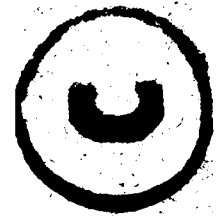


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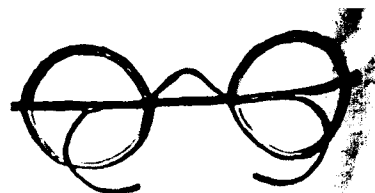
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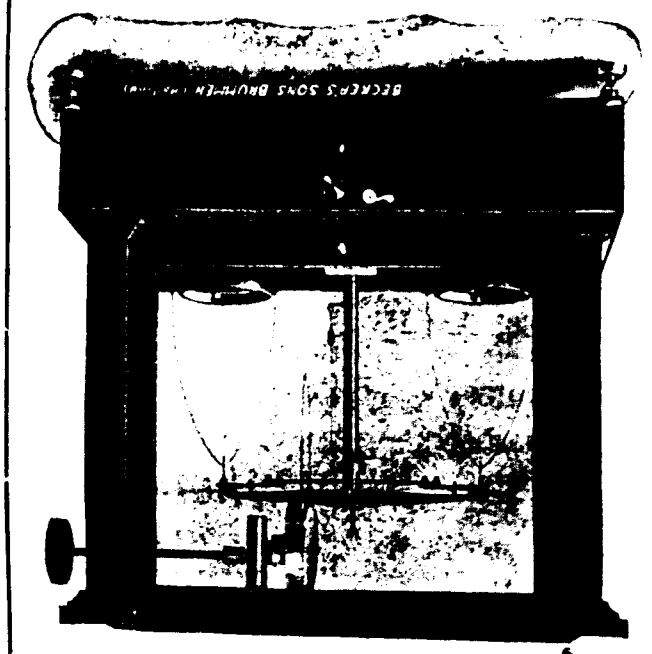
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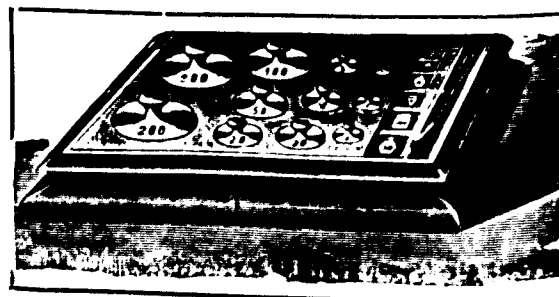
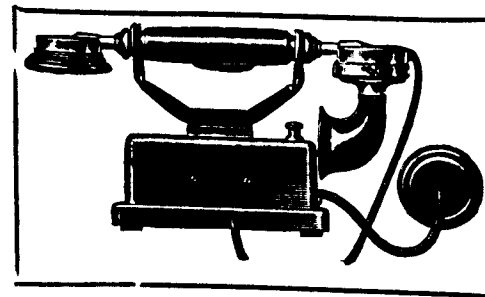
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THE
South Indian Teacher

Vol. IV]

15th January, 1931

[No. 1

DEVELOPING THE SPIRIT OF INTER-
NATIONAL CO-OPERATION

By

Mr. R. Chatterjee,

Indian Representative League Secretariat, Geneva.

Teachers and all concerned with education will find a good deal to interest them in the report just published by the League of Nations Committee on the Instruction of Youth in the Aims of the League.

**The Training of Teachers and How to
Interest Children.**

With regard to primary and secondary schools and teachers' training colleges the Committee recommends that:—

"As instruction in the aims and activities of the League will be given mainly by the regular teaching staff, special attention should be devoted to it in the training colleges and in all educational institutions where teachers are trained. So far as the curriculum allows, questions on the organisation, aims and activities of the League of Nations should be set at examinations."

The Committee considered a good many of the practical questions which arise in adapting information about the League to the lives and interests of children. It suggests that teachers should try to make

their teaching material for this subject as interesting and varied as possible, supplementing written accounts with visual material such as maps, charts and cinema films. Fetes and pageants which may be used to introduce folk music, dancing and stories are also mentioned as a valuable means of creating a mutual knowledge and respect for different peoples and civilisation.

Vacation camps and holiday courses often present special opportunities of bringing together students of different nationalities and of presenting typical aspects of various peoples. Such periods are often remembered by students as the beginning of their interest in and sympathy for the life of other countries.

As to reference material of teachers, the Sub-Committee recommends the two recent publications of the Secretariat. "The Aims and Organisation of the League of Nations" (a concise account prepared specially for the use of teachers in all countries) and the "Educational Survey", a periodical review which will receive fuller notice later.

Interest and responsibility for creating an international point of view among the youth of a country is by no means confined to professional teachers. Many voluntary groups have already been formed for this purpose. The Sub-Committee, realising what interesting work has already been done by such groups, suggests that as a further activity they might find it profitable to organise study groups with teachers of the various grades to discuss the practical questions which arise in trying to work out class-room methods for presenting information about the League.

Juvenile magazines have often been the means of awakening a child's interest in the life of other countries. This interest, the Sub-Committee suggests, might be further stimulated and deepened by the printing of translations of national folk-tales and sympathetic stories of life in other countries.

The Radio and the Cinema.

Many new inventions are being put at the disposal of the teacher, and the Sub-Committee recommends that their possibilities should be fully explored. Wireless, for example, offers a great field. The International Broadcasting Union now receives regular reports on the work of the League from the Information Section of the Secretariat. The Sub-Committee recommends that this use of the radio might be carried further, that eminent men, for example, might broadcast on questions dealing with the League of Nations, or the rapprochement of peoples, and that brief and well-informed statements might be made on the events of world politics from the point of view of peace.

The cinema is another means of a very important apparatus in every teacher's

laboratory. The Sub-Committee draws attention to the interesting work already done by the International Institute of Education and Cinematography set up by the League of Nations at Rome and emphasises its importance in view of the immense influence of the cinema on the moral growth of young people and on the evolution of national consciousness. It trusts that this Institute will devote a considerable part of its activity to the study of the application of the most appropriate methods for making silent and talking films a means of promoting international co-operation among young people and for making the mutual knowledge of the various nations more complete and accurate, thus inducing better understanding.

Libraries.

One of the resolutions passed in the recent meeting of the Sub-Committee of Experts for the Instruction of Youth in the aims of the League suggests the important part which public libraries may play in creating an understanding of the aims and activities of the League. The Committee feels that if the authorities responsible for libraries in schools and universities and for public circulating libraries would exhibit suitable books about other countries and about the League of Nations, they would be contributing materially to the development of international understanding within their particular community. A very complete bibliography on the League of Nations and on international questions has been prepared by the Secretariat as an annex to the Ten Years' Book of the League, to be published in September. This bibliography will also be available as a separate document.

The Educational Survey.

One indication of the growing interest taken by educationalists in the broadening of national horizons comes in the frequent requests received by the Secretariat for suggestions of practical methods of making the idea of international understanding a part of the natural training of children. To meet these requests and to furnish illustration from other countries, the Secretariat began last year to publish the "Educational Survey". It appears in January and July, and contains articles from various countries describing what has been done to give children information about other countries and about the activities of the League, and what results have been obtained. These articles are sometimes official statements of Government departments of education and sometimes accounts of experiments carried on by individuals interested in the discovery of methods for making the idea of international understanding a part of a school

equipment. These experiments may often be found adaptable to other countries and are suggestive of a fresh approach to information about the League. Comments which have reached the Secretariat indicate that this exchange of ideas has already proved useful to many teachers. The Sub-Committee of experts for the Instruction of Youth in the aims of the League expressed its conviction that by continuing to record the action thus taken by Governments and individuals, the "Educational Survey" can co-ordinate the efforts being made in many countries and so increase their effectiveness.

Aims and Organisation of the League.

Some thirty Governments are having translated into their languages the pamphlet on the "Aims and Organisation of the League", prepared by a small League Committee of educationists. The pamphlet is intended as a basis for instruction in the existence and aims of the League in schools, teachers' training colleges, etc.

AN ADULT EDUCATION SOCIETY

By

S. Srinivasa Aiyar, B.A., L.T., M.R.A.S., President, North Arcot Teachers' Guild, Vellore.

countries possessing a Merchant Service, and (2) the British Institute of Adult Education, an organisation with a limited membership, the object of which is to examine the scope, methods and procedure of Adult Education, and to commend the idea of Adult Education as fundamental in society.

Membership of the Association is open to all individuals and institutions interested in its work and subscriptions are deliberately kept low in order to exclude no one, the minimum annual individual subscription being a sum equivalent to 6sh. in English money and that of a Supporting Body £2. 2. od. in English money. All members of the Association receive the Annual Report and the quarterly Bulletins which contain articles on the history and development of Adult Education in different countries and also on methods and principles.

A large number of research students and other visitors are received annually at the Headquarters of the Association and also by the Association's representatives in the different countries, these visitors being provided with information and necessary letters of introduction. In addition to the Bulletin the Association has issued miscellaneous publications, including the International Handbook of Adult Education, which contains accounts of the provisions made for further education in 23 different countries (5 7d. post free), a Report on Adult Education in the British Dominions (2 6d. post free), the Final Report of the First World Conference on Adult Education (5 7d. post free), and a Memorandum on Adult Education in England and Wales, and its place in the Public Educational System (7d. post free).

The first World Conference on Adult Education, held in Cambridge in August,

1920, proved to be a notable gathering in many ways. Attendance was restricted to membership of the World Association, with the addition of Government representatives, who came from 35 countries and in the total membership of 100, 45 countries and states were represented. (A short report of the Conference is attached.)

As it is feasible to hold World Conferences only at intervals of four or five years, in the interim period smaller invitation Conferences on the international basis are held in connection with the annual meetings of the Council. This year a Conference was held in Sweden on The Relation of the State to Adult Education. Next summer in Austria, it is proposed to hold two Conferences—one on The Relation of Adult Education to Unemployment, and the second on Radio and Adult Education. The Association is now engaged in the appointment of a number of Special International Advisory Committees to deal with some of the more important aspects of Adult Education, such as:

- Workers' Education.
- Adult Illiteracy.
- Rural Adult Education.
- Seafarers' Education.
- Libraries and Adult Education.
- Museums and Adult Education.
- Radio and Adult Education.

It is hoped that the reports of these Committees, when completed, will be of great value to the Adult Education Movement generally.

Information with regard to the work of the World Association for Adult Education can be secured on application to the Secretary at 16, Russell Square, London, W.C. 1.

The term Adult Education is engaging the attention of all educationists and politicians during the last few years. But what is connoted by this term is not clearly understood by a large number who talk on this subject. By some it is taken to be Elementary Education for Adults. The object of our elementary or primary education system is to make people literate, to give them an elementary knowledge of the three R's. In a secondary school the course is so adjusted that the knowledge of the pupil is widened in various directions such that one who leaves the secondary school might become a useful citizen. Any scheme of adult education, if it is to serve really its purpose should not aim at mere literacy. The knowledge imparted to an adult must be such as to be useful to him in his daily walk of life and to enable him to become a useful member of the society and the state and it must have also a cultural value. An adult education scheme should be a judicious combination of these three aims. How is this to be achieved?

An adult education scheme should not narrow itself to a replica of a night school where children working in factories are taught the three R's. The same should include popular lectures on History and Geography, Civics and Politics, Hygiene and Sanitation, and Scientific discoveries and appliances. The importance of these lectures being aided by lantern slides and cinema films cannot be too much emphasised. One who comes forward to receive culture and education under this scheme is

an average illiterate man and nothing appeals more to an ordinary farmer or a labourer than a religious background. Hence a necessity arises to have lectures on these subjects interspersed with lectures on religious subjects like stories from the Ramayana or the Mahabharata, the lives of Saivite Nayanmars or Vaishnavite Alwars, the teachings of Baghavan Ramakrishna or Mahatma Gandhi. Such lectures will not only stimulate the religious instinct of an average man but will infuse in him a strong desire to know what is contained in other books and a desire in him to learn reading and writing himself such that he might enjoy the pleasures of these literary works. A programme of lectures on religious and general knowledge subjects suitably interspersed should be drawn up and the lecture should be the first business of an evening adult gathering. When half an hour or an hour is spent in the lecture, another hour may be set apart for those that are desirous of learning the three R's. Those who have heard the lecture will get an incentive to learn reading and then will arise a demand for these classes. The lectures will be of great benefit to those who have left the school in an elementary stage after learning the three R's, for it will greatly improve their general knowledge and the present lamentable wastage in elementary education can be remedied to a certain extent. How is the scheme to be worked?

Now there are various agencies that are carrying on the work of adult education. There is the Local Board or Municipal

Council that arrange health week celebrations when lectures on sanitation and hygiene, child welfare and mother-hood are delivered in the evenings of the week by experts. The agricultural demonstrators are doing their propaganda by means of lectures and demonstrations whenever they happen to visit a particular place. The co-operative society is educating its members in a number of points; every member of a co-operative society tries to understand something of arithmetic, of loan, principal, and interest. He also learns the value of self-help and thrift and understands what is meant by joint and individual responsibility. In every town or big village there is a religious association which arranges for periodical religious lectures or *kalakshepams* by experts on religious subjects. The *Singeetha Saba* is also doing useful work in this direction for music certainly brings down the animal in man. There is the politician who delivers lectures on vote and its value, reforms and the Councils, Government and its responsibility. In order that any scheme of adult education might succeed it is necessary that all these activities should be co-ordinated. In every town or big village an agency under the name of Adult Education Society should be set up. It should include prominent citizens of the town or village with a president or secretary to guide its activities. The society should draw up an annual programme. The agricultural, co-operative, health and other departments that are carrying on an educational propaganda should be instructed by the Government to arrange their lectures and demonstrations through these societies. The local religious and musical association can be requested to arrange for a programme

of lectures and performances free to adult gatherings under the auspices of this society. The Government should arrange for a good magic lantern with slides and a portable cinema with films to be lent to these adult education societies in turns. These can be used for lectures by honorary workers in the field according to a well drawn up programme. The society can make its own arrangements for the class to instruct in the three R's for those that are desirous of learning them. The Government should come forward with liberal grants to these societies to meet the cost of lighting and other contingent expenses. If such a co-ordination is effected and the non-official agencies helped, the foundations for a well drawn up national programme of adult mass education will be truly laid. A society by the name of the adult mass education society has been working in Vellore for the last two years. During the last year 20 lectures illustrated with lantern slides were delivered at 4 different centres in the town. Two of these lectures were specially intended for Gosha women. The celebration of the health week by the local Municipality has been harnessed to promote the interests of the society. Now and then public lectures under the auspices of the society were delivered in the town hall. The Secretary of the society and others interested in adult education to enlist sympathy and support of the public. These lectures have created a real interest in the adults and the average attendance at each of these lectures was nearly 100 including a few women. Adult Education Society, 93 Abchurch Lane, London, E.C. 4.

school is being run for the benefit of these adults for an hour a day either in the morning between 6 and 7 A.M. or in the evening between 7 and 8 P.M. and it is staffed by honorary workers. It is the aim of the school to make the adults in its charge literate; a few who are already literate have also joined the school to improve their knowledge. The occupations of these adults are diverse. Some of them are working in wholesale grain shops called *Mundies*, some others in *beedi* factories and cloth shops; some earn their livelihood by paddy grinding, cart driving or brick laying; a few are petty shopkeepers or tailors. In the years to come the society proposes to draw up a programme of two or more lectures a week so that a large number of adults might receive valuable information on topics of general and current interest and become more useful to themselves and to the State.

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R. RAMAKRISHNAN,
Hony. Secretary.

lectures being aided by cinema films cannot be too much encouraged. One who comes forward to promote culture and education under this scheme

TEACH THROUGH THE CONCRETE

(A NUMBER CYCLE)

By S. Jagannathan, Kindergarten Assistant, Teachers' College, Saidapet.

'Teach through the concrete', 'learn by doing' 'learn through play' etc., are some of the education maxims. Modern educators emphasise the fact that the education of children should be based upon their nature. The child loves to handle things and to play with them and in so doing he incidentally learns something about them. Teachers are trying to improvise materials and apparatuses which may be useful in the teaching of school subjects. The teaching of "Number" demands extraordinary resources on the part of teachers and it is by no means an easy task to devise apparatuses that can be employed effectively at the different stages of instruction. In the course of teaching, I have devised a number of apparatuses for the teaching of Addition and Multiplication Tables, Fractions etc. Some of them are, the Number Board, or the பாலப் பலகை குறி, the Beal Frame with the special device for threading beads in the wires, the Fraction Boxes, the Stamp Chart and others. Herein I am going to describe an apparatus for the teaching of Addition Tables.

THE NUMBER CYCLE.

DESCRIPTION OF THE PARTS.

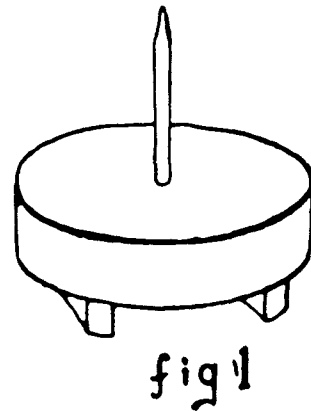
1. The Stand with the Peg

A circular piece of wood $2\frac{1}{2}$ " in radius with two supports at the bottom and a nail fixed in the centre forms the stand (Fig. 1). This nail forms the inch pin or peg of the axle, or the small wheel as shown in (Fig. 2).

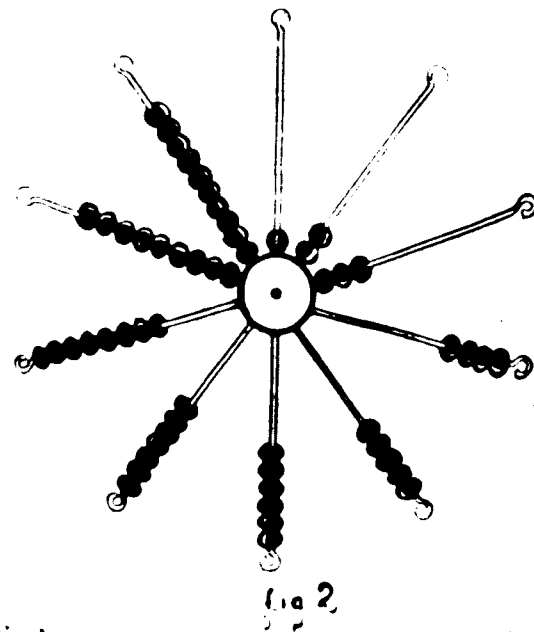
2. The small wheel

This consists of cylindrical piece of wood $2\frac{1}{2}$ " long and 2" in diameter with a hole at

the bottom so as to be fixed to the peg in the stand. The hole should be so large as to



rotate the wheel round the peg easily. The cylinder has 10 wires projecting from the middle of its sides at equal intervals. The wires have 1, 2, 3, ..., 10 beads respectively.



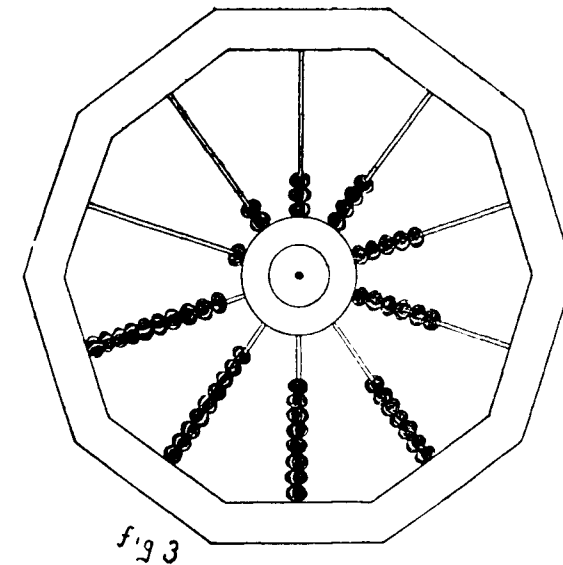
tively. The wires are slightly bent at the end so that the beads may not drop off. In cases of broken beads they may be replaced by threading new beads by just straightening the bent end.

replaced by threading new beads by just straightening the bent end.

3. The Big wheel

This consists of a wheel 15 inches to 18 inches in diameter. The spokes consist of 10 wires with beads threaded as in the small wheel. The wires are fixed at one end to the

outer frame of the wheel and at the other to the inner frame of the wheel. In cases of necessity the wires may be bent, pulled out and broken beads may be replaced by fresh ones. The diameter of the circular inner frame is equal to the diameter of the stand, so that the former may easily rest on the latter

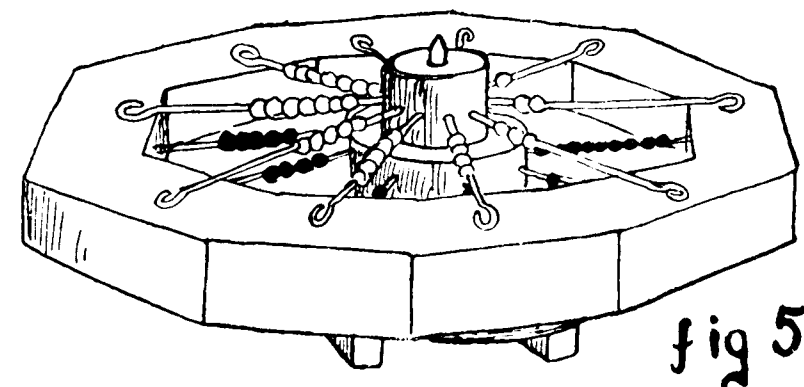


4. Complete Apparatus.

The large wheel is placed over the stand and the small wheel is fixed to the stand by means of the peg. It is possible to move the small wheel by pushing it.

Uses.

If we want to add 4 and 7, we have to bring the spoke with the 4 beads in the small wheel just over the spoke with the 7 beads in the large wheel. The children can



villages by propagating education among the masses, and another, requesting the Government of India to appoint an Indian with full knowledge of library administration as librarian to the Imperial Library at Calcutta after the retirement of the present incumbent.

At present some substantial work is being done by the following Associations :—

(1) Baroda State Public Libraries Association.

(2) The All-India Public Libraries Association in Andhra Desa Province (British India).

(3) The Punjab Library Association, Lahore.

(4) The Madras Library Association, Madras.

(5) The Maharashtra Library Association, Poona.

These Associations are trying their best to spread the Library Movement; but they are, perhaps, handicapped for want of generous support from the Government as well as the public in general.

The present condition of the Public Libraries in India.

When we turn our attention to the Public Libraries in India we find that firstly they are very few, and secondly they are not properly equipped. The public has not fully understood their importance. The Government has not given serious thought to this problem. On the contrary, on the plea of retrenchment they have curtailed the meagre help they used to give to the public libraries. There are greater difficulties in the way of the Library Movement in India than in England, and the reasons are as follows:

(1) Illiteracy of about three-fourths of the people.

(2) Want of support from the Government.

(3) Extensive area of the country.

(4) Divergent communities.

These and many other reasons have combined to keep us in ignorance of the modern library world though some enthusiastic and deserving persons have been doing their level best to awaken the public mind and prove the urgency of the Movement.

Contrast with the conditions in England

Quite contrary is the case with England. The country is compact and is free from any communal bias of serious nature. She has got full support of the Government and is amply helped by the munificent grants of Andrew Carnegie and others. To her good fortune she is closely associated with the continental countries and is profited by the experience and progress of the United States of America.

England in 1849 used to compare her things and progress with those of America and the continental countries as we at present do with those of England. The statistics supplied in the report under consideration is really very important. For instance, it is shown in the report that in 1911, library facilities were supplied to about 62 per cent. of the population, and now they are supplied to about 97 per cent. Under the head, 'The Urban Library Service' the importance of the public libraries is lucidly explained and schemes for full co-operation among various public libraries are suggested. The average expenditure on various items in urban libraries is calculated as follows.—22 per cent. on books and binding—5 per cent. on newspapers and periodicals.

46 per cent. on salaries and wages, 27 per cent. on other expenditure. It is suggested that every library should possess at least 30 volumes per hundred of population. Very valuable suggestions are made as to how the public library authorities should manage their libraries and how they should create interest among the public for using the library more and more. It has been strongly recommended that the librarians must be properly selected and trained, and they should be substantially paid like the trained teachers.

Deductions from a Close Study of the Report

We can gather many points from the report. The first thing we have to do is to give full support to the already established Library Associations. Full co-operation is the principal thing that we ought to learn to achieve a complete success in this matter. We must unite and make the library problem a common problem of the whole country. Our university professors, prominent educationists, specialized librarians and the rich and generous people must all unite to take this problem in their hand. The rapid spread of education among the masses can be well effected only by the rapid spread of public libraries. Different up-to-date methods of library organization should be studied and special methods suitable to our libraries should be adopted. The Public Library Movement in important countries of the day should be explained to the general public to awaken them to develop their taste for reading and love for public libraries. Central Libraries which would serve as general information bureau and internal agencies supplying each and everything concerning libraries are very badly wanted. All of us must resolve to help on at least one or two premier libraries to the level of the British Museum. For

instance, the Imperial Library in Calcutta and the Central Library in Baroda should be given full scope to attain to the covetable level of the British Museum. Library training courses should be started, which should be recognized by the universities. Unless we have got an idea before us nothing can be done by us. We must have before us some fixed programme, and then we should start vigorous action. Different Library Associations should appoint Supervising Bodies whose work should be to inspect and report on the condition of the public libraries under their control. A draft of the Library Law for India should be prepared and should be placed before the Government for sanction. It should authorise local bodies to maintain the local public libraries by levying a small tax. It should authorise the Indian Library Association to spread the Library Movement throughout India. It should give facilities for acquisition of lands for the buildings of the public libraries. It should fix the rate of grants to be given to the public libraries. And it should include such other problems as would facilitate the work of the Library Movement in the country. In addition to the general public libraries, special libraries, possessing literature on special subjects should be formed. The Central Libraries should see that their resources be made available to research scholars in any part of the country. Government should be moved to distribute their publications free to distribute their publications free to important libraries and Library Associations. Printed catalogues of different libraries should be made available in all Central Libraries. Book-sellers should be induced to sell books to libraries on special terms for library purchases. These are some of the points that suggest themselves as we turn the pages of the report.

EDITORIAL

The Future of Mission Education

Dr. Monroe, Professor of Education, Columbia University, has made a critical study of the problem of Mission Education and his views on this question are contained in a paper forming one of the essays in *comparative education*. He explains the objects and ideals which the missionary bodies have set before themselves, and tries to show how far a change in their policy and method is rendered necessary by the remarkable developments in political situation in the different countries in which they have been carrying on their work. Much of the criticism is based chiefly on experience of mission work in China and Japan and there is no doubt that the results of his investigations may prove valuable to us in India. Madras Presidency is not a little indebted to the missionary agency, and the part it has played in the educational sphere in South India especially in regard to higher education, is well known.

Mission education has, we are told, passed through three stages. The first stage began with personal evangelization. In the second stage education was regarded as an effective agent "by which the appeal of the Christian life can be made to the non-Christian." The third stage is rather recent and the more intelligent and cultured classes are approached "by creating a general cultural and intellectual situation without any direct and overt religious appeal". One factor which, more than anything else, has compelled the missionary bodies to take stock of the situation, is the political conception of education. Side by side with the growing feeling of Nationalism has arisen a distinct consciousness that the best interests of the

state can be promoted only if the state retains in its own hands the entire control of education. Education is conceived of as a "group process legitimately to be controlled by the Government for the production of a common culture". This conception of education, which may come to influence the general policy of administration in most countries, has brought into prominence a few delicate questions for the mission bodies to solve.

In modern days the state is not unwilling to admit its entire responsibility for the education of the people and it feels itself bound to make the necessary provision. It also realises that its responsibility does not stop with the provision of the resources. It sees the need for enacting regulations governing the qualifications of teachers, the courses of study, the religious instruction and so on. Its intentions are likely to be misunderstood and the rules it has framed may be regarded as vexatious when the state enforces them with a view to improving the standard. The missionary bodies whose schools happened to be hit hard in the changed conditions in China and Japan felt that the rules were designed to discourage them. Japan, for instance, insists on a fairly high standard of general education and also on a period of professional training in the case of teachers employed in schools. It also requires the instruction to be in the native language. Further it seeks to determine the essentials of the curriculum. There are regulations which forbid the teaching of religion in mission schools as a subject in the curriculum and during the school hours. Dr. Monroe considers that the missionary

bodies cannot have any reason to complain against the attitude of Japan. He sees the impropriety of their demanding privileges in foreign lands which we are not prepared to grant in our own land". He considers it inevitable that the missionary bodies should conform to the requirements of the dominant state education. He takes strong objection to the tendency on the part of the missions to entrust the work of instruction to American graduates who have had no professional training." To see the American college graduate blundering through the process of teaching the elements of his native language, because he has had no training in the technique, and is probably even unconscious that such training exists, and to compare his work with that of his Chinese neighbour who is engaged in a similar process and who has had two or more years' training, though it may be mechanical, brings little credit to the former". He does not like that any mission school which lowers the standard of education should be allowed to exist in foreign lands.

The mission schools which cannot command funds so readily as the state schools will, he fears, be easily outdistanced. Private non mission schools, we are told, may easily manage to enlist the support of the public and it is feared that the mission schools may be ousted in no time. Dr. Munroe thinks that the mission schools in China can hope to retain their prestige and influence, if they can arrange to supply trained teachers to all state schools and to carry on educational experiments that will impress the public with the importance of their work. The idea has also been mooted that competition among a large number of mission institutions inadequately

supported and equipped should be avoided and that higher education activities be limited to a few institutions. The future of the mission institutions is a question which has seriously exercised the mind of Dr. Munroe. He feels that the mission institutions lose their hold because they happen to be "foreign". The following passage is significant. "They are owned and controlled by the missions; they are called "foreign" and supply foreign education; in not one is a native in executive control; in few do natives have prominent executive positions; rarely do the natives form an equal part of the faculty; still more rarely do they receive similar salaries; in fact these schools are considered by no one as native Christian institutions. My argument is that until such institutions are considered to be native Christian institutions, largely directed, controlled, and supported by natives, they will continue to be exotics, facing a problematic future." Dr. Munroe feels that, if these institutions are to live and flourish and accomplish their purpose, they should be transferred to the native church. He even goes further and maintains that a refusal on the part of mission bodies to act in this manner will strengthen the idea that "missionaries are not there for the benefit of the native population". Sooner or later a similar problem will have to be faced in South India and the missionary bodies will find in Dr. Munroe's paper useful suggestions. They have rendered valuable service all these years and we hope they will not hesitate to adopt steps which will enable their schools to continue to do their useful work with greater vigour and to develop along lines calculated to serve as a model for similar work undertaken by

book: "What to tell the people about the Public Schools" by Dr. Belmont Mercer Farley. The numerous charts and Tables which are found in this book are very interesting and teachers and managers of schools will do well to acquaint themselves with the new methods of publicity. "The chief aim of educational publicity is to secure the acceptance by the public of the educational programme initiated by the educator, and the recognition by the public that the planning and execution of this program are within the province of public school education". The purposes of this study are stated to be (1) to discover the relative importance of interests of those to whom educational publicity is directed, in order that more forceful appeals for attention and acceptance can be offered; (2) To learn whether the present practices of news-paper school publicity are making the effective use of the interests of the readers of school news.

The lines of investigation followed in this connection were those of commercial bodies which had devoted considerable attention to the subject of advertisement. The field of school news is classified under 13 topics which are submitted to the "patrons" in the locality. The term "patrons" includes all persons who send their children to the school who are interested in education. These patrons who are chosen at random are asked to arrange the 13 school topics in the order of their preference. It may thus be possible to find out from the preferences of the patrons the topics in which they are specially interested. Questionnaires were sent to 5067 randomly selected patrons in 13 cities in America. As regards the second purpose a topical analysis of 39625 column inches of school news in 737 issues of 10 newspapers published in 10 of the above mentioned cities was made and the order of rank of the topics was determined.

"RANK ORDER OF INTERESTS OF 5067 SCHOOLS PATRONS IN THE TOPICS OF SCHOOL NEWS."

Total of Ranks.	Mean Rank.	Order Rank.	Topics of School news.
I 24,076	4.7	1	Pupil progress and achievement.
24,117	4.7	2	Methods of instruction.
24,420	4.8	3	Health of pupils.
25,731	5.0	4	Courses of study.
II 23,408	5.6	5	Value of education.
30,186	5.9	6	Discipline of pupils.
32,791	6.4	7	Teachers and school officers.
37,134	7.3	8	Attendance.
40,706	8.0	9	School buildings, etc.
III 45,805	9.0	10	Finance and management.
46,606	9.1	11	Board of education and administration.
49,294	9.7	12	Parent Teacher's Association.
51,240	10.1	13	Extra curricular activities.

"The figures in column 1 are the totals of the ranks assigned to the respective topics by the patrons. The mean rank of column 2 is obtained by dividing this number by 5067. The order rank of column 3 expresses the arrangement of the mean ranks in order of their size. This order rank indicates the order of interests of the 5067 patrons."

The first four items bracketed together (I in the table) are close to one another and it is obvious that the patrons attach great importance to these topics. The instructional program which concerns itself with the progress, courses, methods and health, seems to interest the patrons far more than the financial or the administrative aspects. The patrons were arranged according to cities and also according to their occupations and the preferences they had already expressed were re-examined so as to find out whether the preferences bore any relation to occupation or locality. In whatever way the facts were studied the order of rank was found to be nearly the same and there is no room for doubt as to the topics in which the patrons are interested. "The general program of educating the patrons of the American public schools to a recognition of the province of education, of creating confidence in the effectiveness of the techniques of the educationist, and of the worth-whileness of his results, must be a program replete with exposition of methods, aims, and results as well as arguments to prove that education does not cost much, that salaries are too low, that money appropriated to educational uses is economically handled, that teacher's qualifications are increasing and that administrative techniques are being improved. The former

subjects should be given more space in educational publicity than the latter, and publicity concerning the latter topics may be made more effective by stressing the service these activities perform in the use of correct methods and courses and their contributions to the physical welfare of childhood and also toward the achievement of valuable educational results." An analysis of the news space devoted to the various school activities shows that far more importance is attached to Extra-curricular activities and parent-teacher associations by newspapers.

Percentages of News Space

Topic.	Per cent.
Extra-curricular activities	47.1
Teachers and school officers	9.2
Parent-Teachers' Association	8.2
Pupil progress	5.6
Board of Education	5.2
Courses of study	5.0
Finance	4.8
Buildings	4.1
Health	3.3
Methods of instruction	2.9
Discipline	1.7
Value of education	1.5
Attendance	1.3

It is found that the topics of interest to patrons take up only 24.6 per cent. of the news space as against 75.4 per cent. for extra curricular activities, administration and such other matters. There is thus a negative correlation between the interest of school patrons and the space allotted to the several topics in the press. One fact that emerges clearly from these studies is that the patrons whose support is solicited do not get information they want either from the press or from the annual reports. Managers and

teachers' organisations need not neglect matters which are considered secondary by patrons but they will have to see that the publicity work they undertake becomes effective on account of the emphasis they lay upon 'the results, the methods, the courses, and the health service of schools, whether the medium through which they reach their patrons be the newspaper, the school report, the public address, or personal contact.

The All-Asia Educational Conference

The outstanding event of the year 1930 was the First All-Asia Educational Conference which was held at Benares during the Christmas week. The Conference was opened on 26th December and the Reception Committee was fortunate enough to prevail upon Dr. Radhakrishnan to preside over the Conference. It is very kind of the learned professor whose attachment to the teaching profession is well-known, to have consented to take the chair at very short notice. Teachers in Madras have every reason to be satisfied with the choice of the Reception Committee not so much because the president-elect was a Madrasite as on account of the fact that it was possible for the committee to secure the services of an Indian Teacher who has become an international figure. The extempore address which he had delivered was highly appreciated by the large number of delegates and visitors that had assembled in thousands in the spacious shamiana erected for the occasion. A number of foreign delegates from China, Japan, Malaya States and Ceylon, attended the Conference and one of the Chinese delegates presided over the secondary section. The work of the Conference was distributed

among a number of sections and it was left to the delegates to attend the sections in which they were interested. It is unfortunate that the papers offered to these sections were not, except in the case of the Library Service section, made available to the delegates who were therefore unable to follow the proceedings and to take an intelligent part in the discussion. We hope that the Reception Committee will at least take steps to issue early enough a full report of the proceedings. The exhibition which was organised on this occasion, especially the products manufactured by the Chemistry Department of the Hindu University, attracted the attention of the delegates. The Conference was glad particularly that Pandit Madhan Mohan Malayya found it possible to make his presence on the closing day, and his eloquent appeal for international good-will made a great impression. Prof. Seshadri who was the one person acquainted with many of the delegates from all the provinces, hit upon the happy idea of bringing the chief representatives of the provinces together at a pleasant function and did real service by creating a spirit of comradeship.

A note-worthy feature of this Conference which impressed the delegates from provinces other than Madras was the large group of South Indian Teachers. This was the first time when a special train was organised to take the teachers on a long tour over the greater part of India. Of those that travelled in the train, about 250 were teachers and their dependants. The magnitude of the task should be obvious and in a matter relating to the boarding of such a large group with as many tastes as there were individuals, it is not unlikely that some may feel inconvenienced, for one reason or other

The members of the party were quick to realise that certain inconveniences were unavoidable when the party had to move from place to place hurriedly and when the train could not keep time. Messrs. Ramamohan and Co. who acted as the touring agents of the S. I. T. U. took great care to secure ample accommodation in the train and at the halting places throughout the journey. Delegates appreciated the arrangements made by the agents for the safe-custody of the luggage and it is very kind of the agent company to agree to the suggestion of the president of the S. I. T. U. that members who preferred to make their own arrangements for boarding might be shown consideration. It is not proper for the office bearers of the S. I. T. U. to say anything about the arrangements but the impressions of our correspondents published elsewhere speak for themselves. It is a matter of no little satisfaction to the S. I. T. U. as well as to Messrs. Ram Mohan and Co., that the members of the party kept fit right through, made the best use of the opportunity and had a pleasant holiday. The office-bearers of the S. I. T. U. should like to express their gratitude to the teachers for the spirit of comradeship and co-operation that they evinced.

Ourselves

With this issue we are, commencing our fourth year. From the beginning we have been receiving the enthusiastic support of a number of teachers. We are glad to say that our list of subscribers includes Teachers' Associations of a large number of schools in the presidency. There are also a number of individual teachers who have evinced considerable interest in our work. To all these benefactors we offer our heartiest thanks.

We hope that in the coming year they would be giving us more of their help and thus enable us to continue the work in the interest of the teaching profession. It may be a satisfaction to our well wishers to know that our subscribers' list has been steadily growing. But along with the growth has come a demand for increasing the size of the journal. If the large number of Secondary Schools show by action their abiding interest and become subscribers, it may be easily possible to make the journal more attractive and useful. We want and need the co-operation of a large number of well-wishers, for the journal will become more attractive and will achieve what is required of it only when its supporters take an active part in extending its circulation, in sending us material, and in telling us frankly what they like, what is of use to them and what improvements they desire to be made.

True to our motto, we have been in our own way trying to improve the resources of the journal by undertaking the publication of certain useful educational books. We were given the privilege of publishing the proceedings of the Fifth Conference of the All-India Federation of Teachers' Associations held in Madras. We are also the publishers of "ON TEACHING," a nice handbook for teachers from the facile pen of one of our regular contributors: Mr. N. K. Venkateswaran. These books have been well received both by the Indian and by the English press. Elsewhere we publish an appreciation from the *School Master* and *The Woman Teacher's Chronicle*, the weekly journal of the National Union of Teachers, England. We trust our readers will encourage us in our new venture.

Highness the Maharajah of Benares, who opened the Conference I saw the happy human faces of thousands and thousands of delegates. Madras may well be proud of the fact that it sent 400 delegates. The *ex tempore* speech of Professor Ramakrishnan was a fine oration. The humorous speech of Mr. A. H. Mackenzie, C. I. E., who opened the Exhibition was appreciated by all and the Exhibition itself was grand. The arrangements made by the Reception Committee for the Conference were really good. The thanks of the Educational world are due to them. I hope that the Madras Benares Party is the har-binger of many more parties.

R. KRISHNA RAO BHONSLE.

SIR,

I thank the Hon. Secretary and manager of the South India Teacher for giving me this opportunity of stating my impressions of the Benares Tour which came to a successful close yesterday morning.

It must be a matter of great pride to the Teaching Profession that for the first time the South Indian Teachers have been able to charter a special train and visit the various places of historic and religious interest in Northern India at comparatively a little cost and re-learn the dry history they learnt and now teach at school. There can be no two opinions as regards the convenience of the special train especially in Northern India where third class travelling is much more difficult than in the South. The organisers of the tour must be congratulated on the selection of the places of visit though there may be complaints here and there, that more time had not been given to see more of certain places like Bombay, Agra and Calcutta. Yet, by personal efforts and private arrangements it was possible for most of the tourists to see not only everything worth seeing but also more than what one can do on such a brief visit. The tourists have gained much knowledge of men and things and this must no doubt have a very beneficial effect in their future work. No one can forget the work of the Deccan Educational Society or the splendid library of the Fergusson College in Poona or the splendid art collections of Sir Ratan Tata in the museum at Bombay or the peaceful atmosphere of the grove at Sanchi or that noble "dream in marble" and the last lying place of that great Emperor who respected all religions alike, at Agra, or that "most elegant Hall in the world" the Divani khas, the state-ly Juma Musjid, the Iron pillar and the Kuth-Minar at Delhi, the bath at Trivani and the boat ride on the Ganges at Benares or the splendid

and gorgeous scenes and last, which the First, All Asiatic Educational Conference was opened by the Maharajah of Benares, for the eloquent words of Prof. Ramakrishnan, especially when he explained what "Culture" meant. Ganga, Calcutta and Patna were "done" at express speed have left indelible impressions on the mind and when the tour came to an end without a single untoward incident the general impression was that the tour has been all too short and on the whole been very enjoyable.

This tour has not only helped to widen knowledge but also to show our own failing. If it had not been for the fact that out of 450 who had registered by paying eight annas not even half the number passed through the crucial test viz of paying the train fare on 1st July Nov. the special for which men and spirit work was done by Mr. S. K. Devasikhanam as leader of the party and Mr. S. K. Yegannarayana Iyer as President of the S. I. T. U. would not have been called "Ram Mohan's Special". It is unfortunate that by our own failure to pay up in time, the President of S. I. T. U. and others who were responsible for the organisation of the tour were forced to entrust the whole arrangements to one Ram Mohan & Co. who not only called the special by their own name but acted in such a manner as to falsify every expectation as regards food and sight seeing, created by the various circulars issued by the S. I. T. U. and even placed the President in the unenviable position of bearing the numerous attacks of the discontents.

This tour has taught us many lessons not the least of which is the admirable patience and forbearance exhibited by the President of the S. I. T. U. Mr. S. K. Yegannarayana Iyer who with his ready smile which even under very trying conditions did not desert him, calmly bore these attacks which were often times very fiery and some times even calumnious and taunting. It is indeed sad to mention that the otherwise very successful tour has been marred to a certain extent by the inconveniences and suffering caused by this arrangement. I hope this will not be the last tour and that the next will be under our own auspices for which promptness in paying and self discipline and better organisation among ourselves are essential. It is hoped that the teachers as well as the original organisers will take this lesson to heart and make better arrangements when proposing such tours to the other parts of the country which have not been visited. Even as it is the knowledge and experience gained by this "all but too—short"

tour is indeed a great achievement of which the Union ought to be proud of.

W. Viraraghavachari.

I am very sorry not to be able for lack of time to write an article for your esteemed paper re the tour, but I wish to state that the tour to the North of India by special train as well as the

Educational Conference have given me full satisfaction. I shall always gratefully remember the happy days I was permitted to spend in the company of so many enthusiastic educationists. I am very thankful to the organisers of the tour whose indefatigable efforts have been crowned with success.

Yours Sincerely,
G. LUE BKE

NEWS AND NOTES

The World Federation of Education Associations.

The next Conference of the world Federation of Education Association will take place at Denver, Colorado, 27th July to 1st August 1931. Writing in the World Federation News, Mr. Augustus O. Thomas, President of the W. F. E. A. says, "Already there is abundant evidence that the coming Congress will be well attended and practically all countries will be represented. The Denver meeting will see the Herman—Jordan plan well on the way with definite suggestion relative to goal, material and methods of instruction. Courses of study with recommendations for carrying on will be discussed at that meeting; persons who have ideas and suggestions will have opportunity to assist in the formation of this material. There will be presented at this meeting plans and specifications for the training of teachers for the international point of view.

We shall appreciate the courtesy very much if persons who have been thinking on the problems of better international understanding and goodwill, and who have been successful in the instruction of this new objective of universal education, will send to us a report on what they have discovered. These suggestions for program making should be sent directly to the President at his Augusta address.

The World Federation is virtually a great World University with about twenty well-defined departments presided over by capable directors, each department functioning in a vital field. At the Denver Conference a portion of the program of each section will be made up of prepared addresses and a part open to free discussion. All persons who attend these conferences have the privilege of participating in the discussions and in formulating reports and resolutions to be submitted to the Delegateably. These round-table conferences will

afford an opportunity for the exchange of valuable information relative to what is taking place educationally throughout the world.

The main program of the Denver meeting will include names of men and women of international renown who can speak authoritatively on the subjects presented. This will constitute an unusually interesting and valuable experience."

Progressive Italy

The latest method of the Fascist Government to convert its youth is said to be the publication of an entire new series of books to be used throughout all the Elementary Schools in the country. The series, consisting of eight volumes we are told, are skilfully written and handsomely illustrated, and are thoroughly permeated with the spirit of Facism.

A GardenReference Library

A Garden reference Library was begun a year ago in one of the small public Gardens of Lisbon, under the auspices of a private educational Society known as the Free University. Under a huge Cedar-tree are book cases containing rather less than 1000 Volumes, covering practically every mechanical and literary subject. Any one may see the library between 10 A. M. and 6 P. M.

THE CREED OF A TEACHER

The Transvaal Education News contains the following:

I believe in boys and girls; the men and women of a great to-morrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance; in the efficacy of schools; in the dignity of teaching and in the joy of serving others.

I believe in wisdom, as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the school room, in the home, in daily life and in all our efforts.

I believe in laughter, in love, in faith, in all ideals and distant hopes that live in us.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and opportunities in the future and its promises and in the divine joy of living.

THEN AND NOW IN SECONDARY EDUCATION IN THE U. S. A.

Changes from 1890--1929.

The High School of 1890.

The High Schools of 1929.

Attended by :

The Intellectual and Social elite—a homogeneous student body with parents in a preferred economic, vocational or social position.

All the children of all the people—a heterogeneous student body drawn from every group in the community, with corresponding diversity of background, capacity, and future prospect.

Purpose :

To Select pupils of unusual capacity and back ground and to prepare them through a traditional academic curriculum to exercise cultural, social and economic leadership.

To take all pupils including those of average and limited capacity and back ground and to discover for each one the particular curriculum which promises most for him and for society in liberal education and preparation for practical life.

Location :

High Schools were seldom found except in the centres of population. There were only 2526 public and 1632 private or a total of 4158 secondary Schools in the whole of the U. S. A.

High Schools are easy of access to all youths except those residing in backward communities. In 1926 there were 17710 public and 2350 private or a total of 20060 High Schools in the U. S. A.

Enrolment :

	Public Schools.	Private Schools.	Total.		Public Schools.	Private Schools.	Total.
Boys	89451	47534	132985	Boys	1,445,886	114,617	1,560,503
Girls	116351	47397	163748	Girls	1,619,123	133,459	1,732,582
Total	201802	94931	296733	Total ...	3,065,009	3,313,085	3,313,085

Curriculum :

Offered a single curriculum composed of subjects organised on a logical bases and intended "for those boys and girls economically

Offers a series of curriculums composed of subjects and activities organised on a psychological basis, which should provide every child of

and intellectually capable of attending the secondary School." The acquisition of this subject matter was considered more or less an end in itself.

secondary school age an opportunity to develop whatever talent he may possess. Subject-matter is a means to an end and has no place in the curriculum except as it contributes to the realisation of desirable, individual or social ends.

Methods :

Passive absorption of text-books—Memorization of facts as ends in themselves. Teachers considered that their taste had been completed when they had rigorously applied to logically organised subject matter of a static and academic curriculum. "Every subject taught at all in a secondary school should be taught in the same way and to the same extent to every pupil so long as he pursues it."

Emphasis is placed on learning through active participation in life-like activities designed to develop desirable habits, attitudes, and ideals. Instruction aims directly at achieving such major objectives as good citizenship, vocational efficiency and ethical character.

Results Expected:

A high school was successful if it succeeded in eliminating all but the intellectually elite and gave the select few who went on to higher institutions of learning the preparation which fitted them to make high marks in college or university.

A high school is successful if it retains children in school and discovers the particular subject-matter and activities which equip them successfully to meet the varied demands of a complete and rapidly changing civilization.

A Middle School Examination again !

The Director of Public Instruction, Madras, has issued the following circular to heads of institutions in the Presidency :—

"It has been suggested that a single examination should once again be introduced at the end of the Middle School somewhat on the lines of the old Middle School Examination which should be the criterion for promotion to the higher forms. There would be four papers viz., English, Vernacular, Elementary Mathematics and a general paper comprising questions on History, Geography and Elementary Science. The papers would be set in Madras, but the correction and the general conduct of the examination would be done in each district separately.

District Educational Officers and Inspectresses are requested to be so good as to obtain the opinion of the heads of Secondary Schools on the proposals. Opinion may also be obtained as to the desirability of including Form IV in the Middle School Department."

For some time past our District guilds have been giving their time to this question. Recently our Kulapathy Parameswara Aiyar of Palghat circularised to all educational bodies a note pleading for the revival of the Middle School examination as a remedy for the deplorably poor results in the S. S. L. C. The subject, though discussed at meetings of some district guilds, has not been fully considered and we hope that teachers all over the presidency will give their careful consideration to the topic raised in the directors' circular. (Eds. S. I. T.)

A Veteran Educationist Retires.

Rao Bahadur Appusastrigal, Founder, Manager, correspondent and Headmaster of the Native High School, Kumbakonam, has recently transferred the administration of the School to an influential committee. This would mean the retirement of the veteran who devoted his life to the cause of secondary education in Kumbakonam. We wish him peace and happiness in his retirement and to his School we wish all prosperity.

UNION NOTES

The following affiliation fees are due from District Teachers' Guilds.

	1928-29	1929-30	1930-1
	Rs.	Rs.	Rs.
I. Madras			15
II. Bellary		15	18
III. Kurnool		15	30
IV. Anantapur			15
V. Chittoor		15	22
VI. Chingleput			15
VII. South Arcot		15	24
II. Tanjore			52
IX. Trichy			22
X. Coimbatore		15	40
XI. Madura	15	15	20
II. Tinnevely		15	50
XIII. Malabar		—	20
XIV. Ramnad	15	15	34

XV. North Arcot
XVI. Guntur

	15
Total	30
	135

Grand Total Rs

Subscription for 1930-31 is assessed the light of the rules, as recently revised the Madras conference and confirmed the Coimbatore conference. It is calculated at the rate of Rs. 2 per association affiliated to the guild.

Secretaries of affiliated guilds are requested to remit the affiliation fee with the arrears if any at an early date.

V. RANGASWAMY

Treasurer, S. I.

THE S. I. T. U. PROTECTION FUND

Proceedings of the Third Annual Meeting of the General Body of the S. I. T. U. Protection Fund held at 4-20 P. M. on the 30th December, 1930, with the President in the chair, in the Singarachari Hall, Triplicane.

1. Notice of the Meeting was formally read by the Secretary.

2. The minutes of the last Annual Meeting were read and approved.

3. A letter from Mr. V. Guruswamy Sastriar expressing his inability to attend was read by the Secretary.

4. The Third Annual Report and the financial statement together with the Auditor's Report were read by the Secretary.

A discussion ensued and the following resolutions were put to vote and carried:—

(a) That detailed accounts of expenditure under contingencies should be kept by the Secretary and proper vouchers maintained.

(b) That the amount of Rs. 5 said to have been lost, should be recovered from the Secretary. (Two dissenting).

(c) That, as far as possible, the working expenditure of the fund should be limited to the amount received under "Working Fund" and that if this amount is not sufficient the necessary amount may be taken from other heads and the matter placed by the

Board of Management before the General Body for ratification. All amounts so utilized should be treated as loans and repaid when possible.

(d) That fine be collected from all when it is due, after allowing two months grace.

5. That the Annual Report be adopted subject to the resolutions a, b, c, d. in above.

6. That the Budget as presented by Board of Management be approved subject to resolution (e) in No. 4 above.

7. The following office-bearers were elected:—

Mr. M. S. Sabhesan, M. A., Chelva College, Madras, President.

Mr. P. A. Subramania Iyer, B. A., L.T., Master, Hindu High School, Triplicane, President.

Mr. R. Ramakrishnan, Dip. Econ. A., Hindu High School, Triplicane, Secretary.

Other members of the Board of Management:—

Mr. S. Srinivasa Iyer, B. A., S. M. D. High School, Vellore.

Mr. K. S. Chengalvaraya Iyer, Ass. Board High School, Krishnagiri.

Mr. S.T. Ramanuja Iyenger, B. A., L.T., and in High School, Teppakulam, Trichinopoly.
second. Mr. C. Ranganatha Iyengar M. A., L.T. subje. I. High School, Gooty.
end in

Mr. V. Aravamuda Iyengar, B. A., L.T., C. High School, Madura.

Mr. Samuel Daniel, Assistant, B. H. C. H. School, Trichinopoly.

8. That Messrs. G. A. Srinivasa Iyer, M. A., Asst. Professor, Presidency College, and A. S. Ramachandra Panth, B. A., L. T., Muslim High School, Triplicane, be elected as Hony. Auditors.

9. That the two verbal alterations made in the Rules presented to the Registrar of Joint Stock Companies for registration be ratified.

10. That Explanation (a) under Rule No. 7. (page 4 of Rules) be ratified.

11. That the following sentence be added under Rule 16: "A married subscriber shall not be permitted to assign the amount of benefit to his credit to any, other than his wife or children."

12. That a Committee consisting of the three office-bearers resident in Madras and Messrs. S. Madhava Rao, T. Ramanujachariar, S. K. Yegnarayana Iyer and K. Rangaswamy Iyengar, be appointed to consider the amendments of which notice has been given, and also other amendments and suggestions that may be regarded as necessary, and place their report at the next meeting of the General Body.

13. That a Propaganda Committee consisting of the office-bearers in the City of Madras and Messrs. S. K. Krishnamurthy Iyer (Convener), T. Ramanujachariar, V. Rangaswamy Iyengar, D. Chelliah, and M. S. Kotiswaran be appointed to do propaganda work in the City.

14. That the Secretary, be empowered to operate on the Bank Accounts conjointly with the President or Vice-President.

15. That the grateful thanks of the General Body be conveyed to the retiring office-bearers for their meritorious work on behalf of the Fund, and a copy of this be sent to every one of them.

16. That this Meeting places on record their grateful appreciation of the valuable services rendered by Mr. S. Madhava Rao as Secretary during the last three years.

17. The President of the Meeting and the authorities of the Hindu High School were then thanked.

Extract from the Report of the Board of Management for the period ending 15th December 1930:—

The Strength of the Fund on the date of the Report is 468. In addition to this, 5 teachers have made part payment only under Bye-law No. 2. During the course of the year there were 147 new admissions, 14 members were in arrears for more than six months and hence their names had to be removed from the Register of members under rule No. 16 (d). During the period under report 4 members died and Benefit Amount paid to their nominees amounts to Rs. 876. The Board of Management did not feel any necessity for making any extra call during the year.

The Fund has now an amount of Rs. 11,723-9-6, as cash in the Bank and as investment in Post-Office Cash certificates. There is an amount of Rs. 1129 under Reserve Fund, an amount of Rs. 468 under Professional Fund, and Rs. 10,098 under Benefit Fund.

The Fund was registered on the 15th November 1930, under Society's Registration Act XXI of 1860.

THE XXIII PROVINCIAL EDUCATIONAL CONFERENCE

are opin. propose the de Middle meeting of the Reception Committee of the Provincial Educational Conference was at 2 P.M. on the 23rd instant at the Board of Intermediate and Higher Education, Palghat to elect the Chairman and other office-bearers of the Reception Committee. Mr. K. S. Vaidyanatha Iyer, B. A., L.T., of the Govt. Victoria College, Palghat presided. The meeting unanimously

elected Mr. H. C. Papworth, M.A., I.E.S., Principal, Govt. Victoria College, Palghat, as Chairman of the Reception Committee. The following were elected as Vice-Chairmen:

Rao Bahadur P. V. Seshu Iyer, I.E.S. (Retd.), Principal, Hindu College, Tinnevely.

Mr. A. V. K. Krishna Menon, B.A., B.L., L.T., Principal Zamorins' College, Calicut.

Kulapathi V. V. Parameswara Iyer, Manager, Native High School, Palghat.

Mrs. Gowri Shankunni, M.A., L.T., Inspectress of Schools, Fifth Circle.

Srimathi C. Chinnammu Mannadisar, B.A., Head Mistress, Board Moyan Girls' High School, Palghat.

The following Sectional Committees were also appointed to make arrangements for the Conference.

Entertainments Committee: N.R. Parasurama Iyer, B.A., L.T., Convener.

Hospitality Committee: Mr. Kochunni Panikkar, M.A., L.T., Convener.

Tournament Committee: N.S. Venkatakrishna Iyer, B.A., L.T., Convener.

Papers Committee: Srimathi C. Chinnammu Mannadisar, B.A., Convener.

The meeting also elected Mr. K. S. Veeragharan, B.A., L.T., as the Assistant Secretary to help the General Secretary.

E. H. PARAMESVARAN,

General Secretary.

Educational Exhibition-May 1931.

An Educational Exhibition will be held under the auspices of the 23rd Provincial Educational Conference coming off at Palghat in May next. The members of the Exhibition Committee request the kind co-operation of all interested in Education in making the Exhibition a success, by sending Exhibits and by other means.

Exhibits relating to the following heads will receive special consideration:—

- (1). Educational Charts and Statistics.
- (2). Maps and Models.
- (3). Diagrams and Experimental Demonstrations.
- (4). Teaching Appliances and Apparatus on all School subjects.
- (5). Visual Instruction.
- (6). Manual Training—Wood-work, Metal work, etc.
- (7). Vocational Education.
- (8). Scout Craft.
- (9). Fine Arts.

A special and thorough study of the Kindergarten is proposed to be made at this Exhibition. Heads of all Training Institutions in the Presidency are therefore particularly requested to make it a success.

Economic and Agricultural Products of Malabar, Relief Maps and Models of Cities and Towns, Landscapes, Harbours, Historic Forts, and Schools and Colleges are also invited.

Instructions to Exhibitors.

1. Exhibits will be received at the Exhibition Office from 1st May 1931. The Exhibitors are requested to send along with the Exhibits detailed information about them.

2. Exhibits may be sent by Railway Parcel to Palghat at the Exhibitor's cost, and arrangements will be made to take charge of them and carry them to the Exhibition Office.

3. Exhibits must be safely packed and sent at the Exhibitors' own cost.

4. The Exhibition Committee will afford all possible facilities for ensuring the safety of the exhibits. They do not, however, hold themselves responsible for any loss or damage.

5. Exhibitors shall make their own arrangements for the removal of the Exhibits after the Exhibition.

6. Only the charges for the transport of the Exhibits from the Palghat Railway Station to Exhibition Office will be borne by the Committee. All other incidental charges shall be borne by the Exhibitors themselves.

7. On all matters connected with the Exhibition, the decision of the Exhibition Committee shall be final.

8. Prizes and Certificates of Merit will be awarded to the Exhibitors.

9. All Exhibits and Communications should be addressed to The Exhibition Secretary, 23rd Provincial Educational Conference, Palghat.

Palghat,
10-1-31.

S. K. PADMANABHA
AIYAR,
Exhibition Secretary.

REVIEWS

PRACTICAL ELEMENTARY SCIENCE WITHOUT A LABORATORY. Bks. I, II and III by Dora Hussey, formerly Inspectress of Schools, Ceylon. Published by Messrs MacMillan and Co., Ltd., Madras. [Price 40 cts, 60 cts. respectively]. The aim of the author in writing these books is not dispensing with the laboratory as the title may appear to indicate but to make science a living subject by relating it to practical life. It is not uncommon to find our boys and girls after a rigorous laboratory routine not knowing the explanation for simple everyday phenomenon. It is the attempt of the author to avoid such a state of affairs and it must be said to her credit that she has succeeded. The books are suitably graded and the topics selected for treatment in each book do not follow the conventional order, of science text books. The pull of the earth, floatation, friction, how light travels, are treated in the 1st book. Book II deals with more advanced problems—Inertia and Pendulum, Pressure, Radiation of heat, study of air and water; while Book III introduces the readers to explanations of more advanced physical phenomenon: Sound, Magnetism and electricity and the Chemistry of carbon.

The treatment is purely qualitative but it is the aim of the author that where experiments involving quantitative measurements would lead to the better understanding of certain facts they should be either done by the pupils themselves or demonstrated by the teacher. If our Elementary Science Syllabus had been drawn along the lines in which the book is written, it would then well justify its place in the curriculum of a secondary school. We should be glad if the author could continue the series including lessons on biology also.

ANIMAL STUDIES by M. Ekambaramanathan. Published by Longmans, Green and Co. Ltd. Madras. [Price Rs. 2-0-0].

With the recent revision of the Science Syllabus of the Madras S. S. L. C. Scheme has come a demand for text books particularly for Biology. Many of the Science teachers in our secondary Schools, being physical Science Graduates, have felt a need for refresher courses in Plant life and animal life. The Science section of the Madras Teachers' Guild recently organised one such course and it was attended by a large number of Science teachers of the city and Mr. M. Ekambaramanathan Iyer, delivered to them at course of six lectures on

Animal Studies. The book under review is written by him so as to be of help to science teachers.

It is not a text book for use in class. It does not follow the Syllabus at all. But prominent types of common animals are taken and described with special reference to respiration, nutrition, locomotion, sense, perception and reproduction and protective colouration and habits. A useful appendix giving helpful suggestions for the collection and preservation of animals is added.

SCOUTING FOR BOYS IN INDIA (TAMIL) by K. R. Ramabadrhan TRANSLATED from the English Book of the same title by Sir Robert Baden Powell—Published by the South Indian Scout Equipment Co., 175, Broadway, Madras. Price Rs. 2.

This volume is an effort to bring within the reach of Scouts and Scouters, the help and guidance necessary to make the movement spread on right lines in the Tamil speaking districts. The translation is well done and is written in a pleasant style. The Publishers, too deserve to be congratulated on the excellent get up of this volume. The usefulness of the book being great we believe that all interested in Scouts will order for copies.

ALY THE PHILOSOPHER AND OTHER STORIES by R. Illustrated by H. R. Miller. Published by Messrs Macmillan and Co., Ltd. Cloth Bound—Pages, 192. Price not announced.

The author states in his note that the stories are original and that they have been written to meet the requirements of those students, who taking English as a principal language, have passed the fairy-tale and old-stories-retold stage and are not, as yet, qualified to face standard authors. The stories are written by a teacher who has twenty years' experience in the East and has practically learnt all he needs to know of the capabilities of students to whom the book is intended. Most of the incidents set forth are claimed to have been described in the class orally by the author himself. The book shows what may be expected of a teacher with experience and knowledge. One cannot but admire the artful way in which the author has arranged everyday experiences and occasional incidents for the purpose of effective story telling.