of the Teachers' association, St. Xavier's High School, Tuticorin, was held on Friday the 4th instant. Rao Bahadur P.V. Seshu Aiyar, presided and Mr. Sivaramakrishna Aiyar, Headmaster, English High School, Quilon, addressed the members.

A meeting of the Arkonam Taluk Board Teacher's Association was held at Namali on the 12th September. Mr. M. S. Sabhesan, Secretary, S. I. T. U., presided. Mr. A. Raghavulu Naidu, President of the Taluk Board opened the Conference. Messrs. N. Krishna Rao and Venkatasubba Rao then addressed the teachers. After passing certain resolution, the President brought the proceedings to a close by exhorting the teachers to be united.

With a vote of thanks by the Secretary, the Conference came to a close.

THE S. I. T. U. VIGILANCE COMMITTEE

At Work

(1) *Origin.*—The S. I. T. U., Vigilance Committee is the off spring of a feeling on the part of members assembled in educational Conference that the time has come for teachers to emerge from the stage of pious resolutions to the stage of organised action in respect of redress of their grievances. In particular, the Vigilance Committee was first formed at the Coimbatore Provincial Educational Conference with Messrs. S. K. Devasikamani, T. Ramanuja Chari and S. Srinivasan and the President and Secretary of the S. I. T. U., with a view to watch cases of termination of service of teachers and act according to the needs of the situation.

(2) *Work of the first Committee.*—The Committee formed at Coimbatore in May, 1930 came into possession of a number of cases of arbitrary termination of teachers and in particular took up on its file the cases of teachers serving the Municipal Schools of Chirala, Tadpatri and Hospet and an aided School in Erode. Thanks to the work of that Committee, for the first time, the S. I. T. U., was able to focus attention on specific grievances of teachers relating to insecure service conditions and as a result of this, it was possible for the Provincial Educational Conference at Palghat in May, 1931 to show its sympathy towards sufferers by drawing public attention through resolutions and by tangible monetary help to two Erode teachers from the S. I. T. U., Protection Fund and from the Erode Sufferers Fund.

(3) *Work of the Second Vigilance Committee.*—The second Vigilance Committee was formed at Palghat consisting of Messrs. S. K. Yegnanarayana Iyer, M. S. Sabesan, M. Venkatarangayya, V. Guruswami Sastrigal and S. T. Ramanuja Iyengar. This Committee has inherited the Erode case which is still pending disposal on its file. (The facts of the case will be published later when resort to law is made).

The members of the Second Vigilance Committee visited Erode for conducting an enquiry in May last. Messrs. S. K. Yegnanarayana Iyer, V. Guruswami Sastrigal and S. T. Ramanuja Iyengar interviewed some members of the Managing Committee of the Mahajana High School, Erode and learnt from them that the case was largely the outcome of personal and communal consideration. Messrs. S. K. Yegnanarayana Iyer and S. T. Ramanuja Iyengar interviewed the Secretary of the Erode Mahajana High School who was pleased to offer to place the facts about the case of the teachers concerned before the S.I.T.U. But in pursuance of this assurance of the Secretary, when the Convener of the Committee wrote to him for information, no reply has been received.

(4) *The Erode case and the S. I. T. U.*—The Vigilance Committee has had its consultations by correspondence. After perusal and study of the facts of the Erode case and first hand enquiry by some of its members, it is of opinion

1. that the teachers concerned have a good case in equity
2. that the action of the Secretary of the Mahajana High School, Erode in dispensing with the services of Messrs. C. S. Kasturiranga Iyengar and K. G. Ramakrishna Ayyar was *ultra vires*,
3. that the Managing Board of the said School have unconscionably delayed the disposal of the request of the said teachers for constitutional redress and that they have after fifteen months of suspension of the teachers dispensed with their services.

The teachers concerned who were under suspension for 15 months and who allege that they have been wrongly discharged, have on their own initiative proposed to take legal action against the authorities of the Erode Mahajana High School.

The S. I. T. U., Vigilance Committee, while convinced that there is need for redress, is agreed.

1. that the S. I. T. U., should watch the case, if instituted by the teachers concerned:
2. and that financial help up to a percentage of the cost be given to the teachers concerned:

The Committee is in communication with the teachers concerned regarding future develop-

ments which will be made known to teachers through the S. I. Teacher'

(5) *Appeal.*—Whatever the outcome of the case on hand, there is no doubt that the Erode case is symptomatic of the general malady which is striking at the very foundations of the teaching profession. The Vigilance Committee has a double duty to perform. As per Palghat Conference resolution No. 6, it has to collect information regarding cases of hardships to teachers arising from the contract system. This can be effectively done only through official sources and through official machinery. In the absence of such co-operation and facilities, it behoves teachers' organisations in each locality to collect reliable data and supply it confidentially to the Vigilance Committee. This is a professional duty which teachers' organisations, like the Bar Council, must take upon themselves. The second duty of teachers of all grades is to pay whatever they can to the teachers' Defence Fund which is intended to defend teachers' interests, whenever occasions, like the Erode case, arise. Any amount willingly offered by professionally minded teachers and sympathisers will be thankfully received and acknowledged in the columns of the S. I. Teacher. On behalf of the Vigilance Committee, I entreat all readers of the S. I. Teacher to send their mite to the Treasurer, S. I. T. U., out of regard, to and for the honour of, the teaching profession.

S. T. Ramanuja Iyengar,
25—8—31.

The South Indian Teachers' Union Protection Fund

List of Members—(Contd.)

Reg. No.	Name.	Designation	Place.
596	K. Venkata Subba Iyer	Asst., Board High School	Tiruchengode
599	E. A. Sriranga Mudaliar	Tamil Pandit	"
609	M. John Durairaj	Asst., Pasumalai High School	Pasumalai
640	S. Ranga Rao	Head Master, Chatram Street, } Municipal Elementary School	Udumalpet
645	R. Sreenivasa Rao	Head Master, Board Boys' Ele. School	Guzzanur
654	A. Chandrasekara Iyer	Asst., Board High School	Chittoor
655	P. S. Krishnaswami Iyengar	Asst., Muslim High School	Triplicane
666	Avencha Raghaviyya	Head Master, Board Hindu Boys' } Elementary School	Koilkuntla
671	K. Krishnaswami Rao	Asst., Board High School	Tiruchengode

TRIPPLICANE,

10—9—'31.

R. RAMAKRISHNAN,

Hon. Secretary.

UNION LETTER

The last Conference at Palghat was a very important one. We passed many important resolutions and when the S. I. T. U. thinks of taking action upon them we see our limitations. We have not the machinery to gather the data on which future action would depend. Even if we overstrain our honorary workers and put the maximum pressure upon them our financial resources may not be able to meet the demand.

There is no way out of the difficulty unless we apply ourselves to the task with a grim determination. The age of irresponsible talk is over. I remember the days when most fiery and radical speeches would be made at the Conference and sweeping resolutions passed because nobody took us seriously, not even we ourselves. When we have attained some status and hope to attain more, when we feel weighted with the responsibility for translating our words into action we see that progress is bound to be slow.

There is an old proverb in Tamil that a hungry man will look into old accounts. Impelled by a grim necessity to finance the various committees formed (no one would like to see the enthusiasm of a genuine worker damped and that would be the effect if the Head Office does not supply the convenors of Committees with adequate finance.) I looked into the arrears list of Subscriptions due to the S. I. T. U. and lo! it amounts to the big sum of Rs. 330! Including the current year's subscription our revenue would be Rs. 740!!! I felt elated. The depression was gone. "You have only to send a gentle reminder to the Constituent Associations and all dues would be paid" whispered my Treasurer. I have done so and await with pleasure the expected contributions which would be acknowledged from time to time in the columns of our Journal. Supply the workers with the sinews of war and then apply the most rigorous standard to see whether they come up to your expectations. I hope I would be excused for sending reminders and that the S. I. T. U. Office will be spared that work from the next year onwards.

S. K. YEGNANARAYANA AYYAR,
President of the S. I. T. U.

RULES OF THE SOUTH INDIA TEACHERS' UNION

(As revised at the 23rd Prov. Educational Conference held in Palghat)

DEFINITIONS :

(a) The 'Union,' wherever it occurs in these rules means 'the South India Teachers' Union.'

(b) 'Guild' means a Teachers' Organisation accepted by the Union as its district constituent.

(c) 'Association' means any Teachers' Association other than Guilds, whether affiliated to the Guild or not.

(d) 'Affiliation fee' means the amount payable annually by Guilds and Associations.

(e) 'Subscription' means the amount payable by the individual members of the Union.

1. NAME : The Union shall be called the South India Teachers' Union and its jurisdiction shall extend over the Presidency of Madras including Indian States; and its Head quarters shall be Madras.

2. OBJECTS : The objects of the Union shall be :

(a) the promotion of corporate feeling among the members ;

(b) the advancement of education in the presidency ;

(c) the improvement of educational methods and research ; and

(d) the safeguarding and betterment of the status, pay and prospects of teachers ;

3. PROGRAMME : These objects shall be secured by—

(a) opening a Teachers' Registry ;

(b) discussing questions affecting education and the profession ;

(c) eliciting the opinion of the affiliated associations and guilds on educational questions and taking action whenever necessary ;

(d) making representations to the authorities concerned on all questions of importance ;

(e) holding an Educational Conference at least once a year ;

(f) organising District Teachers' Guilds ;

(g) forming Teachers' Associations wherever possible,

(h) by affiliating itself to the A. I. F. T. A. and co-operating with other educational organisations,

(i) instituting a Protection Fund,

(j) running a journal of the South India Teachers' Union,

(k) founding Information and Employment Bureaus,

(l) conferring titles on distinguished persons who have rendered meritorious services in the cause of education in this Presidency, and

(m) adopting such other measures as will be necessary to further the objects mentioned in Rule 2.

4. MEMBERSHIP :—

(a) Membership of the Union shall be open to :

1. District Teachers' Guilds.

2. Associations in districts where there are no District Teachers' Guilds.

3. Associations which are not attached to any school and which are recognised by the Union as Provincial Organisation' of any section of teachers.

4. Individual Teachers.

5. Persons other than teachers connected with education.

(b) Teachers' Associations in a District shall ordinarily be affiliated to the District Teachers' Guild in that District which, in its turn, shall be affiliated to the South India Teachers' Union. Any member of any Guild or Association affiliated directly or indirectly to the Union shall enjoy the privileges of individual teacher members in regard to the Protection Fund.

5. (a) Any District Teachers' Guild or any Association not affiliated to a Guild desiring to affiliate itself to the Union shall forward to the Secretary of the Union an application mentioning the name of the Guild or Association as the case may be, its postal and official addresses along with a list of members. This application shall be accompanied by the prescribed affiliation fee.

(b) Individual teachers and others who intend joining the S. I. T. U. shall forward to the Secretary, S. I. T. U. an application form duly filled up along with the prescribed subscription.

6. (a) AFFILIATION FEE :—

The Annual affiliation fee for affiliated Guilds and Associations shall be as under :—

District Teachers' Guild:—An amount calculated at the rate of Rupees Two per annum for each of its affiliated associations on its rolls at the end of the previous official year subject to a minimum of Rs. 15.

Teachers' Association not attached to any school:—An amount calculated at the rate of two annas per member on its rolls at the end of the previous official year.

Teachers' Association of any school:—An amount calculated at the rate of two annas per member on its rolls at the end of the previous official year.

(b) SUBSCRIPTION:—

The annual subscription for individual members of the S. I. T. U. shall be as under:—

One Rupee for graduate teachers, 8 annas for non-graduate teachers and Two Rupees for non-teachers (under Rule 4.)

(c) ARREARS:—

An affiliated Guild or Association or individual member whose affiliation fee or subscription for the year has not been paid by the 1st December of the official year of the S. I. T. U. shall not be entitled to enjoy the privileges of the Union until the subscription is paid. The names of such Associations or individuals shall be removed if they should be in arrears for two years.

7. OFFICIAL YEAR:—

The official year of the S. I. T. U. shall be from July to June. The annual subscription or affiliation fee, as the case may be, is payable in advance and should be paid not later than the 30th September of the year for which it is due.

8. OFFICE—BEARERS:—

The Office bearers of the Union shall be a President, a Secretary, a Joint Secretary a Treasurer, an Executive Board and a Working Committee. The President, Secretary, Joint Secretary and Treasurer shall be elected annually preferably on the occasion of the Provincial Educational Conference at a General Body Meeting of the Union, presided over by the President of the Union for the year or in his absence by any one elected by the General Body. The President, the Secretary, and the Treasurer shall be persons resident at the headquarters and they shall along with the Joint Secretary and the Secretary of the Journal Committee be ex-officio members of the Executive Board as well as of the Working Committee.

The Executive Board shall, in addition to the ex-officio members, consist of one represen-

tative for each of the Districts in the Madras Presidency elected by the respective District Guilds, whose names shall be communicated to the Secretary, S. I. T. U. before the Annual Meeting of the Union. In case there is no District Guild in any District it shall be open to the Executive Board to co-opt any individual member or a member of any affiliated association in that District.

The Working Committee shall consist of the ex-officio members, and also of five other members of the Executive Board elected by the members of the Executive Board from among themselves.

9. POWERS OF THE EXECUTIVE BOARD:—

The Executive Board shall have a general control over the affairs of the Union. It shall have power to fill up vacancies in its constitution provisionally till the next annual election and to perform such other functions assigned to it in these rules. The quorum for a meeting of the Board shall be seven.

10. POWERS OF THE WORKING COMMITTEE:—

It shall be the duty of the Working Committee—

- (1) to conduct the journal,
- (2) to take such steps as it may deem expedient and practicable to carry on the work of the Union,
- (3) to prepare the agenda for the Provincial Educational Conference in consultation with the Reception Committee,
- (4) to deal with all such matters of great importance and urgency as may be required to be disposed of in the name of and for the purpose of, the Union.

The quorum for a meeting of the committee shall be five.

11. Voting:—The Secretary shall refer specific questions as they arise, to the affiliated associations for expression of opinion and the associations shall forward their opinion to the Secretary of the Union within the time specified. Save as otherwise provided, each District Teachers' Guild shall have only one vote in respect of such questions and the vote of each Guild shall be determined by the opinion of the majority of its affiliated associations. Associations recognised as *provincial* shall each of them have one vote; and all other associations directly affiliated to the Union shall together have one vote. The final decision of the Union shall be determined by the majority of votes calculated on the above-mentioned basis.

12. DUTIES OF GUILDS AND ASSOCIATIONS.

(a) Every Guild shall forward to the Union at the beginning of the official year a list of its Teachers' Associations with the strength of each.

(b) Every association shall forward to the Union at the beginning of the official year a list of its members along with particulars regarding the date of birth, academic qualifications, salary and period of service of each.

(c) Every affiliated Association or Guild shall forward to the Union copies of all resolutions of a general character passed by it and all representations made by it to the authorities concerned.

(d) No affiliated Association shall communicate any resolution not in consonance with the latest resolutions passed at the Provincial Educational Conference to the authorities except through the S.I.T.U.

13. REFERENDUM:—

If three district guilds desire that any question shall be decided by a referendum, the Secretary of the Union shall forthwith proceed to decide the question by ballot amongst all the members of the Union.

14. DUTIES OF THE SECRETARY:—

The Secretary shall call meetings of the Executive Board and of the Working Committee, and shall ordinarily arrange for the transaction of business in circulation, and publish the decision; record the proceedings of each meeting in books kept for the purpose; carry on correspondence; be in charge of the properties and records of the Union and be responsible for the management of the affairs of the Union subject to the control of the Executive Board.

15. DUTIES OF THE TREASURER:—

The Treasurer shall collect affiliation fees, subscriptions, donations and other moneys, keep proper accounts of income and expenditure; make all disbursements through the Secretary; and be the custodian of all moneys except what may be invested in a bank, provided that the balance of money left in the hands of the treasurer does not exceed Rs. 20.

16. EDUCATIONAL CONFERENCE:—

(a) The Provincial Educational Conference shall ordinarily meet once a year either during Christmas or during summer holidays at such place as has been decided upon at the previous session of the Conference.

(b) If no such decision has been arrived at, the Executive Board of the Union shall decide it.

(c) The Executive Board of the Union shall also have power to change the venue of the Conference to any other place, if it considers it necessary.

(d) An Extraordinary session of the Conference may be summoned by the Executive Board either on its own motion or on a special requisition signed by five affiliated Guilds.

17. RECEPTION COMMITTEE:—

(a) The District Teachers' Guild of the district in which the Conference is to be held shall take steps to form a Reception Committee for the Conference.

(b) The Reception Committee shall be bound to provide the necessary funds for meeting all the expenses of the Conference. It shall also meet the cost of printing the agenda for the Conference prepared by the Working Committee and the proceedings of the Conference and of distributing the same to affiliated associations and the District Teachers' Guilds.

(c) The Reception Committee of the Educational Conference shall invite the affiliated associations at least three months before the date fixed for the Conference, to suggest to them the names of six persons who in their opinion, are eligible for the Presidentship of the Conference. It shall at an early date submit to all the affiliated associations the names of the first six candidates from amongst those nominated for the Presidentship and call upon every affiliated association to recommend only one of the six names. The Reception Committee shall meet two months before the date fixed for the Conference to consider such recommendations.

(d) Notwithstanding anything to the contrary contained in these rules, every association affiliated to the Union directly or indirectly shall have one vote in respect of the election of the President of the conference and the person getting the largest number of votes thus shall be declared President of the Conference.

(e) In the case of the President-elect being unable to accept the offer of the reception committee or to preside over the Conference the matter shall forthwith be referred by it to the Working Committee of the S. I. T. U. with suggestions, if any, and the decision of the working Committee shall be final.

18. DELEGATE.

(a) It shall be open to every affiliated association to send as many delegates as it chooses from among its own members. The delegation

fee for each delegate shall be annas four only and the delegation fees shall form part of the funds of the Reception Committee.

18. VISITORS:—

(b) Persons who are not members of the Union directly or indirectly cannot attend the Conference as delegates but they may be admitted to the Conference as visitors. Visitors to the Conference interested in education and members of the Reception Committee other than teachers may speak at the Conference with the previous permission of the President of the Conference but cannot move resolutions or take part in voting.

19. VOTING AT THE CONFERENCE:—

At the open Conference every question shall be decided by show of hands and the opinion of the majority of the delegates shall be the opinion of the conference. When a poll is demanded every association shall have only one vote irrespective of the number of delegates attending the Conference. The Madras Teachers' Guild shall have five votes. All the individual members of the S.I.T.U. shall together have only one vote.

20. AGENDA FOR THE CONFERENCE:—

The Reception Committee shall invite at least three months before the Conference the affiliated Guilds and Associations to suggest resolutions in the proper form for consideration at the conference. A copy of such resolutions shall be sent to the Secretary, S. I. T. U. at least two months before the date fixed for the Conference. Resolutions not received by the Reception Committee within the prescribed time shall not be brought up at the Conference but it is open to the Working Committee to include fresh items in the Agenda. It is competent for the Reception Committee to invite persons to contribute papers on educational questions. It shall be the duty of the Working Committee to call for the resolutions and list of papers received by the Reception Committee and to prepare the Agenda for the Provincial Educational Conference. The Agenda shall be officially announced in the South Indian Teacher and it should reach the Associations at least a fortnight before the opening day of the Conference.

21. THE SUBJECTS COMMITTEE:—

(a) The subjects Committee to be appointed at each session of the Conference to consider the resolutions to be moved at the Conference shall consist of not more than four representatives for Madras, not more than four representatives for the district in which the Conference is held and not more than two representatives for each of the remaining districts, such

representatives being elected in each case from among themselves by the delegates attending the Conference from the respective districts:

(b) The President of the Conference for the year, the Chairman of the Reception Committee for the year, Secretaries of the Reception Committee not exceeding two in number, and all members, of the Working Committee for the year, shall in addition be ex-officio members of the Subjects Committee.

RULE 21.

(c) The subjects committee shall consider the resolutions if any, proposed by the working committee as urgent motions, and also the resolutions in the agenda paper along with amendments if any, received from associations and delegates by the secretary of the Reception Committee within the prescribed time. It is open to a delegate to move any fresh amendment at the meeting of the subjects committee. The subjects committee shall have the power to decide the order in which the resolutions shall be taken up at the conference and to cancel any resolution or amendment. No resolution or amendment which has not been considered by the subjects committee shall be brought up before the conference but it is open to a delegate to move at the open conference any resolution or amendment cancelled by the subjects committee provided that twenty delegates stand up to support the motion for the consideration of such resolution or amendment.

22. THE ANNUAL MEETING:—

The Annual Meeting of the S. I. T. U. shall be ordinarily held on the occasion of the Provincial Educational Conference to elect the office-bearers and the Executive Board shall present at the General Body Meeting a report of the working of the Union for the year together with a financial statement of the auditor who shall be appointed by the Board and who shall not be a member of the Board. The voting in respect of the election of office-bearers of the Union shall be by ballot.

23. NOTICE:—

The South Indian Teacher shall be the official Organ of the S. I. T. U. and all notifications in the South Indian Teacher shall be taken as official notices issued by the S. I. T. U. to the affiliated Guilds and Associations and to the individual members.

24. ALTERATIONS IN RULES:—

No alteration in, or addition, to the rules of the Union shall be made except at the Annual General Body Meeting of the Union. Notice of alterations, if any, shall be sent to the Secretary of the Union three clear months before the date of the Conference.

THE SOUTH INDIAN EDUCATION WEEK

At the last annual conference of the South India Teachers' Union held at Palghat it was resolved to celebrate an Education Week. In pursuance of that resolution, the Working Committee of the S.I.T.U., has prepared the following programme for the celebration of the Education Week:

(1) The Education Week is to be celebrated throughout the presidency during the last week of October viz, 26 to 31st.

(2) That the celebration do not interfere with the normal work of the school.

(3) That the functions be held in the premises of the school each day of the week at about 4.30 P.M., except on the last day when the District Guild will meet.

(4) That Friday the 30th October be the day on which all schools pass a resolution to be sent by the S.I.T.U., regarding the profession.

(5) That the day to day programme be:—

Monday 26th October.—Parents' day.

Tuesday 27th October.—Health day.

Wednesday 28th October.—Boys' day (Schools as training ground for citizenship).

Thursday 29th October.—Teachers and Public life.

Friday 30th October.—Local Teachers' meeting to pass the resolution on the profession.

Saturday 31st October.—District Teachers' Conference.

It is expected that steps will be taken in every centre to secure the co-operation of the local public, and that by means of exhibitions, demonstrations and lectures, etc., the public will be given an opportunity to have an idea of the work done in Schools; Local Associations are free to make such modifications in the programme as local conditions may require, provided the aim of the week is borne in mind.

AIM OF THE WEEK.

The objects of the Education Week are (1) to bring about a closer understanding between parents and teachers, between the public and the teaching profession, (2) to give an idea to the public as to the kind of work done in the schools through exhibitions and demonstrations and (3) to concentrate more intensively on professional problems and (4) to strengthen the organisation.

To achieve these aims, the Working Committee is contemplating the publication of posters to be

put in prominent places all over the presidency appealing to the public for recognition of the work of Schools and Teachers. Suggestions are cordially invited and should reach the Secretary of the S.I.T.U. before the 1st October. Local Associations can purchase from the S. I. T. U. copies of these posters.

It is also resolved that the October issue of the S. I. Teacher be a special issue containing articles on such topics as will further the aims of the Week. Arrangements are being made to publish the October issue early enough so that it might be in the hands of local Secretaries a few days before the Education Week. The following are the contributions so far promised:—

1. Are our Schools and Colleges Cultural Centres.—By Mr. K. S. Ramaswami Sastrigal.

2. Schools, What they are and What they Ought to be.—By Miss Helen F.R. Veale, B.A., (Lond.)

3. The Schools as Citizen Makers.—By Dr. G. S. Krishnayya (Mysore.)

4. Why do boys Misbehave?—By Mr. M. R. Paranjpye (Poona.)

5. Teachers and Society. by M. R. Ry. Rao Bahadur P. V. Seshu Aiyar avl.

6. The School of our Dreams.—By Mr. N. K. Venkateswaran.

7. Co-operation between Parents and Teachers By Mr. A. S. Venkataraman.

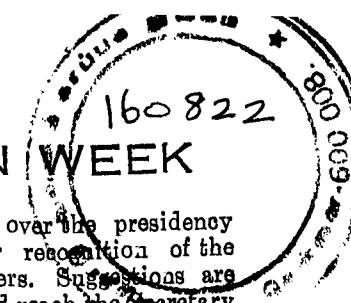
8. Our Parents' Associations—By Mr. K. Rangaswami Aiyangar.

9. Schools as Social Centres.—By Mr. T. V. Apparasundaram.

10. Schools as Training Ground for Citizenship.—By Mr. M. S. Kotiswaran.

Articles on such topics as:

(1) Education, an investment. (2) Educational Finance. (3) Health of Pupils. (4) Medical Inspection. (5) Self-Government in Schools. (6) Measurement of Achievement. (7) The problem of child and how schools may help them. (8) The defectives and Schools. (9) Schools and moral instruction are solicited. It is hoped that intending contributors will send their papers on before the 1st October. Copies of the special number can be ordered for and used in place of lectures, if they cannot be arranged.



7
Tm 21, 528
N31.4.9

THE TEACHERS' BOOK SHELF

HUMAN PHYSIOLOGY, HYGIENE AND FIRST AID AND ANIMAL LIFE. By Mr. N. R. Raghunatha Chariar, M.A., Maharaja's College, Vizianagaram—Publishers. R. Venkateshwar & Co., Madras. Price Re. 1 and Re. 0-12-0 respectively.

These are the first two books of a series entitled, the Ananda Elementary Science Manuals for High Schools which the publishers intend to bring out shortly under the editorship of Dr. A. L. Narayana, M.A., D.S.C., F.L.P. The books are well written and as the author claims in his introduction he has endeavoured to create an interest in the study of Biology by presenting the animal as a living thing, 'which solves the riddles of life in its own perfect way.' The books are made interesting by the introduction of such personal touches as are found in page 51 of "Animal Life." The books are written in accordance with the revised S.S.L.C. scheme but it must be said to the credit of the author that he has not bound himself rigorously to the syllabus. He has, kept steadily before him his main aim—"to make the readers go about with eyes open."

We are however sorry that such valuable books as these are not given a better get-up by the publishers. Some diagrams are not as well drawn as we would wish them to be and we are of opinion that the text books to be placed in the hands of boys should be printed in better paper. We hope the publishers will bear in mind these facts when they bring out the second edition.

JOHNSTON'S NEW PICTURE GEOGRAPHIES BOOK IV. By C. Midgley, M.Sc.—Published by Wm. A. K. Johnston, Ltd., London. Indian Representatives, Messrs. Macmillan & Co., Ltd.

This book deals with the WORLD AND THE HOME LAND. It gives an introduction of various factors which have to be considered

in the analysis of climate, then a brief survey of the climates, vegetation, peoples and economic importance of certain selected natural regions and lastly a brief account of the Geography of the British Isles. This book is more definite and systematised, and as the author claims in his preface, it has been done "without any loss of vivid portrayal or of stimulating incident." Questions are given at the end of each chapter and they are quite stimulating and of a practical value.

The four books form a complete course in Geography. As we have remarked of the earlier parts, the author's plan, and his language are such as would stimulate a healthy interest in the study of geography in pupils of the secondary Schools. It is apparently written for English schools and hence the important place assigned to the British Isles is natural. We heartily recommend this book being prescribed for further study by geography pupils and we trust that geography teachers will greatly profit by a perusal of these books. The publisher would be well advised to bring out another series on the same lines, with the importance shifted to India.

A TEXT BOOK OF SCHOOL FINAL CHEMISTRY. BY R. SOURIRAJAN, B.A., L.T. [PRICE NOT STATED.]

Mr. R. Sourirajan is a familiar author of chemistry notes. The present volume is a development of the notes into a text book. In doing so, he has brought to bear on it his long experience as a Chemistry teacher. It is well written, though we should like to remark that the language is more suited for use in the class room than for a text book of science. The illustrations too might be improved; otherwise the book is neatly got up and we recommend its use as a text book in Secondary Schools.

The committee appointed by the S. I. T. U. executive committee, to report on the question of the standardisation of salaries, has sent a questionnaire to headmasters of all schools. Many headmasters have already supplied the information required. It is requested that others will also send the replies to the questionnaire at an early date. Spare copies of the questionnaire can be had, if required.

EDITORIAL

Retrenchment

The proposals for retrenchment which the Director of Public Instruction is reported to have submitted to the government are really alarming. We have no idea of the circumstances under which the head of the department has seen fit to make proposals for the abolition of some colleges and schools. Is it possible that such proposals were made because the department could not prevail upon the government to allot more funds for the efficient working of the institutions? We hope that there is no foundation for such rumours. Institutions have been started not for mere fun. The part which colleges like the Kumbakonam and Rajamundry colleges have been playing in regard to the educational progress of the presidency is well known to all. The technical Schools at Calicut and elsewhere have been meeting the needs of a large number of pupils who feel themselves unable to cope with the college course. Public men are anxious that the large number of pupils who are not fit for the university course are diverted to technical schools. The closing of such Schools will either flood the university classes with students who cannot derive any benefit from the collegiate course or deny a large number of young men facilities for equipment for life. Education has not received any encouragement in past years and it should be the last department to be thought of in connection with retrenchment. If the circumstances in the country leave no alternative, it may be worthwhile to consider whether the cutting down of extra-expenditure cannot be

preferred to the whole-sale abolition of institutions. Schemes for the co-ordination or redistribution of activities can be easily suggested which may minimise expenditure without any inconvenience to the public. The large number of aided schools and colleges have already begun to cut down their requirements, perhaps at the suggestion of the head of the department. The provision for equipment which these institutions used to make under normal conditions was by no means satisfactory and with the proposals for retrenchment in teaching and equipment grants, their efficiency will be considerably impaired. Is it desirable to let children and scholars grow up in ignorance? We should like to invite the attention of the authorities to the stirring appeal of Mr. James, R. Angell (From School Life): "A country's greatest resource is the untrained talent of its rising generation. To search this out and give it full opportunity is surely a good philosophy for a democracy. Whether we represent the endowed or the publicly supported institutions, there rests on all alike the imperative obligation to exercise to the uttermost such creative imagination, such wisdom and energy and devotion as we can command, to meet the bewildering educational needs of our time and people. If the greatest experiment in self-government ever undertaken by man is to avoid the pitfalls of pervasive vulgarity and meretricious ignorance, masquerading as sophisticated intelligence; if it is to survive the sinister influences of political corruption and commercial greed; if it is to come into its heritage of great intellect-

ual and spiritual achievement, which shall furnish the indispensable counterpart and complement to its unprecedented material accumulations, *it is to education that we must look*. The development of that education will call for all those human qualities of courage and vision and self-sacrifice which we justly esteem most highly. We may well pray that we be not found wanting in this supreme test of our national life." While considering any proposal for retrenchment in the sphere of education, the practical statesman will be well advised in estimating the incalculable loss of a permanent nature which it is likely to entail in the future. As was forcibly pointed out by Benjamin Franklin, "Almost all governments have therefore made it a principal object of their attention to establish and endow with proper revenues such seminaries of learning as might supply the succeeding age with men qualified to serve the public with honor to themselves and to their country."

Research and Teaching

Dr. Sir S. Radhakrishnan, Vice-Chancellor of the Andhra University, was presented with an address of welcome on his return from Europe where he had gone to attend the Conference of Representatives of Universities of the British Empire. In his reply he said how he liked teaching and wished to continue to be a teacher and how he liked it better than being merely the administrative head of a great University. We are informed that the learned Professor has taken upon himself the task of lecturing some hours a week to the post-graduate students of the University.

We offer our sincerest congratulations to the learned Professor and we sincerely hope

his noble example will shame others into a similar activity. Time was, as pointed out by Miss McDougall in her convocation address, when our Universities were mere examining bodies and did nothing for Teaching or Research; but thanks to the far-sighted policy of the great scholar-statesman, Lord Curzon, our Universities were reorganised and certain chairs were founded. Madras had the honour of founding the chairs of Indian History and Culture and of Indian Economics. The holders of these foundations were expected to be scholars of deep learning, men whose example would be infectious and whose learning would be a stimulus and an inspiration. They were expected to give a definite lead to higher studies by means of illuminating lectures. But what has it come to at the present day? They are supposed to be doing research work and therefore could find no time for teaching. Research is a delicate plant and we must not pull it up by the root once in six months to find out how well it has grown and so these Professors are engaged in Research and we take it that the authorities of the University are satisfied that they get their money's worth. Even these great researchers would do well to take a lesson from the noble example set by Sir. Radhakrishnan and get for themselves the benefit of stimulating contact with the young and growing minds.

A Misunderstanding cleared

We are sorry our Editorial note styled "A very good example" published in the July number of our Magazine should have been misunderstood by some of our readers. We are taken to task as agreeing to schemes of retrenchment of teachers' salaries! On

the contrary we echo the sentiment of the writer in the English Magazine from whom there was an extract published under the caption "Spending and Saving" (Page 381 of our Journal). We hold with Mr. Cove that expenditure incurred on social services like education should be looked upon more as investment than expense. We also believe that teachers are paid so low that a further retrenchment would precipitate them below the line of decent living and make them inefficient. We are not for any reduction of their salaries. What we spoke with approval in that note was the management's taking the teaching staff into confidence and consulting them as to how best to meet the situation. Under normal conditions there is nothing strange in this; that is what every reasonable management must do. But we in this country have been so long accustomed to an almost imperialistic view of management that when one of that ilk showed they could behave like ordinary decent reasonable human beings and not like despotic slave-drivers, we thought a word of praise was due to them and it was nothing more.

The S. I. T. U. Constitution, the ideal and the actual

We have published elsewhere * extracts from the speeches, one by the Minister-in-charge of Education in the Central Provinces and the other by an European Principal of a Punjab College both dealing with Provincial organisation of teachers. Both addresses emphasise upon one point, i.e., need for one central organisation in which all branches of teaching service would be represented. Mr. Hervey's advice goes into

* See Page 387 for the minister speech.
* See Page 380 for Mr. Hervey's speech.

details and he wants the high ideal to be kept up even in the subsidiary organisation. He would like to see the pyramidal structure grow up on a territorial basis. Every district organisation must be in his opinion, fully representative of all the teaching service in that area.

Examining our S. I. T. U. in the light of these remarks we see our limitations. The vast army of elementary teachers have not yet come within our fold. We understand that in every district there is a district association of elementary teachers. Sometimes District Conferences are held at which problems connected with the Elementary Education of that district are discussed. They occasionally hold a Provincial Conference though this is not done regularly every year. The last Conference they held was at Tindivanam. But the Government department takes good care to see that these teachers meet once a month in some important centres in each district and the junior officers of the department try to be present at as many of the meetings as possible. We are informed that at these meetings some model lessons are given and attendance is almost compulsory and absence without leave would be noted. But the elementary teachers have no strong central organisation. A few philanthropic outsiders have come to their aid and some of the important officers are non-teachers. It would be to their advantage and the S. I. T. U. will have its representative character considerably strengthened if this vast army could in some way be organically connected with us. The earliest step would be for the Provincial organisation to get itself affiliated to the S. I. T. U. If the central body be

not functioning effectively if there be life only in District organisations, these would do well to get themselves affiliated to District Guilds, and we commend this step to the District Guilds and to District Associations of Elementary Teachers.

Then there is the relatively small but highly cultured and influential section of teachers, the learned Lecturers, and Professors of Colleges most of whom are still out of the fold of the S. I. T. U. Some of these in Madras, Trichy, Tinnevely and other centres are members of the local guilds and thus are within the S. I. T. U. organisation; but a good many are still outside. We would commend to them either the starting of a Provincial Collegiate Teachers' Associations as Bengal has done or to join the local guilds and add their strength and influence. The latter course would be in consonance with the existing practise and would strengthen the tradition already established. Collegiate teachers need not be under any apprehension that problems of the University education are likely to be neglected by the swamping of the District Guilds by secondary teachers. We can have a University section of the S. I. T. U. and as suggested in our note of the last month, at our Conferences both District and Provincial, there may be plenary sessions as well as sectional meetings. We hope our District Guilds will conduct an effective membership campaign and enlist all the collegiate staff in their jurisdiction who are not now members of the Guild.

Thirdly there is the whole army of women teachers. They are not well organised among themselves and unless that preliminary step is taken it may not

be possible for them to join the S. I. T. U. Even now it is open to individual lady teachers whether belonging to the rank of Elementary, Secondary, or Collegiate section to become members of district guilds; but very few of them have chosen to do so. The bringing together all the lady teachers into the fold of the S. I. T. U. is a task which the central organisation as well as its constituents guilds may apply themselves to.

Lastly there is the strong and powerful organisation of teachers known as Non-gazetted Educational Officers' Association. It is the Educational section of the big Presidency Organisation known as the N.G.O. Association. It meets annually and passes resolutions as the S. I. T. U. does. Its membership is open to teachers in Government schools and to the subordinate officers of the Inspecting branch of the Government Department of Education.

Many of its members are also individually members of the S. I. T. U. or of its constituent guilds. Its separate existence is justified by the fact that all the members are under one employer, the Government of Madras and there are many problems affecting their pay and prospects; and they have joined us because of their common interest along with non-government teachers in academic and pedagogic matters. Still it would be of great advantage to both the institutions if the N.G.E.O. Association were to affiliate itself to the S. I. T. U.

Then there is the patent fact that the S. I. T. U. has extended its operation mostly to the Tamil districts of the Province. Prof. Venkatrangiah referred to this in his

Presidential Address and laid the blame partly on the S. I. T. U. itself. He also has promised his hearty co-operation in enlisting the sympathy of his brother teachers in the Andhra Desa and as was remarked in our notes of the last month we have already begun to see hopeful signs of the future.

Thus we see that the S. I. T. U. has got enormous work ahead of it in the matter of establishing itself in fact as in name to be the apex Provincial Organisation of Teachers. Realising our limitations and defects is the first step towards improvement and the authorities of the S. I. T. U. are only too well aware of the real facts of the case. They are also sparing no efforts to attain the distant and brilliant ideal and it is hoped that with the hearty co-operation of our sisters and brothers we would be able to place the S. I. T. U. on a high pedestal of strong organisation, real and comprehensive representation and efficient service to the profession.

Miss. McDougall's Convocation Address.

We are fast ceasing to be the "benighted province" as we were once called by our uncharitable brethren. Madras, was, if we are not mistaken, the first province in India to give political franchise to women, and it has again fallen to our lot to establish another record. Ever since our Universities were founded in 1857 there has been the custom of each University holding its annual convocation and the honour of addressing the graduates who are admitted to the privileges of the various degrees they have qualified themselves for, has been given every year to some distinguished member of the Senate. At a very

modest calculation more than 500 such addresses must have been delivered during these 70 years and more and yet no one ever thought of requesting a lady member to address the convocation. Madras had that honour this year when the Chancellor was pleased to request Miss McDougall, the popular Principal of the Women's Christian College, Madras, to deliver the convocation address.

It is impossible to be original on such occasions. All that a person called upon to address the graduates can do is to bring his or her own personal experience in the matter to bear on the old and familiar problems and restate them from his or her own individual point of view and the learned Principal has done it very successfully.

Her regret that the University gives very few opportunities for its alumni to come together would be shared by all who look upon the Universities as she did as the sources of highest culture in the land. So also her laying special emphasis on the supreme duty of the University in the matter of contributing its quota to the sum total of human knowledge; an aspect of the true function of a University which until recently was quite neglected in our own country.

The rank and file of graduates have got a duty towards the alma mater because the real test of a country's civilisation lies in the high ideals achieved by the liberal profession of the land and the way in which they strive to keep up the ideals.

She exhorted the graduates of the various faculties, Law, Medicine, Teaching, Agriculture & Engineering and we have extracted elsewhere her observations on

teaching, especially teaching in Colleges. She sounded a true note of warning in the matter of lowering the University standards which evil attacks us in various guises and assumes the apparently irreproachable aspect of encouraging democracy.

The most important portion of her address is naturally that which deals with women's education. She thanked the authorities of the University for giving the women the greatest concession possible—no concession at all but the right to compete with men on a footing of equality. We rejoice with her that many worthy daughters of our land have come out with flying colours and beaten men fairly and squarely.

She, however, exhorted the lady graduates to devote their special attention to solve the problem of women's education in the land because she is evidently not quite satisfied with the present system which in spite of its obvious advantages and equality of opportunities has failed to take note of the special needs and capacities of women. Miss. McDougall seems to say "Our girls would have done better if education had been differently organised giving greater scope to women's peculiar gifts and capacities." We highly appreciate her frank and generous statement that the problem of women's education of the country "cannot be solved with complete success by men or by foreigners, but awaits its solution by Indian women. (Italics ours).

She herein shows herself to be an ideal teacher who wants to prepare her pupils to solve their own problems and would not abuse her position as a member of the ruling race to dictate clear cut policies for civilising us, the heathens.

Miss. McDougall deserves to be congratulated upon the great honour done to her in being the first lady to deliver the address and upon her excellent and thought-provoking address which breathes in every sentence deep sympathy for the land of her adoption. We offer our own felicitations to the high-souled lady and pray that she may be spared for many long years to continue to inspire and guide generations of our young women who will have the fortune to sit at her feet.

A Noble Educational Institution.

Sri Sarada Vidyalaya of Madras the fourth Annual Report of which is to hand is an educational Institution of great usefulness about which the public at large do not know as much as the Institution deserves. It owes its existence to that sincere worker in the cause of the women of our land, Sister Subbalakshmi Ammal. It is well known how she started a widow's Home and how Mrs. Drysdale induced the Government to take it and develop it into the great beneficial institution it has now become. The aim of the Vidyalaya is best given in the following words of the Report:—

"Our Vidyalaya is a new venture started with the object of tapping a fresh source of ordinary primary school teachers of over-aged widows and others who by misfortune are driven to eke out their livelihood by some means or other.

Between the ages of 15 and 25 there are in our Hindu Society lots of poor women either deserted by their husbands or with husbands who are insane or ill and unable to earn or with husbands whose whereabouts are not known. Out of this unending source we select a few, about 30 or 35 (our financial position can

do no more) every year, coach them up by intensive education by special teachers to the 8th standard in the short period of one year, and after they pass the 8th standard public examination which 90 per cent of them easily do have them trained as Elementary Higher Grade teachers and in two years more as school mistresses if it is possible.

Our Vidyalaya then is a training institution by a short cut for all young and intelligent women of whatever caste who know the 3 Rs., already to some extent and who choose to take advantage of our unique institution to become school mistresses in the short time of three years."

That there is a larger number of people seeking admission than the school can afford to take is shown by the following para of the Report:—

"There were quite a crowd of girls waiting anxiously for admission on the 1st of July 1930 when the school re-opened. The rush for admission to the training preparatory class which is popular, was very great. Young women with their sad stories some of them coming of their own accord, some brought by their mothers or any near relation, some with letters of recommendation from mufusal gentlemen and ladies, a regular medley of young ladies of different ages and capacities were present in crowds. A good number of the applicants were quite unfit either by age or qualifications or extreme poverty. Out of the eligibles we selected as many as 45 and sent the rest home reluctantly since we could not accommodate any larger number."

It would interest our readers to know how the women trained and sent out by Vidyalaya are accepted by the Society at large.

"Two of the 18 Girls who secured appointments in a mufusal place wrote to me after a week, a letter full of woe and misery complain-

ing that the people of the place talked of them and said that in this advanced stage of *Kaliyugam* even Brahmin women were coming out as school teachers. A month later, however, they wrote in a different strain, that they were living in the *Agraharam* now, that the strength of the school was increased by 25 more pupils and that they were being treated with respect by the same people, who appeared also eager to have a Brahmin Headmistress for their *Agraharam* Girls' School.

Among the students who passed out this year there were two who were good in music and they are, therefore, now undergoing special tuition in music with a view to be appointed as music teachers. One of the old Vidyalaya Girls is now getting Rs. 45/- a month as a music teacher in a Government School."

The Vidyalaya is managed by a committee of which Lady Sadasiva Iyer is the President, and Dr. Muthulakshmi Reddi one of the Vice-Presidents. Sister Subbalakshmi Ammal is the general Secretary & Correspondent. We commend the Institution to the charitably disposed gentry and such of us as cannot contribute ourselves would do well to help the workers by taking them to rich people and getting them donation and monthly and annual contributions. We wish the Institution all success and shall be glad to watch its progress which we hope would be continuous and steady and record the same from time to time in the pages of the Journal. For as we said in the first editorial. "We are teachers and nothing pertaining to teachers is alien to us". We have also published elsewhere an interesting extract from the report about wastage in our Elementary schools.

See page 443 of the Journal

Macmillan & Co.'s New Publications

ENGLISH

Additions to

THE "A. L." BRIGHT STORY READERS

Grade I. Price 2 as. 6 p. each. Paper.

- No. 415. Peter and the Princess.
No. 416. The Princess without a Name.
No. 417. The Floating Island and the Green Man.

Grade II. Price 3 as. each. Paper.

- No. 424. More Fairy Windows.

Grade III. Price 4 as. each. Paper.

- No. 434. Stories from the Grey North Lands.
No. 435. Stories of the Knights of old.
No. 436. The Last Galleon.

Grade IV. Price 5 as. Paper.

- No. 249. Cast up by the Sea.

Grade VI. Price 5 as. Paper.

- No. 360. The Boy Hunters of the Mississippi. Abridged.
[E. J. Arnold & Son, Ltd.]

TAMIL

Easy Lessons in Indian History. Revised and Enlarged Edition ... Price As. 8.

Our Home. A Geography of Southern India. By Cameron Morrison. Revised and Enlarged Edition ... Price As. 8.

The Indian Student's Atlas. 24 coloured Maps. Revised Edition. 10" x 7½" ... Price As. 12.

Wall Map of the Tanjore District in Tamil. Size 28" x 34" mounted on Cloth, Rollers and Varnished ... Price Rs. 4.

Macmillan & Co., Ltd.,

(Incorporated in England.)

MADRAS, BOMBAY, CALCUTTA & LONDON.

ONE WORD TO MANAGEMENT AND TEACHERS

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

Many share-holders of ours are Teachers.

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

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

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

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

For further particulars and copies of our catalogue

Apply to the Managing Director:—

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

ON TEACHING (Price 1-0-0)

BY

N. K. Venkateswaran

PUBLISHERS:—THE SOUTH INDIAN TEACHER,
MADRAS.

MOTHER INDIA

Depends on the Youth of India for its Future
Prosperity.



The Madras Pencil Factory.

Notable High School Books

ELEMENTARY MATHEMATICS BY P. V. SESHU IYER, B.A., I.E.S. (Retd.),
& V. VENKATASUBBIAH, B.A., L.T. Parts 1 & 2 each **Rs. 2**

A COURSE OF GENERAL MATHEMATICS BY V. RAGHUNATHA IYER,
B.A., L.T. „ **2**

TAMIL EDITION OF THE ABOVE Do. „ **1-4**

A PREPARATORY ALGEBRA BY THE SAME AUTHOR „ **2**

A NEW GEOMETRY FOR HIGH SCHOOLS BY A. A. KRISHNASWAMI
IYENGAR, M.A., L.T. „ **2.8**

A MANUAL OF ARITHMETIC BY THE LATE S. RADHAKRISHNA IYER, B.A. „ **2**

TAMIL AND TELUGU EDITIONS OF ELEMENTARY MATHEMATICS FOR
FORMS 1, 2 & 3, As. 12, 10, 12.

High School Elementary Science—

PHYSICS BY V. N. VISVANATHA AIYAR, M.A., L.T.

CHEMISTRY BY P. A. NARAYANA AIYAR, M.A., L.T.
Ready: Crown 8vo. 360 pages with numerous illustrations. **Re. 1-4**

Srinivasa Varadachari & Co.,
Publishers **MOUNT ROAD, MADRAS.**

THE HEALTH ALBUM
Vol II, 1930.

A superb collection of fine illustrations, dealing with masters of Health and Hygiene. All about Air, Water, Food, Childhood, Motherhood, Manhood, Dirt, Disease, First-Aid, Physical culture, Nursing etc., can be learnt by every man, woman and school-boy and girl, at a single glance of the pictures. Kept in the Drawing-room, School-room, School and Public Library, it will serve as a good guide, friend, and philosopher, in times of physical and mental disease and distress.

Is a fertile source of emulation and inspiration to those who desire to be hale, healthy, stalwart and strong. It is no luxury, it is a sheer necessity in every household, Association, Club, School and Library.

The first Vol. published in 1925 was soon exhausted and several were disappointed. Make haste and book your orders early.

Price Re. 1.

Special concession to subscribers to The "HEALTH" Annas 12, also to be pre-paid.

Apply at once at:—
THE MANAGER, "HEALTH,"
523, Thambu Chetty Street, C.T., Madras.

THE INDIAN EDUCATOR,
MADURA.

An Illustrated High Class Cheap Monthly.
Editor: V. Aravamuda Iyengar, B.A., L.T.
Annual Subscription Rs. 2-0-0 only. Sample copy 3 As.

Controlled by an influential Editorial Board
Recommended by District Education Officers for use in Schools, Colleges, Clubs and Libraries. Best Advertising Medium.

Send M. O. to the Manager:
The Indian Educator,
Madurai

The Scholar

A leading monthly devoted to
Education, Art,
Literature & Science.
Subscription
Rs. 3 per annum.
Apply to the Editor

THE SOUTH INDIAN TEACHER

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

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

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

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

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

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

Copies of the Journal are usually posted about the 17th of every month. Complaints about non-receipt of copies should be made before the 23rd of every month. Complaints received later will not be attended to.

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

ADVERTISEMENT RATES

For the body of the Book.

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

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

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

The S. I. T. U. Protection Fund

(REGISTERED)

BROTHER TEACHERS!

Have you ever thought of the great Boon at hand?

Why should you worry any more about old age and Insurance?

Your own S. I. T. U. offers you benefits on retirement, and provides for your family.

Join the Protection Fund of the S. I. T. U. at once before it is too late, if you have not already done so.

Cash deposits with the bankers exceed **Rs. 17,000.**

Membership open to **teachers of all grades.**

PLEASE NOTE

The Maximum Age Limit is 40.

The amount of Benefit depends to a certain extent upon the number of years you have been in the fund, and much more on the number on rolls.

Help yourself and help your brethren in the Profession. For particulars apply to :—

R. RAMAKRISHNAN,

Hon. Secretary,

S. I. T. U. PROTECTION FUND,

41, Singarachari St., Triplicane, MADRAS.

May, 1931.