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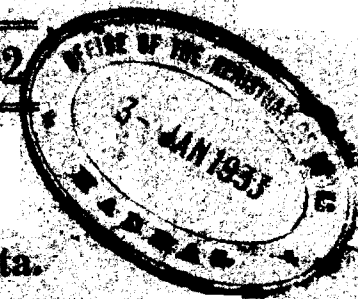
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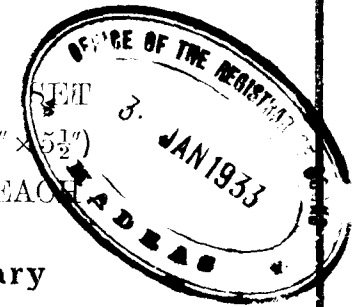
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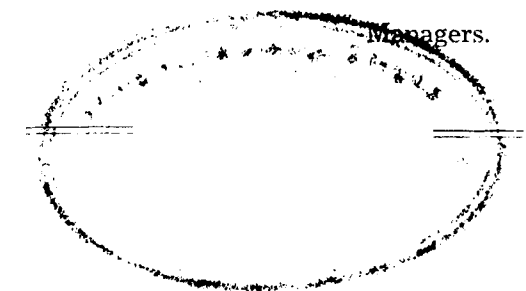
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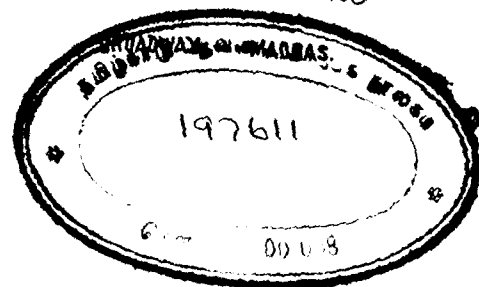
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TALKS TO TEACHERS

THE SOUTH INDIAN TEACHER

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THE MONTESSORI METHOD—TALKS TO TEACHERS

BY

MISS M. W. BARRIE,

Lady Willingdon Training College, Madras.

I THE MEANING OF THE METHOD AND SOME OF ITS DISTINCTIVE PRINCIPLES.

The name "Montessori Method" is somewhat misleading for what goes under that name is really a complete re-orientation of educational outlook and a complete change of attitude to and method of work. There are therefore two sides to the study of the so-called "Montessori Method," viz., the Principles and the Practice, or Working Method. What is called the "Montessori Method" might be described as a very thorough attempt to live up to the Principles in a more literal and thorough way than the current education does. The name that Madame Montessori herself chose for her new type of educational reform was "the Scientific Method" of Pedagogy and her aim was to bring the clear, thorough, modern methods of study, into our educational work. It is necessary however to know what the term "Scientific Method" means in order to know what the "Montessori Method" is. For, the term

"Scientific Method" is becoming a very common phrase and is being applied to very many aspects of living and study, besides pedagogy or the science and art of "Teaching." But as simply as possible in terms of pedagogy it means, first, that careful preparations (to suit each stage, etc.) have to be made to enable children to learn for themselves and in their own way from their environment and by means of suitable concrete "didactic material." Secondly, it means that very great care is required in learning how the "material" should be used if the purpose has to be fulfilled. Thirdly, that very great care must be exercised by the director in watching how children use the "didactic material" and judging whether its purpose is being accomplished or not. Fourthly, very great care is required in observing and noting the educational and psychological reactions to its environment and the results of playing with these "materials." Fifthly, the observers must be able to examine and test the "results" obtained and find out what the "errors" are, where and how they have been made. And

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finally they must be able to set about correcting the "errors" in "material", as well as in the environment and in the "use" of these, that may have produced the wrong results. Scientists never accept what other people say without careful thinking and testing. So teachers who seek to practise "the Montessori Method" must be individually careful in all these above-mentioned ways and see that nothing is done mechanically without thought and careful consideration. But it must be remembered that to practise the Scientific Method with human beings as the subject of study is much more difficult than practising science in the physical laboratory. For, human beings are so complex in their nature and every part of their nature is changing almost every moment whereas in ordinary experiments in the ordinary science laboratory we can generally be more sure of the "reactions" of the materials we are working with and the results of our experiments. Hence we shall find that the practice of the scientific method in the educational laboratory taxes our energies and our concentration and our patience much more and makes greater demands on our capacity than any other type of scientific work. Besides the "Method" of Scientific education, there are certain "Principles" also that distinguish the new "Method" from the old teaching.

The first principle marks what is perhaps the most outstanding difference between the "old" type of education and the "new", viz., the emphasis it lays on the individual child. In the Scientific Method the teacher can no longer be called a "class" teacher in the "old" sense. It is the individual child and not the class as a whole that the "teacher" is to be careful to teach. All children are different, therefore all children must be treated separately if they are to be "properly" educated. Thus the group of children which is called a class is

only of secondary importance in this method. The child chooses his own "work"; the "teacher" helps it when necessary. But only in matters which concern the whole class are general lessons given and these occur much less frequently than in the old method. Such occasions are when he teaches the children how to behave properly, how to sit, stand, walk, talk, and all the necessary behaviour involved in good manners or when he tells stories or gives some instruction of social or general interest. But in all matters which involve training of the child as an individual he treats the child as an individual.

The second of the principles which distinguish the "new" (sic) method from the old emphasises the need for another great change, viz., in the "type" of school that has been heretofore considered "good enough". We have thought that four almost bare walls, some benches, some books and perhaps a blackboard were enough for a school; but this second Principle of the New Method emphasises both the conscious and unconscious effect of the "environment" on the development of the child, mentally, emotionally, physically and morally. The environment means everything that is in the immediate neighbourhood of the child. It includes the school, the playground, the furniture, the "materials" by means of which the child learns, the other children, the teachers, the adults, Nature, family and society. Modern psychology tells us that it is the environment which is the chief teacher of the child, because it is the environment that stimulates mental, emotional and physical activities. Therefore if we want the child to "know" a great deal it must be surrounded by many things which it can learn about and also by means of which it can learn. If understanding, care and beauty are to be learnt then a beautiful school as well as a beautiful home is required, with beautiful furniture, beau-

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tifully "kept", carefully arranged and tastefully ordered and coloured. If we want the child to be skilful in doing things, then we must give it every opportunity, when its hands, eyes, muscles and mind are delicate and sensitive, to learn all kinds of "crafts" which demand skill. If we want the child to grow up with a sense of responsibility for all the things round it then we must allow it to develop the "habit of helpfulness" in looking after, and being gradually responsible, for all the things in the school, showing it *by example* not by precept alone how to do that.

These are some of the reasons why those who try to practise the "Montessori Method" and to build a "Montessori" school seek to provide everything (but on a small scale) that is required in a well regulated home or household, i.e., little chairs and tables, pots and pans, little brooms and dustpans, little towels, dusters, tooth-brushes (when children take food at school), nail-brushes, etc., in short, everything that is required by the child in learning all the proper "habits of daily life." Habits of life mean morals: So if we wish children to have the "habits of kindness" too, not only towards each other but kindness to plants and animals then we must establish these habits also in the very earliest years, by introducing the caring for plants and animals as a regular daily work. This gives a little idea of how fundamentally we must change the type of school if we really want to develop our children as they should be developed.

II THE MEANING AND EFFECT OF EDUCATION THROUGH THE ENVIRONMENT; AND "APPARATUS" AS NECESSARY PART OF THE ENVIRONMENT.

There are two reasons more immediate and more personal to the child why all the things enumerated in the previous section are required even in the school environ-

ment. The first is because every child has to learn how to look after the hygiene of its own body. The second is because every child should learn to master its social environment. Hence it follows that it should be able to do all the work necessary in a home, e.g., keeping the house clean and tidy, putting everything in proper order, dusting, sweeping, cooking, washing, etc. There is no human being that does not need to pass through this stage of learning both from a psychological and a moral point of view.

There is another aspect of the child's nature, which has not been emphasised when we speak of the type of training of the child environment gives, though it too is very much influenced and developed by the environment requirements above-mentioned. This is the intellectual aspect. In addition to its personal, social, moral and aesthetic training mentioned in the first lecture, the child requires special "Intellectual" training. Even in the training of the intellect the "concrete environment" and individual "free-play" laws are the principles which the Montessori Method tries to put into practice. Although it is true that the intellect of the child is being developed as well as the body when he is being taught to look after the need of the bodily hygiene and when he learns to keep his room tidy and tend the plants and animals yet these are not enough for intellectual training. In the type of "special" intellectual training which the Montessori School provides, we find also a very marked difference from that of the ordinary school. According to the "environment" law the child has to find also in its environment the chief means of intellectual development. This is provided by what is called the "didactic apparatus". This "didactic apparatus" is divided into three groups. First comes the group of material which supplies what are called in

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finally they must do the exercises of daily life" for self-help. But these are not required so much in India where dresses, shoes, hats coats, gloves, etc., are not required as in colder climates. These consist of learning required in dressing, buttoning, boot-lacing, to use the fingers in the complex actions hooking, tying, etc. Next come the group of materials that are called the "sense training" materials. The purpose of this is to enable the mind of the child to work quickly, to see with very great accuracy, to hear with great clearness, to appreciate delicacy of touch, to have refined sensibility of smell and discrimination in taste—for these constitute the first and most vital step in the training of the "Mind" to that refinement which we call "Culture". If the sense training stage has not been carefully directed then many "Qualities" of mind will be wanting in the later stages of development. And what has been missed at this early stage can seldom be made up for there is generally a time for everything in mental as well as moral and physical development. Moreover, the quick learning of reading and writing and arithmetic depends to a very large extent on this early "sense" training. If the eyes, ears, hands and muscles are not well trained then all learning is slower and more difficult than it need be. Very often children are called stupid when the real explanation is that their eyes cannot see what the teacher thinks they ought to see and the ear cannot hear what the teacher thinks they should hear. So sense training is important from many points of view. But above all it should be realised that the fundamental purpose of sense training is the training of the intellect.

The third group of materials for the training of the intellect consists of those things by which the child has to learn to read, write, draw and count. And all of these the child learns by using its senses

and doing things for itself under the guidance of the "Directress" as the teacher is called. These pieces of intellectual didactic apparatus are like educational toys from which it learns the special language or arithmetic "Lesson" each is intended to teach by "playing" with them very often.

It is all this "material" and the special arrangement of the environment that makes what is called "self" or "auto-" education possible. There is often a misunderstanding about the meaning of "auto-education." Many people think it means that the child should be completely left to itself to do as it likes with anything that it takes in hand. This is a very great mistake. The Directress in a Montessori School guides the child how to use the material just as the mother shows her child how to use a little broom and the child "imitates" the actions and movements. By repeated "Playing" with the materials in its imitative way it learns what its correct use is i.e. what it means. But if the proper way to use the "instrument" has not been learnt then its purpose will never be accomplished just as the purpose of a broom would never be learnt nor the skill to use it developed if it were used to stir up water instead of for its proper purpose of sweeping. There is therefore a very special way to use each bit of intellectual apparatus just as there is a special way to use the balance in the science laboratory in order to get proper skill results.

Besides this special "lesson", the material serves as a means of focussing the child's consciousness or mind and for this something concrete is always required according to the law of intellectual development at the early stage of a child's life. When the child learns to "concentrate" spontaneously then the power of active intelligence develops rapidly, the power of attention grows and therefore the power of quick understanding is the evident result in the child thus carefully trained.

THE MONTESSORI METHOD

"The first moment of spontaneous concentration marks the beginning of auto-education," says Mme. Montessori. And all who have had any experience of defective children know that one of the chief marks of defectiveness is the lack of the power to concentrate on anything. Therefore this power of "spontaneous concentration" is considered perhaps the chief characteristic of a "normal" child. If concentration is not allowed to grow naturally and spontaneously then the child will never learn to act of its own free will and accord through understanding but always and only under compulsion. Human beings should act through understanding only and seldom or never under compulsion without understanding. It is by action without understanding that slavish mentality is created and that the lack of discipline which is a quality of mind becomes habitual.

III

THE MEANING AND EFFECT OF "FREEDOM" AND DISCIPLINE.

This brings us to the principle which has caused perhaps the greatest difficulty in all attempts to practise the Montessori method and which is perhaps the most difficult of all the principles to put into practice, viz., the principle of "Freedom" and its co-relative, Discipline. This means that unless the child is free to learn and understand every part of its environment and all the things and people around it without the intervention of anyone, the development of the real, individual, strong conscious, independent power of learning, and perseverance and effort in acquiring knowledge for oneself is rendered literally impossible. This is a law that is particularly difficult to understand because we have been so long accustomed to "Instruct" children, and to think that "instruction" is the only way of getting knowledge, that the acquiring of knowledge is an unpleasant and

untasteful thing to do. The child must be compelled to learn. In the "new" scientific—psychological method, however, the teacher is chiefly a guide and director not an "instructor" in the old sense. That the power to do, to understand, to feel, to think is innate but latent in the child is taken for granted and has to be made active or as we say in educational language "drawn out" of the child. But this "drawn-out" process is accomplished chiefly by the environment as modern psychologists tell us and not by the teacher. Indeed this is the natural law of all human development and therefore to get the full strength of the child's "natural ability" and "powers or capacities" this "environment" law has to be known and followed by the true "directors" of child education. In the "old" method children are "instructed" in all they are supposed to know by the teacher. This, we can see, is another great difference between the old and the new methods. In the new method as we have seen the child is guided to the place where it will find the things which will give it, the knowledge required and it is left to "apply" itself to the work of learning or finding it by itself. This is one way in which the principle of freedom is expressed in the method, but it is only one aspect of it. Another aspect of freedom in this Montessori Method is expressed in the fact that the child is not expected to sit always in the same place or do a particular work at a particular time and for a particular length of time all by the arrangement of the teacher. He chooses his own place, his own work, and his own time for doing it. When he is tired he stops and can move about as he likes but he learns at the same time respect for others by non-interference. And it is just this very "freedom with understanding" that enables the child to learn the lesson of quiet, controlled disciplined conduct or behaviour. For, in every human being there are certain in-

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... finally they west the expression of when properly directed to this end. One of the chief is the instinct of imitation of which we have spoken already in another connection. It is in the example set by the directress that the 'quality' of her understanding and training shows most, for, without wise direction and guidance of the child and proper arrangement and care of the environment, the environment would not be able to become the "effective" educator that it ought to be. Even when the environment is properly prepared the child has to be "introduced" to it bit by bit in order to prevent its appearing to it as "a big, blooming, buzzing, confusion" as it would be without the "guidance" of the directress. The chief characteristic of the environment therefore that the director has to be very careful about is "order". The sense of order is a sense that the child begins at the age of three years to develop when it learns (as it does when it goes to a Montessori School) its first lesson which is how everything is put in its proper place. This becomes a habit of mind and so leaves an open way as it were for the quick perception of all the things that make up the environment, makes quick adaptation possible, which in its turn brings about quick spontaneous concentration. If the teacher does not care how things are arranged in a classroom or how the classroom looks neither will the children. They will become careless and chaotic both in habit and in mind. Therefore in the "New" method it is "order" and the careful training of the sense of "order" which is the fundamental lesson in "self-discipline," and it must be remembered that "self-discipline" applies to the mind as well as to the body and the emotions.

When this principle is realised then and carried out, the real Montessori School is the most disciplined of all schools because everything is in its proper place except when it is being used and the children never

rush about in a confused way, not because they must not, but because they appreciate proper, orderly, self-possessed conduct or behaviour. This takes for granted that the attitude of "understanding" has been established and so the children are never "disobedient" and mischievous out of sheer spirit of opposition. They understand what the rational and poised grownup person who is a balanced, poised and understanding person wants and they like to imitate her. Thus we see that "freedom" in the Montessori sense is not license but well ordered and self-disciplined activity.

IV

HOW A CHILD LEARNS TO READ AND WRITE ACCORDING TO THE MONTESSORI METHOD.

In a short lecture we can give only a very brief outline of the method followed in learning to read and write. For details, Madame Montessori's own books must be consulted. Theoretically, there are four processes, we might say four stages, in language study in the Montessori method: (1) learning to conquer the mechanical method of reading which is a pure process of sense perception; (2) learning to interpret, i.e., to perceive that words always carry a meaning; (3) learning about the "value" of the words themselves and their "place value" in prose and poetry and their "sound value," especially in poetry; and (4) learning to use the language freely and properly, i.e., learning to express or "compose."

The first process of reading grows out of the sense perception training of which we have already spoken. Four senses work together when a child is learning to recognise the alphabet and to combine sounds into words viz., sight, touch, hearing and movement. But this learning is not applied at first to reading a book. The work is done by building words with what is called a "movable" alphabet, an alphabet with which it can play as soon as it has

THE MONTESSORI METHOD

learned to build up words. It 'discovers' that these words "mean" something that it already knows in its mind. When this great conscious "discovery" has been made it means that two learning processes have united in the child's mind, its outer sense perception and its inner world of ideas. Thus word building becomes a way of expressing its ideas. In this way also it soon learns to build sentences before it ever requires a book. Thus it is "expression" of an acquired concept or idea that is the real core of this method of language training, for the child plays at building up words and sentences that it has thought of in its own mind first. This is also the simplest possible form of what is usually called "composition" and so reading and composition are really united in the beginning of learning and have to go hand in hand. Thus a habit of expression as it were in written language is established just like the habit of spoken language. Language becomes an "instrument" of expression which the child knows clearly how to use in direct and natural association with its power of assimilation. While the child is using its senses in learning to read, its fingers are also being trained to use the pencil as well as to trace the shapes of the letters by natural movements alone without writing each separate. By and by after a time of preparatory exercise, the two exercises are combined together and result in complex activity of writing and the child finds that it is able to write the words that it has composed with the movable alphabet without any apparent practice.

Likewise one day when it happens to open a book it finds that it can read. This proves a great delight and this joy of discovering a new power is a great stimulus to further efforts to read. So the child trains itself to conquer greater and greater difficulties in reading, becoming more and more fluent in the process also. But this might

become a mechanical habit for the joy of conquest of sense perception chiefly at first if care were not taken to see that children do not read books they do not and cannot understand, i.e., that are beyond their experience. Hence it is important in teaching reading to know what is within the "comprehension" of a child.

In order to assist the children to understand the more difficult books which usually contain words that children have never heard, special "games" and exercises called "interpretation games" are prepared. These are meant to teach meaning of words. On slips of paper the new words are written and instructions which contain the new words are written. These the child has to read and carry out. The action shows whether the reading has been interpreted, i.e., whether the use or meaning of the new words has been properly understood. By practice like this the child is trained to the habit of reading to understand everything and every word it reads and would be profoundly dissatisfied if it did not. Thus the "mechanical" habit is prevented. Books too are prepared to suit the child's developing mind and reading capacity and a library of books is built up for "free reading." The last stage in learning a language is to study its grammatical structure. This too is done by games and practical exercises even when the child is only seven or eight years of age for the games are like jig-saw puzzles, the whole can be learnt by a process of learning to put the pieces of the whole together. The details of how the "method" is carried out should be studied however in "The Montessori Method"—The Advanced Montessori Method Vol. 2.

V

HOW A CHILD BEGINS TO LEARN ARITHMETIC AND GEOMETRY BY THE MONTESSORI METHOD.

Arithmetic too is learnt in a very concrete and very scientific and psychological

finally the west the exercise the principle of Auto-education is again strictly followed, and that is why so much concrete material is required. Madame Montessori has turned all the apparently abstract mental processes of arithmetic into concrete exercises so that the law of developing abstract knowledge through concrete experience or sense perception can be strictly followed, in this also. But the material has another psychological purpose besides the sense perception. They supply the means required for repeating exercises concretely, as often as the child finds it necessary to repeat them, for learning. Moreover the arithmetical materials are especially carefully graded so that no arithmetical process and no smallest bit of necessary arithmetical knowledge may be missed from the child's concrete experience. The materials are so planned also that the errors which a child cannot help making at first can be "Self-corrected". That means that it will see by its own observation and cannot help seeing when it has made an error. So the child learns to correct itself and learns too to observe and to work very carefully and to be very clear and sure in its thought and ideas. None of these facts however takes away the necessity of skilled guidance and careful observation on the part of the teacher. Use of the fingers in writing as is usual in schools is not allowed but the use of all its senses is required in playing with the arithmetic material as in reading and writing in order to recognise numbers and their symbols at a glance. Repeated exercises in which all its senses and all its power of concentration are employed gradually enable it to establish the "picture" of the numbers and the meaning of the various processes of dealing with numbers of which the concrete materials have given it concrete illustration, in its mind in an "abstract" way. When this stage has been reached the need for material aids is no longer felt by the child and it discards

the voluntary system. The discarding of material concrete aids is therefore the mark of the true development of the mind from the concrete to the abstract. Each stage in the achievement of the necessary arithmetical knowledge and the development of arithmetical skill has been "objectivised" in a wonderfully clear way with a wonderful psychological as well as mathematical and analytical skill and accuracy by Madame Montessori. So thoroughly and well has this been done that most people who only know how to do arithmetic but not how they learnt to do it are completely puzzled.

But their puzzlement usually turns into surprised wonder when they understand it all. Moreover each concrete piece of arithmetical play material supplies what most teachers fail not only to give but even to realise that it is required by the child, viz., the concrete repetition of concrete experiences which is the only way to build up "skills" as well as ideas.

It would take too long to describe all the steps in the arithmetical journey which a child is guided to make under the direction of the Montessori Directress and all the Material Helps it uses in its self-taught arithmetical education. A few examples only can be given for there are even several "things" for each "lesson" in arithmetic that a child has to learn. For example there are three pieces of "didactic apparatus" to be used in the learning of the meaning of numbers and acquiring the power to "numerate" or count correctly, and to interpret the meaning of the figures. These are (1) the long stairs with which goes a set of sandpaper figures on the same model as the letters of the alphabet, (2) the "sticks" numeration and notation boxes, and (3) the "shells" enumeration and notation materials which also introduce the classification of the nine fundamental numbers, that the child is learning, into odds

and evens. The "long stairs" too teach the meaning of "addition", or increase, and of "subtraction", or decrease, and play with this material gradually establishes exact memory in the combination of numbers. But without a wise directress even this excellent didactic material can be misused. Besides this the child has the opportunity of recognising various coins that are used in the market.

As its mental capacities grow a change has to be introduced into the "quality" of the material to suit its changing mental requirements. This too is a psychological necessity that has been recognised by Madame Montessori more than by any other educationist of our time. Hence the arithmetical materials change from large wooden type to the small "bead" type, whenever the child's perceptive apparatus, viz., its senses and its mind are ready for it.

Another interesting difference between the Montessori Method and the methods generally employed in teaching arithmetic is that the child is further "aided" in making the transition from the "concrete" mental stage to the abstract by going through a stage of transition in which the single concrete becomes the symbol for a large number so that until the "idea" of tens and

hundreds has grown in the child's mind it has still something concrete to hang on to as it were.

There is material for learning the make up of numbers beyond ten, for learning the tens, the hundreds, the thousands, etc., for learning the multiplication tables and the meaning of multiplication and the meaning of division and the division tables, for learning factors and multiples and fractions and indeed all that it requires to learn from concrete experience in its young years.

In addition to the arithmetic that it may learn it can also be introduced to certain simple geometrical facts in the process of the training of its sense perception. It learns for example to recognise the geometrical figures by sight and name. It learns to make these into interesting patterns. It learns to measure and weigh, and so is prepared for later understanding of true geometrical work.

This can only give a very hasty and superficial suggestion of the range and scope of the method by which a child learns arithmetic and details can only be learnt by a careful study of the works of Madame Montessori herself which all who are really interested will make.

THE EDUCATION OF THE BLIND

By

W. BELL, Esq.,

*Principal, Victory Memorial Blind School,
Poonamallee.*

The first educational institution for the blind was founded in 1784 in Paris and was known as L'Institution des Jeunes Aveugles. Its founder, Valentin Haüy, was employed as a subordinate official in the Foreign Office in the city, and the incident that turned his thoughts in the direction of his real life's work is worth recounting.

On one of the Boulevards near a fashionable cafe where the townsfolk thronged of an evening a dozen blind men grotesquely attired and with pasteboard spectacles on their noses "were placed along a desk which sustained instruments of music where they executed a discordant symphony and gave delight to their audience." Such a scene would be revolting to modern sensibilities, and while Haüy was doubtless shocked at what he saw, he was equally impressed by what he heard. "Does not the blind man detect sounds by their difference in pitch? Does not he detect objects by their difference in form? Why then should not he distinguish an 'A' from an 'F' if he can feel their form?"

This occurred in the year 1783, and Haüy began his experiment in the same year with a poor blind boy named Francois Le Sueur whom he found begging at a church door. The boy was then seventeen years of age, but being bright and intelligent, he learned to read within six months by means of letters incised on thin wooden boards, and within two years he had made excellent progress in the French language, geography, and Music. Encouraged by the success of his

experiment, Haüy, with the financial help of a number of philanthropic persons collected a number of blind children and started the first blind school, which in the year following its inception could boast of a roll containing thirty names.

Unfortunately dark days were at hand for the infant institution, and in the turmoil of the French Revolution the call of a blind school sounded far off in the ears of a people who were grimly occupied in matters of vital import to themselves, and it was not until 1815 that the School was re-established under Dr. Guille, who re-organized the School and sought to teach the inmates every possible handicraft. They learnt spinning, weaving, knitting, chair-caning, rope-making, shoe-making and harness-making.

Unfortunately, Guille could not succeed in making his pupils self-supporting when they left the Institution, and when Dr. Howe, the pioneer of work among the Blind in America visited the Paris School on his tour of European Schools in 1833 he came to the conclusion that though the School was a showy one and the children well-cared for the system of education was in itself a failure because not more than one in twenty of the inmates was able to support himself on leaving.

Before 1840, however the school had re-established itself by the introduction of piano-tuning as a profession for the Blind, and soon this occupation was practised to the exclusion of all others. It is interesting

to note that this is still one of the most widespread and desirable callings for those blind who have an ear for music.

The literary instruction in this school was given by means of embossed letters, but since these letters were to be felt by the fingers they were necessarily on a large scale and hence the books were exceedingly bulky.

By the beginning of the nineteenth century, four schools for the blind had been established in Great Britain, and by the middle of the century sixteen more had been added to the list. The first blind school in Great Britain was established at Liverpool in 1791 and in 1793 two more were founded, one in Edinburgh, and the other in Bristol, while in 1799 one was founded in London. In these British schools education was not neglected but the authorities had little or no faith in embossed literature or its place in the training of young blind. Most of the literary instruction given was religious in character, and the blind were obliged to memorise long passages from the old and New Testaments.

The following extract written in 1851 gives some idea of the conditions in a school for the blind at that time:—"The first and most anxious desire is to promote the spiritual welfare of the pupils by a system of careful religious instruction; but we are not insensible to the advantages arising, even to this object, by the mental training and general development of the faculties produced by a sound education."

Another extract runs as follows:—"The boys from ten to sixteen years of age reside in the establishment, and during the time they are not attending their classes (sufficient time for recreation being allowed) they are employed in making nets, sewing sacks, and such work as they are found capable of doing till their education is finished and

they have attained sufficient strength to be put to regular trades in the Asylum."

This throws light on the internal economy of the Institution and also reveals an attitude to education, which, although it may still be common, no longer prevails in the minds of managers of schools for the blind to-day.

Education in those days was the attainment of a certain degree of tactual acuteness and the acquisition of a quantum of information—the name of the Kings of Israel, the lengths of the chief rivers of the globe and several other categories of facts all equally unconnected with the growing and developing nature of the young.

Apart from the various types of embossed literature of which more will be heard later, there are one or two ingenious pieces of school apparatus which may be mentioned. One rather ingenious method of conveying information without word of mouth was by means of the string alphabet. This invention is attributed to two boys in the Edinburgh School and consisted of a cord so knotted that the protuberances upon it could be qualified by their shape, size and position to one another. The letters were distributed into seven classes distinguished by seven different types of large knots, and the individual letters of each class were distinguished by a smaller common knot placed at a particular interval from the large one.

Such geographical information as was imparted was taught from a huge globe. That in the Glasgow school weighed 2½ cwts. For purposes of comparison a rectangular board contained in relief a representation of the comparative length of the principal rivers in the world from the Forth and the Clyde up to the mighty Amazon. From the knotted cord appended below the mouth of each river the pupils were enabled to read the names of the rivers, the places of

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their rise and termination and their length in miles.

Such apparatus may have been curious but there is great doubt as to its usefulness.

It is a curious fact that despite the many attempts made by seeing people to devise a suitable embossed type for the use of the blind, none were really successful, and the honour of devising what is now recognized the whole world over as the *sine qua non* of a blind school, to wit, Braille, was invented by the blind man who gives the code its name.

Louis Braille was born in 1809, and blinded himself at the age of three when playing with one of his father's awls. At the age of ten he was admitted to Institute des Jeunes Aveugles, and under the energetic direction of Dr. Guille, Braille made rapid progress with his studies. He learned to read on the type then in use, namely, the round-hand embossed type introduced by Valentin Haüy, but he eagerly longed for a system of embossed type which could be written. At the age of seventeen he was made a junior master, and held appointments at different times as organist in various Paris churches. The problem of how to get a system that could be written as well as read was constantly in his thoughts, and by the time he was twenty he found the germ of what he sought. At that time in Paris an artillery officer named Charles Barbier had devoted himself to the same problem and had worked out an arbitrary system on a basis of twelve dots, arranged in two vertical lines of six dots. His system was phonetic but was much too elaborate for the work it had to do. Louis Braille studied this system, but feeling that twelve dots were rather more than could be easily felt by the finger at one time, simply cut the set of dots in half, and contented himself with a simple alphabetic arrangement. From four dots, Braille found he could get ten symbols, one

with a single dot, one with all four, four with two and four with three. A second row of ten letters could be derived from the first by the addition of one of the bottom dots, and a third row by the addition of both. In all it is possible to get sixty three combinations, which is ample for the requirements of most languages.

Braille first made his discovery known in 1829, and in 1834 he was permitted to teach it, in his spare time, to the pupils of the Jeunes Aveugles, but it was not officially adopted in the school until 1845, two years after its inventor's death. The system excelled all others in its easy legibility, but its chief merit lay in the fact that it could be written rapidly and without difficulty. This gave it a place among the competing types, but the question was not judged on its merits, because the managers of most schools were seeing men and they considered that the best type must be readily legible not to the finger but to the eye. Braille certainly is not readily legible to the eye.

Thus it was not until about 1880 that Braille was beginning to be adopted in British institutions. Various types were in use there; generally each Institution took that one which its manager invented. Thus we have the type invented by Dr. Fry in one institution. This type consisted of a plain Roman capital embossed so that it could be felt. James Gall, an Edinburgh printer argued loud and long in favour of his type, an angular representation of Roman script. John Alston of Glasgow Asylum, was the chief exponent of Fry's type but made some minute changes in it. Thomas Lucas invented a character, the elements of which were the straight line, the curve and the dot. His great idea was to convey the meanings by an abbreviated medium, making a single letter stand for a word wherever possible. Still another competitor was Mr. Frere, himself a blind

man, who made use of a system of short-hand then in vogue, and in addition used the return line.

The only line system which survives to-day is that system invented by Dr. Moon about 1847. Based on the Roman character, he modified it somewhat, and where the original could not with advantage be modified, he removed it altogether and substituted a new one. He also adopted the return line which Frere had introduced.

The man responsible for the introduction of Braille into most blind institutions in Britain and the continent and also in America was Dr. Thomas Rhodes Armitage, who began his great missionary campaign in its cause forty years after its invention. He himself had very poor sight, and was obliged to rely upon his fingers for his own reading. He was an implacable rebel against the dictum that matters tactile should be judged by the eye. In 1868 he gathered around him a band of disinterested and leisured blind men and set about the task of discovering which of all the available types was the most suitable. This was the beginning of the British and Foreign Blind Association, and as a result of their experiments with all available types a unanimous verdict was given in favour of Braille. Thereafter, Armitage set himself to popularising the point system in the schools of his own and other countries. At the first Conference of Teachers and friends of the Blind held at Vienna in 1873, he pleaded the cause of Braille and by 1882 he was able to write—"There is now probably no institution in the civilised world where Braille is not used except in some of those in America."

Armitage died in 1890, but the establishment in 1868 of the British and Foreign Blind Association carried on the good work, the success of which can be judged by the fact that Braille is now the universal type throughout the world. The British and

Foreign Blind Association is now known as The National Institute for the Blind, London.

The education of the blind in South India began in 1887 at Palamcottah, where Miss Asquith of the Sarah Tucker College made a beginning with one blind girl. This institution is still in the forefront, and is the largest in South India. Miss Asquith set herself the task of transcribing Tamil into Braille, and so successful were her efforts that the code in use to-day is similar to that used by her, but it has been revised and regulated by Mr. Speight who is the present principal of the institution. From small beginnings work for the Blind has made steady progress and the establishment of the Victory Memorial Blind School at Poonamallee in November 1930 was but an extension of the work so well begun at Palamcottah.

Conditions in a School for the Blind to-day are a sharp contrast to conditions in similar schools of a hundred years ago.

Nowadays education has no more bread and butter aim, but that aim must of necessity be kept in mind. The aim nowadays is to fit the blind person, mentally and morally to take his proper place in society and to contribute his quota to the common weal. A visit to either institution will show how far we are succeeding in that aim. The curriculum is as similar as possible to that obtaining in schools for seeing children, and nothing is done for the blind child which he himself ought to be able to do. Institution life tends to narrow the outlook, so care is taken to encourage the inmates to cultivate as many outside interests as possible. Great stress is laid upon the physical development, and those strange habits which often accompany blindness are ruthlessly eradicated, so that except for his handicap a blind man conducts himself as a normal being. All teachers know that the younger a child is when he comes to

school the greater is the opportunity of the teacher. This is one of the greatest problems that have to be faced to-day by those interested in the education of the blind. If the child is to have the fullest opportunity for normal development, he must be sent to school as early as possible, and certainly not later than the age of seven.

The work of teachers in ordinary schools finishes when the child has been educated. Such is not the case in schools for the blind, for the youth must now be trained in order that he may make his contribution to the state. Unfortunately the trades and professions open to the Blind are very limited. At Poonamallee, weaving, mat-making and rattan-work are the industries practised, and it is the aim of those responsible for the training to make the blind man independent of seeking help as much as possible. The course of training ex-

tends normally over a period of three to four years and then another problem confronts the management—What is to be done with the trained worker? There are two courses open. Firstly the worker may be sent home to his village to practise his trade, and secondly, he may be absorbed in a factory of blind workers. The first is not always practicable, and success depends largely upon the character of the individual, while the second can only succeed if public support is given to the venture. A market must be found for the products of the factory, and quick returns are essential, as institutions have not large reserves upon which to draw. The aim of those in charge of factories of blind workers is to ensure that “Made by the Blind” is a guarantee of perfect workmanship and material and to assure patrons that they secure full value for their money.

The Victory Memorial Blind School at work.



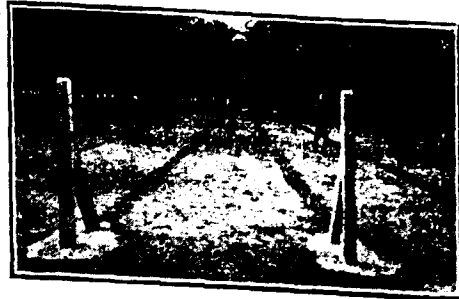
The Weaving Workshop.



First Steps in Braille.



The Rattan Workshop.



‘All out’—The Running Track.

NOTES BY THE WAY.

(By Searchlight).

Education Week has come and gone.
* * * * *
“The Hindu”, “The Swarajya”, “The Justice, and “The Madras Mail”, have been publishing the several bulletins issued by the Secretary of the S.I.T.U. about the celebration of Education Week with promptitude and *in extenso*.
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“The Madras Mail,” wrote an editorial on the inauguration of the Second Education Week under the title ‘An opportunity for co-operation’.
* * * * *

It observes:—“Parents are still far too loth to reinforce the discipline of the school and to second the endeavours of teachers than they should be. The tendency to treat teachers as hostile to the family interests still continues”.
* * * * *

It further observes:—“The child is now considered as a unit, raw material capable of infinite development and entitled to the best possible conditions for that development. The programme of the organisers of the present Education Week shows that they adopt this standpoint and recognise the rights of the child. Such a programme must command the approval of all far-sighted parents. It should command the support of all authorities engaged in the administration of education and of all local bodies upon whose sympathetic co-operation, the quality and the quantity of the greater part of educational activity in South India depend. Above all it should command the complete approbation of teachers the importance of whose place in the body politic it is designed to emphasize. It has too long been the custom in South India to treat teachers and teaching as of little moment, to underpay the one and disregard the importance of the other. Education Week should help to rectify these errors and to restore the school to its proper place in the estimation of the people.”
Amen.
* * * * *

From the experience of two years it is time for the S. I. T. U. to seriously consider the utility of the celebration of Education Week in the years to come.
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Anyhow a seven day’s celebration is considered too taxing and boring by a large number and it is felt that it can be reduced to three days.
* * * * *

Has the celebrations increased the importance of teachers and teaching in any place?
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In some places the celebrations instead of promoting better co-operation between teachers and parents, has widened the gulf between them.
* * * * *

A parent questions ‘I send my child for nine months to school. I pay his school fees and provide him with books and other appliances; but at the end of the year I find he is not promoted to the higher class. Are not teachers responsible for it?’ I leave the question, to be answered by the experts of the South India Teachers’ Union.
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NOTICE

Under the joint auspices of the Geography Section of the Madras Teachers’ Guild and the Madras Geographical Association an excursion to Puthur, Nagari, Narayanavaram and Nagalapuram, will be arranged during Christmas Week. The excursion will last for 2 days and it is open only to members of either of the associations. Applications to join the party should be made on or before the 10th Dec., either to Mr. T. S. Suryanarayana Aiyar, Assistant, Hindu Theological High School, Madras or to Mr. N. Subrahmanyam, Secretary, The Madras Geographical Association, Gopalapuram. The probable expenditure will be Rs. 7.

THE SOUTH INDIAN EDUCATION WEEK, 17TH TO 26TH OCTOBER 1932.

REPORTS FROM CENTRES

(We give below an account of the Education Week celebrations at different centres of the Presidency. These reports were sent to us by secretaries of local Education Week Committees.

—Eds. S. I. T.)

BEZWADA

In obedience to the orders of the Chairman of the Municipal Council, Bezwada, the supervisor of the Elementary schools in this Municipality took steps to celebrate the Education Week. Pamphlets appealing to the citizens and parents of children to co-operate in the celebration of the Education Week were issued.

On 20th evening all the Elementary school teachers assembled in the premises of Tilak Higher Elementary Boys' School, Governorpet, under the presidency of the Supervisor of Municipal Elementary Schools, Mr. M. Yegnanarayana Rao, B.A., B.Ed.

The President clearly explained the necessity and importance of celebrating the Education Week.

On 21st ultimo the Children's Day was observed and sweets were freely distributed to the pupils and teachers alike.

On the third day, i.e., 23rd instant, a public meeting was arranged under the presidency of M.R.Ry. Maddirala Rama Rao Pantulu Garu, B.A., L.T., President, District Educational Council, Kistna District, in the premises of Tilak Higher Elementary Boys' School, Governorpet; several prominent men attended the meeting.

Speeches were made on important topics such as sanitation, health, physical culture, relationship between the parent and the teacher, and the like, by the senior Deputy Inspector, Mr. G. Satyanarayana, B.A., L.T., the Chief Sanitary Inspector, the Supervisor of Elementary Schools and also by some of the teachers present.

The President, in closing the function, impressed upon the minds of the teachers the importance of a Guild for Elementary school teachers in the district. He further showed how health was a prime factor in the systematic improvement of education.

KOLLUR

Owing to the inclemency of the weather, the Education Week commenced on the 19th and came to a close on the 26th instant.

On the first day, the "Educators' Day" was celebrated, when the President of the Association, M.R.Ry. C. Bhanumurti Pantulu Garu, B.A., L.T., occupied the chair. In his opening remarks, he explained the objects of the Education Week to the audience consisting of the parents and the elite of the place. Mr. P. Suryanarayana, B.A., L.T., traced the beginnings of English education in India to the administrative necessity of the East India Company and its successor, the Crown. He referred to the need of parental co-operation in the change of the curriculum to suit modern requirements and dwelt at length on the professional ethics of teachers. Mr. V. Sitaramakrishnaiah, B.A., B.Ed., after referring to various definitions of education chose the true aim of education to be the improvement of pupils physically, mentally, morally and spiritually. He enlarged upon the social activities of teachers in starting libraries, adult schools, etc., which indirectly would raise the status of the teacher. Local gentry also took an active part in the discussions. The Chairman in his concluding remarks emphasised upon the teaching of civic duties to pupils and the need for the teacher taking part in rural uplift work.

On the second day (20—10—'32), M.R.Ry. K. Ahitagni Garu, B.A., the Sub-Registrar of the place, presided. The lecturer, Mr. S. S. Viswanatha Iyer, B.A., L.T., addressed the audience on "Teachers and Society." He considered the chief aim of education to be to make the pupil socially efficient. Social efficiency of an individual consists in two distinct qualities, viz., the ability of an individual to earn a living by himself without being a drag upon others and civic enthusiasm to take part in all beneficent activities of the community or nation. Even if judged as a business concern yielding dividends, the investment on

education must be able to produce a fair return. The return, strangely enough, may not be in rupees, annas and pies. If the pupil is more able to take care of himself and his work and if he is better fitted and more willing to work for the progress of the state, the yield must be considered more than fair. Mr. D. Vallayya, B.A., B.Ed., spoke on many beneficent extra-curricular activities of teachers. The lines of activity he suggested were, the conduct of adult schools and rural reconstruction work. The Chairman considered that teachers ever occupied a respectable position in society. He remarked that as the teachers of yore were honorary workers they commanded greater respect and that in proportion to the extra-mural activities of the present-day teachers, their status too would rise.

On the "Children's Day" (21—10—'32) the meeting was held in the premises of the local Board Higher Elementary Girls' School, when Bry. D. Yegganarayana Sastry Garu gave a vivid description of the vidyarthi of old who learnt from their Gurus "Vidya" that secured not only material prosperity but also spiritual wealth. The close austerity which was enjoined on the Brahmacharis of old kept them above temptation and worldliness. Vidwan J. Sreeramulu Chowdary Garu regretted the growing tendencies of the modern pupils, their lack of reverence to teachers and elders, their indifference to studies, and their contempt to hereditary occupations. He exhorted them to follow the advice of our Ministers, Hon'ble Messrs. B. Muniswami Naidu and S. Kumaraswami Reddiar in sticking to simple rural habits and ancestral occupations setting aside false notions of dignity. The President, Bry. J. Lakshminarayana Sastry Garu, the Grand Old Man of Kollur, in his spirited address, spoke on the true aim of education.

On the 24th instant, the meeting was held in the premises of the local Board Elementary Boys' School, under the presidency of M.R.Ry. N. Sitaramayya Garu. Mr. C. Bhanumurti Pantulu, B.A., L.T., Headmaster, spoke on "Schools as Social Centres."

On the "Parents' Day" (25—10—'32), M.R.Ry. R. Sitapathi Rao Pantulu Garu, P. W. D. Overseer, presided. Mr. V. Suryanarayanamurti, B.A., L.T., spoke on the need of parental co-operation specially in the moulding of pupils' character. The absence of the residential system in rural schools lays the burden of character building mainly on home influences. The typical rural parent makes his visits to school rarely, if at all. Mr. K. V. Raghavayya Naidu, B.A., spoke on the value of

parents and teachers exchanging notes on the pupils' progress and conduct. He illustrated how an ideal parent should insist upon the progress of his children rather than press for the promotion of deficient pupils and thus lower the standard of efficiency of the school. He added that parental association may, if worked with a narrow and carping spirit bring in ill-will and bickerings rather than harmony between the parents and teachers. The President, in his concluding remarks, said how the home exercised a beneficent influence upon the pupils in the formation of correct habits. There was a display of select educational exhibits prior to the holding of the meeting.

On the 26th instant, the "Health Day" was celebrated with great enthusiasm. There was demonstration of physical culture of the pupils of the school. A health drama was enacted by the pupils which vividly illustrated the value of food-stuffs, mainly milk and vitamins. Mr. Ch. Purayya Sastry spoke on "Health and its Preservation" with illustrations from ancient Sanskrit works, with Dr. V. Apparao Pantulu Garu, L.M.P., the local Medical Officer, in the chair. The Chairman spoke at length on the ways and means of insuring health. Even pupils took an active part in the discussions.

At the end, Mr. C. Bhanumurti Pantulu, B.A., L.T., Headmaster, gave a demonstration of several difficult Yogic "Asanams" and other feats of physical culture.

GOOTY

The Educational Week was celebrated in Gooty during the last three days, that is, the 20th, 21st, and 22nd of October. The first was Children's Day, the next Parents' Day and the last was Teachers' Day. This year a larger number from the public took part in the celebration and actively co-operated with the teachers. Printed invitations were sent to every parent through his child in the school. Attractive wall-posters prepared by the S. I. T. U. and their Telugu translations were exhibited in prominent parts of the town.

The week began with a very impressive procession of the children and teachers of all schools in the town with posters and band. The children assembled after procession in the High School compound and discussed among themselves as to how best students should help in the spread of literacy in villages and the interest students should take in the study of newspapers. At 6 p.m. the Health Inspector of the place delivered a very

impressive and interesting lantern lecture on "Cleanliness."

On the Parents' Day there was a public meeting with Mr. C. Obi Reddi, B.A., B.L., Taluk Board President, in the chair. Many parents participated and gave expression to their views on the present educational system and teaching methods. Mr. C. Elisha, B.A., L.T., briefly answered the points raised and pointed out how the layman's view-point is not constructive.

On the last day, Mr. S. Sarvothama Rao, B.A., L.T., retired Headmaster, Cuddapah, presided. All the teachers of the place met in the London Mission Training School at 3 p.m. and passed a few resolutions on the retrenchment policy of the Government as it affected the Educational Department, the treatment of the Elementary school teachers in the matter of holidays and number of working days, etc.

Lastly the committee appointed last year was authorised to make the necessary arrangements for the celebration of the Education Week next year. In the evening Mr. V. M. Koshy, B.A., B.T., of Sunday School Union, delivered a very instructive lecture on the "Modern Tendencies in Education." He gave a graphic description of how the realistic view of philosophy resulted in the Garry plan and the Project method and the results of the work of the New Psychologists was explained and he wound up saying that the humanistic side was sadly neglected and also pointed out how it could be remedied. Lastly the Secretary thanked all those who had co-operated in the celebration and requested the public to extend even better co-operation next year.

This meeting of teachers of Gooty schools assembled on the Educators' Day passed several resolutions chief of which is:

That it deprecates the action of the Government in having effected retrenchment in the field of education in pursuance of its policy of economising expenditure and is of opinion that the Government has been unnecessarily severe in reducing grants to aided schools and requests that at least from the year 1933 all cuts be withdrawn as far as the Department of Education is concerned and that the balances in the budget, if available, be appropriated solely to the restoration of the normal pre-depression expenditure on education.

DHARMAVARAM

Under the auspices of the High School Teachers' Association, the South Indian Education Week was inaugurated on Monday the 17th October, in the High School at 4 p.m. Mr. P. Suryanarayana Rao, the Headmaster of the High School, spoke

to the audience about the celebration of the above week throughout the Presidency and how the parents could effectively co-operate with the school authorities and make the educational institutions very efficient and popular. Then a School Cinema, with many films of educational interest, was shown with the help of Mr. Y. Subbaramayya of Mysore Educational Service.

A series of lectures on educational topics had been arranged throughout the week. On Thursday, the 20th, Messrs. P. Ramaswamy Iyengar, B.A., L.T., and K. Chinnappa Reddy, L.M.P., spoke on "Wireless and its possibilities" and "the care of the health of school children" respectively. Mr. A. Subbayya Pantulu, B.A., retired Deputy Collector, presided. The following day, under the presidency of Brahmasri Thippayya Swami of Sreedaraghatta, Messrs. C. V. Narayan and Y. Venkata Row spoke on the "Development of Education in India" and "the Place of Fine Arts in Education." On the 22nd, Messrs. K. Krishnappa, B.A., B.Ed., T. Pullayya, and T. Lakshmipathi, B.A., L.T., spoke on "Physical Training in Schools," "Extra-Curricular Activities in Schools" and "Some Aspects of Educational Reconstruction." Mr. A. Appalaswamy, B.A., L.T., Sub-Registrar, presided. After the lectures, an oratorical contest was held for the boys of the school. The subject, "Students and Social Service," was announced then and there. As many as 13 students competed, six speaking in English and seven speaking in Telugu. Two prizes for speaking in English and two for speaking in Telugu were awarded besides a special prize to an Adi-Andhra student of form III, as an encouragement for having competed boldly for the same.

With a vote of thanks by the Secretary of the Association, to the President and the public for their kind and hearty co-operation, the meeting terminated.

Sweets and fruits were then distributed to the students and the audience.

Matches in Football and Badminton between the old and present boys of the school could not be played on account of the inclemency of the weather.

BELLARY

The Second South Indian Education Week was celebrated at Bellary on Saturday, the 22nd instant, in the Wardlaw High School Hall, under the auspices of the Bellary Town Teachers' Association. The teachers of the three boys' High Schools participated in this pleasant function. Invitations were also extended to the teachers of the local Elementary Schools.

Mr. Subba Rao, a teacher of the Elementary School, compared the present-day system of education with that of the long past, urging the need for vocational training to be imparted even in the Elementary Schools, to such of those who stopped their education with the Primary Examinations.

Mr. C. S. Trilokekar, M.A., Principal, Theosophical College, Madanapalli, lectured on "Individuality in Education" while Mr. C. Balaji Rao, B.A., B.L., presided on the occasion. In the course of his instructive lecture, the learned speaker observed that the teacher should focus his attention on the development of the child along its own lines, to enable him or her to blossom into a perfect man or woman with a personality and individuality of its own.

After the concluding remarks from the chair, the president and the lecturer were garlanded amidst loud cheers.

HADAGALLI, BELLARY DT.

In connection with the Education Week a public meeting was held in the premises of the Board Middle School, Hadagalli, when the parents of children were invited. Mr. T. Krishnamurthy, Headmaster of the Middle School, presided.

A number of speeches were made on topics such as, "the Responsibility of Parents," "the Poor Boys' Fund," and "Education as an Investment," by Messrs. T. Venkatappa, N. Vasudeva Char, H. Narayana Rao and G. Kotrayya.

The President emphasised upon the co-operation of the parents and the teachers in the progress of education.

URAVAKONDA

The Teachers' Association of the Sree Karibasavswami Board High School at Uravakonda celebrated the Education Week with great success. The programme was limited to three days, 21st to 23rd instant. The first day, "The Parents' Day," there was a largely attended public meeting in the spacious hall of the High School with Mr. Midatala Chinnabasappa, Taluk Board Member, in the chair. Several of the leading public men and teachers spoke about the mutual co-operation between parents and teachers which was absolutely necessary for the progress of the education of the pupils on sound and healthy lines.

The second day (22-10-'32) was "The Boys' Day" and the public meeting was conducted with M.R.Ry. A. Venkatasubba Rao Garu, B.A., in the chair. Many of the pupils spoke on "The ideals and duties of the students," and some of the teachers and visitors advised them

as to how they should strive to bring credit both to their teachers and their parents by their exemplary behaviour. The chairman exhorted the pupils to imitate Ekalavya (the disciple of Dronacharya) in their devotion to the preceptor.

The last day (Sunday 23-10-'32) was the "Teachers' Day" and many of the teachers of the local Elementary School took part in the proceedings. Mr. M. Rama Rao, B.A., Deputy Tahsildar, occupied the chair. A large number of teachers spoke on the condition of teachers, their duties and responsibilities. Janam Gulam Dastagir Sahib Bahadur, the D. E. O. of Cuddapah and Anantapur Districts (who came to Uravakonda on a flying visit) attended the meeting. The distinguished visitor expressed his sense of satisfaction at having had the opportunity of taking part in the proceedings and addressed the gathering for a few minutes. During his short but impressive speech he pointed out how it was necessary for teachers to get rid of the inferiority complex. They should assert themselves to maintain the place in society to which they were entitled not in virtue of their worldly possessions, but because of their sterling character and the responsible nature of their work.

The proceedings on each day commenced with worship of Sarasvaty, the goddess of learning, and there was distribution of sweets to school children on all the three days.

KURNOOL

The teachers of Kurnool Town assembled at a meeting on the 15th October 1932 appointed a committee consisting of all the heads of educational institutions in the locality and the secretaries of the District Teachers' Guild for the celebration of the Education Week. The committee drafted a varied and interesting programme for the whole week; printed copies of the same were circulated widely throughout the town.

On Monday the 17th, in the evening, a largely attended public meeting of teachers and parents was held in the local Town Hall under the presidency of Mr. V. N. Dikshathulu Pantulu, B.A., B.L., District Munsiff, Kurnool. Mr. R. K. Kuppuswami Iyer, B.A., L.T., Headmaster, Municipal High School, Kurnool, delivered the inaugural address. He explained the objects of the Education Week celebration and welcomed the parents to attend their "Saptharathri Festival" wishing it every success. Messrs. S. Ganapathy Iyer, B.A., and W. Sivaramaiah, B.A., B.L., two prominent vakils, addressed in English and Telugu on "What a Parent Expects of Schools." They emphasised on the need for greater attention to extra-curri-

cular activities of the pupils, religious instruction in school and indigenous systems of physical exercises, systematic memorising of good Sanskrit and Vernacular verses and the introduction and use of text-books containing lessons on matters national in preference to alien. Next Messrs. K. N. Pasupathi Iyer, B.A., L.T., of the Municipal High School and K. N. Subramania Sastry, B.A., L.T., of the Government Mahomedan High School, spoke about "Parental Co-operation." They set forth the long-standing complaints of the teaching profession about the indifference of parents, educated as well as uneducated, to school matters and education of their young and explained how they could co-operate with the school by evincing more abiding interest and organising Parents' Associations.

On the evening of Tuesday the 18th, in the Roger's Hall attached to the Coles Memorial High School, was held an interesting Exhibition mainly of choice specimens of handiwork of pupils of various schools of boys and girls. There were good exhibits of embroidery, lace and knitting work from the Mahomedan Training School for Women and the Girls' Middle School along with samples of carpet and clothing from the Government Mahomedan and the Municipal High Schools. The Coles Industrial School had sent nice specimens of furniture and tailoring. There were fine drawings from the Government Training School pupils and samples of carpentry from their Manual Training High School. Mr. T. R. Srinivasamurthi, B.A., L.T., retired Headmaster, who opened the Exhibition, presided over a meeting of that evening when Mr. M. Kannaiya of the Municipal High School lectured on the value of exhibitions suggesting a practical method of maintaining school museum, an important adjunct to every institution.

Mr. B. J. Rockwood, M.A., B.D., Principal of the Coles School, entertained in his school hall an overflowing gathering with his magic lantern show consisting of beautiful pictures of scenery, men and women in various places on the globe. Mr. K. Subba Rao of the Government Training School gave an interesting demonstration in black board drawing.

The Scout and Cub Rally arranged for Wednesday had to be given up on account of inclement weather.

On Thursday the 20th in the Government Training School, interesting sports for children were conducted by the Headmaster, Mr. Venkatasubbaiah, B.A., L.T., and prizes were distributed to the winners in the evening by Mr. K. Atchaiya

Chetty Garu, B.A., B.L., Municipal Chairman, Kurnool.

In the night the pupils of the Municipal High School under the guidance of their teachers, Messrs. M. Kannaiya and D. S. Raghavendra Rao, put on boards some scenes from the Telugu drama, "Raghunatha Rao Peshwa," written by Mr. H. Krishnamurthi Rao, a teacher of the same school, before an overwhelming audience of ladies and gentlemen. Mr. S. Narasimhulu Pantulu Garu, B.A., B.L., presided.

On Friday the 21st, in the spacious compound in the Municipal High School, Mr. E. S. Subbana-char, the Drill Instructor of the school, held a grand display of the physical activities of his pupils. P. Kisen Singh, a VIth Form pupil of the same school, took the spectators by surprise with his wonderful display of "Asanas" and well developed muscles of his body with their movements. The Assistant Director of Physical Education, Madras, who presided at this function congratulated the athletes on their successful performance and in the course of his valuable suggestions exhorted all young boys not to neglect physical exercise.

Saturday the 22nd was the Girls' Day. Quite an interesting function was got up in the Government Middle School for Girls with the co-operation of Miss J. Viamurthi, B.A., L.T., of that school and Miss Lima, B.A., L.T., of the Government Muhammadan Training School for women. The school hall was packed to the full with the ladies of the town. Many Muhammadan Goshia ladies also were present. The audience was entertained with music and demonstrations by girls from about half a dozen girls schools. Lectures were delivered on Parental Co-operation and responsibilities of parents by school mistresses and parents. Mrs. Narasimhulu presided on the occasion.

Sunday the 23rd was devoted to excursion. The Town teachers had quite an enjoyable excursion to Kalwa and to the spurs of the Yerramala at a distance of more than twenty five miles from Kurnool. About one hundred consisting of pupils and teachers formed the party. Many lady teachers with their pupils also joined the party. The day was spent at Bugga Ramaswara Swami Temple. In the evening the party was taken to the Kanama near by where the road crosses two steep chains of hills with abrupt ascents and descents in zigzag paths with very sharp hair pin bends. The wild scenery of the place was greatly admired. In the night was lit a huge camp fire around which pupils and teachers amused themselves with the usual scout camp-fire activities.

PAKALA.

The week was celebrated here on a grand scale from the 17th to the 23rd October. A committee was formed of all the headmasters of the different schools of the locality to celebrate the function.

At the Board Middle School, on 17-10-32, the Parents' Day was celebrated. Therein many parents were present. The object of the week, the needs of the schools and the necessity for parental co-operation were pointed out by Mr. C. M. Sama Rao. Mr. Ramaswami Reddi deplored the want of suitable accompaniments to teaching in Elementary schools. He established the great necessity of parental co-operation.

On 18-10-32 at the Railway Indian school the lecturer touched upon the effect of accommodation on the health of the boys and also the need for reviving medical inspection. Other speakers gave practical suggestions for the improvement of the health of the children by the co-operation of the parents and the teachers.



Education Week Committee, Pakala.

On 19-10-32 at the Board Boy's Elementary school the lecturer Mr. N. Varadachariar pointed out the gaining of such virtues as unity, patriotism, discipline, loyalty, courage and other things. He depicted the lines on which the parents should set examples for the development of such virtues. Other speakers exhorted the audience to afford opportunities for training the boys to help society. They requested them to help the spread of scouting which develops all the good qualities for public help and the self-improvement of the boys.

On 20-10-32 at the A. A. Mission school the lecturer Miss Sarathambal, B.A., L.T., the Sub-Asst. Inspectress of Schools, pointed out how teachers could help society:—the establishment of libraries, the removal of illiteracy, the development of co-operative movement for creating unity and thrift and the spread of Adult Education.

On 21-10-32, at the Board Elementary Girls' school, the lecturer Mr. Vijiaraghavachariar, B.A., pointed out the chief necessity of female education and the addition of such subjects as tailoring, domestic science, cooking and medicine for girls besides the three R's. Then alone it would be

possible for the women to be real help-mates for men. He deprecated the idea of aping foreign customs by the girls when they can have an individuality of their own.

On 22-10-32 at the Board Muhammadan Elementary school, at 2 p.m., Mr. P. K. Rama Iyengar, exhorted the parents to stir themselves and to see that compulsory education is introduced in the locality.

WANDIWASH

This year the Education Week organised by the Teachers' Association, Board High School, Wandiwash, was combined with the Health Week at the suggestion of the local Health Inspector, M.R.Ry. K. S. Krishnaswami Iyah Garu. The joint celebration commenced on Friday, the 21st of October and lasted till the 27th. On the opening day, the pupils and teachers of the High and Elementary schools marched in a procession at 5 p.m. to the Anjaneya temple where after prayers to the deity, the Headmaster of the High School, M.R.Ry. S. Natesa Iyer Avl., explained the significance of the week in a few well chosen words. Slokas on the week composed for the occasion by M.R.Ry. Krishnaswami Dikshitar, Sanskrit Pandit, were read and explained by him. Special prayers were also offered by the Mahomedan pupils at the mosque nearby. The day's function came to a close with the distribution of Prasadam after the gentlemen present had spoken a few words each on the ideals of the week.

On Saturday, pupil volunteers under the lead of two High school teachers went about collecting books for the High School Literary Association Library. In the evening, the teachers of the locality met in the Board Central School premises under the presidency of M.R.Ry. K. S. Srinivasa-chariar Avl., Junior Deputy Inspector of Schools, when M.R.Ry. M. S. Meenakshisundaram Iyer Avl., Assistant, Board High School, delivered an interesting lecture on "Types of Education." The elite of the town were also present. After the lecture, the President of the High School Teachers' Association appealed to the Elementary teachers assembled to strengthen the S. I. T. U. by (1) affiliating their associations to the S. I. T. U. through the District Guild, (2) subscribing for the "South Indian Teacher", and (3) enlisting in the S. I. T. U. Protection Fund. With a vote of thanks, the meeting terminated.

Sunday, the 23rd of October, was the "Children's Day" of the week when sports were conducted for the children of the High and Elementary schools in the town both morning and evening.

The Health Inspector went to the two cheris in the locality and after actually demonstrating to them the model cleaning of houses in their vicinity, lectured to them on "Maternity and Child Welfare," "Domestic Hygiene," and "Village Sanitation," and distributed health pamphlets and leaflets. Arrangements were made for free distribution of lime-stone to each house for white-washing and a prize was announced for the best kept house in each chery.

"Citizenship Day" came next on Monday when, in the unavoidable absence of M.R.Ry. T. T. Rajagopalachariar, Inspector of Police, M.R.Ry. K. S. Srinivasa Iyengar Avl., Sub-Magistrate, presided. The Ranskrishna Scout Troop of the High school gave a demonstration after which a lecture on "Scouting as Training for Citizenship" which was to have been delivered by M.R.Ry. S. Natesa Iyer Avl., Group Scoutmaster, was developed from outlines by M.R.Ry. M. S. Minakshisundaram Iyer Avl., as the former was indisposed. The Educational Exhibition organised for the celebration was then opened by the president for the day and the gentlemen present went round the Exhibition hall, seeing the exhibits which were explained to them. The Camp Fire by Scouts put down for the day had to be postponed on account of heavy rains.

Tuesday, the 25th of October, was the "Health Day" of the week. Two batches of Scouts, one under the lead of the Scoutmaster and the other under the lead of the Health Inspector made house to house visits in a few backward streets of the locality providing medical and sanitary relief. The reception given to the Scouts by the suffering inmates has been so encouraging that they intend running a permanent dispensary of their own, as the visit has convinced them of the necessity for making this relief measure a permanent and continuous item of their activity.

In the afternoon at 4 p.m. a clean teeth competition was held when M.R.Ry. Varadachariar Avl., L.I.M., Rural Dispensary, Nallur, with the Headmaster and the Health Inspector went round the classes selecting the best two in each class. At 5 p.m. a public meeting was held under the presidency of the local Sub-Assistant Surgeon, when M.R.Ry. Varadachariar Avl., delivered an instructive lecture on "Personal Hygiene." This was followed by a magic lantern lecture by the Health Inspector on small-pox and cholera and with a vote of thanks the meeting terminated.

The postponed Camp Fire of the Scouts was held at 3 p.m. when M.R.Ry. W. Balasundaram Mudaliar Avl., who presided, declared the Camp Fire open. There was a record gathering, includ-

ing many ladies for whom special arrangements were made. The enjoyable variety entertainment provided by the Scouts was very much appreciated by the audience and it is gratifying to note that this has gone far towards popularising the Education Week celebration.

Wednesday, the 26th of October, was the "Baby Show" Day. In the morning, oil and soap-nut powder were distributed to the poor children (about 200 in number) in the local hospital premises. In the evening a Baby Show was held in the same place when the local doctor presided in the absence of Janab Mahomed Badsha Sahib, President, Union Board, who had to leave the station urgently. Biscuits were distributed to all the children and prizes were awarded to the first fifteen. In the High school premises at 5 p.m., M.R.Ry. Chengiah Naidu of Madras opened the Literary Association Library and the Teachers' Association Reading Room. The gift of a teak-wood almirah for berthing the books was made to the school by the Pupils' Literary Association. Then the old boys of the High school who were present by invitation formed themselves into an association and elected their executive of seven members.

The week came to a close on Thursday, the 27th October, which was the "Parents' Day." M.R.Ry. T. T. Rajagopalachariar Avl., Inspector of Police, presided over the public meeting which began at 5 p.m. After prayer there was a Drill Display followed by special Asana feats by three pupils and a wrestling contest between two pupils, all of which were highly appreciated by the audience. Prizes were then distributed by the President to the children for competitions in sports, clean teeth and athletics and to the two best houses in each chery, and certificates of merit awarded to the best exhibits, to the Scouts for their social service and to the pupils for Drill Display. Two silver medals were also awarded to the winners in the Badminton Doubles competition. A statement of accounts giving the income by way of public subscriptions with the names of the donors and the approximate expenditure was then read by the Secretary. Then followed lectures on "What parents expect of Schools" and "Parental Co-operation" by Messrs. W. Balasundaram Mudaliar and S. Natesa Iyer respectively. With the distribution of sweets and pansupari and with a vote of thanks to all concerned, the celebration came to a happy close.

The spirit of enterprise and initiative evinced by the pupil compositors of the school Home Printer deserves mention. Under the guidance of

the teacher in charge, they successfully attempted Tamil type-setting. The printing of Tamil invitation and programme for the week and the preparation of a lead block outline of Australia are their achievements.

The Association takes this opportunity of expressing its hearty thanks to the generous donors of money and books and to the gentlemen who co-operated with the organisers to make the function a success.

On 22-10-32 at 3 p.m., at the Board Middle school, an exhibition was held in which all the schools took part by sending exhibits. After music by M. Sundarajan of Nellore the meeting began.

The lecturer Mr. V. Rangasami Aiyangar spoke on three fold aspects of man's life—the mental, moral and physical—and how each had to be improved. The ideals should be based on an atmosphere of religion and faith in God. This sense of unity of nature and the dominating force of God should permeate every kind of teaching at school. As such, no teaching should take in unnatural things. In practice it should be for not destroying any life. Love should pervade everything. Mr. W. Rathakrishna Aiyar read a paper on "food". Finally the chairman Mr. S. Sachithanatham Pillai stressed on the idea of love in teaching and the inculcation of faith in God at all the stages of teaching, guided by a spirit of love even with regard to animals and other lower beings. The meeting ended by the staging of a drama "Savitri Satyavan" by the Girls of the Board Elementary school.

In commemoration of the week, a committee to administer "The Poor Pupils Fund" was formed to help the poor and deserving pupils of the place.

ARKONAM.

The Teachers' Association of the C. S. M. High School celebrated the Education Week at Arkonam. Wall posters supplied by the S. I. T. U. were pasted in prominent parts of the town: invitations were sent to all parents to secure their co-operation.

There was a meeting in the High School hall on the 20th October when the inaugural address on "Teachers and Society" was delivered by M.R.Ry. Sundaresa Aiyar, B.A., L.T., Deputy Inspector of Schools under the presidency of M.R.Ry. P. Subramania Aiyar, Asst., Engineer, M & S. M. Ry.

On Friday the 21st a procession of all the school children was organised. It passed through the main streets of the town and assembled in the spacious grounds in front of the C. S. M. Central School where Kollatam by girls and star drill by the Elementary school children took place. The day's

programme was brought to a close with speeches by pupils of the high school recounting the benefits they are receiving at schools.

The 22nd was the Parents' Day. Group games were arranged for which were followed by a scout display. At 6 p.m. there was a meeting presided over by the Rev. A. Silver, M.A. The teachers of the high school spoke to the parents on their responsibility to schools. They were earnestly appealed to take an increasing interest in the education of their children who constituted the wealth of the home and school.

MADRAS.

N. SAMA RAO HIGHER ELEMENTARY SCHOOL, TRIPPLICANE.

In connection with the education week organised by the South India Teachers' Union, the management of N. Sama Rao higher Elementary School, Triplicane, arranged a variety entertainment on Friday the 21st under the presidency of the Hon'ble Dewan Bahadur G. Narayanaswamy Chetty Garu, C. I. E.

The hall was tastefully decorated with coloured flags and festoons and with the educational posters issued by the S. I. T. U. The hall was packed to the full, educational officers distinguished educationists and the leading residents of the city having graced the occasion with their presence. One special feature that should be made mention of is a fact that a large number of the ladies of the locality responded to the invitation of the management.

The function began with prayer. Then the various items of the programme were gone through. Some of the interesting items being Dance and Kollattam by girls, recitations in Sanskrit, Tamil, and English and the staging of the select scenes from Alfred the Great and Kumanan.

In bringing the proceedings to a close the chairman paid a glowing tribute to the talents of the children and thanked the management for having given him an opportunity to witness the very interesting programme of the evening.

With a Vote of thanks proposed by Mr. N. K. Thirumalachariar on behalf of the management, the delightful function came to a close at about 8 p.m.

K. T. C. GIRLS SCHOOL PARK TOWN, MADRAS.

On Wednesday, the 19th instant, the "Health Day" was celebrated at 4-30 p.m., with Srimathi V. Parvathi, the Headmistress in the Chair. A large number of ladies were present.

The President in her opening speech explained to the audience the needs, aims and achievements of the schools and said that the aim of the education week was to impress upon the public that real education requires the co-operation of the school, home and the community and to realise that expenditure on education was a real investment.

Srimathi D. Singari, one of the assistants in the school, gave an interesting speech in tamil on the necessity of "Physical Culture" in schools with demonstrations. She said that health had much to do with happiness and good health favoured personal efficiency. It aided the attainments of personal ambitions.

The proceedings of the day came to a close with a vote of thanks to the chair and the people present by Mrs. K. Selvam, the first assistant.

On Friday the 21st instant the "Childrens' Day" was celebrated at 2-30 p.m., with Srimathi V. Parvathi, B.A., L.T., the Headmistress in the chair. Many games were arranged among the pupils.

After the games Mrs. Samuel, an assistant in the school gave an interesting speech in Telugu on "Schools as social centres." She said that schools were great unifying centres. They helped the pupils to regard each other as brothers and sisters. Schools taught children to ignore differences of caste, creed and race and really made the people one.

With a few remarks from the chair, the function came to an end with a vote of thanks to the chair and the members present by one of the pupils Srimathi. Meenakshi.

On Saturday the 22nd instant the "Parents' Day" of the school was celebrated at 3-30 p.m., in the school assembly hall with Mr. S. Subramania Chetty Garu, B.A., Manager of the Madras corporation in the chair. A large number of ladies and a few gentlemen were present. The members of the managing committee of the school were present. A mother's association was newly formed.

The function began with prayer. Then the President in his opening speech declared the association open and made an appeal to the people in telugu to send their girls to school in large numbers. He also said that as "The Sarada Bill" was passed, it was all the more necessary to send their girls to school till at least their 14th year and not make them sit at home and waste their time.

Then Srimathi V. Parvathi, B.A., L.T., moved the resolution in tamil that the association formed shall be called the "Mothers' association" and shall have a committee consisting of eight members. The names of the members were read. She said that

the object of forming such an association was to strengthen the bond between home and school for without the closest co-operation between the home and the school, the child would become a plant pulled in opposite directions. The resolution was seconded by Srimathi D. Singari.

Then Mr. S. S. Rajagopalan, B.A., (Hons.) speaker at the Y. M. C. A. atheneum delivered an eloquent speech in tamil on "Parental responsibility" in education. He said that it was the home which laid the foundation upon which the school built and said that the formation of such associations was of greatest importance in establishing a close relationship between the home and the school.

Mr. A. V. Viswanatha Chetty Garu, Mr. N. Krishnaswami Chetty Garu, Mr. S. Venkatarama Aiyar, Advocate, Mrs. S. Venkatarama Aiyar and Srimathi Subbalakshmi took part in the speech.

Then the resolution was passed after an amendment being brought about by the President. The amendment was to add the words "with powers to add more members". The amendment was accepted and the resolution passed.

Then, there was a pretty Kummi and Kollatam by the pupils of the school. The President, in his concluding speech made a few remarks. The function terminated with the singing of the "National Anthem" and vote of thanks proposed by the Headmistress to the chair, to the speakers and everyone else who was present on the occasion and made the day a success.

VILLUPURAM.

The week was celebrated under the auspices of the association with a programme for five days. The week was opened on the Parents' Day with an address by Mr. S. Chidambaram Ayyar, Chairman, Municipal Council. He appreciated this propagandic move on the part of teachers and exhorted them to stand united in every one of their activities. There were two lectures that day. Mr. C. S. Rangaswami, B.A., L.T., Headmaster spoke on the problems of Education. Tracing the history of education in our country he put in a plea for universal education. He was followed by Mr. G. V. Desikan, B.A. B.L. Vakil. Talking on 'What a parent expects of school' he appealed to teachers to pay undivided attention to the three time-honoured aspects of study and appealed to parents to take an abiding interest in the work of their children at school.

The second day, The Health Day, was presided over by Mr. Gulam Hussain, L.M.S. It began with a physical demonstration by school pupils under the guidance of physical instructors, Messrs. C. S. Masilamani Mudaliar and R. Thangavelu Naic-

ker. The lecturer of the day was Mr. V. Jayaram Ayyar, B.A., L.T. He talked on "What school medical inspection is and what it ought to be." Stressing on the need for early medical attention to develop man power and personality in the country, he explained how now-a-days with lessons on Hygiene, moral instruction and medical inspection more care was bestowed on the health of pupils. He suggested that the inspection, to produce its full utility must be followed up by the co-ordinated efforts of the Doctor by establishing personal contact with pupils by visits and talks during the year, by the parents by personal interest in the examination and by the teachers by constant directions.

The third day's celebration was unexpectedly made more interesting and useful with the exhibition of Education cinema films under the kind and personal direction of Dewan Bahadur T. Raghaviah Garu, C. I. E. The items of the celebration were a Scout display by the School Troop and a lecture on Scout-Movement by Mr. C. S. Rangaswami, B.A., L.T., Headmaster. Mr. P. G. Krishnamurthy B.A., B.L., Advocate was the president.

The Fourth Day, The Teachers' Day, opened with a Social given by the Association to the members of the profession in the town. Mr. R. Arumuga Mudaliar Junior Tamil Pandit traced the Life and work of Trivalluvar. The president Mr. Kuppuswami Ayyar, B.A., L.T., of the Government Training School pleaded for a deep study of the classic work, Kural.

The last day Friday, The Children's Day was made an eventful one with the holding of sports for boys and girls of the school. It was a very attractive item. Certificates of merit awarded by the Association and sweets kindly supplied by Mr. A. Amirthalinga Nadar were distributed by the Municipal Chairman, Mr. S. Chidambaram Ayyar. The children were also given the benefit of an instructive and interesting lecture on Kamba Ramayanam by the senior Tamil Pandit, Mr. R. Natesa Ayyar. With the the proposal of a round of thanks by Mr. V. Srinivasarangachari, the president of the Association, the celebration came to a close.

The Guild Day was celebrated on Saturday at Nellikuppam to which half-a-dozen of our members went.

CHIDAMBARAM.

PACHAIYAPPA'S HIGH SCHOOL,

The Education Week was celebrated in Pachaiyappa's High School, Chidambaram, from Monday the 17th to 21st instant. Influential men in different walks of life were associated as Presidents and

the celebrations focussed the attention of the public on and stimulated their interest in Education.

The week was inaugurated by Mr. C. V. Srinivasachariar, Advocate, and the Parents' Day was celebrated on Monday under his presidentship. The Office bearers for the Parents' Association for the year were elected. The Headmaster welcomed the parents and acquainted them with matters relating to Secondary Education and the welfare of the children. He entered into an earnest plea for Parental co-operation and dwelt on the value of some of the extra mural activities which were a feature of the school.

Captain Sundaresa Aiyar, Assistant Surgeon, presided on the Health Day and gave some very practical and homely suggestions re: formation of health habits in children which were appreciated.

Wednesday was the most enjoyable Day of the week, being the Children's Day, and Mr. C. Duraiswami Aiyangar Deputy Collector presided over the function. An interesting programme of variety entertainments was gone through in which boys and teachers took active part. The entertainment included humorous recitations, vocal music, buffoonery and mimicry.

The Headmaster, presided on the Scouters' Day. The Scout troops consisting of scouts and cubs met on the grounds and spent about 2 hours in games, drill, displays and songs etc. With a yarn from the President, the troop broke up for the Day.

Friday 21st was the Teachers' Day. Prof. C. S. Srinivasachariar, M.A., of the Annamalai University occupied the chair and delivered an address. A number of supplementary speeches were made by the members present including the lecturers of the University and the teachers of the school.

The Teachers' Guild met at Nellikuppam on Saturday and the school was represented by the Headmaster and 4 teachers.

RAMASWAMI CHETTIAR'S TOWN HIGH SCHOOL.

The Education Week was inaugurated on Monday the 17th October, 1932 in the Ramaswami Chettiar's Town High School, Chidambaram by the Headmaster Mr. G. Srinivasa Ayyar, B.A., L.T., with an address to the students on the importance of the celebration of the Education Week.

A meeting of the Parents was held at 5 p.m., in the school hall, under the auspices of the R. C. Town High School Teachers' Association. The headmaster and the president of the Association presided. Mr. S. Ramaswami Ayyangar, B.A., B.L., Vakil Chidambaram and a parent delivered a lecture on 'What a parent expects of Schools'. Another

parent, Captain V. R. Sudaresa Ayyar, B.A., L. M. S., Assistant Surgeon, Government Hospital spoke pointing out that greater attention should be paid to physical education and hygiene in schools. He deprecated the working hours obtaining in schools at present and welcomed opportunities for co-operation between teachers and parents. After the concluding speech of the president in the course of which he spoke of the new outlook on education as preparation for life, the meeting terminated, with a vote of thanks by the Secretary to the Chair, to the lecturers, and to the parents assembled.

The Health Day was celebrated on the 18th instant. Addresses were given to the students on 'Diet' and the 'Importance of fresh air' by Mr. R. Parthasarathi Ayyangar, B.A., L.T., Assistant, R. C. Town High School.

In the evening there was a demonstration of physical activities in the extensive playground of the school. Many interesting items were gone through. The teachers of the R. C. Town High School and the Elementary School as well as many parents witnessed the function.

On Wednesday the 19th instant, attention was concentrated on the work that schools were doing as social centres. An address was given to the boys of the High School on 'Schools and the making of a citizen' by Mr. C. S. Ranganatha Ayyangar, B.A., L.T. The speaker brought home to the boys how the training—mental, moral and physical given in schools contributed to the making of a citizen. In the afternoon the boys were addressed on 'how scouting promotes the ideals of citizenship'. At 5 p.m., there was a display of Scout Activities by the Sri Nataraja Scout Troop, Chidambaram. Many interesting items were gone through and the evening was highly enjoyed both by the parents and the teachers present as well as by the young.

At 6 p.m., on the next day there was a lantern lecture by Mr. N. S. Subba Rao, M.A., of the Annamalai University on the 'Wireless'. The lecturer dealt with the subject in his peculiar charming manner with the help of familiar analogues and the audience felt greatly interested in the subject.

The Children's Day was celebrated on the 21st instant with great eclat. There was a variety entertainment by the school pupils. Music, dialogues, action and fancy dress competition formed the chief items of the programme. The Headmaster, Mr. G. Srinivasa Ayyar spoke a few words saying that such opportunities brought out the latent histrionic and other talents in the young and that it was considered a factor conducive of healthy

growth of pupils. With a few words from the Secretary of the Teachers' Association thanking the gentlemen who had helped to make the celebration a success, the meeting came to a close.

On Saturday the 22nd instant, 9 members, out of the 12 who were deputed by the Association, attended the meeting of the South Arcot District Teachers' Guild held at Nellikkuppam.

BOARD HIGH SCHOOL, NANNILAM.

The Education Week was celebrated in the Board High School, Nannilam for 3 days from the 19th to 31st instants.

On the opening day there was a conference of teachers, when there was a lively talk on "Teachers and the part they play in Society."

On the second day there was a gathering of the students when Dr. K. Dhanakoti Naidu Garu, the local medical officer addressed them on "Students and Health." He clearly explained to them the right way to lead a healthy life and impressed upon them that it was the proper age for them to practise the hygienic rules and form clean habits so that they might grow into useful happy and healthy citizens of India.

On the last day there was a large gathering of the parents of the children of the school under the presidency of M.R.Ry. Swayambu Aiyar, Avl., B.A., the Local Tahsildar when M.R.Ry. T. P. Raja Rama Aiyar, Avl., B.A., L.T., the officiating Headmaster of the school addressed them on the link between the parents and the school. He clearly showed that the parents had a great part to play in the school activities and their co-operation was quite essential for the improvement of the school.

In response to the address the parents resolved to form a Parents' Association in the locality.

BOARD HIGH SCHOOL, KUTTALAM.

The Education Week was celebrated under the auspices of the Teachers' Association of the Board High School from Wednesday the 19th instant. An influential committee was formed for the purpose with Mr. Gopala Aiyar, (Retired) District Board Engineer as Chairman.

The inaugural address was delivered by Mr. N. R. Subramania Aiyar, Headmaster, Board High School, Nannilam. In the course of his address the lecturer dealt with the aims and ideals of Education at different times in the various leading countries of the world and concluded his speech by stating that Education of the right type must aim at the development of the soul. Then there was an interesting discussion, the subject of which was 'Teachers' place in society' and many tea-

chers took part in the discussion. The function came to a close with the usual vote of thanks.

The next day was the Health Day. The function was presided over by Koman Esq., I. C. S., sub-collector, Kumbakonam. The spacious hall of the school was packed to its full capacity, on this occasion. The proceedings began with prayer. The pupils of the local girls school enacted a drama treating of health subjects. Then there was an interesting programme of Kummi and Kolattam. Dr. C. Jayarama Rao, L.M. & S., read a paper on 'Tuberculosis and its causes.' The doctor exhaustively dealt with the root causes of the dreadful disease, and suggested some preventive measures. Then the Chairman spoke in appreciative terms of the performance of the girls and distributed the prizes to the girls who enacted the drama and to the boys of the various schools of the locality who wrote the best essays on some chosen health subjects. The function terminated with a vote of thanks to the guests of that evening's function.

The Boys' Day was celebrated on Friday at 3-30 p.m. Dr. V. T. Raju, who has been known for his active participation in all the extra-activities of the school presided over this function. Many students spoke on 'what schools do for us and what more we expect from them.' Then an interesting programme of recitations in English, Tamil and Sanskrit was gone through. The Chairman in winding up the proceedings of the function laid great stress on the value of sound health to students and exhorted them to take active part in sports and games. After the usual vote of thanks the gathering dispersed.

On Saturday at 8-30 a.m., procession was organized and the boys went round the principal streets of Kuttalam carrying with them wall-posters containing instructive Educational matters.

In the evening at 5-30 p.m., the Parents' Day was held under the presidency of Mr. N. R. Subramania Aiyar, Headmaster, Board High School, Nannilam. In his introductory speech, he spoke upon the aims of celebrating the Education Week and appealed to the parents present to keep themselves in touch with the school. Two gentlemen of the locality then addressed the gathering and they stressed on the need for the formation of a Parents' Association. The concluding item was the vote of thanks proposed by Mr. T. R. Ramachandra Aiyar, the headmaster of the school. He on behalf of himself and of the Teachers' Association of which he is the president, warmly thanked the members of the Education Week Committee and other gentlemen, who co-operated with him in his efforts to make the Education Week a success.

TIRUKATTUPALLI.

SIR SIVASWAMI AIYAR HIGH SCHOOL.

The Education Week was celebrated here only two days. The functions of the School Day, the Boy's Day and the Health Day were combined together and celebrated on Friday the 21st instant. All the boys and teachers of the school were assembled at 4 p.m. The proceedings began with a prayer by the boys sung in chorus, Mr. Guruswami Sastri, the Headmaster, presiding on the occasion.

In his introductory speech the president explained the object and usefulness of the Education Week. Then a lecture on "How to keep fit" was delivered by Mr. K. S. Sundararaja Iyengar.

Then there was another lecture by Mr. Guruswami Sastri on "Citizenship."

He explained what was meant by citizenship. He dwelt at length about the duties of a good citizen and how he could be of great use to the public.

Then the meeting came to a close at 6 p.m., with a vote of thanks to the chair.

This day was celebrated on Saturday the 22nd instant at 8 a.m., under the Presidency of Guruswami Sastri. Educator's day was combined with this. Three interesting lectures were delivered.

1. 'The Folk-schools of Denmark' by Mr. N. Yegnaramier.

2. 'Secondary Education in some advanced countries' by Mr. N. Kalyanaramier.

3. 'Teachers' Organisation' by Mr. V. Guruswami Sastri.

It is gratifying to note that two important resolutions were unanimously passed. They run as follows:—

(1) The Teachers' Association Sir. Siwaswami Aiyar, High School, Tirukattupalli do record its great appreciation of the work of the S. I. T. U. on behalf of the Teaching profession, and resolve that a contribution of Rs. 50 may be paid to the S.I.T.U. from the funds of the association.

(2) This association suggests, with a view to improve the finances of the S. I. T. U., that subscription may be levied from the affiliated associations and guilds calculated at the rate of 4 annas per member.

The meeting then terminated at 10 a.m., with a vote of thanks to the lecturers and the president.

On the same day at 4 p.m., the Parents' Day was celebrated. The Teachers' Association was at home to the parents. There was a fairly representative gathering of parents. The staff and the parents had a heart to heart talk.

Towards the close of the meeting, a Provisional Committee of parents and some teachers was form-

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ed to do propaganda work in the villages. The meeting lasted up to 6-30 p.m.

TRICHINOPOLY

The Trichy Education Week celebrations were inaugurated on 17-10-1932 at 5 p.m. in the Lawley Hall, St. Joseph's College by the Rev. Fr. P. Carty, S.J., in the presence of a large gathering of men and women teachers of the district.

The Rev. Fr. A. M. Antoniswami, S.J., Headmaster of the St. Joseph's College High School, welcomed the teachers. In the course of his welcome, he assured those assembled of his desire to forward and assist the work of teachers for the benefit of pupils, teachers and the country, because the work of the teacher was the work of creation in its best and noblest aspects, creation of mind and formation of character. Continuing, he alluded to the difficulties of the teacher, noble as his work was; especially the difficulties arising out of the need of the teacher to spend himself and to live; besides his having to submit to external dictation in the matter of day-to-day work. Concluding, he exhorted teachers to discuss such questions without annoyance or regrets.

After some songs, the President of the Trichy District Guild, Mr. V. Saranathan, requested Rev. Fr. Carty to inaugurate the week. Referring to the Education Week, he said that teachers had taken to it as they stood in need of advertisement, following the beneficent activities in similar directions in other countries. Referring to the local celebration of the week, he explained the circumstances necessitating the shortening of the celebrations this year, in view especially, of the coming XXV Provincial Educational Conference and Exhibition in Trichinopoly. Concluding, he paid a tribute to Fr. Carty as an all round alert Christian and as an able teacher and requested him to inaugurate the local Education Week.

Fr. Carty began by saying that he had agreed to inaugurate the week to show his sympathy and good will with teachers and with this guild in particular. Proceeding, he said that he would speak to them a few of his thoughts about the teacher in terms of the economic market or of the teacher as a commodity in the economic market for sale, with a view to bring home the importance of the teacher. In the course of his speech, the Rev. Fr. said:

"Parents want education. They are ready to undergo sacrifices for it. What is it that parents demand? It is good for us to know what that demand implies seeing that parents repose a wonderful trust in teachers which makes them de-

mand a heavy responsibility on us to procure the proper commodity.

Education for them and for us is the gradual development of the child's memory, understanding and judgment. Memory is nearest to the senses, easiest of approach, and lends itself to development as it is the receptive faculty which can be easily developed. A good memory is half of genius and a developed memory is a wonderful instrument in the development of the child. Memory-training secures the furniture of the mind, which marks the standard of education. Those who are blessed with memory can create for themselves a real standard of intellectual living, which others cannot approach or enjoy. Next to memory, the teacher ought to develop the child's understanding. This is perception of intellectual truth. This tests the value of facts memorised. Mathematics is an aid to understanding as it can put precision in our way of thinking, even as the study of the development of thought in literature, of facts in History and of cause and effect in Geography can develop our understanding. Understanding is precious but it requires a special management. It ought not to be over-worked as it is the case under the S. S. L. C. system, which is over-weighted, which oppresses the child's mind and gives it no time to digest and thus causes too many cases of intellectual indigestion. Teachers must minimise the strain on the child's understanding by safeguarding the intellectual stomach of the pupils, by teaching well, rather than teaching much; for knowing well certain fundamental principles is an aid to later assimilation.

The next duty of the teacher is to train the judgment of the child. Judgment is a sound appreciation of things or persons. True judgment is a thing which requires maturity of the mind but the training of judgment ought to be started at school, not only to embark on a University course but for living in the broad world. The child is a reasoning being and it is interested in difficult questions about the why of things. It requires therefore training and guidance in early days. Children in the school require to be guided in judgment. At school, there are a hundred and one opportunities whereby the teacher can awaken the attention of pupils to the why and how of things and thereby guide judgment. Teachers must see to it that these judgments are objective and reasonable. Judgment by reason, not by passion, must be our watch-word. Judgment must also be fair. Above all, judgment must be true in the measure in which we shall see it modestly and not with cock-sureness. Formation of the

judgment is not the ordinary curriculum of the school but the school should try to develop it in youngsters.

It is therefore in this sense that there is a demand for education by parents. But the realisation of these genuine things in their children is only the positive demand of parents from us who are created by the parents' demand. They have also a negative demand and that is that their boy or girl should not come back to them worse than what they were. Parents complain that education tends to a decline, in their children, of respect for others with the growth of knowledge. Teachers have a duty to bring to students the need for respect for parents and authority, and to improve the good nature of boys and girls. Parents also complain of terrible expenditure by their children, and they want teachers to teach them economy. As teachers we must take steps to prevent extravagance, even though many influences are at work against economy. The attention to this negative demand of parents is the training of the will. This requires control. The control of the will leads to the formation of character. This can be done by setting a good example ourselves, by establishing an agreement between conduct and precept, and above all by continuing to train children at school as in the home atmosphere. Teach in this line, and as suppliers of education you will give the full value and parents will not complain.

This need for education on these lines is of supreme importance. No amount of knowledge, without character will ever make one perfect. A man is worth for what he is, not for what he knows. It will not do to have the most intellectual and clever people if they go off the moral rails. The world requires men of character, not men of learning. This is a very deep lesson which teachers must have as an ideal which they must impart to the little minds. In this sense, let us do our work, though exhausting and unrecognised. Ultimately, there is a great consolation. The good teacher is one of the greatest builders of the nation. Let us take pride in this ideal and work for the India of to-morrow."

With a vote of thanks proposed by Mr. G. Varadachariar, the Joint-Secretary of the Guild, the meeting terminated.

The 2nd day of the Education Week at Trichinopoly was celebrated in the Ponniah's High School, Palakarai, with Mr. Padmanabha Sarma, the District Medical Officer in the chair. It was observed as "Health Day." The meeting began with prayer and music. Mr. P. A. Ganesa Aiyar,

Headmaster of the High School, welcomed the gathering and the medical officer.

Mr. M. C. Rajagopala Nayudu, Headmaster of the High School, Srirangam, delivered a lecture on "Health of School Children." In the course of his address, he said that he was of opinion that the health of students in Colleges and High Schools had considerably improved in comparison to days gone by, thanks to organisation of games which students took happily. But he pointed out that insanitary and ill-ventilated Elementary School houses without playgrounds were making havoc upon little children and urged upon Government and local bodies the need for making provision for adequate playgrounds and ventilated school houses for Elementary School children. To promote habits of cleanliness, he urged upon teachers mixing up with children during lunch time and carrying on educative health propaganda among parents of school children. To detect diseases and treat them effectively, he suggested an improved system of medical inspection and treatment throughout the year by Government and local bodies attaching the existing medical departmental officers and hospitals to schools and colleges for continuous care of children and effective treatment after medical inspection. He pointed out the responsibility which Government ought to shoulder to rear up healthy children.

Mr. Padmanabha Sarma, in bringing the proceedings to a close, gave some practical directions to teachers in the matter of care of the health of school children and urged them to rouse public opinion in these matters. Thus, he wanted teachers, especially in Elementary Schools, to change the hours of work and minimise the hours of work, as the existing practice tended to sap the vitality of very young children. With reference to High School children, he insisted upon schools being closed down which had no playgrounds as playgrounds were the lungs of schools and wanted school houses to be away from dust and noise in the interests of physical and mental health. He condemned the existing overcrowding in schools and the bodily contact which it promoted as the causes of diseases being communicated through speaking, sneezing and coughing in close contact. He urged inter-spacing between seats in class-rooms to prevent avoidable contact. In respect of school sanitation, he condemned school latrines as a disgrace to schools. Referring to subjects taught, he pleaded for teachers writing literary primers on various diseases and their prevention and introducing such books for study. He also assured teachers of the co-operation of the medical people in teaching such subjects in

schools. Referring to improvement of medical inspection, he urged the appointment of resident medical men as members of the school staff with right of private practice by the levy of an additional fee for the purpose from every parent, to be supplemented by Government and management. Such resident school doctors would be able to examine and treat children, and also teach them correct ideas in the period of adolescence by acting as guide and friend of children. Concluding, the Chairman pleaded for a new orientation of education which instead of being a waste as it was to-day should teach pupils to earn their livelihood, for there was no use of a culture that did not take into account the stomach.

With a vote of thanks proposed by Mr. S. Rajagopala Iyengar, Secretary of the Teachers' Association, Ponniah's High School the meeting terminated.

The third day of the Education Week in Trichinopoly was celebrated at the Wesleyan Mission Girls' High School, Woriyur, on 19-10-'32 at 5 p.m. with Mr. S. K. Devasikhamani in the chair.

After songs by the Wesleyan Mission Girls' High School musical choir, Miss L. D. Oldmeadow, Principal, welcomed the men and women teachers assembled and congratulated them on the growing and much-needed co-operation between all in the great need of India to-day, namely education. She hoped that the coming Provincial Education Exhibition and Conference would, like the Education Week, advance the cause of education. On behalf of the school, she extended a cordial welcome to the members of the Guild and other visitors.

Mr. S. K. Devasikhamani, in opening the proceedings of the day, remarked that it was the first time in the annals of the Trichy Teachers' Guild when they had a meeting in a Girls' High School, and he congratulated the organisers of the local Education Week on the happy choice of that day's meeting. Proceeding, he hoped that the co-operation between men and women teachers shown that day would continue for the good of both. Continuing, the Chairman pointed out the importance of the "Children's Day," as children were the inspiration of the teacher and the hope of the future. He suggested that as in U. S. A. the children's day should be celebrated as a day of debate initiated and managed by children. He cited Martin Luther's respect for children and Christ's love of children and exhorted teachers to treat children as assets of the country.

Miss De Forrest, Lecturer, Holy Cross Girls' College, then delivered an illuminating lecture on

"self-expression of children." Though it was an over-worked expression and it was a subject on which there were extremist opinions, she wanted the group of teachers assembled to think about the subject and to express their views on it. She defined Self-expression as improvement of the individual child for the benefit of the community of the country. Self-expression could not wait until maturity. It must be started at school itself, in such a manner as to improve the child, without harming the school or the community or the country. Such a Self-expression was educative. As such she advocated the need to give the child the right of Self-expression on good lines.

Given this right under proper guidance, in the realm of character, direction of impulses in the life of the children was most essential. Children are a bundle of impulses and impulses controlled children. The impulses of children required to be guided both by the parents and teachers. In particular, teachers could act in two ways—by repression and by direction. Repression of impulses could lead to misdirection of energy. Even if repression were necessary, the children's impulses which are expressions of energy ought to be followed up by using the energy of the child in some way. Teachers therefore ought to direct the energy of children in an educational direction so that children's impulses could express themselves in pleasure. Imitation curiosity and play were some of the common impulses of children. Teachers can and ought to use play and link it with education. Similarly curiosity ought to be given an educational direction, because curiosity was at the bottom of all interest. Repression of curiosity will kill all interest. Children's curiosity ought to be given an outlet, if not immediately, at least in future work. The Teachers task was to find the way for the child's development. Imitation was a matter of habit and attitudes. These latter were inseparable and they form character. While they ought to be inseparable, they are not always so. But well-fixed habits formed under certain conditions break in new situations. To prevent this, teachers must teach children some ideals. We must allow habits to be formed with satisfaction and knowledge; and allow them to vary with situations. Such a kind of Self-expression with free scope for play, curiosity and imitation was bound not only to improve the individual but the group and the community to which the individual belonged.

Turning to Self-expression in the classroom, the lecturer wanted teachers to make children think and judge. She suggested training in Self-expression in the matter of choice of select books placed

before them by the teacher. This would lead to development of the child's initiative, taste and thought. She also referred to Self-expression in methods of class-work to make the child work in a free atmosphere under expert direction and supervision, rather than following the Text-book method of presenting a particular point of view to the children without any opportunities for children to know the other points of view.

Concluding, the learned lecturer wanted teachers to express their views on (1) the value of Self-expression; (2) the development of Self-expression in the realm of character; (3) the development of Self-expression in the classroom; (4) and the development of Self-expression in matters of opinions, problems, life and action of the community. She closed with an appeal to teachers to suggest practical ways whereby Self-expression could be developed, not into egotism but into sound intellectual leadership under proper guidance.

A discussion ensued on the points raised. Mr. S. Thothadri Iyengar of the National College agreed that Self-expression was an ideal not only for Education but for life and considered that while direction of impulses was necessary in cases of children, repression was necessary in cases of grown up children. Miss Old Meadow wanted that Self-expression should lead to Self-discipline. Referring to the experiments conducted in her school and the Dalton plan and the Family System—as means of Self-expression, she cited difficulties that existed, like lack of adequate books, lack of Self-control of children and the dangers of individual Self-expression to the community. She expressed herself, however, in favour of the ideal.

The Chairman in his concluding speech, remarked that South Indian Schools were following the cast off programmes of western countries, because teachers running these schools were products of suppression and repression. He was aware of new ideals and ideas in education. He tried to introduce the Dalton plan, but the cost involved, the rooms necessary, the vagaries of freedom, and the absence of the urge—all these stood in the way. He was trying to eliminate all punishments from school in order not to repress the child. But Self-expression in school was very difficult of achievement on account of pre-school influences, the absence of the conditions so necessary for the teacher to know the urge of the pupils and direct it along proper channels of Self-expression; and the lack of teachers with a personality to undertake the task. He was of opinion that the ideal of Self-expression must wait until the girls studying in schools and colleges became good mothers and

until they showed a forward policy in the matter of careful home life, cure administration and cure hygiene.

After songs, and vote of thanks by a student of the Girls' High School to the chairman and lecturer, and by the Secretary of the guild to the school authorities, the meeting terminated.

The Parents' Day of the Trichinopoly Education Week was celebrated in the National College on 20-10-32 with Mr. K. Natesa Aiyar, retired District Educational Officer in the chair. After music and Vedic chant, Mr. P. S. Ganesa Sastri, of the National College High School welcomed those assembled. In so doing, he dwelt on the parent in the past and the parent of to day and their respective attitudes towards their children and the teacher, and hoped that parents would inculcate respect for the teacher and the school in the mind of the pupil, realise the importance of Education as investment, and shoulder ungrudgingly the cost of education, and thereby support the functioning of schools.

The Chairman in his introductory remarks drew the attention of the audience to the fact that parents and teachers were not compartmentally separated but members of a happy family. He then introduced Mr. K. S. Ganapathi Aiyar, the lecturer of the evening and called upon him to deliver his address.

M.Ry. Rao Bahadur K. S. Ganapathi Aiyar, then delivered his address. He said he came to talk as an outsider with a fresh outlook, having passed out of college nearly 45 years before. The term parent, he said, was a correlative term. The parent came into contact with the teacher through the pupil. The parent looked to the body of the pupil while the teacher looked to the mind of the pupil. The parent should therefore recognise the schoolmaster as a necessary adjunct in any civilized society and education as the means of improvement of the spirit of the individual in wordly and non-worldly matters. But the parent of to day was beginning to feel the money expended in Education will subserve the object of a life-time. As all education was designed to achieve an object, whether it was learning for learning's sake or employment, it was the duty of parents to co-operate with educational institutions in providing them with the constituents of an endowment. Parents ought not to allow educational institutions to languish or die, especially for financial reasons, as the Bishop Heber College of Trichinopoly has done, in spite of the fact that college had become part of the life of Trichy for over half a century. The public owed a duty to stand by the institution and keep it going, while the teacher

would continue to cheer up and provide the mental endowment for it.

Mr. K. Natesa Aiyar, in bringing the proceedings to a close paid a tribute to the lecturer's freshness, passionate adherence to Sanskrit study and his joy in learning. Recapitulating the lecture, he said that the function of a teacher was as close as that of a parent, and that the school master was as organically close to the parent as to the child, and that he would be an eternal feature of all life in any age and that he could never be eliminated in any stage of social perfection. Referring to the lecturer's insistence on co-operation of parents in Education, the chairman agreed that the parent cannot let teachers or institutions suffer but must support them to carry on the work of Education. In this connection, as the chairman of that meeting of parents and teachers of Trichinopoly he desired the authorities of the college to vote their feeling of sorrow in the matter of the closing down of the Bishop Heber College and revise their decision, as the college with its tradition was a part and parcel of the life of Trichinopoly which could ill afford to allow it to go out of existence.

Proceeding the Chairman called the teacher the continuator of home influence and as such the teacher should make the space of school life bright and joyous. At the same time it was the duty of parents to consider the home as the continuation of the school and develop there an atmosphere of work.

After garlanding, and with a vote of thanks to the ladies and gentlemen present and to the Chairman and lecturer by Mr. K. R. Rajagopala Iyengar, the meeting terminated.

KUDAMBAR KOIL, KULITALAI.

The "Education Week" celebration of the above Association began on the 21st instant, M. R. Ry. L. S. Parthasarathy Ayyar Avl., B.A., B.L., District Munsiff inaugurating the function and presiding over the Childrens' day. On the morning of the day the Sports and Games were conducted. In the evening the children of the school were taken in procession around the village. The day's function terminated with the distribution of sweets to children.

The Parents' Day was celebrated on the 22nd instant under the presidency of M. R. Ry. V. S. Sundaresa Ayyar, Avl., a prominent Mirasdar and District Board Member of the locality. M. R. Ry. R. C. Ayyar Avl., B.A., B.L., gave a lecture on "The schools and parents". He dwelt on the silken bond that ties Parents and Schools in the holy cause of the up-bringing of the citizens of the morrow. M.R.Ry. K. Ramavarma Raja Avl., B.A.,

Special Deputy Collector Kulitalai distributed the prizes to the winners in sports and games.

The function was concluded on the 23rd instant, M.R.Ry. M. V. Krishna Ayyangar Avl., B.A., L.T., the Local Deputy Inspector of Schools, presiding over the Teachers' Day. The President and Members of the Local Taluk Board, besides many other parents participated in the activities of the school with keen interest.

MADURA.

Under the auspices of the Madura Teachers' Association, the Education Week was celebrated from the 17th October in the Union Xian High School, Madura. Invitations were issued to teachers, parents and guardians, through their respective wards in the local schools.

The first event of the week was the Parents' Day. Mr. P. S. Sankara Ayyar, B.A., L.T., of the Madura College High School, presided, and Messrs. V. Subbushesha Ayyar, M.A., L.T., Rao Sahib R. Narasimha Ayyangar, P. Narayanaswami, M.A., B.L., and Ramaiya, B.A., B.L., spoke on parental responsibility and co-operation in education. The Chairman first explained the objects of the celebration of the Education Week. He then dwelt on how parents could co-operate with teachers in various ways for the amelioration of the conditions of the latter and the development of children into healthy, intelligent and useful citizens.

Rao Sahib R. Narasimha Ayyangar spoke on how present day education was difficult, costly and undermining the health of children, and pointed out how parents working hand in hand with teachers could cultivate mutual confidence and identity of interests which would lead to the betterment of education and physique of the youngsters.

Mr. V. Subbushesha Ayyar explained how far Education suffered without parental co-operation and earnestly appealed to parents to enlist their active interest. He remarked on how parental ignorance and apathy was a great handicap in the teachers' fight for better curriculum, text-book and the like. Public opinion being only parental opinion, it was of great value in avoiding wastage in education and shaping the future of pupils on non-sectarian and non-communal lines. Teachers by themselves could not press their grievances for redress, on the attention of authorities. Only parents could fight for a minimum wage and security of service to the teacher.

Mr. P. Narayanaswami took exception to the previous speaker's observation regarding the apathy of parents, and went on to explain how the present day evils in education could be traced to a threefold responsibility, teachers, parents and the

Department—all these coming in for an equal share. He opined that the system of education was to blame.

Mr. Ramaiya pleaded for the teaching of dignity of labour in the schoolroom and a correlation of life with subject at school.

The Chairman wound up the proceedings, making brief answers to the points raised by the speakers. He further explained that the Association was not wanting in effort to press the importance of the various problems of the teacher and the pupil on the attention of the authorities for solution but he had to confess that teachers were helpless and isolated. With parental co-operation and sympathetic understanding on their part they could fearlessly champion the cause of true education and devote themselves to the noble task of building up a healthy, intelligent and cultured nation of good character.

After a hearty vote of thanks to the speakers, the chairman and parents by the Secretary, the meeting terminated at 8 p.m. The attendance was poor on account of inclement weather.

The Health Day of the Education Week was celebrated in the Union Xian High School on Tuesday, 18th October, at 6 p.m., with R. M. Savur, Esq., District Educational Officer, Madura, in the chair, and Dr. P. G. G. Unnithan, Municipal Health Officer, speaking on 'Well-balanced diet'. There was a fairly large gathering of teachers, parents and students, with a few ladies.

Dr. Unnithan spoke on the need and importance of a well balanced diet to pupils and adults. "Two factors are responsible for the potentiality of our achievement—heredity and environment. The latter comprised of proper food, habit formation, healthy social contacts, freedom from parasitical germs, etc. Of these, food plays a great part in the well-being of human beings. Quality of diet counts more than quantity. Satisfactory nutrition more than satisfactory appeasing of hunger should be the criterion. For good nutrition certain essential principles are needed. By laborious experimentation, biologists have proved the value of these principles in making for growth, alertness and strength of animals. It has been found that certain combinations of diet lead to maximum growth. Experiments have been made on children in orphanages, and a remarkable difference between children brought up with ordinary nutrition and those with the special diet, was observed. The combination diet should consist of 37 principles, to conduce to a harmonious growth. Present day diet has an insufficient supply of these principles. Whether vegetarian or non-vegetarian, people should see that along with their ordinary diet com-

pensating principles to make up the deficiency should be combined. Of these, three are most important: Milk and milk products, green leafy vegetables and fruits. Green leafy vegetables store the sun's energy in some other form which is highly nutritious and invigorating. Carnivorous animals, too, take a combination diet in that they do not content themselves with the mere muscle meat but take in bones and other remnants of their prey, and they are for this all the more healthy. Pupils in schools suffer from mal-nutrition. Evils of mal-nutrition are many. Careful examination has proved that pupils do not develop physically, mentally, and morally without a balanced diet. The standard of the diet should be raised. Pregnant women need to be taken great care of in this direction. The foundations of growth of children on proper lines are laid even in the womb."

A few doubts were raised by the members and they were answered by the lecturer.

Mr. R. M. Savur, the Chairman, then expressed the gratefulness of the audience to the Doctor for his valuable address. He drew pointed attention to how mistaken prestige or vanity sometimes contributed to mal-nutrition. He instanced the case of some hostel pupils, Kallar boys, who insisted on getting polished rice in preference to their usual nutritious food of ragi, cholam, etc., at home. It was ignorance that made them fight for a change. He also observed that experiments had proved that the absence of a well-balanced diet for pupils meant the stunting of their intellectual, physical and moral growth. The re-action was markedly visible. It was for the teachers and the public to see that pupils were properly fed on the lines suggested by the Doctor.

The lecture was followed by a cinema demonstration on 'Vaccination and its virtues', 'Milk diet and its merits' and 'Hookworm disease and how to prevent and cure it'. The films were interesting and educative.

After a vote of thanks by the Secretary, the meeting terminated at about 8-20 p.m.

The 3rd day of the Education Week was celebrated in the Union Xian High School on the 20th October, at 6-15 p.m., with Rev. Fr. M. Amalorpavam, S.J., in the chair.

Mr. K. S. Srikantan, M. A., F. R. Econ. S., of the Madura College, spoke on "Teachers and Society". He dwelt on the various disabilities of the teacher now-a-days which retarded his efforts in shaping the future of the nation. While his responsibilities were increasing there was a corresponding decrease in the privileges he enjoyed in society. He had not the status which teachers of the past had. Want of public recognition and the

pointed out how self-learning was more important than instruction. The president, in his concluding remarks, said that the child was the centre of the educative process. Self-expression was the key-note of modern education and dwelt on the Dalton Plan, Project Method, etc. He said, "Modern education tries to make children 'fountains' not 'reservoirs'."

"Ladies' Day," 18-10-'32.—The Sub-Assistant Inspector of Schools, Madura Range, Mrs. I. Ignatius, B.A., L.T., spoke to the ladies of the place on "Female Education." The girls of to-day were going to be the wives and mothers of to-morrow. A wife must be a fit-help-mate to her husband and woman is a noble partner with man, not a dependant on him. It is the mother that the new born babe sees first and the greatness of the child is in large measure due to the early foundations laid by the mother. She exhorted the audience not to neglect the education of their girls.

Almost all the ladies of the place honoured the occasion with their presence.

"Parents' Day," 19-10-'32.—Rev. Martin Taylor, B.D., the Chairman of the West Local Council, and Pastor of the Batlagundu Church, spoke on "Parental Co-operation." He pointed out that children spent only a fraction of the day in the school, whilst most of the time was spent outside. The parent must heartily co-operate with the school if he wanted a harmonious development of character, ability and physique in his son.

The President, Mr. Krishnan, compared the parent and the teacher to the two banks of a river which determined its onward flow. He also pointed out that the obverse and the reverse sides of the coin must be all right, if the coin had to gain currency. He said that children were the sweetest gifts of Heaven and the teacher deserved as much co-operation as was extended to the family doctor.

"Scouts' Day," 20-10-'32.—There was a short display of the Saraswathi Troop. Mr. B. A. Subrahmaniam, Scoutmaster, Board High School, Batlagundu, spoke on "The History of the Scout Movement" and how it was an excellent movement for the laying of the foundation of a boy's character.

Mr. J. Krishnan, in winding up the proceeding, pointed out how Scouting implemented school work. He said that a clever bad man was not a contradiction in terms. The inventor of the asphyxiating gas was certainly a clever man, but it was satanic cleverness. Scouting aimed at making a useful, good man of the child, let alone

cleverness. In that sense, it was a corrective of mere intellectual education.

"Children's Day," 21-10-'32.—The children of the school went round the village, to the accompaniment of music by pupils with flags flying, "Jais" renting the air. On assembling at the school courtyard, Mr. Rajagopala Iyengar, Headmaster of the Board School, Ayyampalayam, gave a short talk on the duties of the children towards the school. Mr. J. Krishnan, the President, asked them to love their *Alma Mater* and hoped that the school was their home, temple and playground of the children. With the distribution of sweets to the children and Pansupari to the public, and the singing of the National Anthem, the celebration came to a happy end.

RAMNAD

The Teachers' Association, Rajah's High School, Ramnad, began the Education Week celebration on Monday, 17th October, 1932, at 5 p.m., in the school hall. M.R.Ry. G. Damodhara Mudaliar Avl., B.A., L.T., District Educational Officer, Ramnad, delivered the opening address. The S. I. T. U. was first congratulated upon its organisation of this week and upon the prospects of its creating a proper atmosphere, in the various centres of the Presidency, for active co-operation, among all concerned with the education of the young. The officer explained how our "Dasara" or "Navarathri" celebrations, every year, struck him as a real Education Week celebration, in spirit, and now, it has been the custom amongst us, from times long past, to benefit by the exhibition of talents by poets, musicians, sportsmen, teachers, and all other workmen, on these occasions. Similar inducements, to show to the world around, the nature and spirit of the work, done by the teachers and educators to the taught, has been sought to be given, to all in the Presidency, by the efforts of the S. I. T. U. It was then pointed out, that the popular notion of parents is, to expect the schools to benefit the children to *well* and easily in their wage-earning *er*. He said that the school could only cultivate *st* individual, a thirsting taste for literature, *on* in of reading and writing, ability to express *ai* clearly, simply and correctly, and above all, *ai* to build up, a robust constitution, a radiating personality and an attractive character.

The address was then followed by an interesting and instructive lecture on "School Hygiene," by M.R.Ry. T. S. Adhi Subrahmanyam Avl. M.B.B.S., D.S.Sc., D.P.H., D.H.O., Ramnad. Beginning from school sites, buildings, furniture and equipment, the lecturer impressively, though

briefly, dealt with proper ventilation and lighting arrangements for school children and made suggestions to suit South Indian conditions. The system of water supply in schools, came in for useful constructive criticism and the doctor advised the use of a small tank with taps, in preference to the mud pots and the tin cannisters usually in exhibition. Referring to the hygiene of the pupils, he spoke of (1) proper school sessions, (2) an elaborate and graded course of hygiene teaching, to cultivate from childhood at school and at home, a lasting and growing knowledge of the principles of health and sanitation, to be carried on to later life, (3) the necessity for greater attention to the physical side of the education, (4) proper care to ensure facilities for enough rest, and finally, (5) the crying need of our times, nutrition to the child, the future citizen of the nation. Examinations affect the physiology of the child, and are unnecessary in the earlier stages and even up to the High School standard. Punishments should suit the nature of the child. The kind of work done by teachers, throughout their life-time, tends to cause in them, a sort of mental fixation which gradually undermines them and drives cheer out of them. Two remedies were suggested to get over this tendency. (1) The teacher should have a hobby and (2) He should be a sportsman. It is useful to play games with the students in the playground, but the teacher cannot afford to lose the advantages of moving with his equals in other walks of life, outside the school playground. This is a necessary palliative for the superiority complex which will otherwise predominate in him, if he spends his entire leisure in the midst of his students.

On Wednesday, the 20th October, 1932, M.R.Ry. K. S. Subrahmaniam Iyer Avl., B.A., L.T., delivered a lecture on "Parental Responsibility." In the course of the lecture, he explained how the parent, the teacher and the state had to co-operate in the child's education. In advanced countries of to-day, like Great Britain, America, Russia, Japan, etc., the importance of the state's aid in the matter has been very well realised, and the state deems it its primary duty to the nation, to bring up properly and educate suitably, its future citizen. Considering conditions in India, since we have to still await the dawn of that bright period of adequate state aid in education, the responsibility falls entirely upon the teacher and the parent. The teacher has to work under serious handicaps. The lecturer, therefore, put in a vehement plea to the parents to shake off their indifference and to be up with the times in the

matter of fighting for proper state attention to the child. Instances were then cited from History and from personal experience, to show how proper parental care to the child's education had contributed towards later greatness.

M.R.Ry. V. Marimuthu Pillai Avl., B.A., B.L., in his address as President, sympathised with the condition of the Indian parents and maintained that their poverty and illiteracy were the main reasons for their so-called indifference. It was therefore pointed out that the teacher should attempt first to educate the parent to understand his duties, to co-operate with and supplement, at home, what the teacher strived to accomplish at school.

RAJAPALAYAM (RAMNAD DISTRICT).

The Education Week organised by the Teachers' Association Board High School, Rajapalayam, was inaugurated by M.R.Ry. T. Purushotham Mudaliar Avergal, Secretary, Ramnad District Board, at 5 p.m., on Monday, the 17th instant.

In the course of his address he said that the Education Week was welcome, as it brought together the varied interests concerned with education, such as teachers, parents, pupils, and the management for exchange of thought and for mutual co-operation in shaping educational policy. He appealed to the teachers to outgrow their inferiority complex and take a leading part in social and public affairs, since they were best fitted to do so by dint of their general culture and knowledge of child-training. Social work, in the form of rural library service, adult education through night schools, etc., may be done by teachers' referring to parents, the distinguished President said that the Education Week afforded them a golden opportunity to organise Associations, where they could discuss the various educational problems and determine what kind of education they would like to give their children. The President added that it would be for the good of the country, if parents disabused their minds of "Education for the sake of appointment" and realised that schools were really centres to train the children for true citizenship. As regards control of education, the President put in an emphatic plea for less state control, the speedy abolition of communal institutions, and the scrapping of different controlling agencies.

The opening speech of the President was followed by a lecture on the "Needs of our schools" by M. R. Ry. P. A. C. Ramaswamy Raja Avergal, President, Panchayat Board, Rajapalayam. He stressed the fact that the New Education must be founded on the old and that the pressing need of

to-day is education with a vocational bias, without which the unemployment problem cannot be solved. The next speaker, M. R. Ry. Gopala Iyengar Avergal, B.A., the local Sub-Registrar, dealt briefly with the duties of parents and pointed out how they could best help the teachers in securing the all-round development of pupils.

In the course of his concluding remarks, the President, congratulated Mr. C. R. Chandrasekhara Iyer, Science Assistant, for the excellent Science Exhibition he had arranged, which attracted many visitors. The President was garlanded amidst cheers and with a vote of thanks to the chair the first day's function terminated.

On the Health Day (18-10-32) there was an interesting lecture on "The Preservation of Health among Students" by S. Janakiram, Esq.

The Childrens' Day (19-10-32) was celebrated with elocution contests among pupils, who competed eagerly for prizes awarded by M.R.Ry. R. V. Ramasundaram Pillai Avergal, Pannaiyar, of Rajapalayam. A discourse on the lives of great men who could best serve as models to the rising generation, was given by Mr. S. Venkatakrishna Iyengar, B.A., L.T., History Assistant. There were also two learned lectures on "Mind and its cultivations" and "Valmiki and Kambar compared" by Mr. K. Narasimhachari, Junior Tamil Pandit.

One special feature of the week here is the setting apart of a day (20-10-32) for Girls, presided over by Mrs. Pannaiyar who gave wholesome advice to the assembled girls. "Female Education" was the subject of a lecture by M. R. Ry. V. Ramachandra Iyer, Avl., Headmaster of the local school.

SATTUR

In connection with the above celebration the local High Schools celebrated the Education Week on 22-10-32 in the premises of the S. H. N. E. High School which was decorated with festoons and exhibition of Education Week placards. S. Parthasarathi Iyengar Esq., B.A., M.L., Assistant Superintendent of Police, Sivakasi, presided. The girls of the S. H. N. Mary Girls' School entertained the audience with Kummi and Kolattam. Mr. S. Dandapani B.A., L.T., delivered a lecture on "Social Service and schools". He pointed out that schools were the best places for inculcating the spirit of Social Service in the plastic minds of youths, and schools must instil into the minds of the pupils the principles of fraternity, liberty, equality, and the spirit of 'we-ness'. He suggested the starting of a Social Service League in schools to carry out useful work in 'slum areas' by periodical lectures, cinema shows, short play and circulating

libraries. He stressed the necessity of starting a library which must carry books to the doors of the readers. He dwelt at length on the five laws of library Science and concluded that library and adult schools would remove the appalling illiteracy and that service is the living religion which would combat all the evils around us.

Mr. Ramanujachari, B.A., B.L., delivered an interesting lecture on 'Parents and teachers'. He said that parents must take a great delight in visiting the schools now and then and have a free talk with the teachers as to how they could be useful to the school and the pupils. He regretted that in spite of the existence of two High Schools in Sattur there was no 'Parents' Association' and he appealed to them to start one as early as possible.

Mr. Barboza, B.A., B.L., the District Munsiff, spoke on the "Education Week". The parents he said, must take an active part and co-operate with the organisers if they cared for the welfare of their children.

Then he paid a glowing tribute to the South Indian Teachers' Union, the starters of the Education Week celebration at the right time to show to the public the greatness and importance of their work.

The President stated that the celebration of the Education Week would rouse the lethargic public and would serve really the purpose if one and all recognised the importance that the welfare of the children depended entirely upon teachers and schools. He said that every one was a teacher by instinct and so he must do his best to ameliorate the status and condition of the teachers.

With a vote of thanks proposed by Mr. Chakravarthi Iyengar, B.A., L.T., Headmaster and the distribution of sandal and pansupari the meeting terminated.

KARAIKUDI.

The Education Week in Karaikudi commenced on Monday the 17th of October, when teachers, assembled in large numbers in the High School Hall and were treated to light refreshments by the High School Teachers' Association. This year's celebration was held under the presidency of the Headmaster, Mr. N. S. Venkatarama Aiyar, M.A., L.T. Speeches were made stressing the need for the teachers improving the quality of their work and their social status. After thanking the Chairman and organisers, the meeting dispersed.

The Children's and the Parents' Days of the Education Week took place on Thursday the 20th and on Friday the 21st of October. The first took the

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form of a variety entertainment by school children, who all met in S. M. S. High School Hall. The day was thoroughly enjoyed from start to finish, and the High School Teachers' Association arranged to distribute fruits and cakes among the children.

The Parents' Day was also celebrated in the High School Hall on the next day under the Presidency of Mr. V. Krishnaswami Ayyar, Deputy Inspector of Schools. The meeting began with entertaining scenes, songs and feats shown by High School pupils. The Headmaster, Mr. N. S. Venkatarama Aiyar, led the speeches by showing in what ways the co-operation of parents was particularly wanted for effective school work. This was followed by several teachers and parents, all of whom stressed on the needed co-operation. As the outcome of the speeches a committee was appointed to organise a Parents' Association in Karaikudi. The meeting terminated with a vote of thanks to the chair.

AMBASAMUDRAM

The Education Week was inaugurated here on Wednesday the 19th instant and came to an end on Saturday the 22nd October. There was a varied programme including Mass Drill, Music, Elocution, Farces and Lectures.

On the first day Mr. K. Sankaranarayana Iyer, B.A., L.T., spoke on "Parental co-operation" and Mr. S. R. Subramania Iyer on "Hygiene" with Dr. N. Navanithakrishna Pillai in the chair. In his lecture, Mr. K. Sankaranarayana Iyer dwelt on the necessity for a greater understanding and co-operation than at present between teachers and parents and indicated the various ways in which it could be secured. How old-world methods of life conducted more to health than modern methods of life was emphasised by Mr. S. R. Subramania Iyer in his talk on "Hygiene."

Under the presidency of Mr. R. Rajagopala Iyer, District Munsiff, Ambasamudram, Mr. K. A. Sivagnanam Pillai, President, Shermadevi Taluk Board, delivered on the 20th instant a lecture on "Tirukural" and Mr. T. S. Venkatarama Iyer, B.A., L.T., on "Soviet Education." With his wonted fervour Mr. Sivagnanam Pillai pleaded for a wider study of the immortal work of Tiruvalluvar which he looked upon as the Bible of the Hindus which contained the essence of Hindu religion and philosophy. The flexibility of the curriculum, the enormous provision made for pre-school education, the entire absence of examinations, the emphasis laid on the social side of pupils' activities, elimination of compulsory religious instruction, abolition of corporal punish-

ment, the introduction of co-operation in all grades and the encouragement for popular education were stated to be the salient features of the Soviet educational programme.

On the third day, Mr. A. S. Srinivasa Ayyangar, B.A., L.T., addressed the gathering on "Teachers and the Co-operative Movement," Mr. H. N. Tirumalaiswami Iyer, B.A., Vakil, Ambasamudram, presiding. The lecturer dealt with the importance of the Co-operative Movement and the different phases of its activity. The Scouts of the schools enacted "The Tragic Denouement" which was greatly appreciated by the audience.

The main item in the last day's function was a lecture on "Geography and Internationalism" given by Mr. T. S. Sundaram Iyer, B.A., with Mr. A. D. Ramaswami Iyer, B.A., Vakil, Ambasamudram, in the chair. According to the lecturer Geography did not consist in the mere study of countries, mountains, rivers, exports and imports, but in a sympathetic understanding and knowledge of human Geography which alone would conduce to an international outlook, an outlook which was sorely needed in this war-torn world. The proceedings came to a close with Mr. S. K. Swami Ayyangar's delightful performance on the "Bul-Bul-Thara."

The public of the locality evinced considerable interest in the celebrations of the Education Week and their hearty co-operation which was seen in their readiness to preside over the different meetings as well as in their attendance in large numbers at the meetings, made the celebrations the huge success they were.

PATTAMADAI

Under the auspices of the Teachers' Association, High School, Pattamadai, the South Indian Education Week was celebrated in the school buildings on Wednesday and Thursday, the 19th and 20th instant. Invitations were sent to the parents and guardians of the pupils and the general public to attend the celebrations. The meetings took place in the spacious hall of the school, which was tastefully decorated with beautiful pictures of plant life, animal life and human activities, and also health charts and placards of educational interest. At the southern end of the hall was put up an Exhibition of interesting handicrafts of pupils and teachers neatly arranged.

The "Parents' Day" came off at 4-45 p.m. on Wednesday the 19th instant under the presidency of M.R.Ry. P. S. Harihara Iyer Avl., a prominent citizen of the village. In spite of the wide invitations, only about 30 parents and sympathisers attended the meeting. The proceedings began

with prayer after which the President opened the Exhibition. M.R.Ry. T. S. Subbier Avl., B.A., L.T., the Headmaster of the school, welcomed the gentlemen in a short speech and spoke to them about their duties and responsibilities towards schools. He pointed out in detail the various ways in which the development of the physical, mental and moral powers of the pupils was being attended to, and specially referred to some of the extra-class activities, such as team-games, handicrafts and excursions. As new feature of this year, he mentioned the running, by the students themselves, of a Co-operative Stores in the school, and the institution of weekly gatherings of teachers and pupils when the world news of the week were related. He added that, with the willing and active co-operation of the parents and public, much useful work can be done by teachers and pupils by way of social service. In conclusion, he made an earnest appeal to the parents to come into closer contact with the teachers and discuss with them more frequently the problems of school life with special reference to their children. Then M.R.Ry. P. S. Pitchumani Iyer Avl., B.A., L.T., the First Assistant of the school, addressed the parents on "The Scout Movement," and said that the chief aims were the formation of character and the cultivation of the spirit of self-reliance and truthfulness, brotherhood and social service. He then suggested a few lines of rural reconstruction work such as the reclamation of slums and the opening of adult schools and First Aid Clinics, and said that such work can only be possible with the sympathy and support of the public. The occasion of this meeting was availed of for celebrating the Anniversary of the Parent-Teacher Association formed last year. All the office-bearers of the previous year were re-elected, with an addition of two Joint-Secretaries from among the members. A Committee consisting of some of the prominent men of the village was next formed to draft two schemes, one for social service and another for improving the finances of the school. The President, in his concluding remarks, stressed the need for parental co-operation and said that the extra-class activities, especially handicrafts and excursions, were of immense value and fitted the students for life. With a vote of thanks to the President and to the gentlemen present, proposed by the Headmaster, and with the distribution of pansupari the meeting terminated at 7-30 p.m.

The "Students' Day" was celebrated on Thursday the 20th instant under the presidency of M.R.Ry. P. R. Narasimha Iyer Avl., B.A., B.L., Advocate, Tinnevely, and the Secretary of the

School Committee. After an exciting game of Badminton and Kili-thattu, played by the pupils, the meeting commenced at 4-45 p.m. with prayer. Two recitations in English by pupils followed. Then M.R.Ry. S. V. Raghunatha Iyer Avl., B.A., L.T., the Science Assistant of the school, delivered an instructive lecture on "How Students can keep themselves Healthy." He pointed out how our ancient rules of health were quite sound, simple and practicable and that an apish following of western civilisation was both costly and injurious to health. In his concluding remarks the Chairman advised the students to keep themselves fit by a careful observance of our time-honoured practices relating to health enjoined in our Sas-tras. The Headmaster then proposed a hearty vote of thanks to the Chairman, the lecturer and the gentlemen present. With the distribution of pansupari, the meeting ended at 6-15 p.m.

TUTICORIN

The Education Week at Tuticorin was celebrated under the auspices of the Teachers' Club, Tuticorin, from the 17th to the 23rd October 1932. The function was conducted in different school centres during the week, and the managers of the schools rendered them greatest possible help to make the function a success. The distinguished ladies and gentlemen of the locality, who were interested in education, took part in the function and contributed a good deal towards the success of the week.

Monday, the 17th October, "Parents' Day." On this day the week was inaugurated by M.R.Ry. J. L. P. Roche Victoria Avl., Chairman, Municipal Council, Tuticorin, in the St. Xavier's Hall. In spite of heavy rains there was a large gathering consisting of teachers and parents. Mr. T. T. Sundaram Pillai, B.A., L.T., President of the Club, explained the aims and objects of the week. It was followed by an interesting lecture on "The Parental Co-operation" by Mrs. V. A. Azaria, B.A., L.T. The learned lecturer, out of her great experience in the educational field, explained how parents are lacking in their spirit of co-operation with the teachers in the education of the young. She suggested several practical ways in which the parent can help the teacher. With a few remarks from the chair the first day's function was over.

Tuesday the 18th Oct., "The Health Day," was conducted in the S. A. V. High School Hall, with Captain Kannan Nambiar, Civil Surgeon, Tuticorin in the chair. Dr. G. Manuel delivered a lecture on "The Health of School Children." The lecturer referred to the common diseases prevail-

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ing among the school going children and the means by which they could be remedied. He said that prevention is better than cure, and that children should undergo medical inspection and get immediate medical aid. He said that the medical inspection in schools must be more efficiently done and the reports of the medical inspectors should be attended to immediately by the parents. The President, in the concluding speech, spoke on Personal Hygiene of the school children and pointed out some practical methods by which diseases could be prevented. He mentioned the different kinds of food that can be given to school-going children. He insisted upon the importance of cleanliness of teeth, dress, hair, nails, etc.

Wednesday, the 19th Oct., (School as Social Centres.) On this day the function was held in the Seena Vana Higher Elementary School, with the Rev. John Samuel, Manager of the S. P. G. Schools, Tuticorin, in the chair. Mr. Sathiah Samuel, B.A., L.T., Headmaster, Caldwell High School, spoke on "Extra Class Activities." The lecturer said that education does not merely consist in the instruction given within the class-room. The school children must acquire team spirit and develop esprit de corps during their games. Their powers of observation and self-instruction must be improved by frequent excursions, their powers of speech and self-expression must be developed by taking part in literary and debating societies, and their character must be formed by their activities in Scouting.

Mr. E. Vennimalai Pillai, B.A., B.L., Advocate, Tuticorin, then delivered a lecture on "Schools and Citizenship." He explained how the school should be the preparatory ground for making the children good and able citizens. With a few valuable suggestions from the chair, the function came to a close.

Thursday, the 20th Oct., (Teachers and Society). This day's function was conducted in the Caldwell High School Hall when M.R.Ry. R. Narasimha Iyer Avl., M.A., B.L., Advocate, Tuticorin, presided. Mr. R. Sastha Iyer, B.A., L.T., First Assistant, S. A. V. High School, Tuticorin, delivered a lecture on "Rural Reconstruction." He pointed out the duties of a teacher in the matter of reconstruction of our villages. He suggested several kinds of improvements based on Educational, Economical, Professional and Hygienic lines, in all of which the teacher has to play his own part. His lecture was supplemented in Tamil by Mr. V. Narasimha Aiyer of the Seena Vana School. The distinguished Chairman of the evening in his concluding speech appealed to all tea-

chers to render their co-operation in the matter of Rural Reconstruction.

Friday the 21st October, The Educator's Day: was held in the Karapettai Nadar's Vydiasala when M.R.Ry. V. M. Soundara Raja Aiyar Avl., B.A., L.T., Senior Deputy Inspector of Schools, Tuticorin, presided. Mr. A. K. David, B.A., L.T., the Junior Deputy Inspector of Schools delivered a lecture on "Elementary Education," and Mr. S. Ramasubba Aiyer, B.A., L.T., of the Caldwell High School, spoke on "The Secondary Education." Several improvements on the present system of Education, both elementary and secondary were suggested by the lecturers. Such points as the vernacular medium of instruction and the retention of the C. Group subjects in the S. S. L. C. scheme were much insisted upon. The President supplemented what the lecturers said and with a few further remarks he brought the function to a close.

Saturday the 22nd October, The Guild Day: This day was observed as the Guild Day. At the request of the Club, the Secretary, The Tinnevely District Teacher's Guild, had arranged for an extraordinary session of the Guild on this day in the St. Patrick's Higher Elementary School, Tuticorin. Several delegates from affiliated associations were present. The function was preceded by the meeting of the Guild Executive Committee which drafted the resolutions to be placed before the General body of the Guild on that day.

The function began with a large gathering of delegates, and the President of the Guild, Mr. S. G. Thangaswamy, B.A., L.T., took the chair. The president cordially welcomed the delegates. Before the business part of the programme was taken up, two interesting lectures were delivered on "The Needs of Profession," one in Tamil by Mr. J. G. Sundaram, Senior Tamil Pandit, Caldwell High School, the other in English by Mr. P. S. Pattabirama Aiyer, B.A., L.T., Headmaster, Board High School Tenkasi. The president took up the business part of the programme, moved from the chair all the resolutions framed by the Executive. The resolutions, relating to the organization of the profession, Teacher-Manager agreements, Ensuing Senate Elections, vernacular medium of instruction, introduction of Hindi in schools, etc., were unanimously passed. After the concluding remarks of the president, the session came to a close with the usual vote of thanks to the president and the delegates.

Sunday the 23rd October: On this day the Teacher's Club was at Home to its members, as a mark of closing of the Education Week. With the exception of a few, all members were present.

After the social function a musical entertainment was given by some of the members headed by Mahan Subbaiyer. The Education Week was concluded on this day with great peace and happiness.

BOARD HIGH SCHOOL KOLLEGAL.

The Teachers' Association, Board High School, Kollegal organised the celebrations of the Education Week from 17th October. The proceedings began in the after-noon at 5 p.m. Mr. Devaji Rao, a leading lawyer was requested to inaugurate the Education Week and to open the Exhibition. He pointed out the importance of the celebration and declared the celebration and the Exhibition open. After prayers Mr. V. Rajagopala Ayyar, M.A., L.T., Head Master gave a short speech on "The Parent and the School". He said that parents should evince a greater interest in the affairs of the school and should co-operate with the authorities of the school for the all round development of the pupils. They should encourage the pupils to take part in games and literary associations. He said that much of the instruction in the schools would be a waste if pupils did not work some kind of revision at home. He solicited the co-operation of the parents. Another sphere in which the limitations of the teacher were great and the opportunities for the parent were ampler was the development of the character of pupils. Scouting was a useful institution and every parent should be keen in getting his children trained in scouting. Constant visits to the school to make enquiries about the pupils' progress were suggested. Mr. T. A. Subba Rao, M.A., L.T., Deputy Inspector of Schools spoke on "The Problem child and home". He traced the laws of heredity and requested that the parents should take great care to secure for the children suitable physical, mental and social surroundings. He insisted upon the dictum that "example is better than precept" and the higher the nature of the surroundings in which the pupils was placed the greater is the chance for the development of the pupils' faculties. He wanted to give full freedom for the free play of their children and their activities and warned against the danger of checking the individuality of the children.

Then Mr. Narahari Rao, B.Sc., B.L., read a short paper on "The schools and how they help business". He pleaded for the effective working of Elementary Schools and urged that the parent and the teachers should co-operate in finding out the facilities of the pupils and in determining for what occupations the pupils would be fit by nature and

by temperament. The course of studies and syllabus must be so organised and diversified as to utilise the observations of the teacher and the parent and afford opportunities for educating the pupil for various kind of occupations and business.

"What I expect of schools" was the next subject which was dealt with by Mr. C. K. Nagaiah the leading merchant of the place. He said that education had a tendency to too much secularisation and pleaded for a re-orientation of educational efforts. A certain amount of spiritual culture was needed and there was no harm even in reviving direct spiritual teaching. He referred to the spiritual traditions of learning in this country and to those numerous reformers like Vivekananda who had worked for the spiritual uplift of man. Though it would not be possible to revive it so soon, it was of great importance that teachers should remember the spiritual basis of our civilisation and take every opportunity for inculcating the right ordeal of conduct, character, and love for truth in the minds of the pupils. The responsibility of the teachers in this direction could not be over-emphasized.

Then Mr. C. S. Ramaswamy Ayyar, B.A., L.T., Deputy Inspector of Schools on leave delivered a very interesting address on the "Value of Education". He referred to the importance of Physical Education and drew the attention of the parents to the many ways in which education has effected the lives and the nations.

Then the President offered a few remarks in the course of which he referred to the hardships of Elementary School teachers and exhorted the parents to show an abiding interest in the matter connected with education and to consider the suggestion placed before them.

On the 2nd day of the Education Week there was a physical demonstration by the Physical Training Instructor, the object of the same being to show to the parents and the general public the importance that is attached to indigenous exercises.

Mr. C. S. Ramaswamy Ayyar, B.A., L.T., Deputy Inspector of schools, on leave, presided.

Mr. Puttanniah, B.A., B.L., gave a short speech on "School sports and health". He pleaded strongly for paying greater attention to physical culture and exhorted the parents and the pupils to show a real living interest in physical culture. He pointed out how great nations like England have achieved glory on account of the importance attached to games and sportsmanship.

Then Dr. K. M. Kudva M.B.B.S., Medical Inspector of the school spoke on "What schools can do to promote sound health". He referred to the importance of good ventilation, supply of proper

food for children and the need for good play grounds and the value of physical exercise.

This being over, Mr. Shama Rao Health Inspector, spoke on "Schools and Local sanitation". He pointed out how schools could set an example to the pupils and to the local public in general matters of sanitation. He explained at some length how model buildings might be erected and dealt with the laws and regulations of local sanitation. It was of great importance that the public should remember the ancient laws of individual and social hygiene and said that schools both by example and direct teaching could improve sanitation. The Chairman of the evening drew the attention of the audience to the important points mentioned by the three lecturers.

The Headmaster said that the school was bestowing attention on the ways and means by which each pupil would get sufficient exercise and have some game or other and pointed out that more arrangements could not be made on account of the retrenchment. He thanked the Health Officers for having taken active preventive measures for counteracting the recent plague and expressed that the school Scout troop would very willingly co-operate with the Health Department for any services required for carrying out emergency measures. With these observations a vote of thanks was proposed to the Chairman, Lecturers and the audience. After a short performance in music (flute by Mr. Srinivasan an Old boy and violin by Mr. M. D. Narayanaswamy, a teacher of the High School), the gathering dispersed.

Wednesday 19th October. On the third day on account of heavy rains the Scout Display fixed for the evening had to be given up. There was a large gathering in the school hall and the subjects in the programme were taken up with Mr. Ranganathan, M.A., B.Sc., I.F.S., Chief Working Plan Officer in the chair. All most all the officers of the place, including Mrs. Ranganathan, and Mr. Krishnaswami, Asst. Working Plan Officer were present.

Mr. Ramachandra Rao, Silk Superintendent delivered a lecture on "Silk Industry". He referred to the favourable condition obtaining in the foreign countries like Japan for the growth of the Silk Industry and pleaded for the greater encouragement in India. Trade depression, and therefore the consequent fall in silk trade were not peculiar to this industry but were features of a wider world problem. Kollegal, being the land of silk for years there was a certain amount of apathy, towards understanding the right scientific and improved methods of Grainage and Examination of the primary processes. This was due to a confidence indeed over confidence in the time-honour-

ed methods. He invited the public to visit the place where he was conducting a large number of experiments for the acquiring first hand personal knowledge. His department was for helping the ryots and adding to increased scientific productions which meant larger prosperity for those connected with the industry and trade in silk.

"Scouting and Citizenship" was the next theme by Mr. V. Rajagopal Ayyar, M.A., L.T., Head Master. Though Scouting was a beneficent movement which would build up in young good qualities and virtues of true citizens, there was yet a lack of faith in its potentialities. Teachers and parents should co-operate together in encouraging scouting on right lines. References were made to the development of the conception of citizenship through various ages. The Spartan ideal, the Roman ideal, the change that was brought by christian religion, the influence of the renaissance and the Reformation, the forces of Democracy after the French Revolution and the Great War of 1914, all these were land-marks in evolution of citizenship. The modern idea was one of brotherhood not provincial nor national but international and therefore universal. Scouting in all its stages, cubbing, scouting, and Rovering laid emphasis on the universal ideal. It helped the formation of good character and these virtues of loyalty and discipline patriotism and desire for action which were necessary for true citizenship. It afforded opportunities for the development of true personality and for a right understanding of the value of action and ideals. Again it tended to the destruction of narrow, communal and social prejudices and widened the outlook of boys and girls brought under influence. There was need for Rover troops in the country since rovering marked the most successful stage in scouting and was capable of tangible work and social service to the village. The teachers made finally an appeal to the parents, guardians and teachers assembled to have firm faith in the movement and to give active support. He laid special emphasis on the spiritual value of scouting which combined in its famous "Scout Law" the essence of the teachings of the prophets and the sages of the past. It was indeed a beginning of a new order and a new spiritual outlook which could promote the humanism, development of individuals and nations.

Then "How Schools teach the Machinery of Government" was taken up by Mr. Seetharamalah, B.A., L.T., of the High School. He referred to the want of a regular course of civics in the lower forms and outlined a curriculum which would be suitable for all classes and forms. He pointed out

how direct teaching of civic would be good in the view of the demands for the right understandings demands for the rights and duties of the citizenship. He placed before the audience, the details regarding the method of teaching the subject, "From the known to the unknown" was the usual and necessary to be remembered. Examples must be taken from the environment in which the child of each class or form was moving.

Mr. Ranganathan, the Chairman of the evening made a few observations in the course of which he drew the attention of the audience to the superiority of the modern universal brotherhood. "Organised Self-Sacrifice" was the motive power of modern spiritualism and was an indispensable factor for the growth and well being of societies and nations. To a modern thinker the Greek system of Platonic Philosophy and the Roman ideal seemed to lack that beautiful concept of common weal and social advancement so characteristic of the present day humanity. He said that scouting was indeed the foundation of a new life and a new religion without the drawbacks of creeds and sects and was the basis of the new social order resulting in mutual love and joyous self sacrifice for the common advancement of man.

The proceedings of the fourth day began at 6 p.m., with Mr. Devaji Rao, in the chair.

Mr. Shanmugam, B.A., in the absence of Mr. Gurushanthappa Secretary of the Co-operative Union read a paper on co-operation. The natural instinct for co-operation, its value, and its practical results were referred to. The objects of Co-operative Societies could be well realised if teachers took an active part in the co-operation movement.

Mr. S. Laxminarasimhan, B.A., L.T., spoke on "Adult Education." The movement of "Adult Education" required more vigorous support and the reasons for its present slow progress were explained. A constructive programme was suggested. Voluntary workers with missionary zeal trained in Adult Psychology should come forward and High Schools and Training Institutions might become useful centres and local bodies and charitable organisations should show enthusiasm for carrying out the programme in their respective areas. The movement was indispensable specially in view of the impending enlargement of franchise and coming democracy.

Mr. Kasiviswanatha Iyer, B.A., L.T., spoke on "Science of Home and Community." The study of science was of great importance since it affected almost every aspect of our domestic and social life.

The principles relating to home sanitation, personal hygiene, wise and discriminate living in regard to food, drink and water and ventilation were to be understood correctly for the well being of man. The practical utility of electricity both for the convenience of home, personal and social for the final embellishments of life as the gramophone, the radio, was explained. Electricity played very important part in creating amenities in municipal and union areas and was used for industrial purposes. A knowledge of science was absolutely essential in these days of modern civilisation and that was why in schools an attempt was being made to create a thirst for scientific studies. So an appeal was made to the audience for the proper appreciation of the value and the benefits of scientific studies.

The Chairman referred to the blessings of co-operation in removing indebtedness and eliminating the middle man's profits and securing for the consumer an adequate share of their own labour and greater utilities. He pointed out that the constructive programme on Adult Education was commendable. As for the study of science he remarked that advancement of science under notions of aggressive policy was productive of destructive results and therefore rightly stressed that the benefits of scientific studies were to be turned in the path of constructive work and creating larger and greater comforts for the average man. With a vote of thanks the meeting ended.

Mr. Seshadri Iyer, Asst. Executive Engineer, Thirapathur presided, on the 5th day.

Mr. M. Seetharamaiah, B.A., L.T., spoke on the "Gurgaon Experiment" and pointed out in detail how the experiment if followed all over India would be of great national value. It was a model experiment worth being followed by every village or group of villages desiring re-construction.

Mr. S. Rudrappa, B.A., spoke on the "Ideals of New Education" and laid emphasis upon the attention given to the pupil, the Dalton plan, the project method and concluded that an earnest attempt must be made to give fair trial to these ideals.

Then Mr. Kasiviswanathan, B.A., L.T., delivered an address on "Ramakrishna Home". Reference was made to the greatness of Ramakrishna and his illustrious disciple and the beginnings of the home. The history of the home, the great and silent changes that had been going on culminating in the fixing of the Residential High School and the ample provision made for the different courses of studies and the value of the discipline and the atmosphere of the home were all clearly told. It was an institution that deserved the active support of all.

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The Chairman with a few remarks brought the proceedings to a close.

Mr. Natarajan an old boy of the school entertained the audience with music. Mr. Sambasiva Iyer, on behalf of the parents expressed the interest they took in the Education Week and said that the school authorities and the parents should co-operate in improving the children. He thanked the teachers for the kind interest they took.

With a vote of thanks proposed by the Headmaster to all those who co-operated for the success of the celebrations, the week was brought to a close.

On Sunday the 23rd, a party of students and teachers went on excursion to the Siddeswaran Hills about 3 miles from the High School and had a retreat for 3 hours. The party returned at 5-30 p.m., and both students and teachers remembered the Education Week.

KOTTAKAL

On the initiative of the High School Teachers' Association the Education Week was celebrated in a fitting manner in the locality. On Thursday, the 20th ultimo a meeting of the local parents and teachers was held at 4 p.m., in the Board Girls' School under the Presidency of M.R.Ry. K. C. Veerarayan Rajah Avl., B.A., L.T., the correspondent and retired Headmaster of the High School. A large number of ladies were present on the occasion. The High School pupils gave a physical demonstration, while the girls of the Hindu Higher Elementary School gave a 'Kolattam' performance, both of which were highly appreciated. Vidwan T. V. Narayanan Nayar then lectured on 'Moral Instruction As It Is and As It Ought to be' and Mr. P. H. Sankaranarayana Iyer, on 'The Latest Experiments in Education'. The president in winding up the proceedings made some critical observations on Present Day Education.

On Saturday the 22nd ultimo, a meeting was held in the Mopla Higher Elementary School at 11 a.m., when Mr. O. Chekkutty, the Headmaster of that School, made an interesting speech on 'Parental Co-operation'. This was followed by a magic lantern lecture on 'Slavery' and 'Scouting' by Mr. Damodara Nambissan, the local D. M. R. T. worker. The President in his concluding speech deplored the indifference on the parents to their children's education and emphasised the need for concentrating public attention on educational matters. Mr. P. Neelakandha Nambissan, the

Secretary of the Local Teachers' Association, proposed thanks to the president and the lecturers and to Mr. C. S. Sesha Iyer, the Headmaster of the High School, for his efforts to co-ordinate the activities of all local schools.

COIMBATORE.

Under the auspices of the District Teachers' Guild, Coimbatore and the Nilgris, the Education Week was celebrated in the town of Coimbatore by the Masters' Associations affiliated to the Guild between the 18th and 20th October.

A preliminary meeting of prominent ladies and gentlemen representing various interests, was held at 5 p.m., on Monday the 10th instant in the Municipal High School, Coimbatore to concert measures for the celebration of the week. A Managing Committee consisting of several ladies and gentlemen was formed with M.R.Ry. Rao Sahib C. M. Ramachandram Chettiar Avl., B.A., B.L., as President.

The Secretaries of the three local Masters' Associations were elected as conveners of the celebrations.

The Managing Committee met at 5 p.m., on Friday the 14th instant to consider the details about the celebration. A programme of activities was drafted and approved by the committee.

Besides pupils and teachers, a large number of parents and other prominent people of the town were present on all the days.

PEELAMEDU

The Education Week commenced in the Sarvajana High School, Peelamedu with the celebration of the Students' Day on 17-10-'32, when M.R.Ry. S. G. Rangaswamy Naidu Avl., Manager and correspondent of the school, presided. All the students of the school numbering about 400, assembled in the spacious hall, upstairs at 3 p.m. Many distinguished parents and visitors were present, chief among whom were Mr. T. A. Srinivasaraghavachariar, B.A., Principal Central Recruit School, Coimbatore, Dr. N. Velappan and others. A varied programme of music, recitals, etc., were gone through, the most interesting of which was the Students' Parliament in which a keen debate took place regarding the passing of a resolution to root out "Untouchability". Parliamentary procedure was strictly maintained. The members made fairly long speeches and acquitted themselves well. Mr. G. V. Doraiswamy Naidu, Managing Agent of the S. R. V. Mills Ltd., Peelamedu, who was the "Observer" remarked that the members should bear in mind the words of one of the

speakers Miss. Padma that they should not be narrow minded but they should take a long view of things.

M.R.Ry. P. S. G. Rangaswamy Naidu, Avl., the President, advised the students to develop their physique by availing themselves of the opportunities afforded to them in the school. He also advised them to cultivate the habits of thrift, politeness and good manners. With a vote of thanks proposed by the Headmaster, the meeting terminated late in the evening.

The staff of the Sarva Jana High School, took part in the celebrations of the Education Week at Coimbatore, conducted by the Teachers' Associations at Coimbatore on the basis of a combined programme. On 20th October, 1932, the Teachers' Day was celebrated at Peelamedu. An "At Home" was given in the evening when the Manager of the school, presided.

SATYAMANGALAM.

"The Education Week was celebrated in the Board High School Satyamangalam commencing from 17-10-32 and ending with 20-10-32. About 400 invitations were issued to the parents of the pupils, the public and the officials of the town. The premises of the school were tastefully decorated with festoons, posters, etc; charts, geographical, historical and scientific, drawn by the pupils of the school were exhibited on the walls of the school. Mottos were painted on the walls of the school in prominent centres.

The Deputy Tahsildar of Satyamangalam opened the celebrations in a short speech. Then the headmaster explained to the public the significance of the Education Week from the national point of view and pointed out to them the responsibilities of parents to the schools.

M.R.Ry. S. Sesha Sastrigal Avl., Retired Headmaster spoke on 'what he expects of schools'. M.R.Ry. Sivarama Chettiar, Avl., a leading gentleman of the place exhorted the teachers to strive to bring about greater co-operation between parents and teachers. The second day's proceedings commenced with a demonstration of physical activities by the pupils of the school which was followed by a lecture on Medical Inspection in schools by M.R.Ry. A. Parameswara Ayyar Avl., and another on "Health, its place in Schools." The Deputy Inspector of Schools, Gobi Range, presided.

On the third day two lectures one on the scout movement and another on the League of Nations were delivered by Messrs. R. Kuppuswami Ayyar and G. P. Kuppuswami Mudaliar, Avl., respectively; M. R. Ry. Sesha Sastrigal Avl., presiding.

On the fourth day M.R.Ry. S. S. Padmanabha Ayyar, Avl., spoke on the origin, growth and working of the co-operative movement in Germany, India, and Satyamangalam and explained what teachers might do to inculcate the principles of co-operation among the rising generation. This was followed by a lecture on libraries by M.R.Ry. K. S. Sreenivasa Ayyar Avl., M.R.Ry. S. Krishna Ayyangar, B.A., (Hons.) presiding.

Owing to inclemency of weather, the excursion to the hills had to be postponed.

The response of the public to our invitation was fairly encouraging.

POLLACHI.

The 'Second South Indian Education Week' was celebrated in this school from 17th October, 1932 to 22nd October 1932, both days inclusive. The programme adumbrated in the hand book issued by the S. I. T. U. authorities was strictly followed.

Monday, the 17th October, was the Parents' Day. The day's meeting was preceded by a procession of school boys round the important streets of the town holding aloft banners containing suitable inscriptions.

As soon as the procession returned to school at 5-30 p.m., the meeting commenced. M.R.Ry. P. Kolanduvel Pillai Avl., B.A., B.L., Advocate, Pollachi, lectured on "How parents can help in removing illiteracy". M.R.Ry. K. S. Nanjunda Ayyar, Avl., B.A., L.T., Headmaster Municipal High School, Pollachi, presided on the occasion.

There were some parents present, though their number was not encouraging. There were also present M.R.Ry. P. Nachimuthu Gounder, Avl., Chairman, Municipal Council, Pollachi, Messrs. T. A. S. Mani Iyer, Subramania Gounder, P. V. Chakrapani Iyer, Councillors, Pollachi Municipal Council.

The lecture was interesting and the lecturer stressed upon the introduction of compulsory Education as a means of eradicating illiteracy on the part of people. Messrs. K. L. Subramania Iyer, B.A., Vakil, Pollachi and M. S. Ramakrishna Iyer, B.A., L.T., I assistant of the school took part in the discussion. The former stressed that qualified teachers of the Secondary Grade should be employed even in Elementary Schools if only the education imparted to boys there should be effective. He appealed to all managements to bear in mind this all important question concerning Elementary Education. He further pointed out how it was detrimental to the progress of young boys now in Elementary Schools where lower and higher Elementary trained teachers are employed

many of whom are not in a position to bring themselves up-to-date.

Mr. G. Venkata Rao, the Secretary of the Teachers' Association followed explaining all the points in Tamil.

The Chairman, Mr. K. S. Nanjunda Iyer, B.A., L.T., wound up touching upon the several points in brief.

The meeting terminated after a vote of thanks to the lecturer and the Chairman.

On the Second day, 18th October 1932, a very valuable paper on "School sports and healthy minds and bodies" was read by Mr. C. K. Srinivasamurthi, the Physical Training Instructor, Municipal High School, Pollachi.

The chair was taken by Mr. P. Janardhana Rao, L.M. & S. Assistant Surgeon, Government Hospital, Pollachi.

The day's meeting came to a close after the Chairman's brief observations on the paper read and after the usual vote of thanks.

On the third day, 19th October 1932, a lecture on "Schools as social centres" in Tamil was delivered by Mr. V. Swaminatha Mudaliar, B.A., Sub-Registrar, Pollachi. Mr. S. Ganesa Ayyar, B.A., B.L., a local Vakil, presided.

The lecture was a very interesting and impressive one. Moreover it was a highly learned and well thought out one which was capable of elevating the minds of his audience to lofty ideals. He was able to carry the audience with him by his sweet and melodious speech.

It was found that lectures in Tamil were more attractive than those in English and the day's function closed with the usual vote of thanks.

On the fourth day, Mr. S. Vijayaraghava Ayyangar, B.A., B.L., Advocate spoke on 'Teachers and Society'. The meeting was presided over by Mr. B. K. Narasiah, B.A., the Local Stationary Sub-Magistrate. After the valuable remarks of the lecturer the president added his own quota of valuable ideas after which the meeting terminated, as usual.

The fifth day, 21st October 1932, was observed as the Children's Day. This day was entirely devoted to the activities of boys. Messrs. V. Rangachariar, the Tahsildar of Pollachi, B. K. Narasiah, the Local Sub-Magistrate, T. A. S. Mani Iyer, and P. V. Chakrapani Ayyar, were present. This day's celebration commenced with matches in basket ball, ring-tennis, volley ball and badminton among boys. A few drawings by R. Amboji Rao, V Form were exhibited and the audience appreciated the same.

After the matches were over, oratorical contests in Tamil were held. The meeting was presided over by Mr. V. Swaminatha Mudaliar Avl., B.A., Sub-Registrar, Pollachi. Some of the subjects on which the boys spoke were 'Duties of students', 'Good manners' 'Physical Exercise' and the like.

Mr. T. A. S. Mani Ayyar, a Municipal Councillor who was present at the meeting was good and liberal enough to offer three prizes for the best speakers.

After the president's speech and after a vote of thanks proposed by Mr. K. S. Nanjunda Iyer, B.A., L.T., the headmaster of the school, the meeting came to a close amidst happy rejoicings.

On the sixth day, there was a well attended meeting. A number of officials and the elite of the town were present. The headmaster Mr. K. S. Nanjunda Iyer, B.A., L.T., went to Erode as the representative of the Association to attend the meeting of the District Teachers' Guild, held there. Mr. V. Rangachariar, the local Tahsildar presided over the meeting and Mr. P. S. Ramalingam, an old boy of the school and President of the Panchayat Board was the lecturer. He spoke on Sanitization, Gurukulam and Sabarmati.

The Chairman Mr. V. Rangachariar made the audience spell-bound by his remarks for nearly an hour. He spoke on Hindu Dharma in such a simple way as even the boys could follow him.

About 9 books were offered as prizes by Mrs. G. Venkata Rao, to those would-be winners in the ring-tennis matches.

Two books were given as prizes by the same lady to two of the boys who competed for the oratorical contests on the Children's Day.

After a vote of thanks by Mr. G. Venkata Rao, the Secretary, and after distribution of pansupari the meeting as well as the 'Week' came to a close.

OOTACAMUND

The South Indian Education Week was celebrated with great eclat for the first time in Ootacamund, in the third week of October, under the auspices of the Municipal High School Teachers' Association. A very busy programme was gone through during the week which was voted a great success by the parents and the public.

The teachers of the Municipal High School, Ootacamund, paid visits to the parents and their homes with very encouraging results in the matter of parental co-operation. Teachers were able to realize immense possibilities of propaganda of the right type and parents appreciated the principles underlying the Education Week. Almost