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THE SOUTH INDIAN TEACHER

Vol. VII

15th April 1934

No. 4

FOSTERING READING HABIT *

BY

MR. S. R. RANGANATHA IYER.

PURPOSE OF THE SCHEME

The purpose of the scheme is to develop in children the habit of purposeful reading. Reading is likely to err on two sides ; either it may be too purposeful and the purpose may be too narrow or it may be too vaguely purposeful and the purpose may not have any definite or lasting shape. I am afraid it is seldom that the happy medium between these two extremes is struck. It is usual to attribute all misfits in a Society to faults in its educational system. If I follow that practice, I am sure you will grant in this case the appropriateness is more than conventional.

TOO PURPOSEFUL

You cannot find a better example of this extreme than in what you find in our children preparing for the examination. Our educational system and our public life have made such a fetish of examinations and at the same time helplessly exposed our examination system so much to the play of chance, that even our children have come to look upon examinations as a game of chance. To them the purpose of reading has come to mean that of scoring a certain percentage of marks in that game of chance. Naturally they want to read just that minimum which will secure their purpose. In that attitude the books that attract them are not good literature which may please as well as pay but certain cram books, digests, and briefs, which have been written solely with the examination paper in mind, ruthlessly cutting away all the elements of beauty and enjoyment. Even the books set for non-detailed study do not escape this fate. A more extreme form which this narrow purposefulness takes is that an appreciable number of our children feel that even these cram books and digests are far too wide of the mark. They wait till the names of the Question Paper Setters ooze out of the confidential barrier, and clever guesses are made by competent people on the most probable questions. I have had actual experience of the temper of the School Final, Intermediate and B.A. candidates who have narrowed their purpose of reading to such a remarkable degree. I am sure you will grant that our educational system misses

* A paper read at the meeting of the S. I. T. U. held in Madras on the 31st March, '34.

all that is enduring, if the purpose of our children's reading gets narrowed to such a fine degree. It is the desire of the Madras Library Association that this contingency should be avoided.

VAGUELY PURPOSEFUL

Now let us switch on to the other extreme. Perhaps, the best example of that extreme is the method that some of us, adults, have developed in reading newspapers. How often does it not happen that we devote a full half an hour to the newspaper but find our minds quite blank at the end of the half hour. I have experimented with friends. They are unable to answer most of the questions set on what they had read in the newspaper just then. That is, you will grant, a diseased form of reading serving no purpose whatever. This disease is also noticeable in our children who are addicted to mere novel reading. In their reading, no serious attention is paid either to form or to matter; nor is any attempt made to relate the reading to the development of the power of expression. When a novel is finished, the child is unable to reproduce the main gist of the story or to describe the outstanding characters. The story as a whole is not enjoyed. It is enjoyed, so to speak, in a differential way, i.e. each small patch of the story is enjoyed in an isolated manner without being related to what goes before and what comes later. When informational books are studied in this manner, the result is even worse.

THE SOLUTION

In the view of the Madras Library Association, both these extreme results are due to the same cause. The reading is done superficially without its being integrated and built into the experience of the reader. In either case, the passive and very often temporary absorption takes the place of active pursuit and permanent experience. Whether the reading is done for information or for pleasure, if and only if it is actively pursued and is made to lead to a permanent enrichment of experience, can the institution of reading be said to be productive and worth preserving.

To foster such a correct mode of reading in a community, it is necessary that steps should be taken to induce the correct habit in the members of the community even before they leave the impressionable period of childhood. It is now an accepted educational maxim that a child cannot be developed by parts but that it has to be developed if at all, as a whole. It is further recognised that the only thing worthwhile in a child's education is that which can be built into its experience. Hence the Madras Library Association is convinced that the correct reading habit cannot be fostered in children if the library narrows its aim and simply measures its service to children by the number of books issued or by the number of pages read by the children. On the other hand, it wants that reading should be regarded as part of the life of the children, that reading should not be isolated from the life of children, but that the reading habit should be developed in the fullest organic relation possible with the other habits, propensities, impulses and intuitions of the whole child.

DETAILS OF THE SCHEME

In the light of these general principles, I am sure, you will appreciate the appropriateness of the details of the Madras Library Association's scheme. The final product in the scheme is an essay—I should say a book—written by

the children after pursuing its own line of tiny research in an assigned subject. The subject is to be chosen by the school, taking into consideration:—

- (a) the printed and manuscript resources available in the locality;
- (b) the local facilities that exist both for verifying and supplementing the information collected from written sources; and
- (c) the suitability of the subject to the tastes and attainments of the children.

The subject is to be announced before the commencement of the long vacation. The essay is to be written in the final form about six months after the end of the long vacation. It is to be written at home.

KEEPING THE DEVIL OUT

Now I am sure, you will grant, that there must be some safeguards to secure the genuineness of the child's production. For that purpose the child is expected to keep a diary. The diary is to show date by date the books read, the places visited, the observations made and the help and advice taken from others, including elders. The diary is to be submitted along with the essay. Such a diary, I expect, will help the child in keeping out the devil which might tempt him to produce the essay with the help of a fond father or uncle; and thus the purpose for which the scheme is instituted will not be missed.

Again, the devil might take a subtler shape and make the child write a full diary mentioning the correct titles of several books which he might have read but not read with comprehension and enjoyment. To reduce this danger to a minimum, there should be two special columns in the diary against each book. One column should contain in about a dozen words the impression of the child about the book. It might point out, for example, what character in the book is most liked by the child and why it is so. Or it might record the impulses that the book might induce in the child or it might state the emotions roused in the child. I shall call this column the literary column. The second column, I shall call the linguistic column. It should contain the most outstanding linguistic peculiarities of the book according to the light of the child. It may mention some of the important new phrases and idioms learnt or it might record what is regarded to be the finest turn of expression in the book.

WEAVING INTO A WHOLE

To ensure that the child has pursued a subject in a systematic manner, has digested the information collected in a successful way and has woven all the data gathered into a synthetic whole, the child is asked to write the essay in the form of a book divided into chapters and to provide a preface and a contents page. Again, to teach the child the value of the index in a book, the essay is expected to be provided with an index. Again, to draw out the full child, the essay is expected to be illustrated in a suitable manner. The sample notebooks exhibited will disclose to you the enormous artistic potentialities of some of our children. No method can be more effective in beating the ideas right into the child than the work of finding out or devising suitable pictures to illustrate the ideas. The child has to *live* the ideas to succeed in this task. The note-books exhibited will show you the different methods adopted by children to fulfill this obligation. Those who are good at drawing

provide their own illustrations. Those that are not so fortunate hunt for clippings from newspapers and magazines that will suit their purpose. There are still others who take the aid of an artist friend, give him the necessary themes and get the picture drawn by him. You will find how this class of children handsomely acknowledge their indebtedness to their artist friends. The spirit of such honest acknowledgment is one of the most agreeable by-products of the scheme. I am sure it will stand them in good stead when they become men and women.

CORRECT FOCUSING

Above all, to ensure that the child has thrown into proper focus the general—or shall I say the most outstanding—themes of the essay, we ask the child to cover the book carefully and to provide a suitable cover decoration which will suggest and symbolise the spirit of the essay. Here again, the note-books exhibited will show you the extraordinary resourcefulness of the children.

The Madras Library Association has run this experiment for three years. It feels that the scheme is successful in inducing the correct reading habit and at the same time drawing out the whole child as it were in the proper proportion. The Madras Library Association feels that this scheme provides a necessary corrective to the formal work of the school. To quote from the illuminating and suggestive Inaugural Address delivered by Prof. Kuppuswami Sastriar before the Madras Library Association, two weeks ago, "In the modern world it is generally believed that the school makes for self-knowledge in an atmosphere of discipline and that the libraries make for self-development in an atmosphere of freedom. . . . The ultimate object kept in view may be taken to be self-expression and self-realisation." The purpose of the Library Association's scheme is to exploit this function of the library to the maximum extent possible. I appeal to the teaching profession, to every school in our province to adopt the scheme for fostering the correct habit of purposeful reading in school children and thus increase the chance for our younger generation to take to reading with pleasure and profit.

MEASUREMENT OF ABILITIES

BY

MR. K. K. JACOB, M.A.,

Headmaster, Christian College High School, Madras.

It is difficult to say when people began to test abilities. Tests of physical strength of course may be traced from the beginnings of life. Attempts to test mental abilities as distinct from physical power are also seen from very ancient times, as may be judged from the ancient literatures. The riddles of Oedipus and the sphinx, of Samson and the lion, or the story of Queen of Sheba testing the wisdom of Solomon by asking him to distinguish the real flowers from the artificial ones, are all examples of tests of mental ability.

Coming nearer to our time, a number of attempts appear to have been made in the 18th and 19th centuries. But most of these efforts relied upon external and physical signs to interpret the mental working. Some of the notable attempts are those of Lavater, Gall and Lambrosso. Lavater's Physiognomy said that a person's dispositions and abilities could be inferred from the expressions of his face. Thirty years later Gall propounded his system of *Phrenology*, wherein the qualities of the mind were to be inferred by the head. If one had a prominence in the skull at the back, then one would be a great mathematician and so on. The most thorough of these attempts was that of Lambrosso who published his observations and conclusions from a careful study of criminals. According to him asymmetrical skulls, narrow foreheads, upturned noses, crumpled ears had all their mental significance.

It was Prof. Karl Pearson who proved how unreliable all these methods were. His experiments on 5,000 school children and 1,000 undergraduates and his mathematical analysis proved decisively that we cannot always "tell a criminal by looking at him, or tell a genius by the shape of his skull, or a fool by the length of his ears."

Application of accurate statistical method gave a new life to measurement of abilities. Psychologists began to notice that in any measurement there should be at least two criteria. It should have *validity* and it should have *reliability*.

By *validity* is meant the degree to which a test measures that which it claims to measure. If a test or an examination claims to measure something it should be possible to prove statistically that it does measure that factor. This was not true of the earlier measurements. Phrenologists, for instance, said that certain bumps on the head signified certain mental qualities. But when put to statistical examination, the measurements were found to have only a very low degree of validity. Validity is the chief criterion for any measurement.

The second criterion is that a test should be reliable. By *reliability* is meant the accuracy with which a test measures whatever it does measure.

provide their own illustrations. Those that are not so fortunate hunt for clippings from newspapers and magazines that will suit their purpose. There are still others who take the aid of an artist friend, give him the necessary themes and get the picture drawn by him. You will find how this class of children handsomely acknowledge their indebtedness to their artist friends. The spirit of such honest acknowledgment is one of the most agreeable by-products of the scheme. I am sure it will stand them in good stead when they become men and women.

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The second criterion is that a test should be reliable. By *reliability* is meant the accuracy with which a test measures whatever it does measure.

If a test gives very different values when the same factor is measured on different occasions it is not reliable and is certainly not of much use. If the coefficient of reliability falls below 0.90 the test is open to suspicion. Following on the suggestions of Karl Pearson, Prof. Spearman began to apply statistical methods to Psychology. The application of the exact methods of correlations enabled him not only to show the mistakes in the current notions of the abilities of man but also to enunciate his famous Two-Factor Theory. Spearman stated that each ability of a person is capable of resolution into two factors: (a) A general factor entering into all the abilities of the person. It is constant for the same individual but varies greatly from individual to individual. (b) A factor specific to the ability concerned. If we consider the Arithmetic ability of a person it can be resolved into the general factor, which is also found in all his other abilities of the person, and specific factor for Arithmetic. The reading ability of a person consists of the same general factor and a specific factor for reading. This general ability which enters into all the abilities of a man, which is constant for the same individual, but varies from individual to individual is what is called 'g' or general intelligence. This is the most important of human abilities. The first workable series of intelligence tests was made by Alfred Binet, the French Psychologist in 1905. He made this first for helping him in separating mentally defective children in order to give them special training. His success in this work led him to extend his tests for measurement of the mental development of ordinary children. Along with Simon he tested a large number of children in Paris and standardised the tests. The tests contained such questions as would not be affected by schooling or training and these were classified according to age groups.

Another great contribution of Binet to intelligence measurement is the notation of 'mental age.' A boy who could answer all questions in the tests for five years was said to have a mental age of 5. If in addition, he was able to add a fraction of the test for age 6, that fraction was added to his mental age of 5. In addition to the concept of mental age Binet gave the concept of I. Q., which is the ratio of the mental age to the chronological age multiplied by 100.

$$\text{I. Q.} = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100.$$

Thus the I. Q. of a boy whose mental age is 12 and chronological age is 10 is $12/10 \times 100 = 120$. In his book on the Measurement of Intelligence, Terman has classified Intelligence according to I. Q. as follows:—

Above 140	—	Genius.
120 — 140	—	Very Superior Intelligence.
110 — 120	—	Superior Intelligence.
90 — 110	—	Normal Intelligence.
80 — 90	—	Dullness.
70 — 80	—	Borderline Deficiency.
Below 70	—	Definite Feeble-mindedness.
50 — 70	—	Morons.
20 — 25 or 50	—	Imbeciles.
Below 20 or 25	—	Idiots.

Binet's Tests are individual tests, i.e. the persons are tested individually. Thus the Binet Tests take a long time to test a fairly large number of persons. Attempts to reduce the time taken resulted in the discovery of Group Tests of Intelligence. The first really successful test was produced in America during the great war for the determination of the mentality of drafted recruits. A group test consists of a number of tests called a battery in a book form, each test consisting of a number of short questions, or problems and requiring a minimum amount of writing on the part of the pupil. It is not unusual to have as many as 200 questions which are to be answered by the pupils in half an hour. The group test, owing to the ease and economy of its administration, is now considered as the normal type of intelligence test.

Both the Binet Tests and the Group Tests of the American Army Type involve a knowledge of the language of the tests. They are therefore obviously unsuited for foreign children, to the deaf who cannot hear instructions and to the illiterate. Various forms of Performance Tests of Intelligence were therefore made. Some of these are the Form Board Tests, Picture Completion Tests, Maze Tests, etc., in which the pupils have only to manipulate with their hands using their intelligence.

These performance tests are individual tests, and are therefore slow to work like the Binet Tests. Attempts are now being made to make non-verbal Group Tests of Intelligence which when perfected will have the advantages of the Group Tests without their language difficulties.

The measurement of specific abilities are of more recent origin than the Intelligence Tests. Great deal of research is being done in the West on the measurement of the various specific abilities and a great many tests have been standardised.

READING ABILITY

In our schools we test the reading ability of the pupils. But do we ever ask ourselves whether our tests have validity? Can we test the Reading Ability of a pupil by a simple oral reading examination? Till not very long ago reading ability was considered as a simple matter, consisting of a few basic habits, in which voice culture played the chief part. But experimental study of the subject, especially of the eye-movements while reading, has shown that it is an extremely complex process. The following analysis of reading ability will show how complex the factors which influence reading are. (Sandiford—Educational Psychology.)

I. Hygienic factors.

(a) Those usually beyond the control of the teacher: (1) Size and kind of type, (2) Uniformity of length of lines, (3) Kind and colour of paper, (4) Spacing of words and lines, and (5) Illumination of class-room.

(b) Those usually with the control of the teacher: (1) Posture of pupils during reading, (2) Method of holding book, and (3) Breathing habits in oral reading.

II. Reading material.

(1) Extent of vocabulary used, (2) Difficulty of vocabulary used, (3) Sentence structure and style, and (4) Appeal which the subject-matter makes to the interest of pupils at given stages of intellectual development.

III. Eye movements.

(1) Number of fixations per line in oral and in silent reading, (2) Duration of fixation in oral and silent readings, (3) Inter-fixation movements, (4) Regressive or refixating movements, and (5) Return sweeps.

IV. The eye-voice span in silent and oral reading.

V. Perceptual processes.

(1) Span of clear perception, (2) Recognition span in oral and silent reading, (3) Rate of recognition in oral and silent reading, (4) Rate and accuracy of pronunciation in oral reading, and (5) Recognition of letters, words and phrases.

VI. Rate of oral reading.

(1) With different types of material, (2) According to purpose for which it is done.

VII. Rate of silent reading.

(1) With different types of material.
(2) According to purpose for which it is done:—(a) For pleasure, (b) For study, (c) For general drift, (d) For paraphrase, and (e) For organisation of thought selection.

VIII. Comprehension in oral reading.

IX. Comprehension in silent reading.

X. Vocalisation in silent reading.

XI. Vocalisation in oral reading and the formation of linguistic habits.

XII. Intelligence of pupil.

XIII. Individual differences.

(1) Diagnosis of defects in oral reading: (a) Mispronunciation, (b) Repetitions, (c) Insertions, (d) Omissions, and (e) Substitutions.

(2) Diagnosis of defects in silent reading: (a) Overpotency of words, (b) Neglect of key words and sentences, and (c) Wrong relations.

XIV. Appreciation.

(1) Of the beautiful, (2) Of humour, (3) Of social values, and (4) Of the intellectual or thought elements.

This is a formidable list and it shows how complex the reading ability is.

By far the most important measurements made of reading abilities are those connected with standardised tests and with eye movements. The standardised tests are too many even to enumerate. A brief description of the measurement by means of eye-movements may however be given. Although the eyes in reading had moved in a succession of jerks ever since man began to read, it was only in the middle of the nineteenth century that it was noticed and recorded. The apparatus now used records the movements of the eye on a moving picture film. In oral reading a synchronous dictaphone record is also made. The two together give most interesting material for scientific interpretations. Among the several important measures of reading ability that can be accurately determined from this experiment are: (1) Span of

recognition, i.e. the amount of printed material which can be grasped in a single attention span; (2) Rate of recognition; (3) Rhythmical progression along the line; (4) The eye-voice span in oral reading.

Experimental study of the reading ability has shown that wide individual differences exist in this ability. The causes of difficulty vary from pupil to pupil. With the help of the standardised tests and the study of eye-movements the defects can be diagnosed and appropriate exercises for the remedy may be given.

A great deal of research has been done on the measurements of Arithmetic ability, Spelling ability, Handwriting, etc. The main point to remember about these abilities is that there are a number of factors which influence these abilities and that it is difficult to measure these abilities by any single test.

The chief reason why we should consider the various factors, in the measurement of any ability, is that the difficulties of the pupils vary from individual to individual. The optician does not give the same kind of glasses for all eye troubles. The physician does not give the same kind of mixture to all cases of fever. The teacher should never be satisfied with the same treatment for all defects in abilities. He must try to find the real source of difficulty and then apply the appropriate remedy.

Experiments have been done on the measurement of even less academic specific abilities like musical ability, mechanical ability, art judgment. A brief account of these may not be out of place.

MUSICAL ABILITY

Among the many attempts to measure the musical ability, that of Seashore, the great musical psychologist, is perhaps the best known. He says that musical talent is a complex of many fundamental and relatively independent factors. Six of his fundamental tests are: (1) Sense of Pitch, (2) Sense of Intensity, (3) Sense of Time, (4) Sense of Consonance, (5) Tonememory, and (6) Sense of Rhythm.

These tests are made on gramophone records in paired comparisons. In the test for the sense of Pitch for example, two tones differing in pitch are sounded. The pupil has to judge whether the second is higher or lower than the first. There are 100 such comparisons. The same method is used for the other tests. The tests are all separately standardised and have been shown to have high degrees of validity and reliability.

ART JUDGMENT

There are a large number of tests to measure the complex factors of Artistic Ability. One of these which measures Art Judgment is particularly interesting. This was produced in the University of Iowa by Seashore and Meir. With the help of some artists they altered some important elements in 125 standard works of art, thus making those pictures artificially unsound. These altered pictures were then printed side by side with the originals. These 125 pairs make the Meir-Seashore Art Judgment Test. The pupil has to judge in each case the best of the pairs.

MECHANICAL ABILITY

It is possible here to describe briefly only one of the several tests of mechanical ability. The apparatus for the test consists of ten common me-

chanical articles like bicycle bell, electric lamp holder, lock, bicycle hub, split up into their parts.

The test is for the pupil to put the parts together in a limited time. The test has been carefully standardised by the National Institute, America, and the degrees of validity and reliability have been found to be high.

Though the value of psychological tests of mental abilities is recognised widely, very little work is being done on this line in India. The chief reasons are, I think, lack of information and lack of suitable tests which have been made and standardised in this country. Tests which are standardised for the West will not give correct measurements here. The first thing then to be done is to standardise tests for the various abilities for our local conditions. Even now there are a few individuals here and there who are working at these problems. The very fact that we are hearing little of these researches show that these individuals need support and encouragement. There is much for an organisation which will direct and encourage research in education. There is unlimited scope for research, there are men and women who wish to do research, there are men and women who have the capacity to direct research, and there is need for research. Organisation is what is lacking. Could not the Teachers' Guild do the organising?

LIFE AND EDUCATION

BY

MR. N. K. VENKATESWARAN,
Trivandram.

The difference between general and vocational education is fundamental. It is the difference between living and eating. We are nowadays ready to level the difference because the age in which we live has through a number of unbridled chances and powers become one in which we live to eat much more than we ever did. It is an age pre-eminently of productive science, material civilization and economic forces. Paradoxically, this supremacy of matter over human personality has filled the world alike with provisions and hunger. There is more food-supply in the world to-day than the sum-total of existing human need for food and yet the majority of mankind are suffering from want such as they have seldom experienced in history. It is the queer phenomenon of famine walking hand in hand with plenty.

Those who are faced with starvation are asking for work, so that they may earn wages wherewith to buy their provisions from the teeming stores. But there is no work for them to do because the supply has exceeded the demand in every line of human needs. Therefore, the workers have no work and earn no wages with which to buy their food and therefore they famish although there are more provisions in the world than mouths to eat them. The food is all strictly private property which as a rule does not change hands without the intermedium of prices. This gaunt wolf of hunger gnawing to-day at the life of all nations is what is rather euphemistically called the problem of unemployment.

Unemployment in India is somewhat distinguished from unemployment in some other countries in the respect that it enjoys a "whipping boy" in the body of the general educational system prevailing in the country. Formerly, this general education provided a gateway to employment as teachers, clerks and subordinate government servants in various duties no more technical and requiring no more special abilities than such functions of life as seeing, understanding and telling or counting and remembering. As the number of those who could discharge such functions multiplied, as more schools came into existence, the number of those who could obtain no bread-winning jobs by virtue of their education began to swell up, so that to-day general education in India can hardly be said to have any longer a vocational gateway attached to it. Therefore it has gathered a large mass of opinion in favour of reconstructing our educational system in terms of directly employable skills. We want all general education to bring 'grist to the mill.' A section of feeling would even want the infant classes related to the question of livelihood. The powerful argument that if we have nothing to eat neither could we live darkly overlies educational thought to-day in India.

To say the least, it is doubtful whether in case all were licked into shape for productive labour at a time of heaped-up over-production in desperate straits for markets all will come by enough to maintain themselves,

For one thing, when machines have displaced so much of the simpler human energy in almost all walks of life, it is clear all cannot have remunerative labour to do. All are not suitable stuff either for being converted into skilled workers. Then again, we cannot remedy the natural consequences of capitalism and separatism unless we made everybody a capitalist-worker manufacturing all his wants, in which case capitalism will have automatically ceased to exist. And above all, vocational training even when artfully dressed up as general education cannot by any means yield the indispensable benefits of real general education, which yet unhappily remains without surrogates in spite of the fact that in recent times we have nearly multiplied our powers of making artificial products!

For general education concerns personality in respects above and beyond the relation of life to livelihood. That does not necessarily mean that general education is on higher ground than vocational training but that the two are different though they jointly act in qualifying life. The face of a person is a crucial circumstance in the tone and quality of his body. The face of his life is what is called his personality, the composite effect of the suggestions, influence and activities most frequently afforded by his mind and intelligence, by his soul and body, and it is the function of general education to awaken the elements of personality implicit in life and let them grow. Precious are the physical eyes but if the mind has no eye life remains blind. General education opens the eye of the mind, so that the health, use and joy of life may attain their full play instead of remaining benighted and unexercised.

As we look upon the air we breathe and the water we drink, which are so universally common and yet so profoundly essential, so it is we ought to look upon education. We do not ask for employments because we have breathed air and drunk water or because we have taken good care of our bodily well-being, and we do not cease to breathe and drink or to mind our health because such functions are of little use in providing ourselves with jobs. Are we going to shut out the dawn of light from our minds because it will not help us to become employed?

Educational experiments are the order of the day. We are building and unbuilding and rebuilding the content of general education and there is going to be apparently no end to this species of our architectural capabilities. Is there any other subject excepting perhaps that of world-peace so continually tinkered with as education? To-morrow perhaps all our little ones will be marching to schools with tools instead of books. The tools should be all right too if they will not, even though by means of them the little ones might when they grow up win for themselves all the good things of the world. For man does not live by bread alone, which is the great and unalterable basis of general education.

Man is 'the plant and flower of light,' though he has to eat to live like all animals, and man will no longer be himself when he is content to live to eat.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the Annual General Body meeting of the South India Teachers' Union held at 11 A. M. on Saturday the 31st March 1934 at the Hindu High School Triplicane.

In opening the Conference, M.R.Ry. S. K. Yegnanarayana Iyer, the President, spoke as follows:—

Friends,

This is one of the occasions when we are holding our Annual meeting independent of the Provincial conference. The rules provide for such an extraordinary meeting. As there is likely to be a long gap between one session of the conference and another this year, we thought it worthwhile to convene this General Body meeting at which the Annual Report would be presented and you would be requested to elect office bearers for the coming year. But before we, the present office-bearers, lay down our offices, I should like to take this opportunity to mention just a few words about the problems that lie before us. The S. I. T. U., as a Provincial organisation of teachers is very much stronger and far more representative to-day than it was a decade ago. The credit is not due to the office-bearers exclusively but it is largely due to the hearty co-operation of the rank and file of teachers throughout the province. Still I feel that we have not done enough. I feel that more recruits could still come in, that more teachers' associations could be formed, that more work could be turned out by the existing associations and that more could be done by us at the head-quarters with the hearty co-operation of our constituents, the district guilds. We are not satisfied with the present state of affairs and I take this opportunity to appeal to you to be a little more vigorous, a little more alive to the needs of the problems so that our organisations may be strengthened and so that words may carry weight not only with our constituent members but also with departmental authorities. I also take this opportunity to appeal to you for strengthening our Silver Jubilee Fund. You remember last year we resolved to start this fund so that we may be able to make a capital from the interest of which we will be able to meet our current expenses. A great provincial organisation like ours could not be run with an empty purse and we want at least Rs. 100 a month in order to keep ourselves in touch with the constituent associations, to send pamphlets, circulars and communications to them and to keep an efficient establishment at the head quarters. It is with a view to ensure a monthly income of Rs. 100 we sent forth an appeal for a fund of Rs. 20,000. You would see that out of Rs. 20,000, we have got only Rs. 750. We have Rs. 19,250 yet to be collected. Perhaps I may take this opportunity to commend the noble example set by one of our constituent associations the Salem District Teachers' Guild, so that other district guilds may go and do likewise. Salem is educationally a backward centre (a voice, not now) and perhaps it is financially not so strong as some other districts and yet it has come forward and shouldered the responsibility with regard to the collection of an appreciable fraction of the amount which we have set up as our goal. Though we have about 19 or 20 affiliated guilds, only 16 are properly functioning. Taking the figure roughly as 20 under normal conditions each should shoulder the responsibility of collecting 1/20 of the total amount we require.

But our Salem friends say that they may not be able to do that and volunteer to collect only 50% of that. They hope to remit to us their quota of Rs. 500 not in one year, but spread over a period of five years. If all district guilds would follow the example of Salem, our task of collecting the fund would become very much easy. It is left to the authorities of each district guild to think about the ways and means. I think there would be histrionic and musical talents enough in each district and you can effectively coin that into money. I would once again commend to you all the good example set by the Salem Guild.

One other matter which has an important bearing on the topic of the day which we have to discuss at great length later on is the suggestion that has been made that we might register S. I. T. U., as an organisation under the Trade Unions Act; because the Trade Unions Act provides automatically for an Arbitration Board whenever there is some difference of opinion between the worker and the employer. You know our very energetic and enthusiastic friend Mr. S. T. Ramanujam, whose genial presence we all miss to-day and for whose speedy recovery from illness we all pray, wrote to Dr. P. P. Pillai of the League of Nations Office at Delhi to ascertain whether registration could be done under this Act. Dr. Pillai has replied that so far as his knowledge of law goes, it could not be done because the term "workmen" as contemplated in that law may not include us, teachers. The matter has been referred to one of the most prominent lawyers of Madras who has made a special study of the problem and I hope I would be able to get his valuable advice on the matter and pending that decision, we shall not go ahead regarding the registration of the S. I. T. U. under the Trade Unions Act.

Another matter which I should like to draw your prominent attention to is the Protection Fund brought into existence some years ago. It is now an independent organisation and though it has grown and is now growing, and like a good child it takes care of its parent, yet I am of opinion that it has to be considerably strengthened. Most people in the moffusil are ignorant about it and much propaganda has to be done on its behalf. During my recent tour in the South I have become convinced that it is not as well-known as it deserves to be. I came across at least half a dozen institutions that have studied this problem only very vaguely and have but a very meagre idea about it. This was considered as a sort of communistic organisation and therefore many loyal servants did not come near it. Whatever the original intention was, you know the Protection Fund is now a definite benefit fund catering to the poor teachers, encouraging them indirectly to be thrifty and it looks after the welfare of those left behind if some members be snatched away. I would therefore earnestly appeal to you that all those who are eligible and who have not yet come within the fold to join it at once and strengthen it. There is perhaps an interested motive in my appeal on behalf of the Protection Fund. You know that out of every Rupee of annual subscription, eight Annas would be set apart for Professional Fund and this would be of great help to the S. I. T. U. You know that at present the Directors of the Protection Fund and members of the S. I. T. U., Working Committee have been constituted into a Propaganda Committee to go around and preach the benefits of both the institutions and I therefore appeal to you all assembled here to join the fund. I make this appeal not merely to secondary teachers, but also to the large body of elementary teachers. It would be very difficult for them to get the benefit of ordinary insurance and the relief afforded by the Protection Fund would be substantial. I want you to preach the gospel of the Protection Fund to every member of the teaching profession.

There is another aspect of the Protection Fund which I would like to draw your attention to. It has grown to such an extent that the question of properly investing its funds, is engaging the attention of the authorities. We have about Rs. 40,000 to be invested now. You know as a matter of fact that in earlier days, co-operative societies run for the benefit of teachers were going in for deposits from non-members and they were run mostly with the help of such deposits. Here is an institution which has been able to save a substantial sum from the teaching profession and nobody has got a better claim than we, teachers, have to this amount. There are already many well-established co-operative societies, but we like to have central institutions like District Teachers' Guilds, having a banking section attached to them which would cater to the needs of the teachers in the district as a whole. If such central institutions are opened, the authorities would be glad to invest the fund they have at comparatively cheap rate of interest. So, let us start as many co-operative societies as possible and let us form district co-operative societies for the benefit of teachers which would inspire confidence on the part of the investors and if such institutions put in their applications, the authorities of the fund would favourably consider them. These are some of the matters to which I have to refer before we take into consideration the Service Conditions Bill.

Our Teachers' Associations have got two aspects, one purely academic or educational and the other professional. Our meeting to-day partakes more of the character of a professional gathering where members are concerned more with their pay, prospects and favourable conditions of services rather than with academic questions.

Our conditions of service have become almost intolerable. Time was when teachers commanded great respect and could hope to continue in service till they felt not quite fit for their work. But owing to many causes into which we need not go at present, we have become so many 'hands' employed in a workshop to be entertained or sent away almost at the will and pleasure of the Management. This complete insecurity of tenure and other problems which are mostly economical have become so pressing that we cannot afford to be indifferent. The Service Conditions Bill, a draft of which has been placed in the hands of everyone of you and which has received so much of detailed attention at the meeting of our constituent guilds is an attempt on our part to get our economic condition improved by means of the State help. If we had made a similar attempt half-a-century ago we would have been foredoomed to failure. But conditions have changed. Conceptions regarding true function of the State and the inter-relation between ethics and economics have become radically changed during the last half a century and hence it must be possible for us in these days when the outlook of every State is socialistic to have our grievances redressed.

But we have to overcome so many difficulties. In the first place, we have had no experience at all in legislation and secondly we have no direct representation on the Council and we have to depend upon the goodwill of some member of the local Legislature, to take up our cause and introduce the Bill. Owing to our inexperience in legislative matters, we do not know which are the essential points to be introduced into the body of the bill and which should be left to be dealt with by the Rules under the Act. We know very well that once certain things get embodied in the Act it is very difficult, unless the same huge machinery is mobilised once more, to effect any desirable

amendments in the Act and hence we have to be extremely careful in the drafting of the bill.

With these main ideas in our minds, let us turn to the draft before us. The draft, as you know, was prepared by my enthusiastic friend Mr. S. I. Ramanujam. It embodies what we desire to get but I am not at all certain that it is in proper form likely to be accepted by the Legislature.

To take one important question, it is said that if we try to open a Registry and get all teachers registered and thus acquire the status of a learned profession like the Bar or the Medical profession with certain code of conduct and certain corresponding privileges etc., it may not be possible for us to keep out any section of teachers as Government servants, which the draft is attempting to do.

Secondly we are not yet posted with sufficient information as to what obtains in other countries and the first question that any friend outside our profession whom we may approach for help on the matter put us is "Have you got any literature on the subject regarding the conditions in other countries." We have to do a good deal of study and secretariat work before we can satisfy the legitimate requirements of our friends.

Thirdly it has been pointed out that the sanction behind the bill is not definite nor adequate. The draft attempts to co-ordinate the activities of managements of different sorts and it is feared that enough powers are not given in the Act to compel, if necessary, every management to come into the scheme and penalise the recalcitrant ones.

Moreover we have not had the benefit of getting the views of the management on this measure. We have been as far as possible trying to co-operate and it would be a good thing if an attempt is made to ascertain the views of managements. It is true that unfortunately the various managements have not associated themselves into a union and hence we have no easy method of ascertaining their views. But still an attempt should be made so that the passage of the bill in the Legislative Council may be as smooth as possible.

Lastly the full financial implications of the Bill have not been worked out, nor ways and means devised to get the necessary finance.

I have therefore been advised by many senior gentlemen whom I consulted and I agree with them that it is better not to rush through this measure, but to give full powers to the Working Committee of the S. I. T. U. to be shortly elected to examine all the various aspects of the bill, to get such information as could conveniently be gathered and have the whole thing re-drafted so as to meet with least objection in the Legislative Council. I hope therefore that you would give to the new Working Committee full powers not only to have the Bill redrafted in the light of the amendments to be passed at our gathering to-day, but also to incur the necessary expenditure to gather more information and to do all such things as are necessary for the successful piloting of the bill through the Legislature.

The Service Conditions Bill was taken up and discussed. The bill as amended is published elsewhere. The house agreed to empower the working committee to consult the expert drafting committee in regard to the amendments and suggestions made by the members and to take steps to have the bill re-drafted by experts and introduced as quickly as possible. Mr. M. S. Sabhesan, the Secretary of the Union, then presented the Annual Report. It was duly adopted. Then office-bearers for the new year 1934-35 were elected. Prof. S. K. Yegnanarayana Iyer, Mr. M. S. Sabhesan and Mr. T. P. S. Varadan

were re-elected President, Secretary and Treasurer respectively. Mr. Kuolt of the M. E. L. M. School, Ambur, was elected Joint-Secretary of the Union. Regarding the election of Auditors, there was a discussion on the question of appointing certified Auditors. On Mr. Kuolt's suggestion the house agreed to authorise the Executive Board to appoint a certified Auditor. With a vote of thanks to the chair, the meeting terminated.

THE 25TH ANNUAL REPORT

The Executive Board has great pleasure in presenting the 25th Report of the South India Teachers' Union for the period 1st July 1933 to 31st March 1934.

1. *Strength*.—The number of District Teachers' guilds affiliated to the Union was 16 at the beginning of the official year and no guild sought affiliation during this year. In spite of repeated reminders no information was received from the Malabar District Teachers' guild. The Bellary District Teachers' guild has been disaffiliated as no reply from the associations which were originally affiliated to the guild was received. The question of disaffiliation of the Malabar District Teachers' guild is to engage the attention of the Working Committee.

The number of associations directly affiliated to the Union was 7. The Secretary D. H. H. Teachers' Association Tirupati, sought affiliation directly to the Union. The Secretary was requested to apply to the Secretary, Chittoor District Teachers' Guild, for the affiliation of the association with the guild. Teachers' Association, Hadagalli, Bellary District, was affiliated during this year. A detailed statement relating to the strength of the Union so far as information is available is given in appendix A. The Board appeals to the secretaries of district guilds to get the necessary details and to forward the same to the Union in time so that the list may be complete.

2. *Office-bearers*.—The names of the office-bearers that were elected at the last annual meeting of the Union are given in appendix B. No vacancy occurred in respect of any office in the course of the year. It was not possible for the Executive Board to co-opt representatives for the districts in which there were no district guilds.

3. *Executive Board*.—The Executive Board that was constituted for 33-34 met at Trichinopoly on the occasion of the conference to consider the programme of work during the year. Besides electing the members of the Working Committee the Board resolved to consider the S. S. L. C., reform, Service conditions bill and the Jubilee collections during the year. Another meeting of the Board was held on the 30th March 1934 to consider the Annual Report.

4. *The Working Committee*.—The Working Committee met twice during the year. The first meeting of the committee was held at Trichinopoly to appoint the journal committee. The distribution of work among the members for the year was as follows:—

Mr. E. H. Parameswaran.	..	S. S. L. C. reform and Organisation of teachers in Elementary Schools.
Mr. S. T. Ramanuja Iyengar	..	Vigilance Committee and Propaganda.
Mr. S. Srinivasan	..	Propaganda in the ceded districts.
Mr. P. P. Venkatachalam	..	Board School problems.
Mr. K. S. Chengalroya Iyer	..	Board and Elementary School problems.

The second meeting of the Working Committee was held in the S. I. T. U. office at 41, Singarachari Street, Triplicane on 12th February 1934. The Secretary gave an account of the reports received from guilds. The budget for the year 1934 presented by the Secretary, Journal Committee was approved. The board is glad to learn that the members of the committee helped the work of the Union not only by their prompt replies

to references from the secretaries but also by the sympathetic understanding of the circumstances in which the work of the Union had to be carried on.

5. *Propaganda*.—It was possible to arrange for propaganda work on an extensive scale this year. The Board of management of the Protection Fund was pleased to allot Rs. 150, for the calendar year 1933 to meet the actual travelling charges of persons who were requested to undertake propaganda work in connection with the work of the fund and the Union. The president of the protection fund and the president of the Union were authorised to arrange for tours of members in districts. Mr. S. K. Yegnanarayana Iyer found it possible to visit the Andhra districts. He presided over the Teachers' Conferences in Guntur, and Kistna. He also toured in S. Arcot, N. Arcot and Tanjore and brought to the notice of the members the necessity for helping the journal and for enlisting the sympathy and support of the local M. L. Cs. in regard to the service conditions bill. Mr. M. S. Sabhesan accepted the invitation of the district guilds, Anantapur, North Arcot and Salem, and spoke on 'Service conditions bill', S. S. L. C. reform and the revised Protection fund scheme. Messrs. R. Ramakrishna Iyer and S. K. Krishnamurthi Iyer attended the conference of the Chittoor District Guild at Tiruttani where they explained the improvements effected in the Protection fund scheme. Mr. T. Ramanujachariar was kind enough to visit almost all the schools in the Chingleput District and he appealed to the teachers of the district to take an active interest in their district guild and in the Union. Mr. S. Srinivasa Iyer was able to visit the schools in the North Arcot District and gather support for the protection fund. He accompanied the secretary of the Union to Ambur and Vaniambadi and succeeded in enlisting the co-operation and support of the teachers in these places. Mr. S. T. Ramanuja Iyengar visited Madura and Tanjore where he addressed the teachers' conferences in the service conditions bill explaining its scope and objective and immediate necessity. He also explained to the members how the revision recently effected in the protection fund scheme was very beneficial.

It is gratifying to have to report that the Board of management of the S. I. T. U. Protection Fund has allotted a sum of Rs. 300 for a similar purpose for the year 1934. The Working Committee of the S. I. T. U. and the Board of management of the S. I. T. U. Protection Fund have been authorised to visit schools in their respective areas and the adjoining districts, to start associations where there is none, to enrol members to the protection fund and secure the active interest and support of all teachers to the Union in all its activities. A draft programme is required to be forwarded by each member and it is hoped that in the coming year it may be possible for a large number of workers to visit schools, to organise new associations, to strengthen the protection fund and enlist the support of all teachers in the presidency so as to make the S. I. T. U. a truly provincial and representative organisation. The Secretary of the Protection Fund is appointed the Convener of this Propaganda Committee.

6. *XXV Provincial Educational Conference*.—This Conference was held in May at Trichinopoly, under the distinguished presidentship of Mr. N. S. Subba Rao, M.A., Bar-at-law, Director of Public Instruction, Mysore. The Reception Committee constituted at the instance of the Trichinopoly District Teachers' guild made excellent arrangements for the conference and also organised an education exhibition and entertainments. A refresher course for elementary teachers was also arranged, and the reception committee secured the services of experienced and competent lecturers. It deserves to be congratulated on the excellent arrangements it had made. Over 700 delegates attended the conference. Many delegates took advantage of the opportunity afforded by this conference to pay a visit to Srirangam, Golden rock, Tiruvanaikoil, and the Grand-Anicut. The following committees were appointed at the last conference and at the S. I. T. U. business meeting. (1) Select Committee with Mr. S. K. Yegnanarayana Iyer as convener to consider the service conditions bill (2) Vigilance Committee with Mr. S. T. Ramanuja Iyengar as convener (Reports of the Vigilance Committee were published in the journal from time to time).

The Silver Jubilee of the South India Teachers' Union was celebrated on the 16th May 1933 with Mr. W. M. Theobald, principal, Brecks Memorial High School, Ootacamund and the first secretary of the S. I. T. U. as president. Mr. S. K. Yegnanarayana Iyer, in the unavoidable absence of the Rt. Hon'ble V. S. Srinivasa Sastriar, requested Mr. Theobald to take the chair and deliver the commemoration address. In the course of his appeal to teachers, Mr. Theobald emphasised the need for funds and was able to persuade them to contribute a sum of nearly Rs. 450 on the spot.

7. *Work of the Union*.—(1) *Education Week*. The Third Education Week organised by the South India Teachers' Union was celebrated throughout the Presidency from 23rd to 29th October 1933. This was a unique occasion for bringing together the teachers, the public and the managers. This year at the instance of the S. I. T. U. an influential Central Education Week Committee (vide appendix c) was formed and it extended invitation to educational bodies to depute representatives to work on the committee. The Women's Indian Association, The Muhammadan Educational association, Missionary Educational Council of South India, Madras Representative Christian Council, Catholic Educational Council, Madras Beedi Merchants' Association, Madras Library Association, Madras Teachers' guild and the Department of Education sent representatives and were also pleased to enrol themselves as donors. This committee was in charge of the arrangements of the Education week. The Board expresses its gratitude to all bodies, associations, and contributors who co-operated with the S. I. T. U. in their undertaking. The special Education Week number was issued in October and the articles published therein had direct bearing on the topics dealt with in the Education Week.

(2) *Service conditions bill*. Taking advantage of the presence of a large number of teachers from all parts of the province at Madras in connection with the refresher course in English and Mathematics conducted by the University of Madras, a joint meeting of the Union and the Madras Teachers' guild was organised to consider the scope and necessity of the service conditions bill. Mr. N. Rangaswamy Iyer of Kumbakonam presided. Representatives from almost all the districts were present and different points of view were presented. Mr. Sabhesan explained the views of the committee of the Union that drafted the bill and made an appeal to the teachers to consider the bill carefully and forward their suggestions to the Union for its consideration.

(3) *Tenure and salary question*. The office of the Union received several complaints from teachers of different parts of the presidency about arrears of salary, insecurity of tenure and other hardships. The secretary of the Union represented to the Director of Public Instruction the grievances of teachers. The Director was pleased to grant an interview to the secretary. In the course of the interview the Director said that he was conversant with the work of the Union and its policy. He pointed out that the extraordinary financial stringency was responsible for the cuts in salary and for several measures of retrenchment that managements were compelled to adopt. He has however given an assurance that the department is always anxious to see that salaries are paid in time and that representations from teachers regarding irregular and delayed payment of salaries and breach of contract would receive attention.

(4) *Propaganda among members of the Legislative Council*.—On the eve of the budget session in February, invitations were sent to as many as 20 members of the Madras Legislative Council present in Madras. A memorandum was circulated to them before the meeting. Mr. Basheer Ahmed, B. A., B. L., M. L. C. listened to the statement made by the secretary of the Union and promised to do the needful. Other members of the council who were invited but were unable to be present assured the Union that they would willingly help the cause of the Union provided that a suitable line of action is suggested to them.

8. *All-India Educational Conference*.—The Ninth All-India Educational Conference was held in Karachi under the Presidency of Sir Syed Ross Masood, vice-chancellor of the Aligarh Muslim University, on December 27 to 30th of 1933. Professor S. K. Yegna-

narayana Iyer, president of the Union was deputed to attend the conference as its representative. He was the convener of the University section of the conference and presided over the Adult Education Section. At this conference it was resolved to change the name of the A. I. F. T. A. to A. I. F. E. A. (All-India Federation of Educational Associations). Besides the president of the Union, Mr. A. V. K. Krishna Menon, vice-president of the Malabar District Teachers' guild also attended the conference.

9. *The S. I. T. U. Protection Fund.* The most important event of the Protection Fund during the year 1933 was the reorganisation of the Fund on a scientific actuarial basis on the report of the actuary, Prof K. B. Madhva, M. A. A. I. A. The new scheme came into force on the 1st of July 1933. 761 members expressed their willingness to continue under the new scheme. 43 members were admitted under the new scheme and on 28-3-'34 the number of members was 757, the total number of units in force was 1148 and the total amount receivable each month towards the Benefit fund account only came to Rs. 1345. The deposit with bankers exceeded Rs. 42,000. On 31-12-33 the amount to the credit of the Benefit Fund was Rs. 41829-3-7, Profession Fund Rs. 1663-11-3, Reserve Fund Rs. 3066-10-0, Working Fund Rs. 364-0-9.

10. *The South Indian Teacher.*—The Journal continued to work on satisfactory lines. The year under record was one of steady improvement. Yet it requires still more subscribers. The number of subscribers is only a little over 500. It should be possible for every school to subscribe for at least 3 copies. The Journal Committee is doing its best to carry on the work of the journal in the face of great difficulties and the thanks of the Executive Board are due to them. It is the duty of teachers and schools to offer an increasing measure of support to the journal and to bear in mind the motto of the Union.

11. *The Finance.*—The financial position is explained in detail in the accompanying statements :—

APPENDIX (A).

No.	Name of the Guild.	No. of Assns.	Strength.
1.	The Anantapur District Teachers' Guild	10	177
2.	The Bellary District Teachers' Guild	disaffiliated	..
3.	The Kurnool District Teachers' Guild	10	334
4.	The Madras Teachers' Guild	..	530
5.	The Chingleput District Teachers' Guild	6	..
6.	The Chittoor District Teachers' Guild	8	..
7.	The North Arcot District Teachers' Guild	14	342
8.	The South Arcot District Teachers' Guild	..	..
9.	The Tanjore District Teachers' Guild	24	..
10.	The Trichinopoly District Teachers' Guild	27	827
11.	The Madura District Teachers' Guild	11	328
12.	The Ramnad District Teachers' Guild	16	198
13.	The Tinnevely District Teachers' Guild	19	942
14.	The Malabar District Teachers' Guild	..	..
15.	The Coimbatore District Teachers' Guild	27	428
16.	The Salem District Teachers' Guild	12	220

ASSOCIATIONS DIRECTLY AFFILIATED TO THE UNION.

1.	Teachers' Association, Hindu Theological High School, Madras	41
2.	Teachers' Association, Chintadripet High School, Madras	27
3.	Teachers' Association, Board High School, Kandukur	20
4.	Teachers' Association, Board High School, Yellamanchali	17
5.	Teachers' Association, Wardlaw High School, Bellary	24
6.	Teachers' Association, Municipal High School, Bellary	33
7.	Teachers' Association, Kodaikanal	..
8.	Teachers' Association, Hadagalli	..

STATEMENT OF RECEIPTS AND EXPENDITURE OF THE SOUTH INDIA TEACHERS' UNION FOR THE PERIOD 22-4-1933 TO 25-3-1934.

Receipts.			Expenses.		
	Rs.	A. P.		Rs.	A. P.
Opening balance.	..	13 8 0	Printing	..	68 0 0
Defence fund	..	776 5 6	Purchase of book	..	8 0 0
M.T.G.C.S. cur A/c.	..	3 2 3	Postage	..	91 12 3
Stamps on hand	..	792 15 9	Salary	..	55 0 0
			Vigilance Committee	..	15 0 0
Subscriptions from guilds	..	207 5 6	Contingencies	..	25 11 9
" Associations	..	15 12 0	Education Week	..	432 0 0
" Individuals	..	13 8 0	Year book	..	559 11 0
Erode Sufferer's fund	..	15 5 0	Rent	..	30 0 0
Silver Jubilee fund	..	427 12 0	Subscription to A. I. F. T.	..	15 0 0
Education Week	..	404 4 0	Association	..	109 0 0
Year book	..	327 8 0	Travelling allowance	..	51 8 0
Suspense (S. I. T. A/c.)	..	11 0 0	Advance to the President	..	..
Interest	..	7 2 6			
			Closing Balance.		
			Defence fund	..	13 8 0
			Fixed Deposit in M.T.G.	..	500 0 0
			Co-operative Society.	..	243 15 6
			Current account in M.T.G.C.	..	4 6 3
			Society	..	..
			Stamps	..	..
			Total Rs.	2,222	8 9
			Total Rs.	2,222	8 9

In our opinion the above statement of accounts is correct.

(Sd.) T. P. SRINIVASAVARADAN,
Hon. Treasurer.

(Sd.) V. SRINIVASAN,
(Sd.) R. VAIDYANATHAN,
Hon. Auditors.

THE SOUTH INDIAN TEACHER

STATEMENT OF RECEIPTS AND EXPENDITURE OF THE SOUTH INDIAN TEACHER
FROM JANUARY 1933 TO 31ST DECEMBER, 1933.

Receipts.		Expenditure.	
	Rs. A. P.		Rs. A. P.
To Opening balance		Printing Journal	1,803 1 0
M. T. G. C. Society, Ltd.	20 6 8	„ iscellaneous	116 15 0
With Secretary	18 13 2	Postage	310 12 0
Stamps	14 2 9	Conveyance	65 7 3
Subscriptions	1,588 3 6	Commission & Allowance	63 2 0
Advertisements	956 0 0	Contingencies	37 5 3
<i>Sale of Publications.</i>		Block	18 14 9
On Teaching	5 0 0	Lighting charges	7 0 0
Lectures	10 0 0	Typewriter	5 0 0
G. Scheme	1 4 0	Salary	312 8 0
Proceedings	3 12 0	<i>Closing balance.</i>	
Trichy sales	8 1 0	With M. T. G. C. S. Ltd.	56 4 5
		With Secretary	29 0 2
		With S. I. T. U.	11 0 0
		Stamps	15 7 0
Reprints	28 1 0		
S. I. T. U. Protection Fund	70 0 0		
S. I. T. U.	65 0 0		
Recovery of postage	60 0 0		
Interest	3 7 3		
Madras Teachers' Guild	0 10 6		
Suspense	25 0 0		
	2 0 0		
Total	2,851 12 10	Total	2,851 12 10

In our opinion the above statement of accounts is correct.

(Sd.) S. NATARAJAN,
Hon. Secretary....

(Sd.) V. SRINIVASAN,
(Sd.) R. VAIDYANATHAN,
Hon. Auditors.

SERVICE CONDITIONS BILL

Bill re. Teachers' Service Conditions:—(1) Short title. (2) Extent. (3) Commencement. (4) Persons subject to this Act. (5) Definitions. (6) Provincial Board of Education. (7) Powers of the Board. (8) Registration of Teachers. (9) Obligation of the authority. (10) Service Conditions. (11) Professional Code. (12) Agreement. (13) Termination. (14) Settlement of dispute. (15) Transfers. (16) Legal Action.

I. Preamble.

II. Bill.

III. *Statement of Objects and Reasons*:—A Bill to regulate the work and service conditions of teachers in the Presidency of Madras under a statutory Provincial Board of Education.

I. Preamble

I. *Preamble*:—Whereas it is expedient and necessary to bring all non-Government educational institutions in the Presidency under the control of a statutory Provincial Board of Education in regard to conditions of service; whereas also it is desirable that the obligations of the management and the teacher should be fixed and that their interests should be safeguarded, it is hereby enacted as follows:—

II. Bill

1. *Title*:—This Act may be called: The non-Government Teachers' Service Conditions Act.

2. *Extent*:—It shall apply to the whole of the Presidency of Madras and to all the aided and unaided (mission, or non-mission), Local Board and Municipal Educational institutions.

3. *Commencement*:—It shall come into force on such date as may be fixed by the Local Government by means of a Gazette notification.

4. *Persons subject to this Act*:—The following persons shall be subject to this Act:

- Authorities of aided and unaided non-mission institutions.
- Authorities of aided and unaided mission institutions.
- Authorities of Local Board institutions.
- Authorities of Municipal institutions.
- Teachers in institutions—(a) to (d).

5. *Definitions*:—In this Act, unless there is anything repugnant in the subject or context,

- 'Educational institutions' means "institutions under private or public management recognised by Government, but not Government-managed."
- 'Teachers' means "teachers giving instruction in educational institutions."
- 'Authorities' means "managements of educational institutions, whether individual or committee or local body or persons authorised by them."

6. *Provincial Board of Education*:—Subject to any Rules framed by the local Government, the local Government in the Ministry of Education shall, by a notification, form a provincial Board of Education to attend to all or any purposes of this Act in their jurisdiction. The Board shall consist of:—

- The Director of Public Instruction (ex-officio) President.
- One representative each for the three Universities of Madras, Andhra and Annamalai.
- Four representatives of the four agencies forming educational authorities nominated by Government. (a) Aided and unaided mission; (b) Aided and unaided non-mission; (c) Local Board; (d) Municipal.
- Four representatives of Teachers in the four types of institutions in (a) to (d) of clause 3 recommended by the Executive Board of the South India Teachers' Union.

The members of the Board other than the ex-officio shall hold office for a period of five years and the appointment of such members shall be governed by the Rules prescribed under the Act by the Government for the purpose. The Board shall be assisted by a whole time salaried Secretary appointed by the Government, which shall contribute from the general revenues the funds necessary for the administration of the Board.

7. *Powers of the Board*:—Subject to any rules framed by the local Government in this behalf, the Provincial Board of Education shall:

- (a) Hold meetings whenever necessary.
- (b) Maintain a list of persons employed as teachers in educational institutions or qualified to give instruction therein.
- (c) Call for annual reports from authorities in its own right, about cases of termination of service of teachers.
- (d) Entertain complaints against any authority by teachers or from authority against a teacher relating to work, service conditions and termination of service.
- (e) Cause such local enquiry about the facts of such cases as they may deem necessary.
- (f) Enforce their decisions on both authorities and teachers in non-Government institutions.
- (g) Take cognisance of any offence under this Act or any rule or order thereunder, if complaint is made within 6 months of the date of commission of the alleged offence. Exercise such powers as may be necessary for carrying on the purposes of the Act.
- (h) Exercise such other powers as may be necessary for carrying on the purpose of this Act.

8. *Registration of Teachers*:—Every teacher employed in a non-Government educational institution shall register his name, qualifications, address of residence and occupation before the Provincial Board of Education in such manner as the local Government may prescribe and shall communicate to the Board any change of address. Such registration shall be a condition of cognisance of the members' right of redress of grievance through the Board of Education. (*Referred to the Expert Drafting Committee.*)

9. *Obligation of the Authority*:—Every authority shall deposit in the office of the Provincial Board of Education a copy of the order of appointment of a teacher, a copy of the service conditions of the institution, a copy of the agreement obtaining in the institution and a copy of the conduct sheet of the teacher under their employ from year to year as a condition of recognition. It shall be the duty of the authority to report to the Provincial Board of Education places and vacancies to be filled up in educational institutions and to make their choice from among the teachers included in the list maintained by the Provincial Board of Education.

*10. *Service Conditions*:—The following service conditions shall apply to every non-Government educational institution:—(*This clause has been referred to the expert Drafting Committee for opinion.*)

(a) Every teacher shall be started on an irreducible minimum salary and shall normally be given a scale of automatic and annual increments as under:

Elementary Teacher	..	Rs. 20—1—50
Secondary S.S.L.C. Teacher, Junior, Pandits and Instructors	..	Rs. 30—2—90
Secondary Inter Teacher	..	Rs. 40—3—130
Collegiate School Teacher, Senior Pandits and Instructors	..	Rs. 60—4—180
Collegiate College Teacher	..	Rs. 80—5—230
Headmasters of Elementary Schools	..	Rs. 30—2—90
Headmasters of High Schools	..	Rs. 80—5—230
Principals of Colleges	..	Rs. 100—6—280

(b) Every teacher shall be eligible for 15 days casual leave every year with full pay, for one month's sick leave every year with full pay and for one month's privilege leave with full pay for every five years of approved service.

(c) Every teacher shall be given a study leave of one month with full pay every five years for undergoing Refresher Courses or for higher study.

(d) No teacher shall be given more than 4 hours work a day in schools and more than 3 hours a day in colleges.

(e) No teacher shall be made to work for more than 180 days in all educational institutions.

(f) No teacher's service shall be terminated at any time, save for gross professional misconduct.

(g) Every authority shall pay his employees his monthly salary on the first or following day of each calendar month.

(h) Every authority shall contribute his quota to the Provident Fund of the employee under him.

(i) Every authority shall give to the employee copies of oral or written warnings administered to him and shall maintain a book of explanation in respect of warnings administered as a record.

*11. *Professional Code*:—Every educational authority shall enforce the following code of teachers' professional conduct:—(*Referred to the Expert Drafting Committee.*)

(a) Every teacher shall discharge his duties as such to the satisfaction of his employer.

(b) No teacher shall take up private remunerative work without the consent of his employer.

(c) No teacher shall engage in any public activity directed to bring the Government or the educational institution into contempt.

(d) Every teacher shall take up the permission of his employer for engaging in any public work, honorary or remunerative.

(e) Every teacher shall be a member of his local, district or professional organisation and it shall be his duty to assist in the functioning of such professional organisations.

(f) Every teacher shall abide by the M. E. R.

(g) No teacher shall bring into disrepute his fellow teacher.

(h) No teacher shall enter into any competition with any fellow teacher in the matter of appointment, salary and post.

(i) Every teacher shall treat the child as a national asset and help it to grow as such.

(j) Every teacher shall serve the community in some specific direction of nation-building activity (co-operation, rural reconstruction, sanitary squad of a locality, adult school, scouting).

12. *Agreement*:—Every authority shall, on the appointment of a teacher, enter into a written agreement with the teacher specifying the nature of the post, designation, initial salary, scale of increments and leave rules. The agreement shall be signed by the authority and the teacher and attested by the District Educational Officer.

13. *Termination*:—Termination of service by the authority or teacher shall be only at the end of the educational year, and with three months' notice on either side. It shall be for the following reasons only proved to the satisfaction of the Provincial Board of Education.

(1) Violation of professional code.

(2) Violation of the M. E. R.

(3) Physical incapacity for work.

(4) Gross insubordination to authority.

(5) Professional inefficiency.

(6) Reduction in the number of classes or of sections of a class.

(7) Closing down of institutions.

14. *Settlement of Dispute*:—(a) In cases of termination by either employer or employee which is disputed by one or other of the parties to the agreement an appeal shall

lie to the Board of Education, and the appeal shall be presented in the manner prescribed by the Rules.

(b) The dispute shall be decided by the Board after a judicial enquiry.

(c) The decision of the Board shall be binding on the parties concerned.

15. *Transfer*:—"The Board may have the power to facilitate the exchange of teachers employed in different educational institutions or to arrange for the transfer of a teacher from one institution to another provided that the approval of the authorities and teacher is obtained beforehand. It shall be competent to the Board to fix the conditions of appointment and salary with due regard to the previous service of the teachers."

16. *Legal Action*:—"No legal action in court of law under this Act shall be instituted by an educational authority or teacher, except with the permission of the Provincial Board of Education."

III. Statement of Objects and Reasons

III. Statement of objects and reasons:—"The Teachers employed in non-Government educational institutions constitute an important class of public servants doing social service. As they are under different agencies, their service conditions vary at the pleasure of the authority, resulting in unprofessional competition between teachers and in arbitrary conduct of the authorities. As both authorities and teachers are partners sharing the work of education with Government, it is necessary in the interests of the educational well-being of the child who is a national asset, for Government to establish harmony between these two limbs of the educational machinery, to organise them effectively under a common agency and to enforce proper fulfilment by both the parties of their mutual obligations in the work of education. The object of the present Bill is to achieve this end.

Though the teachers under local bodies and municipalities are governed like employees of Government educational institutions, by fundamental rules and have some means of redress through appeals to higher authorities as distinct from teachers in aided institutions, they are included in this Act as a measure of fostering professional unity among teachers and with a view to take such teachers out of party politics and its temptations which dominate self-government institutions.

Though collegiate college teachers are under respective Universities, they are also included under this Act with a view to regulate the conditions of service and to afford them security of tenure.

In aided institutions, Government does not exercise at present any control in the matter of service conditions of teachers except by the enforcement of a model contract now included in the M. E. R.

In spite of Government being the authority granting recognition and aid, even the contract introduced in the M. E. R. has not been adopted in many institutions. The contract was designed as a measure to afford security of tenure to teachers. As it is not universal, as it is not uniform, as it does not embody a minimum of service conditions, as it has no machinery to see to the fulfilment of terms of contract, and as it recognises the right of the parties to terminate service at will which means terminating career, the contract is more injurious to the cause of harmony in educational institutions. Terminations at will persist, resulting in resort to law Courts and the sowing of the seeds of hostility between the authority and teacher, so deleterious to the morale of the teaching profession, and so dangerous to the well-being of educational institutions. Government must, while leaving appointments of teachers and management of institutions in the hands of authorities, lend a helping hand in bringing about imperative adjustments between the authorities and teachers so that the teachers, like artisans or labourers, may not misdirect their energies in a struggle to exist.

As education is a vital concern of Government, as the partners assisting Government in education must be protected and their respective interests safeguarded and their obligations defined, as the class of discontented teachers—nearly a lakh—will be social microbes, legislation on the eve of the impending reforms, is imperative as an educational and national necessity.

THE MADRAS TEACHERS' GUILD

An educational conference organised under the auspices of the Madras Teachers' Guild was held on the 7th April at the Lady Willingdon Training College, Triplicane. Mr. W. Erlam Smith, Director of Public Instruction, opened the conference, over which he also presided.

There was a large gathering of teachers.

Mr. M. Munuswami Ayyar, Headmaster of the Tondamandalam Tuluva Vellalar High School, George Town, and President of the Teachers' Guild, welcomed Mr. W. Erlam Smith.

He traced the history of the Teachers' Guild, and pointed out its useful services in the cause of education. An interesting feature of the guild, he said, was that during the past year a large body of women teachers had joined it.

The object of the conference, he said, was to discuss the subjects in the curriculum of studies, the methods of teaching and to determine how far various methods of education adopted in other countries could be followed in India.

In opening the conference, Mr. Erlam Smith said he was glad that the agenda included interesting subjects involving the application of scientific methods to educational topics. From such a discussion really valuable results could be achieved. One of the subjects on the agenda related to the measurement of ability in regard to educational matters and Mr. Smith welcomed the discussion of this subject, for it would help to improve educational methods.

Another subject on the agenda related to examination. Examination was a rather painful topic and people protected themselves against it by turning to its humorous aspects.

Mr. Smith said that one principle to be borne in mind by the examiner was to ask himself what he was to test in the examinee and what the aims of the test were.

TREATMENT OF RESULTS

Referring to the value of proper treatment of results obtained and the available statistics on educational methods, Mr. Smith said that in educational inquiries the need was for a mathematical treatment of subjects. For instance, in respect of the question of introducing the vernacular for the school final examination, the proper method of discussing it was by reference to statistics. No progress could be made by inviting individual opinion; the proper method was to deal with the results of the examinations from the statistical point of view.

Another problem related to the methods by which teachers could assist and guide pupils in their studies. That was particularly important for university students. In that connection Mr. Smith said that an institute of applied psychology could be formed. Such an institute could be formed. Such

an institute could be a counterpart of the Institute of Industrial Psychology in the West where the Institute investigated the psychology of pupils and helped parents in the choice of careers for their children. Mr. Smith thought that such an institute could be established by the Madras University.

The conference then adopted a resolution placing on record its appreciation of the services of Mr. M. A. Candeth to the Teachers' Guild and to the cause of education. The resolution, which was moved from the Chair, was as follows:—

"The Madras Teachers' Guild has learnt with profound sorrow of the sudden and premature demise of Mr. M. A. Candeth, who was a member of the Guild for a number of years, and places on record its appreciation of the valuable services rendered by him to the Guild and to the cause of education, and conveys its sincere condolence to the members of the bereaved family."

Mr. K. Kuruvilla Jacob then delivered an address on measurement of Abilities.

MEASUREMENT OF INTELLIGENCE.

Miss Phillipsz in her lecture on "Measurement of Intelligence" pointed out that in the Lady Willingdon Training College they were carrying researches in the measurement test of general intelligence and they had obtained certain results. She also explained the methods adopted for the test, viz., by means of charts. Miss R. B. Nithyananda then spoke on Achievement Tests and explained how with these tests they were able to find out the subjects that present greater difficulties to pupils and also how far the pupils have progressed. She explained the significance of the Education quotient and the correlation between the E. Q. and the I. Q.

S. S. L. C. REORGANISATION.

Dr. A. Lakshmanaswami Mudaliar next spoke at great length on the S. S. L. C. Reorganisation. He said that the subject was full of difficulties and intimately connected with other thorny questions.

The difficulties of the situation have increased owing to a number of facts, not the least of which was the growth of a system of education in the province which, while it may be gratifying to those who viewed it mainly from the point of numbers, could hardly bring about any feelings of pleasure to those who viewed the development from the point of view of standards of attainment or efficiency. He realised that the question of Secondary Education was not quite simple of solution. What constituted a good, sound school in other countries as well; the problem of education, like the problems of many other subjects, could not be finally solved, because of the impact of so many other forces in the evolution of the world and of human society. To speak of any final solution in matters of education, was merely to overlook those fundamental factors which must act and react and necessarily make them change from time to time—not the ideal they have in view, but the methods which they should pursue to reach that ideal.

Proceeding the speaker said that the aim of all secondary education should be two-fold—it should be a complete stage by itself and should enable the student who left the school to enter life, with the necessary mental and

moral equipment, or in those select cases where it was thought desirable, to enable him to enter the portals of a university or a professional course. From these two points of view, it was difficult to say that the present system of secondary education really marked a final stage, or was a complete whole in itself. It was well known that so far as entrance into the portals of a university was concerned, the university and the college thereof were not at all sure that they were dealing with the material which was ripe for a university type of education to be given. It was not that the material was bad, but that it had been either mishandled in the schools, or insufficiently trained for the purpose. The high school training which failed to fit the boys for the university, would fail also in fitting them for anything else. A better secondary education would give to workshops and factories of the future the responsible leaders which they would require.

DEFECTS OF THE PRESENT SYSTEM

The defects of the present system were obvious. The students were made to enter the portals of a university at an age when they were really better fitted for the atmosphere of a school life. The methods of teaching adopted in the collegiate classes, the mass lecturing, the notes, the inadequacy of any personal supervision—were not the methods that should be adopted at that stage of physical and mental development. Few would deny therefore that their present system of demarcation between school life and collegiate life, was artificial and that a more radical change was necessary if they were to keep pace with progress elsewhere and to improve the products which were turned out from their schools or even from their universities.

He had in view the possibilities of some of the intermediate colleges developing in such a manner that they would be complete higher secondary schools, that they would take the student upto the age of 17 or 18 perhaps, and give him a much more thorough scheme of education in the last three years of his school life with the specialisation that might be needed for the one or the other courses that he may choose later: and he saw no fundamental difficulty in some of the colleges so reorganizing their courses that a finished product, coming out of these schools, might not have a three years' course for a Degree, which would enable him to avail himself fully of all the advantages of a university education. It was no doubt true that any experiment in this direction should be zealously guarded and that the institutions selected must be capable of maintaining high standards of efficiency, staffed with persons of undoubted attainment, with a zeal for reform in secondary education. It could not be said that there was such a paucity of talent or enterprise in this province that the experiment was absolutely impossible of fruition.

This seems to him to be the ideal to be aimed at. At whatever time it might be possible for them to achieve that ideal, let them at least keep it before them in all their endeavour to reorganize the S. S. L. C.

The speaker dwelt at length on what in his opinion was a somewhat chequered and unfortunate history of the introduction of the S. S. L. C. scheme in this presidency.

It is no use disguising the fact the speaker continued that educationists of eminence in this presidency as elsewhere, are divided into these two groups—who may be called the compulsory ideal group, and the optional ideal group. The compulsory ideal group believe that any scheme of second-

any education would be futile which did not include certain essential subjects.

They are of opinion that no student should go out of a secondary school, whether it be into public life or to a university, who has not had some training which will enable him to have a concept of science, of history, of mathematics and of the languages. On the other hand, the advocates of the optional group maintain that culture can be imbibed from whatever training is given to the students, provided that training is properly given; that it is not necessary for a student to go through every branch of learning—and the branches of learning are increasing with phenomenal rapidity. It is no doubt true that what we want from the student who has completed his secondary school course, is not a quantum of learning, but the capacity to learn.

VOCATIONAL TRAINING IN SCHOOLS

There is one aspect of the question, however, that has had to be kept in the foreground. Our schools should not, under any circumstances, be allowed to be dominated by the needs of the university; and I believe the proper function of a university is to pick up from the products of school life, without throwing its will on school working and taking the responsibility for the organization of school teaching. I hold that the schools should give an impetus for vocational training and that it would be in the fitness of things, whatever may be the ultimate aim of the student concerned, if at that age he be trained into some vocation, which he may or may not care to take up at a later stage. The unfortunate impression that university life and vocational training are incongruous and can never meet, should be eradicated from the mind of the young student. In any scheme therefore, the emphasis on vocational training has got to be laid; and it is the hope that such training will be of great benefit to those leaving the portals of the secondary school.

MEDIUM OF INSTRUCTION

A subject of some importance is the medium of instruction in schools. Everyone is agreed that the medium of instruction should be the mother-tongue wherever possible. But I trust everyone is also agreed that from every point of view, emphasis must be laid upon a thorough and sound training in English which has become the *lingua franca* not only of India, but of the greater part of the world. Most of the European countries and almost all the civilised nations of the world are to-day *bilingual* and it must be understood that it would be a retrograde step if from any point of view educational reform in this country should fail to recognise the need for bilingualism in this country. At the same time, I am equally emphatic that a compulsory system as regards the medium of instruction, will be a great hardship to the sons of the soil; for there are many considerations just at present why such a system will necessarily break down and retard educational progress. In education, more than anywhere else, evolution and not revolution, should be the ideal to be aimed at. Intense nationalism may sometimes inspire some of us with an ideal which is neither practicable nor desirable.

NEED FOR INCREASING EFFICIENCY

No scheme of the reorganisation of the S. S. L. C. would be complete without a reference to the need for the general toning up of schools in this presidency as elsewhere. The rapid increase in the number of schools within recent years, is one of the most striking features of educational progress in

this country, and while there must necessarily be an amount of gratification in the minds of most of us that it means a larger literate public, one cannot help feeling a twinge of one's conscience, whether all this quantity, is in the best interests of education. This is not the time, nor the place for me to go into the question of the reorganisation of schools as such; but a passing reference is undoubtedly necessary. Anyone who has followed with any degree of care the reports on education and has had intimate touch with the working of schools in various parts of this presidency, cannot help feeling that a great lee-way has to be made with many schools in the matter of efficiency.

"The true reform, the only reform, which will improve the schools is to improve the teachers. No adequate remedy for the defects in Secondary education will be found unless all the schools come under the supervision of a representative central authority, able to help them with funds and guidance and to enforce proper standards of payments to teachers and of educational efficiency." Let us not shut our eyes to obvious facts. It is idle to think of an efficient form of secondary education to students by teachers who are kept in perpetual misery, with no security of tenure, with inadequate salaries and with even such inadequate salaries not paid occasionally for months.

It is no use skipping over these facts, and one must be a poor advocate of efficient education who tries to ignore these facts and hides them ostrichlike, in the sands of camouflage. To me, as important as the reorganisation of the S. S. L. C. scheme is the reorganisation of the system of control of high schools—a reorganisation of the methods of finance of these schools, a reorganisation of the control of the teaching staff—their pay and prospects—to prevent any lowering of the status of the teachers—and I speak with becoming humility when I state that nothing will probably be a greater landmark for those who are responsible for the educational progress of this country than this great reform that is overdue in our midst.

A RETROGRADE STEP

Mr. Venkatasubbayya said that the present proposal in his opinion was a retrograde step. He also felt that any amount of discussion on the subject now would be of no avail. Because he understood that the reorganisation was a settled fact. The proposed grouping of subjects was incongruous. Generally speaking, he found a deterioration in the mental equipment of the present pupils. The cause of this, to a great extent, could be traced to the examiners, the teachers and the authorities. Remedies should be sought to remove this cause instead of precipitating a reform in the present S. S. L. C. course which was reorganised only in 1932.

Mr. Sourirajan said that the defects in the present course were due to the enthusiasm of the syllabus-makers and question paper-setters. It would be better to go back to the scheme of 1909. It would also be a good thing if the authorities insisted upon the schools to give instruction through the medium of the pupils' mother-tongue.

Mr. Natarajan said that the new scheme would be no improvement on the existing one. It would satisfy neither the teachers nor the University. He said that to say that the present syllabus in Geography and Elementary Science are heavy would not be true, for in these objects they are merely glorified middle school syllabuses. What makes them heavy is the language of instruction. If the mother tongue be adopted as the medium of in-

struction, there will be no need for any revision of the scheme and the syllabuses. He therefore suggested that the Director might issue a circular to the effect that teaching in non-language subjects should be in the mother-tongue. The present syllabus was not overloaded. The difficulties would disappear if boys were taught in their mother-tongue.

Mr. V. Seethapathi Naidu said that no system could be considered free from some defect or other. But the present system had worked more evils than was apprehended and it must be modified. The present syllabus was certainly overloaded and he protested against it while he was in the board. But the dominating influence of the University carried the day. Proceeding, the speaker said that there was a good deal of wastage of time by students who had been detained in their classes without promotion. This wastage could be avoided if final examinations were conducted in December instead of in April. At present from January to June the detained students were wasting their time. The holding of the final examinations in April was one of the chief causes for the low efficiency and deterioration of pupils.

THE D. P. I. DEFENDS THE CHANGE.

The Director of Public Instruction, who presided over the debate, wound up the discussion. He pointed out that there was no need for the atmosphere of despondency that prevailed in the speeches of some of the speakers. Of all the provinces in India, it was in this province that the S. S. L. C. course had preserved its vitality. The complaint expressed by some that there was deterioration among the present pupils as compared with the pupils of twenty years ago was not due to the S. S. L. C. system. The secondary schools were drawing now pupils from a different strata of society. It did not follow from this that the pupils now were less intelligent than the pupils of twenty years ago. The trouble was these different classes of pupils were less prepared for the school course due to their social and economic position. These conditions would disappear in course of time. The new course to be adopted was being framed in the light of various suggestions received by the S. S. L. C. Board. The course would be more elastic and would be suitable to present conditions.

Proceeding, the Director of Public Instruction said that the S. S. L. C. Board had not suffered very much from the oppression of the University. The Board had not precipitated any action. There was no more conservative body than the Board. The initiative for the reorganisation came from outside bodies. For instance, the Andhra University had decided to drop the optionals. When such suggestions came up before the Board they had to consider them. The Board thought that it was better to retain some form of optional subjects. There was no reason also why schools should be regarded as preparatory schools for the University.

In respect of another criticism of the scheme, the Director of Public Instruction said that whatever might be the optional subjects of the pupil—even if they were, for instance, Hindi and Typewriting—there would be no difficulty in respect of admission to the university course. And if the pupil had scored good marks in a particular subject in the compulsory group, for instance, Elementary Mathematics, there was no reason why he could not be admitted to the university course.

Referring to the "B" group of subjects which comprised geography and elementary science, Mr. Smith said people did not attach importance to this

group, in which pupils were not asked to answer papers in the public examinations. He explained his view by saying that it was false to think that if a student did not sit for an examination in a subject he could not know anything about the subject.

Mr. D. Thambuswamy, Joint Secretary of the guild then proposed a hearty vote of thanks to the Director of Public Instruction, to Dr. A. Akshmanaswami Mudaliar, and to other lecturers.

The conference then adjourned for luncheon.

The conference met again at 3-30 p.m., with Prof. N. Subramania Aiyar of the Teachers' College) in the chair, when papers were read on subjects relating to the new model questions introduced in high school examinations.

Mr. G. Narayanaswami Aiyar, of the Hindu High School, read a paper on "Specimen Questions and Terminal Examinations." He observed that when these new specimen questions were first circulated they created a panic in the minds of teachers and aroused a great deal of criticism. But experience had shown them that this type of questions was of great educative value. A good grounding in the fundamental principles of the subject was required if a student was to answer the questions satisfactorily. He believed that now this type of questions had not only ceased to alarm teachers, but had come to be appreciated by them. But he would like to emphasise one point, viz., that much would depend on the personality and idiosyncrasies of the examiner. He, therefore, wished that it should be guaranteed that examiners would be chosen from those who had had either teaching experience or a share in the drawing up of the syllabus. That would, he said, be the only means whereby reliable standards could be secured for teachers and students to go by.

Mr. K. Vedantadesikan, of the Ramakrishna Mission High School, next read a paper on the subject. The new system, he said, would give greater chances for examinations being made more correct and useful instruments of measuring the abilities of students. The latter would have ample opportunities to answer questions coming within their comprehension, and they would not be expected to write long answers. There would be less room for the prejudices of the teacher to come into play particularly in the valuation of the examination papers. But the new scheme would largely depend for its success on a due sense of proportion being observed in its working. They must not miss the design of the whole scheme, while attending to its parts.

Mr. V. Venkatasubbiah next addressed the gathering. Of all the things that had emanated from the S. S. L. C. Board, this scheme, he said, did great credit to them. It seemed to him that the scheme had been evolved with the best of intentions—of coming to the rescue of students who had not been able to secure any marks. (Laughter). Further, it would also enable examiners and teachers to find out whether the students had understood the fundamentals of the subject. But in respect of one or two points, the scheme would require improvement. In Geometry for instance, the working of rulers, should also be included. In regard to this subject and perhaps, in regard to most other subjects, also, hard and fast rules could not be laid down. In English, the questions seemed to be so designed as to elicit only two-or-three-sentence answers. This would not be quite a satisfactory arrangement if the S. S. L. C. was to be a preparation for the college course. The first year students of the college would have to write long and well-thought out answers and do a bit of arguing and discussion. He said that in respect of all these

matters, much would depend on the material that came up for training, the standard of teaching, the efficiency of the institutions and other factors.

The President, in winding up the proceedings of the conference, congratulated the members of the guild on the businesslike and successful session that had been held. Speaking on the new system of examination papers, he said that it had been instituted after a great deal of careful investigation. After all it was not a new or peculiar scheme introduced in this presidency. They were only adopting it in the presidency. In the old question paper, expert knowledge was required in valuation but the new system demanded qualification for setting the questions.

Mr. M. S. Sabhesan proposed a vote of thanks to the President and others who had participated in the conference. The conference then came to a close.

THE S. I. T. U. PROTECTION FUND

PROCEEDINGS OF THE SIXTH ANNUAL MEETING.

The Sixth Annual meeting of the General Body of the South India Teachers' Union Protection Fund was held in the Singarachariar Hall of the Hindu High School, Triplicane, Madras with the President Mr. M. S. Sabhesan in the chair.

97 members were present.

1. The Secretary read the notice of the meeting. Then the minutes of the last Extra-ordinary meeting held at Trichinopoly on 17-5-33 was read out by the Secretary and the minutes were approved.

2. It was proposed and seconded that the Sixth Annual Report, copies of which have been already sent to members be taken as read. The proposition was passed.

3. Then there was discussion on the Report. The following suggestions were made for future guidance.

(a) that the word "prepayment" occurring in the report be termed as "prepayment of subscription."

(b) that the Secretary do take steps to ascertain whether the members of the Protection Fund continue to be members of the S. I. T. U. directly or through an affiliated Association or not.

(c) that the budget be printed along with the Annual Report.

(d) that the revised budget with the actual figures for the year be printed along with the figures in the preliminary budget.

(e) that a statement of the progress of the Fund from its inception be included in the Annual Report.

Then it was proposed and seconded that the Annual Report as presented be adopted. The proposition was put to vote and carried unanimously.

Then the following office-bearers were elected for the ensuing year.

President:—Mr. M. S. Sabhesan, M. A., Professor, Christian College Madras.

Vice-President:—Mr. T. Ramanujachariar, Retired Teacher, Hindu High School, Triplicane, Madras.

Secretary:—Mr. M. K. Ramamurti, B.A., L.T., Assistant, T. T. V. High School, Madras.

Other Members of the Board:—

Mr. S. Srinivasa Iyer, Assistant, S. M. D. High School, Vellore.

Mr. J. N. Paramasivam Pillai, Assistant, Board High School, Satyamangalam.

Mr. S. T. Ramanuja Iyengar, Assistant, E. R. High School, Trichinopoly.

Mr. V. Aravamuda Iyengar, Assistant, U. C. High School, Madura.

Mr. K. S. Chengalroya Iyer, Assistant, Board High School, Krishnagiri.

Mr. A. Nagaraja Iyer, Assistant, Municipal High School, Villupuram.

Auditor:—Mr. T. S. Viswanathan, G. D. A., R. A., was elected Auditor.

Then Mr. H. Krishnaswamy Aiyar moved the following resolution:

To Rule 24 at the end of the last paragraph, add "provided no change made in Rule 10 shall affect the rights of any member mentioned in Rule 10, who has been admitted as a member of the Fund before the date on which the change in the rule comes into force." It was duly seconded.

A point of order was raised by Mr. T. P. Srinivasavaradan whether the resolution was quite in order in consonance with the regulations of the Societies Registration Act under which the Society has been registered.

The President then ruled that the motion for the change in the rule was out of order.

Then Mr. H. Krishnaswami Aiyar moved the following resolution.

Rule 16. Line 5. Change "75 per cent" into "90 per cent", and it was duly seconded. A discussion ensued.

The proposition was put to vote and declared lost.

Then Mr. V. Srinivasan moved: Rule 6. After line 6 add "A member may apply for any number of additional units (subject to the maximum fixed) payment towards the same and benefits accruing therefrom commencing from the date of sanction of the application by the Board of Management. Such a member shall pay in addition to the extra monthly call an Annual Contribution of Rupee one and Annual Subscription of Rupee one per extra unit."

Line 8. After "person," add "or allow any member to increase the number of units" consequential changes to be made in the other rules.

It was duly seconded. Then a discussion ensued.

Then Mr. S. K. Yegnanarayana Ayyar moved, "Mr. V. Srinivasan's resolution with the amendments given notice of by the other members to that amendment, be remitted to the Board of Management for obtaining legal and actuarial opinion and for report as early as possible."

It was duly seconded. The motion was put to vote and carried.

Then with the leave of the house Mr. V. Srinivasan withdrew the following resolution:

Rule 23. Line 4.—Delete "and".

Line 5. Add "and the budget estimates for the year for consideration and adoption."

The President on behalf of the Board said that in future the budget will be placed before the General Body for discussion.

Then with the leave of the house Mr. V. Srinivasan withdrew his amendment to Rule 18 regarding election.

Then Mr. S. K. Yegnanarayana Iyer proposed "Resolved that the General Body hereby places on record the valuable and meritorious services rendered, of the retiring Secretary Mr. R. Ramakrishnan, and the other retiring members of the Board, Mr. S. K. Krishnamurthy Iyer and Mr. S. Vaidyanatha Iyer of Kurnool."

The proposition was seconded and was passed unanimously. Then the authorities of the Hindu High School were thanked. Then the meeting was dissolved.

M. K. RAMAMURTI,
Secretary.

TTT-BITS FROM THE EDUCATIONAL WORLD

BY

ANGLER.

BREACH OF DISCIPLINE

The Director of Public Instruction of the United Provinces has issued a circular prohibiting teachers and members in the Educational Service to meet the Minister or Council members for redress of grievances. This is an inevitable off-shoot of Dyarchy. No head of a department can be looking on, even under Purna Swaraj, when his authority is set at naught by attempts to set the Ministry and the Department in conflict. While ministries may come and go, the Department will go on for ever and it will be sheer breach of discipline for any Minister or his creatures to countenance weakening of the authority of the Director of Public Instruction.

THE UNIVERSITIES CONFERENCE

The Universities Conference has come and gone. It was expected to co-ordinate and correlate University activity throughout India, besides giving a vocational turn to studies to bring about some correlation between Education and Living. Whatever the Inter-University Board might or might not do, one thing is clear that, like other educational organisations which are groping their way in the dark, it is lacking in long vision even with regard to fundamentals, like vernacularisation of studies.

EDUCATION IN THE MADRAS COUNCIL

The budget session of the Madras Council, as usual, has revealed the irresponsiveness of the members of the Legislative Council to the problems of Education. Save for the debate on the Champion Scheme, no other problem was discussed on the floor of the Council. The reasons are obvious. Most M. L. Cs. require to be educated. A Standing Legislative Council Committee of the S. I. T. U. must collect facts and print them and distribute them to M. L. Cs. before every Council session. The University member and other members interested in Education must be approached to interpellate and in other ways draw public attention to educational needs.

ORGANISATION OF WOMEN TEACHERS

It is gratifying to note that the North Arcot Women Teachers have taken the trouble to meet in conference. It would be in the fitness of things if women teachers in every district follow the example of North Arcot and form a Women Teachers' Guild for each district to be affiliated to the S. I. T. U. as the central organisation. It may interest women teachers to know that an association of assistant mistresses in Secondary Schools is working in England in close co-operation with the Incorporated Association of Assistant Masters, with their office at 29, Gordon Square, London W.C.

TRADE UNIONISM FOR TEACHERS

Teachers will be interested to know that intellectual workers in Great Britain and in Europe have organised themselves as Trade Unions. The foremost organisation of this group is the International Confederation of Intellectual Workers with Monsier Louis Gallie, 2 Rue de Montpensier, Paris, as General Secretary. In Great Britain, the principal organisation of professional workers is the National Federation of professional workers with Mr. Stephen W. Smith as Secretary at 32, Gordon Square, London. The Working Committee of the S. I. T. U. is understood to be considering the question of registering

THE SOUTH INDIAN TEACHER

the S. I. T. U. under the Trade Union Act. This is due to a feeling that what is good for the industrial and social life of civilized nations is equally good for the educational life of teachers. Trade Unions not merely confer monetary benefits and the right of collective bargaining with employers but they also promote partnership of employees with employers. They, besides, show the willingness of the organisation to co-operate for common good and a readiness to sacrifice individual interests for the professional good. Registration as a Trade Union confers the right of recognition and implies protection of the Union's interests as such. The executive of the S. I. T. U. will do well to meet the Trade Union Registrar of Madras at Chepauk and discuss with him the chances of registration of the S. I. T. U. as a Trade Union under the Indian Trade Union Act of 1926 and the Madras Trades Disputes Act of 1929. Even if under existing acts, teaching has not been recognised as a public utility service, the S. I. T. U. may move the Government of Madras to include "Teaching" in the list of recognised public utility services for purposes of the Trades Disputes Act.

A WORD TO THE D. P. I.

The present Director of Public Instruction who is signalling his administration by definite lines of guidance and action will be doing a distinct service to the cause of educational employees if he causes District Educational Officers to call for reports of termination of teachers' services in each district, along with annual financial statements. The inclusion of such reports in the Director's report on Education will go a great way not merely in the direction of furnishing statistics about insecurity of teachers' tenure but also pave the way for public enquiry into such state of affairs. The Director can thus do his duty by teachers if he uses departmental machinery to ascertain the state of service conditions in recognised schools in Madras.

THE S. I. T. U. PROPAGANDA AND PROTECTION FUND

What was not possible six years ago has now become practical politics for the S. I. T. U. The S. I. T. U. Protection Fund, the potentialities of which have yet to be realised by a large majority of teachers of all grades, has, with only 1,000 members and more, been able to set apart about Rs. 2,000 as Profession Fund which is our Propaganda Fund. It is this which is now enabling the S. I. T. U. executive to do subsidised propaganda. If only every eligible teacher, man or woman, joins the fund, he or she will be unconsciously helping the professional cause. Any eligible teacher who is keeping out of the Protection Fund should be considered a traitor to the cause of the teaching profession.

RECENT TEACHERS' CONFERENCES

The annual meeting of the S. I. T. U. at Madras on 31—3—1934 was indeed an important session as, in the words of "The Hindu," it has taken the constructive step of introducing the Service Conditions Bill in the Madras Legislative Council. The Madras Teachers' Guild Conference was fortunate in securing Mr. Erlam Smith, Director of Public Instruction, Madras, to preside over its annual Conference. While the Conference was diffident about the revised S. S. L. C. Scheme, and Dr. A. Lakshmanaswami Mudaliar rightly pleaded for a thorough overhauling of Secondary education, with due regard to the improvement of the teachers' lot, Mr. Smith seems to be obsessed with the importance of the optional group scheme. Whatever the result of Mr. Smith's direction, he would be failing in his duty if he does not take note of the tendencies of the times which demand a statutory reorganisation of Secondary education and its finances, and a statutory recognition of the teachers' rights in the educational machinery. The Director will be doing the right thing if he impresses upon the Ministry the need for a Secondary Education Act and a Teachers' Service Conditions Act. The All-Bengal Teachers' Conference held at Asansol on 31—3—1934, among other things, has empowered its executive to draw up a scheme for reforming Secondary education in Bengal for consideration by the

Government of Bengal which is contemplating legislation in respect of Secondary education. This is exactly what every Teachers' organisation in each province should do to educate the powers that be, because it is the right of organised teaching opinion to have its official policy outlined in advance. The ninth session of the All-Bengal College and University Teachers' Conference at Faridpur on 31—3—1934 was ably presided over by Dr. Urquhart who sounded a timely note of warning against cliques and cabals influencing academic motive and action. What applies to Bengal equally applies to Madras, where the academic life of the Universities and University Colleges has already been vitiated by extraneous differences of politics and communities being allowed to have their free play in recent years. In Great Britain, all classes of teachers have separate organisations of their own to protect the interests of their group. The Association of University Teachers with its headquarters at the University College of Wales, Aberystwyth, is an instance in point. Will the University Teachers of Madras form an organisation of their own and affiliate it to the South India Teachers' Union?

FROM OUR ASSOCIATIONS

THE TANJORE DISTRICT TEACHERS' GUILD

The Annual meeting of the Tanjore District Teachers' Guild was held on 7th April 1934 in the upper hall of the Local Town High School, Kumbakonam, with Mr. V. Mahadeva Iyer, Headmaster, Native High School, Kumbakonam and Vice-President of the Guild in the chair.

After a few remarks by the chairman, Mr. R. Swaminatha Iyer, B.A., L.T., Retired Headmaster, initiated the discussion on 'The Champion report on consolidation and concentration of Elementary Schools.' He observed that he was convinced from a study of the report that on the whole the report was not unfavourable to the progress of elementary education in India. He then detailed the recommendations and findings of the report and explained how inefficiency and wastefulness that were rife in the present system of elementary education was sought to be remedied by the scheme. He also explained the details of the scheme and the changes that would be effected when it was put into operation. He held that there were many advantages in the adoption of the scheme. He also stated that there were certain obvious defects which might be eliminated by experience. He then formulated his criticisms of the report in the form of certain resolutions which he placed before the Guild suggesting that the scheme be first tried in the first instance in select places and that the junior schools contemplated should consist of three and not two standards with at least two qualified teachers in charge.

A very lively discussion ensued. Mr. V. Raghava Aiyangar, Headmaster, Municipal High School, Mayavaram, observed that, even granting that the scheme adumbrated would make for economy, it was doubtful whether the scheme would result in increased efficiency.

Mr. O. S. Venkatarama Iyer of the Town High School, Kumbakonam wanted education to be brought to the door of the pupils and he was against making the children walk some miles to attend school. Mr. Ganesa Aiyer, Superintendent of Elementary Education in the local municipality, stated that they had introduced many of the recommendations of the Champion Scheme and found that they yielded good results. He was for the introduction of the Champion Scheme in urban areas.

Rev. Father Chinnasami, Headmaster Little Flower High School, Kumbakonam, said that it was one thing to say that the whole system of elementary education in the province required thorough over-hauling and another to adopt the recommendations of the Champion report. He was of the opinion that the scheme chalked out in the report was thoroughly unsuited to the conditions obtaining in India, particularly in rural India. He also condemned the system of co-education sought to be introduced and said that co-education in the lower classes now put forward was the thin end of the wedge for the introduction of co-education in higher forms too. Mr. Swaminatha Iyer then answered the objections made against the report. The Chairman in winding up the debate observed that many of the teachers now employed would be thrown out of employment if the scheme were to be put into force.

Meeting after lunch, the house considered the teachers' service conditions bill. Mr. V. Guruswami Sastri B.A., L.T., Headmaster, Sir S. High School, Tirukattupalli, dwelt at length on the disabilities of the teachers in our country and described in detail how the interests of the teachers were safe-guarded in England. He then pointed out the importance and urgency of the bill becoming an act, taking clause by clause. He laid special stress on the registration of teachers, the appointment of a Board for the control of education and for securing the interests of teachers. Mr. N. Kalyanarama Iyer wanted the teachers to take an active interest in popularising the bill and not be deterred by false pessimism. After a short discussion the Executive committee was directed to make a detailed report which was unanimously adopted. In the report, he made a fer-

vent appeal to the teachers to encourage the S. I. T. and the Protection Fund, and contribute liberally towards the Silver Jubilee Fund of the S. I. T. U.

The meeting terminated with the usual vote of thanks. The Kumbakonam Educational Association was "At Home" to the guests. There was a grand dinner at 8 p.m.

At the meeting of the guild held at Kumbakonam on 7-4-34, the following resolutions were passed.

1. The members of the guild place on record their deep sense of grief at the demise of Mr. A. Rangaswami Aiyangar one of the foremost leaders of the country.
2. The guild expresses its deep feelings of sorrow at the untimely death of Mr. M. A. Candeth, an eminent educationist.
3. The guild places on record its sense of sincere appreciation of the eminent services rendered by the retiring President Rev. N. G. Ponniah who was so ably guiding the destinies of the guild during the last six years.
4. The guild resolves that as the present S. S. L. C. Curriculum which is only two years old has not been given a fair trial, it is premature to think of any drastic change in it and that the recent resolution of the Academic Council, removing general knowledge subjects from the compulsory group, including Algebra and Geometry in Elementary mathematics and insisting on a study of two subjects out of three optional groups the humanities, the sciences and the vocational subjects, is an ill-thoughtout, awkward compromise, coming as it does so soon after their August resolution doing away with all optional subjects and conduces neither to the goal kept in view by Syndicate who moved for a study of three optionals nor to the utility and efficiency of Secondary education.
5. With reference to the Champion report on the concentration and consolidation of Elementary Education the guild is of opinion that, in the present state of education in the country, the recommendations made in the report cannot be carried out without detriment to the progress of Elementary education and therefore it is suggested that the scheme should not be given effect to, without sufficient experimentation in certain select areas.
6. The guild resolves that the Ex. committee do form a sub-committee with power to add, to consider the Teachers' Service conditions bill and submit an early report thereon.
7. The guild gladly accepts the invitation of the Tirukattupalli Sir S. High School, Teachers' Association to hold the next meeting at Tirukattupalli.
8. The following office-bearers were elected for 1934-35 and 1935-36.

President.—M.R.Ry. V. Mahadeva Iyer, B.A., L.T., Headmaster, Native High School, Kumbakonam.

Vice-Presidents.—(1) M.R.Ry. T. Rajam Aiyangar, B.A., L.T., Headmaster, K. H. School, Tanjore, (2) M.R.Ry. T. A. Ramachandra Iyer, B.A., L.T., Headmaster, B. H. School, Kuttalam.

Joint Secretaries.—(1) M.R.Ry. V. Raghava Aiyangar, M.A., L.T., Headmaster, Municipal High School, Mayavaram, (2) M.R.Ry. N. Kalyanarama Iyer, B.A., L.T., First Assistant, Sir S. High School, Tirukattupalli.

Members of the Committee.—Messrs. (1) N. Rengasami Iyer, M.A., L.T., Headmaster, Town High School, Kumbakonam, (2) N. R. Subramania Iyer, B.A., L.T., Headmaster, B. H. School, Nannilam, (3) S. Aravamuda Aiyangar, B.A., L.T., Headmaster, B. H. School, Tiruvarur, (4) S. Vaidyanatha Iyer, B.A., L.T., Headmaster, National H. S., Mannargudi, (5) K. S. Krishnaswami Aiyangar, B.A., L.T., H. M., Banadurai H. S., Kumbakonam, (6) N. Paramasiva Iyer B.A., L.T., Headmaster, Atheenam H. S., Tiruvadamathur.

Sir S. High School, Tirukattupalli,
16-4-1934.

N. KALYANARAMA IYER,
Joint Secretary.

KURNOOL DISTRICT TEACHERS' GUILD

The guild held its last Conference for the academic year 1933-34 on the 3rd, 4th and the 7th instants in the Coles Memorial High School, Kurnool. M.R.Ry. G. Damodara Mudaliar Avl., B.A., L.T., the District Educational Officer, Kurnool, presided. More than ninety men and women teachers and a few members of the public attended the meetings.

When the first session commenced on the evening of the 3rd inst., the house passed a resolution of condolence at the sad and untimely death of Mr. M. A. Candeth, Deputy Director of Public Instruction, Madras.

Mr. R. K. Kuppuswami Iyer, B.A., L.T., Headmaster, Municipal High School, Kurnool, delivered an interesting lecture on "Adoption of Scientific Method in Teaching." He began with an appeal to the teachers to keep themselves acquainted with the various problems which at present agitated the minds of educationists in the West and the experiments made to solve them. He dwelt on the educational problems peculiar to our Presidency, such as, vernacularisation, importance of examinations, the object of the High School Course, large failures and poor out-turns. He emphasized that teaching was a progressive science and that we could solve many of our problems scientifically by conducting systematic experiments instead of indulging in vague generalisations and arriving at hasty and empirical conclusions. He then explained how teachers could reap maximum benefit from their labours in the class room by following the well-known laws of teaching, such as, readiness, exercise and effect. He suggested the holding of diagnostic tests for boys, and studying the results to explore ways and means for making his teaching more and more successful, as far as his limited freedom could allow.

Next evening Mr. R. K. Kuppuswami Iyer continued his lecture and spoke on "Individual teaching". He referred to the wastage and inefficiency of mass teaching which taught the average boy who was non-existent. He said that right teaching should be based upon scientific principles and aim at reaching every individual in a group. He regretted that fullest scope to individual teaching was not possible at the present day as the teacher was not free to have his own way of selection and classification of pupils and framing curriculum of studies with reference to their needs and mental capacities. But some substantial work could be done by applying Intelligence Tests, dividing his class into two or three groups, each containing pupils of almost the same mental capacity. The teacher could best follow a sort of modified Dalton Plan of Assignments apportioning them judiciously. The merit of this type of teaching was that, while the retarded pupils could be raised gradually to the normal level, the highly intelligent pupil could make rapid advances and gain double promotion without their enthusiasm being damped. He finally said that this method deserved the best consideration of the teaching profession and that if teachers exercised their refined judgment and expert knowledge gained from up-to-date books and journals on education, the method was bound to yield good results. With a few observations of the Chairman the proceedings of the day concluded.

Mr. B. J. Rockwood, M.A., B.D., Principal of the Coles Memorial High School, Kurnool, was "At Home" to the members of the Guild.

The Conference reassembled on Saturday the 7th inst., Mr. P. Raju B.A., L.T., of the Coles Memorial High School, Kurnool, delivered an interesting lecture on the teaching of Mathematics. He said that the real object of teaching should aim at the adjustment of the individual to the environment through acquisition of attitudes and abilities and development of skills. This could be best achieved only when the teacher adopted the Unit Method which isolated difficulties and dealt with only one Mathematical idea at a time. These ideas could be drilled into the minds of the young ones by copious and repeated exercises. He then spoke about the importance of diagnostic tests for ascertaining the nature and cause of difficulties and errors which could be set right by the application of remedial measure which should vary with individual pupils.

Mr. C. Venkatasastri B.A., L.T., of the Government Training School, Kurnool next addressed the audience in Telugu on "The Champion Scheme." He referred to the wast-

age and stagnation of the present day Elementary Education and its low level of efficiency owing to the existence of single-teacher schools, many of which had mushroom growth and were run by untrained teachers. He defined the principles of the Champion Scheme which aimed at the consolidation and concentration of Elementary Education and explained how the Scheme would really bring about improvement by the organization of Central School managed by responsible bodies and manned by efficient and trained staff. The lecture was followed by an interesting discussion in which many members took part.

That evening the guild members had the honour of being the guests of M.R.Ry. G. Damodara Mudaliar, B.A., L.T., their popular District Educational Officer, at a Lunch.

The following resolutions were passed at the Conference:—

1. This guild disapproves of the changes to be introduced in the S. S. L. C. Course of studies as they are educationally unsound and not helpful to pupils going up for a College Course. It appeals to the Director of Public Instruction (a) to allow the existing system a fair trial which it deserves, by continuing it for a few years more. (b) if that be not possible,

(i) to remove the classification of the C Group subjects and allow pupils freedom to choose two subjects without any restriction whatever. (ii) to include Algebra and Geometry in the Optional Group, its right place. (iii) not to stiffen Elementary Mathematics by introducing formal portions of the subject.

2. This guild does not welcome G. O. No. 47. Law (Education) dated 6-1-34 introducing restriction in the grant of fee-concessions to poor pupils and requests the Director of Public Instruction to arrange for the cancellation of the same.

3. This Guild respectfully urges on the Director of Public Instruction through the Inspecting Officers to sanction not less than eight weeks for the summer vacation for schools in the Ceded Districts in view of the exceptional severity of summer in these parts.

4. This guild humbly requests the managements of all schools in this District to realise the hardship of teachers and remove the salary-cut with effect from April 1934.

Mr. G. SIVARAO,
Secretary.

TRICHY DISTRICT TEACHERS' GUILD—THIRD QUARTERLY MEETING

Debate on Champion Scheme—Protest against Arbitrary Termination of Services and Denominational Policy

(From our Trichy Correspondent.)

The third quarterly meeting of the Trichinopoly District Teachers' Guild was held on 17-3-1934 in the Roman Catholic Boarding and Training School, Cantonment, Trichinopoly, from 1 to 5-30 p.m., with M.R.Ry. K. Natesa Aiyar Avl., Retired District Educational Officer and honorary member of the Trichy District Teachers' Guild in the chair. Over 130 delegates were present from all over the district.

The Rev. Fr. Miranda, S.J., Headmaster, R. C. B. T. School, welcomed the guild and said it was a pleasure to receive the guild for the first time in an institution which was interested in the spread of Education and which was doing useful work as a training institution. Touching upon the subjects for discussion, the Champion Scheme and Service Conditions of Teachers, the Rev. Father said both were important as literacy of the masses and a contented staff were necessary for the progress of the country. While Government was bound to help in the solution of these problems, it was wrong to entirely depend on Government.

M.Ry. K. Natesa Aiyar Avl., then made his introductory speech. He was of opinion that the questions to be discussed were of vital importance to teachers and to the cause of Education. Teaching work was not a mechanical work but the work of a personality on personality. No scheme, however elaborately drawn up, could work unless statesmen got a body of satisfied and enlightened teachers. The teacher was the pilot in any scheme of Education and it was vitally important to make the teachers' life and personality safe.

Mr. G. Varadachari, Secretary of the Guild, presented the minutes of the last meeting. A member referred to the wrong reports which appeared in the press regarding the last meeting, and asked the Secretary why no steps were taken to remedy the same. The Secretary replied that the guild was not concerned with any report except the official report which appeared in the "South Indian Teacher." Mr. S. T. Ramanuja Iyengar pointed out that, as a responsible office-bearer of the guild, he had issued a correction to the press report. The minutes were then unanimously passed.

Then discussions were resumed on the resolution before the guild since the meeting on 10-2-'34. The resolution ran thus: The Trichy District Teachers' Guild agrees with the general principles enunciated by Mr. H. Champion in his valuable report as embodied in G.O. 740/30 and G.O. 1639 33 regarding the need for efficiency and economy with a view to expansion of Elementary education by gradual fusion of schools by mutual agreement among different agencies in each area; requests the Ministry of Education to adopt a ten-year plan of expansion of Elementary education to bring every child of school-going age into Elementary schools in consultation with organised teaching opinion in each area; and calls upon the legislators and politicians to amend the Elementary Education Act with a view to make Elementary education the first charge on Provincial Finance.

Mr. M. M. Balakrishna Aiyar of Kulitalai in resuming discussion referred to the progress the Scheme had made through the proposals put forward by Educational Officers. The scheme attempted co-ordination of educational agencies in Elementary education and it was a step in the right direction. It was inevitable for some agencies to go or be fused with other agencies in the interests of educational finance. The speaker referred to the Trichy Guild resolutions passed in August 1930 on the Champion Scheme and quoted figures in support of the modifications of the scheme therein suggested. He made a plea for the improvement of single teacher schools as they were part of the heritage of the Indian system of Education.

Rev. Fr. Miranda agreed to the third and second part of the resolution before the House but opposed the first part of the resolution. His quarrel was not with the need for economy nor with the need for efficiency but with concentration and consolidation through fusion as the means of co-ordination. He also objected to State monopoly for it was the privilege of the Government to help in maintaining them. In his opinion, State control had proved harmful in many a country and it had to be fought against tooth and nail. He also objected to co-education not on moral considerations but on practical grounds. He urged the need for separate schools for boys and girls on natural grounds.

Mr. S. K. Devasikhamani agreed with the first and third part of the resolution and suggested modification of the second part. He interpreted the intentions of the Department as efficiency in the long run, and economy with a view to avoid diffusion. He disagreed with Fr. Miranda's objections and moved the following amendment which was seconded by Mr. M. M. Balakrishna Aiyar:

Add after "area" in clause 2 the following: provided (a) that the maximum strength of the central school be 350 instead of 1,000; (b) that the junior schools run 3 classes instead of 2; (c) that the distance between the central school and the junior schools in a particular area be not more than $\frac{1}{2}$ a mile; (d) that co-education be confined to the first five standards; and (e) that no central school should be started unless the department undertakes the full responsibility of providing a suitable building and playground.

Mr. S. T. Ramanuja Iyengar agreed to the amendment of Mr. S. K. Devasikhamani and the resolution as amended was thrown open for further discussion.

Mr. V. D. Venkatasubramania Aiyar opposed part I of the resolution and supported Fr. Miranda.

Fr. Miranda was agreeable at one stage to accept the amended resolution if instead of "principles," "suggestions" was introduced, but later abandoned that position.

Mr. S. T. Ramanuja Iyengar, as the mover of the original resolution, replied to the debate. He pointed out the scheme had to be viewed on the guild platform from the standpoint of Education and national interests and not from the point of view of agencies and religious principles. He urged teachers present not to be influenced by the views of their employers but by considerations of educational efficiency only. He reiterated the principles of the Champion scheme as revealed in his diagnosis and proposals and said they were in the direction of cosmopolitanism, nationalism, common control, avoidance of wastage and expansion by fusion on educational grounds. Referring to Fr. Miranda's objection to State monopoly, he pointed out that the country since the time of Gokhale had asked for State responsibility of Elementary education. While agreeing that there could be two opinions regarding the efficacy of control by State, the speaker referred to the joint irresponsibility of the State and people in India resulting in joint responsibility of muddle and dyarchy in Education. He warned those who opposed co-ordination of Educational agencies under a common authority to remember that democratic India in the coming years would teach the same lesson to reactionaries in India as Europe had taught to intriguing minorities, and would hound out denominational agencies antagonistic to united national endeavour. He therefore urged the House to vote for the resolution. On a motion that the question be put, the chairman proceeded to call for votes. Mr. K. Ramaswami Aiyar raised a point of order that the original resolution and the amendment should be separately put. The chairman ruled out the objection of Mr. Ramaswami Aiyar and put the resolution as amended before the house.

The proposition was defeated by 37 against 52, after a debate of nearly three hours.

Mr. G. Varadachariar announced the meeting of the S.I.T.U. at Madras on 31-3-'34 to consider the Service Conditions Bill and suggested to the Teachers' Associations to send their amendments if any direct to the S.I.T.U.

Mr. S. T. Ramanuja Iyengar then moved certain urgent resolutions.

1. The Guild places on record its emphatic protest against the arbitrary termination during 1933-34 of the services of many teachers in several schools of the district as it offends against the spirit of the contract in aided institutions.

2. This Guild requests the District Board of Trichinopoly not to give effect to the proposals for salary cuts in teachers' salaries.

3. This Guild views with alarm the denominational policy coming into vogue in the staffing of Educational institutions involving termination of service of several teachers and it requests the government to see that public educational institutions receiving their sustenance through fee income from all classes and grants from public funds do not adopt any denominational policy against the spirit of the Madras Educational Rules.

In moving the set of resolutions, Mr. S. T. Ramanuja Iyengar detailed the cases of termination in the schools in Trichy town and in the mofussil and pointed out that the cases of termination were breaches of the service rules obtaining in respective institutions. Thus where 3 months notice was due as per service rules of a school, only 1 month had been given. In no case was the consent of the employee taken to dissolve the contract. In some cases, teachers had been damned all of a sudden with charges, with no chances for explanation. Teachers contributing to Provident Fund and in permanent employ were treated as probationers all of a sudden. Non-Christian teachers, among others, had been thrown out in the Bishop Heber College High School in pur-

THE LEAGUE LIBRARY

The International Research Library of the League of Nations made possible by Mr. John D. Rockefeller Jr.'s donation of \$2,000,000 is now nearing completion. The Library which it will house will unquestionably be one of the great international research libraries of the world. It will be the nucleus of a world chain of libraries.

LEAGUE OF NATIONS INTELLECTUAL CO-OPERATION.

The programme of the Intellectual Co-operation Organisation for 1934, illustrates those characteristic features of the work in this field which emerged so clearly from the debates of the Assembly and the Council of the League of Nations and of the International Committee on Intellectual Co-operation, namely, continuity and development.

Continuity—by the ceaseless exploration of the vast field of investigation and study allotted to the Organisation; development by the constant enlargement of this field and its extension to almost every aspect of international relations.

For the last three years, the characteristic feature of the programme of the Institute of Intellectual Co-operation has been an endeavour to ensure stability and a conception of work permitting of clarity of definition. The programme is designed to satisfy three main requirements:

(1) By means of the numerous relations it has established between the major national departments concerned with intellectual questions, the Institute has built up a network of regular and systematic intercourse between them.

(2) By the scientific study of international relations—carried on under its auspices since 1931—the Institute associates, in regard to certain definite points, scholars and research workers with the task of organising on an international basis the world of to-day.

(3) Lastly, by public debates in connection with certain problems, whether in the form of conversations, exchanges of letters or comparative study, the aim of the Institute is to consolidate the very basis of this international community; it firmly establishes the fundamental and spiritual principles involved.

If, to these three forms of international intellectual intercourse, we add the great quantity of documentary material which the Institute places at the disposal of the intellectual world in its publications, and the work undertaken for the protection of intellectual rights, it would seem that the expression "international intellectual co-operation" has really been given a definite meaning, that its definitive object is established and that its scope has been defined.

The Organisation this year will continue and intensify its activity on the three planes which have been described as the service of States, the service of the League of Nations, and intellectual co-operation *per se*. It will pursue its enquiries in the field of education, university relations, the co-ordination of museums, archives and libraries, art and literature. It will extend its studies of international relations by preparing a conference on collective security and by examining the co-ordination of social, economic and political science. It will develop its investigation of the intellectual role of the press and broadcasting (its work on broadcasting and peace has entered upon a decisive stage with the submission to Governments of a general convention on the subject). The Conversations and the Open Letter series will also be continued.

(For further information on this or allied subjects connected with the League of Nations, readers are referred to The League of Nations Indian Bureau—Editor.)

OUR LETTER BOX

READING APPARATUS.

The Editor,

'The South Indian Teacher,'

41, Singarachariar Street, Triplicane, Madras.

Sir,

I am grateful to your reviewer for his very favourable review of my individual reading apparatus in your March issue. Though your reviewer has been considerate enough not to hurt my feelings and has therefore called them suggestions for making the set more useful yet your readers will consider them as defects. I hope, therefore, you will permit me to deal with the points raised in order to clear up some misconceptions. It looks to the reviewer that the points he has mentioned have been overlooked by me because he is not acquainted with my complete scheme (as practised in the new method schools here) of which the reading apparatus review is only the first step. *En passant* I may mention that in 1932 ten schools in the district started the new method. The improvement in the standard of attainments in these 10 rural elementary schools was so striking that to-day over 150 schools are using the method and many more are only waiting for the new school year to introduce this new method. This is not bad progress for a new method. The real obstacle to the more rapid spread of this method is not reluctance on the part of teachers to try new methods. Quite the contrary; I have found a most exhilarating keenness to use this new method evinced by elementary school teachers. It is the managements of schools which are reluctant to spend any money on providing the necessary reading cards. Your reviewer has remarked "these cards and reading sheets can be purchased only by school authorities." This is not quite correct except in cases where the school decides to adopt the new method in the middle of a school year. After pupils have purchased copies of a 'reader' it would be unfair to ask them pay again for these sets. But consider a class of 30 pupils at the beginning of the school year when pupils have not yet purchased readers. We have been able to manage classes satisfactorily with as few sets as 3 for a class of 30 pupils on the rolls though it is better to have 1 set for every 6 boys. The cost of a set being Rs. 1-8-0 the total cost for a class would be Rs. 4-8-0 or 72 annas. The cost per pupil therefore is only 2 2/5 annas; with class teaching with a reader since each pupil must have a copy the cost per pupil will vary from 2 annas to 2 1/2 as the cheapest primer is not less than as 2 each while some which are printed in two parts cost as much as annas 4. Further these reading cards and sheets are printed on stout cards and paper so that with little care the supply ought to last 2 years, a little careful handling a supply should easily last 3 years. If then the sets last two years even at 5 sets per a class of 30 the cost per pupil will be less than the cheapest tamil primer in the market.

In devising this method I have constantly had in mind typical rural elementary schools and the conditions prevailing in them which have obstructed successful teaching. I very early realised that one of the first things to do is to reduce the cost to the parent. Consider this sample of the figures I collected during the course of my investigations.

First of all an axiom which no teacher with any knowledge of psychology will refuse to accept. A child cannot learn to read without reading material; it cannot learn to write without writing material. What proportion of children in elementary schools have books and slates? The following are figures taken from some schools picked at random. These figures were taken a month after I had had a talk with the village Panchayatdars about the need for supply of books and slates.

The denominators show the total strength of the class and the numerators—the number of children without e. g. In the first column against school I, we find $3/6$. This means, the total strength of class is 6 and out of these 3 have no Tamil reading books.

Our Elementary education system is at present a voluntary system. By this I mean that the parents of the children now in school have sent their children to school of their own free will. If a large proportion of such parents will not or cannot purchase books and slates for their children what will it be when elementary education is made compulsory? The state may compel a parent to send his child to school but will it compel a parent to buy books and slates?

The first essential thing therefore to do if the standard of attainments in the elementary school is to be raised is to work out a scheme which will not only reduce the cost to the parent but which will ensure a supply of reading material at least for every child the minute it enters the school. This brings me to the effect of my scheme on this aspect.

The figures I have given above show that use of my method in standard I will cost the pupils less than use of a reader even if the pupils were asked to contribute towards the cost of the sets. Granting 2 years of life to the apparatus with 5 sets for a class of 30 the cost per pupil is 2 annas; with 3 sets for a class of 30 the cost per pupil will be 1-4/5 annas. The cheapest primer is annas 2. Frequently most pupils before promotion to Standard II have to buy 2 copies of the primer because this flimsy booklet is handled daily in and out of school for at least 200 days in the year. Further with a "reader" even when the boy is reading the last page the first page is handled by him and is of no use to another boy; With individual cards when a boy has learnt a card he passes on to the next and the card he has finished with is available for the use of another boy.

In the other standards similarly our new method schools are using loose sheets of stories. Needless to say these stories have been specially written and carefully graded after trial in the very kind of schools which are going to use them. I will not go into details as more than one article would be necessary to deal with the whole scheme. Suffice it so say that the reading material is not only better in quality both pedagogically and as children's literature but is more in quantity than is contained in any reader on the market. The important point is the cost per pupil. The minimum cost per pupil if new sets are purchased every year in Standard II 6 pies and Standard III 9 pies. This price includes assignments on each story and a specimen set of test papers. The price of a few different readers are as follows.

	1	2	3	4	5	6
Standard II.						
Readers per copy. Rs.	0-3-0.	0-3-6.	0-3-0	0-3-0.	0-3-0.	0-3-0.
Std. III. do.	0-3 6.	0-4 0.	0-4-0.	0-4-0.	0-3-6.	0-3-0.

If boys are taught to handle sheets carefully (and of course delicate handling should be taught) the sheets can last 2 years, in which case the cost is halved.

For reasons which I will not go into, the copyright of the standard I apparatus was sold to a publisher but I have decided not to sell the copyright of reading material for the higher standards but to give it free to any school that wants it. Any school which wants these sets can get them at cost price from the Headmasters' Association Madras, if

any school wishes to print or duplicate its own copies we shall be pleased to supply single copies.

From the foregoing you will easily realise that defect No. 3 mentioned in the review is not a defect. Or rather the omission is deliberate and not through oversight. The energetic teacher can easily prepare his own word cards without illustration but illustrated words, sentences and paragraphs have to be printed and supplied.

In my original apparatus I had devised not only word-cards without illustrations but many other types of apparatus for testing as well as for providing variety of reading occupation and drill. But for many and very valid reasons I whittled down every thing to the minimum which has been finally presented to the teaching public.

Every final step has been decided on only after long and careful experiment in typical rural schools with typical rural children. Every process of my method which has been retained has been retained only after the effect of it had been tried and studied on school children. I have mentioned above that over 150 schools have been using this method for at least a year. At the lowest average estimate of 20 children in each school it means 3000 children. If you add to this the children on whom it has been tried in previous years you can very conservatively arrive at 5000 as the number of children on whom every step of the method has been tried and most of these children I have observed carefully myself; I have in addition considered the opinions and suggestions of at least 200 teachers who have taught these children as well as of the Deputy Inspectors of the schools in charge of these schools. The method I have finally evolved is a result of all this work. Knowing this you will be able to decide what value to attach to any arm-chair criticisms.

In pedagogy what is best in theory is not always best in practice. When the pedagogy which criticises from the arm-chairs is not quite up-to-date and the method criticised is really new the latter is bound to contain some features which will not meet with approval because they are contrary to one's previous convictions. "Tolerance," says Adler, "is a necessary quality, especially for a teacher, and it is wise to have an open mind to new psychological ideas, even when they seem to contradict views we have held hitherto."

One such point—the only important point—raised is the one raised in suggestion 6. I have not overlooked this point. After extended experiment I have found that the most advanced practice in the infant schools in America and England is also the best practice for our children. And this is to postpone drill in letter sounds till the children are a little more mature mentally and have learnt to read with ease and comprehension a certain number of sight words. I have found practically that introduction of any drill in letter sounds or any attempt to teach what is commonly known as எழுத்துக்கள் reading interferes seriously with comprehension with children so young or older children so backward in their development as we find in large numbers in our elementary schools. So I have deliberately postponed such drill to the second standard. As your reviewer has seen nothing but my 1st standard apparatus it is natural that he should have fallen into the error of thinking that I have overlooked the need for drill in letter sounds. These lessons however are still in the experimental stage and are therefore not in use in all my new method schools. But the boys are none the worse for this omission—at least not the average and superior boys for these have been unknown to us, analysing and combining letter sounds in the sight words. I am sure of this because I have frequently tested boys brought up from the beginning entirely on sight words and who have never been deliberately taught the letters individually, with new words made up of letters found in the sight words learnt and on passages made up of not too many such words interspersed among old sight words. But, however, I fully realise the need at some stage for systematic drill in letter and letter sounds. The most suitable lessons for this, as I have said before, are in the process of preparation.

I proceed to deal more briefly with some of the other points seriatim.

• Handbook for teachers. This omission is easily repaired if there is a real demand for it. I did not expect there would be any demand for this apparatus and this method outside my district.

A handbook for the guidance of children will obviously be useless as the children who are going to use the apparatus have not yet learnt to read. A handbook for the guidance of parents will be almost as useless—for how many parents of elementary school children can read? In practice a copy for home reading is provided without extra cost in this way. As a reward whenever any child finishes learning a set and passes the test the words and sentences in that set are neatly written in the child's note-book by the child himself or by the teacher if the child is too young to write legibly. This acts as a marvellously effective stimulus upon the child and on the parent because he sees the child is learning something new every day.

"As the children require also class teaching side by side with individual work." I fail to see why children require "Class teaching" in reading and writing.

The reviewer probably wants to know how we teach children to pronounce correctly. The child is first taught individually as each card is issued to it. Also by a regular programme of play acting, singing and listening to the teacher when he tells a story.

• The reviewer has failed to notice or appreciate the only quite original feature. Only some letters are taught in Standard I and others are postponed till later stages. In all other readers words are chosen with the sole intention of teaching certain letters. I have chosen to teach only such words as have meaning to the child. The soundest principle is first to teach the child to recognise the written symbol which denotes a word which it already knows. Why should some of the obsolete letters of the alphabet which are never used be taught at all? First, as I have done, prepare a word frequency list of Tamil words; then decide how many words the average rural adult should know to take an intelligent interest in the news of the world, and to be able to employ his leisure time pleasurably without having to have recourse to gambling or factions or the toddy shop for a little excitement. Then having decided the vocabulary—be it 5,000 words or 10,000 words. Find out how many of the 247 letters of the Tamil alphabet occur in these words. If any of these letters do not occur in them why should we unnecessarily burden children to please a few scholars. Again why should all of these be taught in standard I? Why should we not follow for language the principle which is universally accepted for other subjects—spreading out what has to be taught over the whole elementary school stage? In my programme therefore only about 130 letters occur in the Standard I reading apparatus. The other letters are gradually introduced by easy stages in my Standard II and Standard III reading matter.

Again, I can understand the desire of some people for improving (?) the Tamil alphabet by introduction of certain Sanskrit letters but let your reviewer aim his shafts at those people who have just sent me a book entitled தமிழ் அன்பர் மகநாடு தமிழ்ப்புத்தகம். Not being a Tamilian myself I think that if க, ச, ழ are good enough for the கத்தாடு they are also good enough for my poor elementary school children who do not aim at scholarship but just the ability to read common புத்தகங்கள் and not the high brow literature found in புஸ்தகம். Casually I may mention that ஜ has been introduced (by the printer) in the word ஜேஜை and several purists took me to task for it. Truly it is impossible to please everybody and I do not propose to attempt the impossible. In what I have done I have aimed solely at pleasing myself and my school children.

Yours faithfully,

R. M. SAVUR.

GLEANINGS

ON THE COLON CLASSIFICATION

From the Library Association Record for March 1934 of Mr. Ranganathan.

"This is an entirely new classification scheme, invented for use in the Madras University Library, where it has been in use for nearly ten years with complete success. We congratulate the author on his achievement; and we congratulate the promoters of the Library movement in India in having such enthusiastic, able and technically efficient people within call. We would also like to give a word of praise to the printer: the book is excellently produced, the type clear and well-balanced.

Mr. Ranganathan seems to possess a gift for methodology, for the most striking feature of the Colon Classification is the careful way the intricacies of the scheme have been thought out; every possible contingency seems to have been thought of and met in advance. This is noteworthy in view of the complexity of the scheme in its mechanical and notational aspects; indeed, its very merits are its drawbacks. In the attempt to make the scheme infinitely adaptable and intra-manipulative it becomes almost tortuous—much too complex, one imagines, for the average occidental.

Nevertheless, it is an extremely clever scheme. The author has taken full advantage of past experience, and seems to have battered everything that is to be learnt from existing schemes: the manipulation of Dewey, the notational expressiveness of Brussels, the empirical arrangement of the Library of Congress, the auxiliary tables system of Cutter and Brown. He has aimed to secure the expressiveness of Brussels with the briefest possible notation. Consequently the symbols are limited to four species, viz. capital letters, arabic numerals, small letters, and the colon. Each class is denominated by a capital letter, the subdivisions by arabic numerals or a combination of arabic numerals and capital letters, and the common sub-divisions by small letters, with the colon to separate functions. For instance: C is the class letter for Physics and Cv is the History of Physics, the small v denoting history. C5 is Light; kinds of light are denoted by a chronological number corresponding to the date of discovery, according to an auxiliary chronological table. Thus C5M95 is X-rays; C5N25 is Cosmic rays, M95 being the symbol for 1895 and N25 that of 1925. The History of the Physics of X-rays is thus C5M95v. It is seen from this that a new subject creates its own number in the notation.

When this system is applied to the more minute topics of literary research, the notation tends to become rather elaborate. For instance, the class number for a statistical analysis of the words in Shakespeare's Plays is

0 : 2J64 : 90P111 : J : 30B28

wherein 0 Literature, 2 Dramas, J64 1564 (the birthdate of Shakespeare), 9 Criticism, 0 is the "Bias Device" to indicate a special kind of criticism, P111 English language, J Modern English, 3 Words, 0 "Bias device," B28 Statistics, the colon being used for separation. English being the "Favoured language" no linguistic number is necessary after the class letter 0; but a similar book relating to Goethe would require the initial designation of 0113 (German literature). Usually, in addition to the class number there is a "Supplemental number" to individualise the book based upon the date of publication and the serial accession number.

The supreme advantage of this synthetic type of classification scheme is that it may be utilized in various ways to suit the preferred principles of book classification. Books in the more philosophical section may be arranged on the 'topical' method favoured by Dewey in his political science section, or the "national" method favoured by the Library

of Congress in the same field. Special collections can be formed at will at any point in the scheme.

It will be seen that by the use of the very brief schedules printed as Part II of this book a very intensive classification can be devised. Whilst the process of classification is intricate in the extreme, the result is almost perfect, books on the most minute aspect of a subject being automatically grouped together in a chronological order.

In the details of construction I find very few points to criticise on a first reading, but I am puzzled by the author's retention of the method of "geographical contact" in arranging topographical units. The ABC sequence is the only rational arrangement, and ultimately the most useful.

The book will repay careful study by all students, especially Part I wherein the Rules of Classification are set forth and the aims, methods, and use of the Colon Classification lucidly expounded."

THE SOUTH INDIA TEACHERS' UNION

NOTICE.

The following District Teachers' Guilds are in arrears of affiliation fee for the years shown against them. Their attention is drawn to rule 6 (c) of the S. I. T. U. rules. Rule 6 (c):—*Arrears*. An affiliated guild or association or individual member whose affiliation fee or subscription for the year has not been paid by the 1st December of the official year of the S. I. T. U. shall not be entitled to enjoy the privileges of the Union until the subscription is paid. The names of such associations or individuals shall be removed if they should be in arrears for two years.

Chingleput District Teachers' Guild. 1932-1933,* 1933-1934.*
South Arcot District Teachers' Guild. 1933-34.
Ramnad District Teachers' Guild. 1933-1934.
Madura District Teachers' Guild. 1932-1933,* 1933-1934.*
Tinnevely District Teachers' Guild. 1933-1934.
Anantapur District Teachers' Guild. 1933-1934.

*In the case of Chingleput and Madura only a part payment has been made for the year 1932-1933.

T. P. SRINIVASAVARADAN,
Treasurer.

THE TEACHERS' BOOKSHELF

History of England by L. G. Brandon, M.A. (Cantab), with a foreword by B. Clutterbuck, M.A. Published by the Indian Publishing House, Ltd., Madras. Price Rs. 2-0-0. 376+17 pages, Crown 8vo. Reprint 1933 of the Second Edition of 1932.

The book is divided into 31 chapters of which the first sixteen up to the Tudor period cover 139 pages. The language of the book is generally simple. There are a number of quotations which may not easily be understood by pupils of the S. S. L. C. standard. One fact that has to be noted is the giving of too much of details regarding the economic conditions and constitutional growth of England which do not form an integral part of the syllabus nor can they be easily understood. For instance in the portions to be taught in the lowest of the high school forms there are as many as three chapters dealing with the life of the people and the constitutional matters giving too many details that are beyond the scope of the syllabus. In addition to the actual letter-press the utility of a text book is enhanced by aids to the understanding of the subject matter in the shape of neat sketch maps, plans of battles, illustrations of important persons, scenes of historical importance, time charts and questions for individual study. The title page gives an indication in this particular—"with numerous maps and illustrations." What are the maps we find and how are they drawn? Most of the maps have been drawn on pieces of paper larger than the size of the book and attached at places convenient for binding the book. The map showing the campaigns of Edward I in Scotland and Wales is attached while dealing about the Hundred Years' War and opposite the page dealing about Literature in the 17th century, the map of the Civil War, 1643-44 is found. Excellent maps suitable for the high school stage can easily be prepared in crown size in which the book is printed. The maps that are drawn resemble those drawn by an average high school student rather than maps prepared for illustrating a text book. Even these maps are wanting for illustrating the Hundred Years' War with France, the Wars of the Roses and the route of the Spanish Armada. There are no plans of battlefields in the book. At least after the issue of the specimen question paper by the department, in the reprint of 1933 plans of the following battles might have been put in: Battles of Hastings, Bannockburn, Blenheim and Trafalgar. There are certain full page illustrations in the book the purpose of which is not easy to realize—the three full page illustrations of Wenceslaus Hollar and medals commemorating (a) the Armada (b) death of Charles I and (c) the Battle of Dunbar. The individual maps themselves are not free from faults, locational or typographical.

Map 1. Facing page 1. Celtic and Roman Britain—Watling Street is wrongly spelt. The direction of the three other principal roads as given here is not found in any other standard book—Fosse Way, Ermine Street, Akeman Street.

Map 2. Facing page 16. Connaught is spelt Connact. Such instances may be given for all maps.

The seventeen pages at the end of the book are designated Time Chart of Chief Events. It would be correct to style them as Table of Chief Events, for in a time chart the distances in time must be equally spaced out to show the importance of certain years and the comparative unimportance of other groups of years. In a book written particularly for Indian scholars there is no need to refer to events in England as 'Home affairs.' It would be better to style them as Internal affairs in England and the column on foreign politics, wars and battles may with advantage be divided into two, one indicating the former and the other the latter.

Regarding the subject matter of the book itself, if it is intended to adhere to the syllabus, the last 38 pages of the book, 'The Great War and After' (pp. 338-376) need not be included or if included at all need not have been dealt with in such detail. There are

certain inaccuracies in figures which are likely to confuse the young pupils very much, Page 105. The Statute of Labourers of 1351 is said to have commanded that prices were to be at the same level as in 1447. The Peasants' Revolt is stated to have occurred in 1831. Page 205. It is said that the Irish Act of Union gave 200 members to the House of Commons instead of the actual 100. Page 290. The year of the battle of Talavera is wrongly given as 1807. Page 156. In 1852 (for 1582) Thomas Cromwell entered the service of Wolsey. Page 302. In 1382 (for 1832) a new reform bill was passed by the House of Commons.

The reference to persons with various titles in a cryptic manner is most confusing even to adults. How will boys feel? For example in page 116 Henry of Lancaster, the future Henry IV is referred to as Hereford in one place, at another place as Bolingbroke and at a third place as Derby. It would clarify matters if the name alone is mentioned and all titles are given in one place.

Some of the facts expressed in the book do not seem to be correct or definite. Page 376. "Severe economies together with increases in income-tax, enabled the National Government to 'balance' the budget in April 1932. That is, the total Government income for the year ending in April 1932 was just greater than the total expenditure. Page 366. Regarding the first Round Table Conference it is stated "At the Conference which met in November '30 all parties in India were able to express their opinions on an equal footing." (Italics mine). Page 119. Chaucer's most famous work is referred to as the 'Canterbury Pilgrims.' Page 126. "In 1407, the Burgundians had murdered the Duke of Orleans." This is wrong. The Duke of Burgundy was murdered.

The construction of some sentences with the omission of the infinitive cannot easily be understood by young pupils. Such sentences occur in pages 151 (line 5), 243 (line 12) and 337 (line 4).

It would have been better if either an index had been added or detailed contents had been supplied under each chapter heading. Short questions directed to enable pupils to do individual work would be a welcome feature. The genealogical tables would be more in place if they are printed in the portion of the text dealing about the respective topics. The book has been printed in bold types, on thick paper. It has been approved by the Text-book Committee and the reprint of the book every successive year indicates the measure of patronage that the book commands.

M.A., (Madras).

The New Reader in Tamil. Book VI: By Mr. G. Damodara Mudaliar, B.A., L.T., District Educational Officer, and Mr. S. Satchidanandam Pillai. Price annas 8. Publishers Messrs. Macmillan & Co., Ltd., Madras.

This is the 6th book of the series of which the earlier volumes were noticed in October 1932. The book under review is planned on the same lines as the earlier volumes. Lessons of a biographical nature such as Raja Raja Chola, Nakkirar, Toru Dutt, Rani Mangammal, Mira Bai, Saint Thukaram, Washington and Lincoln and Dadabhai Naoroji are included in addition to lessons on such topics of geographic and scientific interest as the Gramophone, the Match industry, the Taj and lake Manasarovar. The book is well illustrated. We would like to suggest that the section on Tamil poetry might be enlarged.

Chemistry: By S. Sankara Subban, B.A., Headmaster, S. M. R. V. English School, Vadasery. Price annas 10.

This book is written in accordance with the revised School Final syllabus in Travancore. It will prove useful as supplementing class instruction.

Practical Lessons in Elementary Science and Hygiene. For Class IV. Telugu: By Mr. M. S. Subramanian, Assistant Master, Hindu Sec. School, Viravanallur. Translated by Padmanabha Sastry, B.A., B.Ed. Price annas 5.

The earlier books of this series have already been reviewed in our columns. The value of the books would be considerably enhanced by the inclusion of more diagrams. We trust the author would bear the suggestion when the next edition is issued.

Scott's Rob Roy: Published by Messrs. Macmillan & Co. Ltd. with Andrew Lay's introduction and notes and additional notes by Marie W. Stuart, M.A. (Hons.).

This attractively got up volume of nearly 625 pages will afford pleasant reading to the students of our colleges and even the higher forms of the high schools. In the additional notes by M. W. Stuart, we find short summaries of each chapter followed by explanations of the difficult words and phrases, and references to the many allusions in the text.

Middle School Mathematics: By L. Crosland and M. Helme (published by Macmillan & Co., Ltd., price 4sh. 6d), has been designed to provide a course in Arithmetic, Algebra and Geometry suitable for second, third and fourth year students in Secondary Schools in England. The syllabus in Elementary Mathematics in the S. S. L. C. Scheme is about to undergo a change by the inclusion of theoretical Geometry and advanced Algebra in it and the deletion of less useful topics in Arithmetic. We are strongly of opinion that this book might be the basis for the framing of the syllabus in Elementary Mathematics, and even if the syllabus to be issued by the Board might vary here and there, the book will be found particularly useful to teachers of Mathematics and to pupils who wish to pursue the lessons where the teacher might stop for the sake of the examinations.

Being written for schools in England the book requires some modifications in the treatment if it is to be prescribed as a regular text-book. The arithmetical part requires some intensive treatment; the Algebraical part is well-designed though the sections on Quadratic Equations might be found too high and the geometrical part is the best one in the book and we particularly wish that this topic is introduced in the new S. S. L. C. syllabus in Elementary Mathematics.

V. R.

Further steps in writing English. By R. W. Jepson, M.A., Published by Messrs. J. M. Dent & Sons Ltd., London represented in India by Messrs. Macmillan & Co. Ltd. Price 1sh. 9d.

This is the second book of the Writer's Craft series. The first book of the series—*First steps in writing English*—was noticed in these columns in April 1933. It is claimed by the author that this book is intended to bridge the gap between that book and the third book of the series—*The Writer's craft*. The book commences with the sentences and their characteristics. It then leads the student to different kinds of Narrative Composition, and lastly to Description. The lessons on "Hints on summarising" and 'making a summary' should serve as a valuable introduction to precis writing. The lessons on 'synonyms', 'correct words' and 'proverbs and idioms' are designed to help the student to acquire ease, clearness and elegance in the use of the language. One special feature of this book is that the author never attempts to be didactic but brings home his point by the use of copious examples. Numerous exercises have also been included. These are mostly short, facilitating the task of the teacher in marking and the pupils' task in correcting them. The book is intended for the middle forms of secondary schools in England. Its use in the fourth form as a text book of composition is strongly recommended.

Time & Place: By Lyde and Garrett. Basil Blackwell, Oxford. Price 2sh.

This book aims at providing a background and an introduction to the study of world history from a geographical point of view. It surveys the development of some of the great civilisations in Europe and the Near East, both chronologically and regionally. Egypt, as the land of the foremost civilisation is described geographically and the causes that contributed to the greatness of the Egyptians are then traced.

Then the reader is told how Babylonia and Palestine, lying on the great Trade Road, grew in importance. Accounts of the Grecian, Phoenician, the Carthaginian, and the Roman Empires are given. In these accounts the authors stress the fact that the progress of each civilisation was merely the result of the people's successful struggles with their disabilities. Then the story of Britain and her continental neighbours is treated in a racy style. The last chapter deals with the world discoveries and the present day problems at work towards a blending of all civilisations. The book is intended for the English Secondary Schools and so the authors have limited themselves to Europe and the Near East. A study of the book will certainly make History and Geography interesting and meaningful. It should find a prominent place in our High School Libraries.

Philips' Informative Geographies, Book I: By F. M. Miller, B.A. Publishers: George Philip & Sons, Ltd., London, represented in India by Messrs. Longmans, Green & Co., Ltd.

The physical basis of Geography is the subject of this book and it will serve as a good introduction to an intelligent study of Human and Regional Geography. The first ten chapters are devoted to a treatment of the different aspects of physical geography. The last two chapters are intended to introduce the reader to human geography. They deal about 'Life on the Earth' and 'Man and his occupations.' The facts of physical geography are presented in an interesting manner. This book must find a place in the Geography Library of our schools and should be easily accessible to the pupils for frequent reference.

Progressive Course in English (Senior): Arranged and annotated by S. K. Deva-sikhamani, B.A., L.T., Headmaster, Bishop Heber High School, Trichinopoly. Publishers: The Modern Publishing House, Triplicane, Madras. Price Re. 1.

This is an attractively got up volume. The selections have been made and arranged with great care. Each lesson is preceded by an introduction giving an account of its author. The notes and exercises added at the end of each lesson are such as to develop the pupils' power to understand and appreciate its literary skill and beauty. Notes on grammar are also found at the end of each lesson in Prose and they include a definite and purposeful course in formal English as outlined in the departmental syllabus. The author's great experience of over 40 years is here made available in this volume and we hope the book will be very popular.

Longmans Senior Atlas for India. Edited by George Philip, F.R.G.S. Price Rs. 2.

This is a very attractively got up atlas containing a series of 48 coloured plates comprising 110 maps, 12 pages of introductory letter-press and a complete index with phonetic spellings of foreign place-names. There are 7 historical maps of India. In one full page is given a statistical summary of India. Two pages, containing 6 maps of India are devoted to a comparison of India with world in agricultural and mineral wealth. Of the 48 coloured plates, 12 relate to India. Climate, Vegetation and population maps of all the continents are given. It is undoubtedly a valuable companion in the Geography room and for the price of Rs. 2 it should be considered cheap.

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(8) All modern methods of teaching are meant to exercise the self-activity of children and the emphasis, therefore, has been shifted from *teaching* to *learning* a foreign language. With this end in view, exercises on the use of English have been given to enable the pupils to master the new language form in every lesson.

(9) Few instructions have been given to the teacher for the reason that the use of the Readers is self-explanatory.

(10) The use of the vernacular in explanations is not taboo.

(11) Language learning being a matter of habit, memorizing certain forms of expression is encouraged.

(12) The illustrations are meant to illuminate a situation more than the single words.

Specimen copies will be sent on application.

B. G. PAUL & CO. Educational Publishers
12, Francis Joseph Street, Madras

EDITORIAL

SERVICE CONDITIONS BILL.

The Annual Meeting of the S.I.T.U. held in the Singarachariar Hall on Saturday the 31st March considered at great length the Service Conditions Bill. Representatives from different districts were present and a keen and lively discussion took place. The general body decided to refer to the Expert Drafting Committee the question whether a salary schedule should find a place in the bill as one of its clauses or come under the Rules to be framed from time to time. The problem of salaries bristles with difficulties and the scales can never remain stationary. It would certainly be better if the provision for salaries be left to be governed by the Rules. Another subject that was referred to the Expert Committee was the clause relating to *Registration*. In the course of the discussion it was decided that the scope of the bill should be restricted only to teachers in non-government educational institutions. The question whether Registration of teachers should apply to all teachers or only to those who come under the bill, presented some difficulty. It was therefore decided that this clause also should be referred to the Expert Committee for consideration as to whether it may not form the subject of a separate bill bringing within its purview all qualified teachers, whether under Government or under non-government institutions. The clause relating to the Professional Code was also referred to the Expert Committee.

The bill as finally passed is published elsewhere. It embodies the minimum requirements of teachers in non-government schools. What is found in the bill is quite modest. Teachers are not crying for the moon. Some of the members of the Legislative Council, and District Boards, and some managers of schools, with whom the Union representatives had occasions for a talk on the subject of the bill seem to feel that some definite line of action should be adopted if education should make good progress.

What is therefore needed now is an organised and united effort on the part of teachers to have the Bill placed in the Statute Book of the province. It is the task of the Working Committee of the Union to secure the help of the Expert Committee at an early date towards the redrafting of the Bill and to take steps to have it introduced in the Legislative Council. It is gratifying to find that the Bill has evoked considerable public interest and sympathy, thanks to the press in our province which has given wide publicity to the provisions of the Bill and to the propaganda by the Union. Such a situation augurs well for the Bill. The managers also will be consulted officially at an early date and it is hoped that they will not be slow to realise the advantage of a Legislative measure in the interest of education and to extend their support to the Union. The Union will heartily welcome any constructive suggestions they may be willing to offer.

S. S. L. C. REVISION.

Our readers must now be aware of the decision of the S. S. L. C. Board to revise the S. S. L. C. scheme. The Board has resolved that the revised scheme shall come into force when the schools reopen in June after summer

holidays. The first examination under the revised scheme is proposed to be held in March 1937. We do not know whether this decision has been officially communicated to all the schools. There is yet some time for teachers to make their views on the subject known to the Director of Public Instruction.

Apart from the inconveniences that frequent and sudden changes in the scheme would cause to school authorities, we are afraid that the change may not be welcomed by teachers for various reasons. The scheme contemplates the study of 'General Science', History of England and India and Geography, only in Form IV. It is some satisfaction that the Director of Public Instruction has tried to improve upon the scheme of the Academic Council by widening the scope of the General Science course. English, Vernacular or a Classical Language and Mathematics including simple theorems of theoretical Geometry form the subjects of the compulsory group. A number of subjects are included in the 'C' or optional group and these are divided into three blocks: the History block, the Science block and the block of Technical subjects. The pupil has to choose two subjects from these three blocks not more than one being chosen from each block. It is thus practically the scheme reported to have been adopted by the Academic Council of the Madras University at its last meeting.

The South India Teachers' Union has expressed itself clearly in favour of retaining the knowledge subjects in the compulsory group and it has not definitely ruled out the optional group. As was pointed out by Dr. Lakshmanaswami Mudaliar the conflict is between two fundamental ideas. There are persons who insist on the matriculation type and these represent the *compulsory ideal* group. The other section, the optional ideal group, desires to include a number of subjects in the optional group so as to give an opportunity to the aptitudes of a pupil. Considering all points of view, there is much to be said for the feeling shared by many guilds that the existing scheme with some changes in the syllabus will be good enough and can be tried for some years since the point of view of the two groups is attempted to be met as far as possible. A lightening of the syllabus in the existing subjects is not an impossible task and the existing scheme may be easily improved. Any radical change in the scheme will become acceptable only if sufficient time be allowed to schools to adjust themselves. It may not be a wise policy to introduce a new scheme in undue haste.

Now that the S. S. L. C. Board has approved of the new scheme, the Director seems to be inclined to introduce it without any delay. It is now for schools to study the scheme carefully and see how it will work. If they should think the scheme is an improvement, it is up to them to go ahead. If on the other hand they should feel that the new scheme is not likely to endure and is also unworkable they will do well to bring to the notice of the Director their views based on actual experience. We should like to invite our readers to the observations made by the Director in regard to the S. S. L. C. Re-organisation on the occasion of the conference of the Madras Teachers' Guild. He was anxious to impress upon the teachers that they should not think of the University purpose alone. He made it plain that the idea of domination of the school by the University was exaggerated.

It is refreshing to be told by the Director that schools need not and should not confine their attention to University requirements. Anything that is likely to divert the current will be certainly welcomed but the contemplated change will not go far to bring about a real change in the mentality. The Director, the departmental officers and public men including the Minister for Education, should give a proper lead to the people. In such an

atmosphere, teachers employed in schools will find it easy to bear in mind the scope and aim of secondary education and to act accordingly. It is necessary therefore that the Director should not stop with the revision of the scheme.

There are several teachers who may have their own doubts about the soundness of the new scheme. They expect a lead from the Union. The two sections representing the two ideas should agree to differ. If the new scheme should come into force, it should be the concern of teachers to see how it may be possible to supply what is wanting in it. Let us take the case of "Knowledge subjects." If really teachers be keen on knowledge subjects, it is open to them to provide a few periods in the time-table for instruction in knowledge subjects even in the fifth and sixth forms. The course that is to come into force is distinctly lighter and it should be possible to find a few hours for such a purpose. A school that stands for high standards and really cares to give an all round knowledge to its pupils may not think of using all the surplus periods towards drilling in 'paraphrase' and 'figures of speech.' It should be willing to set apart a few periods as what are known as "free hours" for talks in General Science or History and Geography to students in fifth and sixth forms. We have no doubt that the Department will appreciate such an attempt and will also be willing to treat any expenditure on equipment for this purpose as legitimate expenditure. Educational ideas are tending to change far too rapidly and the success of any scheme of education depends more often upon the extent to which teachers and schools can be relied upon to understand the implications of a scheme and to do of their own accord what is necessary to promote sound knowledge.