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No. 2.

MORAL FAILINGS—THEIR NATURE AND PREVENTION— A PSYCHOLOGICAL STUDY

BY

MR. M. S. SRINIVASA SARMA, M.A.,
 National College, Trichinopoly.

That child-training calls for superior intelligence and sympathy is evident from the fact that every teacher in the course of his duties comes across cases of lying, stealing, truancy and other forms of delinquency among his pupils almost daily. We are not here concerned with those inborn criminal tendencies which are due to heredity and are associated with feeble-mindedness. We confine ourselves here solely to the average, normal individuals in whom uncontrolled temper, bad manners, mendacity, selfishness, cheating, greed, stealing and similar other forms of moral failings manifest themselves, which are only temporary aberrations and which could be eradicated at the initial stage by careful and intelligent treatment. The average teacher usually believes that his sole duty is to impart information; but the information will not be comprehended unless the child is in a position to receive it; and the secret of determining his amenability to training is his personality. The development of personality is the basis of all training and is therefore fundamental in conditioning the specialised learning processes that the curriculum is intended to promote. The problem of education thus becomes the problem of directing the normal growth of the desirable type of personality. Any flaw in this process results in lost opportunities, delinquency, crime and disintegrated personalities. To go forward is important; but to go straight is more important.

Of course the responsibility does not rest entirely with the teacher. In fact the home starts the process of education which is continued on a methodical basis in the school; and the contact of human nature in the classroom and the personal guardianship and the sagacious supervision of the teacher are really the most dominant factors in enlivening the interests, unfolding the hidden potentialities and enriching the life of the child. He has everything to learn. His conflicts with his social environment are many and complicated. Society will inevitably exercise restrictions; civilisation will impose checks and prohibitions on impulses; hence appropriate preliminary

education of a negative sort is very essential in order to escape sudden shocks and hard knocks later on. The inward urges for possession, play, self-assertion and later on, the desires concerned with sex, have to be kept under social control; and these produce serious mental tension. The inner conflict becomes aggravated either due to lack of proper control and guidance, or rigorous discipline and extreme external restraint; and under such circumstances the thwarted self seeks undesirable outlets. It is here the understanding teacher and the sympathetic parents help him to resolve the tensions into acceptable creative activities.

LYING AND STEALING

Extreme patience and abundant tact are required in dealing with children. They should be treated with gentle firmness, and with deliberate and cool attitudes. They are selfish; and through ignorance, they are at all times unintentionally cruel until they learn sympathy and carefulness. They live a life of desires and wants that must be gratified, of interests that must be satisfied, and of goals that must be reached. But they are utterly ignorant of restraints, inhibitions, postponements and the future; and therefore, discipline becomes indispensable. But here is the trouble. No child can be properly disciplined, nor can obedience and cooperation be expected from him unless the discipline is given in the spirit of sympathy and kindness. In fact, malingering, lying, stealing and truancy are in many cases the *result* of discipline; when the disciplinarian is severe and frightens the child, there is all the more reason for lying. It promotes cleverness in deceit. Much damage is done to the normal children by treating them as if they were vile and degenerate simply because they lie; and psychologists are agreed that an individual who has lost his self-respect is apt to be beyond redemption. We do not blame the train when it is derailed; we put it back on the track. Truthfulness as a virtue is beyond the grasp of the young child. One main cause of lying in children is lack of frankness at home. The parents and other elder members shamelessly indulge in "white lies"; and the child observes and imitates them. Again, the children lie to obtain recognition for cleverness and bravery. At first the lie is only a harmless exaggeration, but subsequently develops into barefaced deception. Lying is also the direct consequence of bribery which is an unhealthy form of discipline. The teacher's treatment for lying must be kind and cooperative, but firm and sustained. He should first eliminate fear by his attitude and edge his way into the child's confidence. This requires great sympathy, utmost patience and constructive imagination. Secondly, truthfulness must prevail in the child's intimate environment; and the futility and the immoral nature of lying must be explained in simple, concrete and homely situations at the child's level of insight.

Stealing is due to thwarted desires, and is accelerated by denial of possessions like those of other children. Indulgence as well as denial may lead to stealing. Children should never, as a matter of principle, be rewarded with money, much less be bribed with it. The parents who want the child to work for them should give to the task an atmosphere of play. In this connection the teacher and the parent should realise the great disciplinary value of play. Play is the making of the moral man. It is the nursery of virtue; it generates a sense of fellowship and exerts a tremendous influence in moulding individuals and preparing them for social life, for cooperation, for subordination and for leadership. It encourages a friendly intercourse and a healthy rivalry between the members, and thus tends to the increase of mutual

understanding and sympathy. To put the child to shame or humiliate him in public for his moral failings does not teach him honesty. He must of course be made to learn that misdeeds incur penalties; but at the same time he must realise the reasonableness of the punishment. In general the treatment should take the form of reasoning with the individual to find out his likes and dislikes, and pointing out to him in concrete situations the meanness of dishonesty and the social value of good behaviour. Cure is therefore cheaper than punishment; but prevention is certainly cheaper than cure. The teacher must frequently become the adviser in intimate personal matters of all kinds relating to physical and moral affairs, and religious and vocational problems. The wider the teacher's interests in life are and the more highly cultured he is, the better disciplinarian he becomes when he admits students to that culture.

TRAINING IN SELF-CONTROL

A flood of light has been thrown on the subject of misconduct and the treatment of the delinquent by modern psychology. Man's activities have their origin in native propensities or instincts which not only supply the goals and purposes, but also the power and energy to pursue and realise them. These instincts call for recognition and satisfaction which should be accorded judiciously from the outset. But these are not harmonious among themselves, and so frequently give rise to severe tensions and internal conflicts. The function of education is to see that these instincts come into play and remain operative with as little conflict among themselves as possible. When an effective unity of these instincts has been achieved, and when the divergent tendencies have been integrated and directed towards a common purpose, we call that functional unity "Character". And this is no mechanical unfolding; it is the hard-earned achievement after a long and tedious process of effort and strain. The child is a mere bundle of possibilities; and control is the essential condition of effectiveness in the growth of these powers. Thus what a man *can* do is determined by his native equipment, and what he *does* do, by the training and circumstances of his early life. All forms of virtue are in the first place actions taken in the line of the greatest resistance. They imperatively stand in need of constant vigilance, continued effort, decisive inhibition of all inward impulses, and redirection of their energies in desirable channels satisfying to the individual, and of value to the society; and this process is technically called *sublimation*. In this process inhibition plays the most important part. Lack of inhibition or self-control and mismanagement of the instincts are more often the prolific sources of misdeeds and moral failings.

Most cases of evil-doing spring not from any inherent evil nature but from the imperfect organisation of the native propensities, which is due to lack of will-power. The will is no less dependent on the culture it receives than is the mind. It is only in so far as we exercise our will that we maintain our character. Force of character and power for good originate from the strength of will. In fact the strength of will is the essence of moral life and an indispensable condition of sanity. "I perceive the right, but do the wrong"—is the pathetic cry of most of us. Why should right perception and correct assessment of values fail in the actual performance and ultimate achievement of the aim? The root cause of this trouble is the lack of training in inhibitory power. Pedagogically therefore the training of the will is the most important problem. The crimes and follies of mankind are mainly due to the uncontrolled exercise of the imperious instincts. The power to resist temptations is due to self-control and well-developed character.

THE CHILDHOOD ATMOSPHERE

Irregular family life, lack of proper training, mental conflicts and disappointments, bad companions and a wrong attitude to life and society give rise to incipient delinquency which subsequently develops into confirmed criminality. Right action is not always the outcome of right thinking. Of course the highest conduct is always the doing of the right *because* it is felt and believed to be right, that is, as Kant would have it, from a sense of duty. This supreme moral attitude could be realised only when the individual reaches moral manhood; but in the initial stages, the fear of consequences, the desire to please others, the disgrace to the parents and the family and the shame of exposure lead to the avoidance of the wrong action. For example, the impulse to steal is inhibited by an intelligent anticipation of detection and punishment, the distress of others, the ultimate usefulness of the act, and the bad effect on one's own character. The education of the child thus consists not simply in the drawing out of his intellectual abilities but,—what is more important—in training the individual in self-control and in raising the moral plane upon which the energies of the instincts are set free to go onward, to create, to be refined and to be of general usefulness. Society can better endure the presence of a considerable number of cases of mental disorder than the consequences of undisciplined and criminally disposed individuals.

Psychology is placing increasing emphasis on the early experiences of the child as determinants of his whole later life. Courage, honesty, sympathy and other virtues need early inculcation both by word and example. Man is by nature gregarious, and so the basis of morality is laid in his social nature. Social conduct, which is conducive to the well-being and progress of society, involves voluntary control and regulation of the instinctive impulses, and includes the rules and regulations by which we may all live together in the happiest manner possible. In childhood the mind and brain are most impressionable, and therefore need the most careful direction in home and school. Fichte says that laziness, cowardice and falsehood are the three dishonourable things for students. An idle brain, it is said, is the workshop of the devil. Therefore to habituate the child in consecutive acts of right choosing and well-doing, to develop in him healthful and sustained activities, to generate in him a sense of enlightened freedom and individual responsibility, and to inspire in him noble and expansive interests—these constitute the main and the first task of the educator.

Medical men tell us that sound health consists in the resisting power of the organism; similarly moral character consists in the power of inhibition. The daily prayer of the Christian "Lead us not into temptation" is a supplication to God to "give us the power of resistance". This is exactly what the ethical writers call the discipline of life. Morality, Religion and Social life are the most powerful agencies for the successful training of the instincts and emotions in healthy and mentally satisfying activities; and it is here that the generous sympathy, skilled effort, the creative imagination, deep insight into the child's mind and the peculiar gift of winning confidence, pedagogical powers which serve to prevent repression of instincts are needed most imperatively and in great abundance. That is why it is being increasingly realised that the teacher, besides possessing sound scholarship in his subject and high efficiency in the skill and technique of teaching, should have a thorough knowledge of the child, its mental life and the law of its unfoldment.

STIMULATION OF LIBRARY HABIT

BY

K. S. SRIKANTAN, M.A., F.R.E.S. (LOND.), CERT. LIBR. (MADRAS UNIVERSITY).

Thanks to the efforts of the Madras Library Association, the academic atmosphere is charged with the talk of 'Library Work.' The enthusiastic Director of Public Instruction of our Presidency issued a circular some months back insisting upon every school having a library period in its timetable. In the course of my conversation, one of the veteran headmasters, told me that although one man could take 20 horses to drink, 20 men cannot make one unwilling horse drink. So it was, he said, with the library work. In his opinion, in spite of all efforts on the part of the school authorities, the pupils took little or no notice of the library at all.

It is unfortunate the headmaster should have taken such an erroneous view of the situation. It is certainly wrong to blame the students, for the fault is not entirely theirs. We should first turn the torch light against ourselves and find out how far we have made the library worthy of their patronage. However willing a horse is, to use the headmaster's own analogy, it cannot be compelled to drink muddy water. So also however willing the students are, they cannot be attracted to the library unless there are books of interest. As it is, most of our high school libraries are full of specimen copies of doubtful value. Many of them have unattractive bind, unreadable type and often uninteresting matter. Among the books purchased, it is very hard to find a representative collection. One often finds over representation of one or two subjects indicating the intellectual bias of the headmaster. The guiding factor in the purchase of books is not subject matter, style and get-up, but unfortunately cost. Before accusing the students of indifference, it is necessary to find out whether the library is properly equipped.

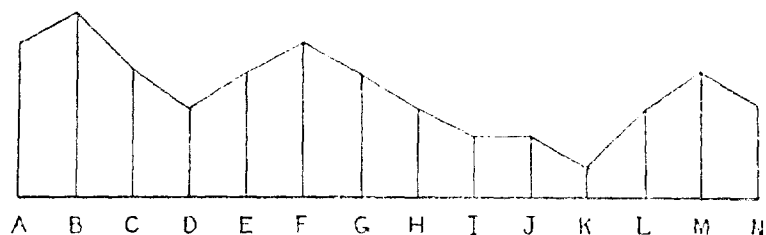
Next in importance to the equipment is the location of the library. The secret of success of the library depends upon the freedom the students are privileged to enjoy. To control the library work of the students amounts to converting the library room into a class. Library freedom is to the brain what religious freedom is to the soul. This sense of freedom can be instilled into the minds of the boys only when the library is located as far away from the headmaster's room as possible. As the library is the heart of the school, it should be accommodated in a spacious hall, perhaps in the best available in the school. Besides the books, the mottoes and pictures on the wall should create an academic atmosphere. This sense of freedom can best be secured by introducing what is known as the 'Open Access System.' To a foreigner, the closed shelves cause no small amazement. It is wrongly thought that students will walk away with the books if the shelves are kept open. On the other hand experience has clearly shown that the loss due to open access is certainly not more than what it is in closed libraries. 'Suspicion,' says Janzow, 'is the surest way to lose that which you do not want to lose. If the shelves in a library are closed, then the very object of the library work is defeated. It is needless to point out that it is only in the library the students can learn the art of picking and choosing for themselves. Enough of spoon-feeding is given to them in

the class and to close the library shelves in the face of the students is to convert the library into another spoon-feeding institution. The hesitancy and suspicion of many a librarian in issuing books are also in no small way responsible for the indifference of the boys to library work. It is not the books that make the library—but the librarian. If the library is to be used properly, it should be placed under a trained librarian. The librarian is not there to guard the books—but to issue them ungrudgingly. He is not a policeman. It is unfortunate many schools should still place the library under the care of a drawing or a drill master.

The technique of the library should be taught to the students in the library class. They should be taught to distinguish between *Reference reading* and *General reading*. The teacher conducting a library class should bring the reference material to the class and show *by demonstration* the art of using the material. For example, at least half a dozen lectures can be given upon the *Encyclopaedia Britannica*. Among the points to be emphasised mention may be made of (1) its origin, derivation of the word, references in classical works; (2) difficulties encountered; (3) the history of modern encyclopaedia; (4) number of editions; (5) cost, get-up and binding; (6) writers and remuneration; (7) key to its use; (8) conclusion. The library hour should also be utilised to acquaint the students about the composition of the book—preface, introduction, imprint, index, etc. The students should also be acquainted with the names of some of the famous authors of to-day and the secret of their success. The hour should also be utilised for enabling the students to understand the common classification schemes and catalogues.

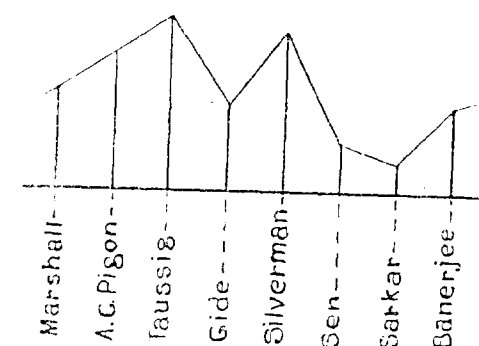
This is an age of competition and distinction has become a more potent incentive to work than anything else. The value of distinction depends upon the publicity we are able to give. In my own school days we had what I might call 'Honours' Board' wherein the names of the first two students in all tests were put on the Notice Board. In the library also a stimulus to encourage study can be created by publishing at the end of the every month the number of books studied by each student.

This can be conveniently represented graphically. Along the X axis the names of the students are given and along the Y axis the number of books studied.

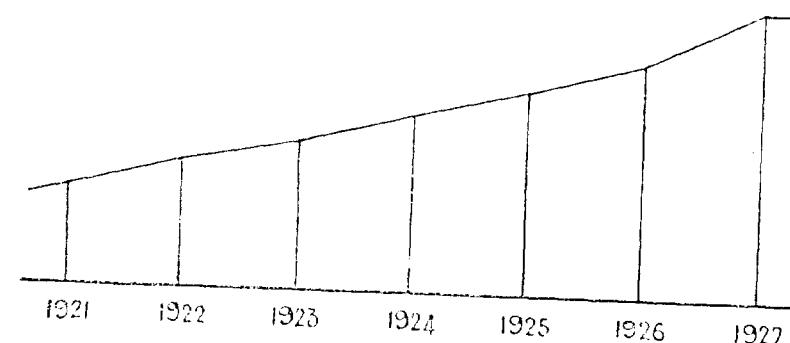
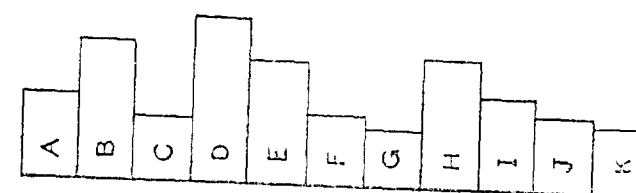


This graph published on the first of every month is one of those very eagerly expected by the students. The student who makes no use of the library is often ashamed to look into the graph. The graph often represents correctly the relative merits of the several candidates. In this connection I should like to point out that these graphical representations are used for several other purposes. Graphs are drawn to show the number of times a

book has been issued; to show the strength of the library and also to indicate the growth of the library every year.



The number of books taken is certainly no indication of the reading capacity of the students. Many books might have been taken merely to push up the graph. To test whether the books have been read or not, we have introduced what are known as the 'Books I have read note books.' These books provide several columns to indicate the author, title and points of interest in the book. A great incentive to library work can be given by awarding prizes to the best note books.



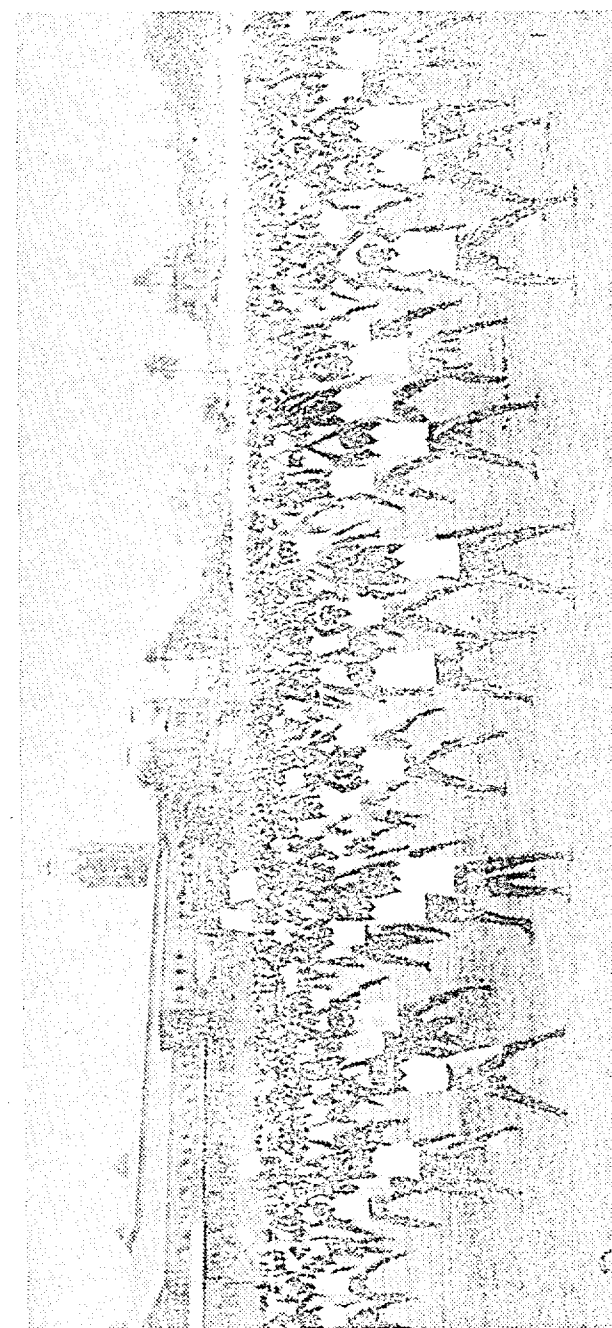
The Madras Library Association is also trying its very best to promote general reading among the students. Students are encouraged to write essays in the form of books on particular subjects suggested to them by the teachers. They are allowed to consult both books and eminent men and make a record accordingly. These books are valued by the association and prizes are offered to superior ones.

In the above paragraphs, I have very briefly indicated the means by which students can be attracted to the library. In many European and American High Schools, the co-operation of the students is taken in enriching the library. Students are asked to bring picture-cuttings, news cuttings and other clippings to be added to the library. Thus the boys begin to look upon the library as their own.

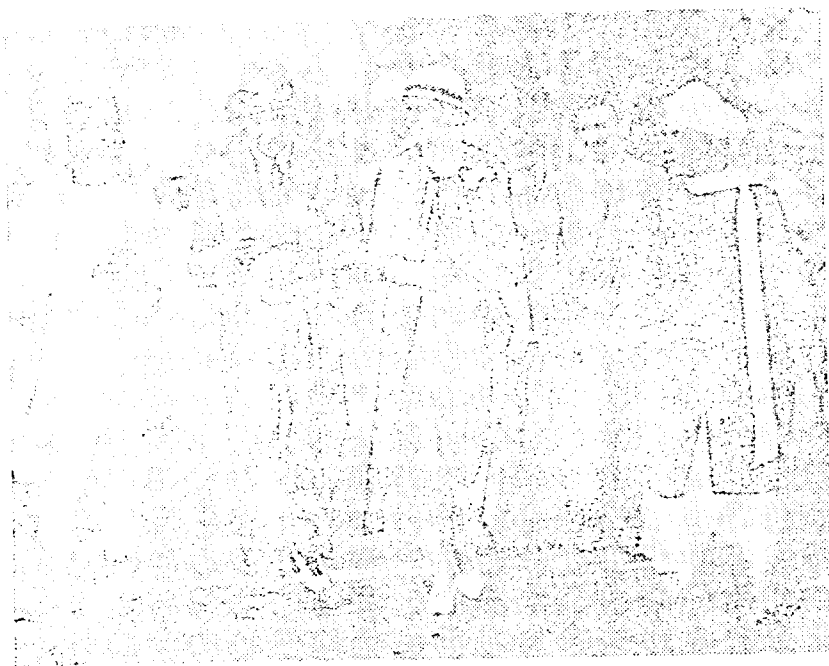
Our boys are so accustomed to examination that unless some examination is held and marks are awarded it is very difficult to maintain the enthusiasm. The library work turned out by a student can easily be examined. The following for example represents a typical question paper on library work.

1. Define : Preface, Index, Title, Heading, Imprint.
2. Discuss the importance of the following reference materials :—
 1. Encyclopaedia Britannica,
 2. Cyclopaedia of Literature,
 3. Dictionary of quotations,
 4. Book of Knowledge,
 5. Children's Dictionary.
3. What materials would you consult to get the following information:
 1. Polur—the origin of the name,
 2. Date of birth of J. C. Bose,
 3. The date of a temple,
 4. Origin of foot-ball,
 5. Useful hints on navigation.
4. Define a catalogue and show how it is of use.
5. Classify the books you have studied so far and arrange them in their order of merit—assigning reasons.

DEMONSTRATION OF PHYSICAL ACTIVITIES BY MADRAS PUPILS.



Mass Drill by over 1,000 students.
(By courtesy of the Madras Mail.)



On arrival Their Excellencies were received by
Mr. P. A. Subramanya Iyer.



Mass group games.

(By courtesy of the 'Madras Mail'.)

PHYSICAL EDUCATION NEEDS OF SECONDARY SCHOOLS IN MADRAS*

BY

MR. K. KURVILLA JACOB, M.E.D. (LOND),
Headmaster, Christian College School, Madras

Towards the end of the Great War, in one of his famous speeches to the British Nation, Mr. Lloyd George said, "We cannot have an A₁ nation with C₃ people." The medical examination of the thousands at the time of recruitment had shown clearly that the average Britisher was not so good physically as he was believed to be. Mr. Lloyd George in this stirring speech was appealing to the nation for a determined effort to improve the physical growth of the nation. The speech had tremendous effect. The people responsible for the education of the children and the youth set to work immediately and to-day in less than twenty years, Mr. Lloyd George or any one would hesitate to make a similar remark about the British people.

We see the same determined effort to-day to raise Physical health and strength, in Germany, Italy and Japan, and the nations which are determined to be A₁ nations. We have only to look through the illustrated newspapers to see the astonishing spectacle of mass Physical training displays in Germany, Italy and Japan.

What Mr. Lloyd George said of Britain, years ago, is painfully true of us to-day. We cannot have an A₁ India with C₃ Indians. The trouble is not that we do not recognise the value of Health and Physical Education, but that we are so slow in making a determined effort to raise our standards, like other nations which are determined not to remain C₃.

The demonstrations that were seen to-day show what can be done in our schools. Let us not deceive ourselves by thinking that these are what are being done. These are what several of our schools cannot do owing to limitations beyond their control. I have been asked to say a few words on this subject, "The Physical Education Needs of the Secondary Schools in Madras."

The first and the greatest need is Playing Fields. There are several schools in this city which have not got any grounds at all. Our Educational systems, our schools and colleges have often been criticised as being too much westernised. The criticisms may be true. In Physical Education at least we have not copied them very much—for it will be impossible to find any secondary school in Britain without playing fields of its own!

It is encouraging to note that the Government is alive to this great need and has put forward the scheme for using a portion of the foreshore as playing fields for the schools. One can sympathise with the sentiment of the people who dislike any interference with the beautiful foreshore.

* An address prepared for the Demonstration of Physical Activities
by Madras Schools held on 22 January 1935

It may be true that Madras has the World's second best foreshore. But may it not be, that when the foreshore is used more for the recreation of the children of Madras, it will be the World's best used foreshore? A great deal of the opposition to the foreshore scheme is due to the difficulty for the public to visualise the foreshore as it will be when the scheme is carried out. It might help considerably to allay the fears of the public, if a diagrammatic sketch of the proposed scheme is published in the newspapers. The problem for the Madras City is that there is very little land available in the city for the use of the schools. Some have suggested that playing fields should be made in Adyar. It is only the people who are running the schools that know the practical difficulties involved in this suggestion. We are finding it not too easy to send even our select teams for the tournaments held at Saidapet in the College of Physical Education. Then to plan a programme of Physical Education for 800 or 1000 boys every day at such a distance is practically impossible. The cost of conveyance, the time wasted, the difficulty for organization are difficulties, which at present our schools cannot face. If playing fields are not available for our schools, perhaps we should plan in the future to have our schools outside the city, as it is now discussed about the schools in the city of London.

For a long time one of the great needs of secondary schools has been for Physical Instructors of the right kind. Thanks to Mr. Buck and the Y. M. C. A. College of Physical Education, we have properly qualified Physical Instructors now. There are however still a number of Drill masters of the old type. The sooner they disappear with their canes the better for every one.

The improvement of Physical Education in our country is a tremendously uphill task. At least in these early years a great deal of organization and direction is essential. We have been able to have these Physical Demonstrations because the Assistant Director of Physical Education has his headquarters in Madras and is in touch with schools here. But what about the schools in the mofussil? I am told that the Department of Physical Education is not able to visit some of the schools more than once in five years! Departmental circulars are not enough. We want specialists to come round and with their experience guide us in our efforts to improve the Physical Education—at least once a year.

Closely connected with the needs in Physical Education is the need for Medical Inspection in schools. Not formal Medical Inspection, that was done sometime ago—but medical examination in correlation with Physical Training and followed up carefully. The number of boys whose education is retarded on account of physical disabilities is very large and most of the money spent in attempting to teach their minds in unhealthy bodies is wasted. No nation can afford this waste and no nation can afford to allow the health of the nation to degenerate.

These are some of the needs in Physical Education. The aim of the secondary schools is to give sound education which is fostering the growth of the whole child—the body and mind and soul. It is poor education which attempts to educate the boy piecemeal. The ancient Greeks set a high ideal for the education of their children. The aim was to make 'beautiful' people for their beautiful country—beautiful in body, thought and action. Do we not wish to make the people of our beautiful country 'beautiful'? Let us not forget the needs of the schools.

TEACHING OF ENGLISH IDIOMS

By

V. P. NATARAJAN, B.A., (HONS.) B.T.,
Superintendent, Native High School, Palghat.

Idioms have been defined as expressions peculiar to a language. English idiom, for instance, is essentially different from French or Latin or our own Vernacular idiom. Words and phrases acquire an idiomatic sense by having special meanings, in many cases far removed from their actual meaning, which cannot always be conveyed in translation. Indeed the translation of an idiomatic phrase from one language to another is the most difficult part of correct translation. It is only when a corresponding idiom is available in the language into which we translate a particular idiom that translation becomes real, otherwise, our endeavour to attain perfection in translation is usually far from successful.

Idiom, therefore, is peculiarly an expression of the living speech. "It is the life-blood of the language, vigorous and vital as compared to the dry bones of grammar, which, after all, are mere codifications from established usage." The conflict between grammar and idiom, when the latter tries to go ahead of the other, in spite of the severe prohibitions of the grammarians, is more apparent than real, because though they are distinct, they are generally in alliance. Such instances as for example, *That's me, the days we live in, some body else's, there is heaps of material. Who do you take me for*, which though grammatically wrong, are idiomatically correct, and whose use is nowadays tolerated, are only rare types. What is grammatical may be unidiomatic, as for instance, *we aim to prove it (at proving), a hardly won fight (hard)*, I doubt *that* they really mean it (*whether*), with a view of establishing himself (*to*) etc., but these again are not found in profusion.

English is a language uniquely rich in idioms, and one is sure to be baffled by the peculiar nature and formation of many of them. The ways in which idioms have been formed are numerous, and form an interesting and instructive study, and a few of these have been cited below:

- (1) Pairs of words or short phrases go together for the sake of emphasis, e.g., *high and low; for better, for worse; black and blue; fast and loose; down and out; spick and span; ups and downs; enough and to spare; through thick and thin; part and parcel; far and away; etc.*
- (2) A preposition is followed by a noun, or word used as a noun, e.g., *by far, on hand, by chance, in fact, at length, of late, in general, etc.*
- (3) Verbs are followed by various prepositions or adverbs, e.g., *backed up, blow over, to bear o.r.t, build upon, disposed of, hit upon, etc.*
- (4) Idioms are sometimes made up of metaphors, e.g., *keep the wolf from the door, keep one's head above water, an axe to grind, throw out of gear, strike while the iron is hot, look daggers, etc.*
- (5) Expressions are borrowed from other languages, e.g., *that goes without saying, with a grain of salt, to pass the time, Holy of Holies, etc.*

The peculiar construction of idioms and their common usage are vividly brought out in the following extract from G. K. Chettur's *College Composition* (Longmans):—

"You may come to grief, but not to joy; you may cook a man's goose, but not his hen; you may be cool as a cucumber, but not as a pumpkin; the mob may run riot; but not canter or gallop; a thing may be dirt cheap, but not mud cheap; the country may go to the dogs, but not to the cats; you may see eye to eye, but not nose to nose; you may harp on the same string, but not fiddle on it; you may bury the hatchet, but not the axe; your arguments may hold water, but not beer or wine; you may laugh in your sleeve, but not in your pocket or your collar; you may be inclined to have larks, but not crows or parrots; you may fall head over heels, but not heels over head; your friend may play you false, but not act you false; you may rob Peter to pay Paul, but not Paul to pay Peter; finally you may go mad, and then it would be all up with you, for no grammarian would ever let you go sane again."

The knowledge of idioms is not to be acquired without trouble. Students in our schools and colleges are woefully deficient in the correct understanding and use of idioms. The only remedy seems to be a wide reading and incidentally noting down striking idioms, their meanings and use. An invaluable help in this direction would be for the teacher in the class-room to bring to the notice of his pupils, on every possible occasion, some nice usage in idiomatic expression. A good beginning may conveniently be made by regularly drilling in the class the meaning and use of the idioms given in some of our well-written grammar text-books. The students may be asked to notice how the same verb when followed by different words may acquire entirely different meanings. Thus the verb 'bring' may be used to mean *caused* (brought about), *produce* (bring forth), *adduced* (brought forward), *yields as rent* (brings in), *eliciting* (bringing out), *published* (brought out), *convert* (bring over), *rear* (bring up), etc., or again the verb 'come' may be used to mean *happen* (come about), *get* (come by), *take place* (come off), *transpired* (came out), *amount to* (come to), *raised for discussion* (came up), *agree or recover* (came round). Verbs like *bear*, *break*, *call*, *carry*, *cast*, *cry*, *cut*, *do*, *fall*, *get*, *give*, *go*, *hold*, *keep*, *knock*, *lay*, *let look*, *make*, *pass*, *pick*, *pull*, *put*, *run*, *see*, *set*, *strike*, *take*, *tell*, *turn work* etc., lend themselves to this type of expressing divergent meanings. Again metaphors entering into idiomatic phraseology are very difficult of understanding, and require elaborate and clear elucidation. Thus, *to eat the humble pie*, *to meet trouble half-way*, *of a piece with*, *within an ace of*, *won his laurels*, *to all intents and purposes*, *hang together*, *without reserve*, *to pay off old scores*, *no love lost between them*, *call in question*, *with a high hand*, *hand and glove*, *sitting on the fence*, *not fit to hold a candle to*, *burnt his fingers*, *strained every nerve*, *at sixes and sevens*, *speaks volumes for*, *has a finger in the pie*, *gall and wormwood*, *stands in his own light*, *behind the scenes*, *die in harness*, *true to their salt*, *falling foul of*, *to be read between the lines*, and so on need to be worked out in the class, with abundance of typical usages and adequate explanation.

In conclusion, it may be confidently asserted that the attainment of proficiency in the writing of correct English can be possible only when a thorough grasp of idioms and their use has been made easy for the students. There is no use in presenting the idioms as phantom bugbears before the gaping eyes of the budding student, aspiring to master the intricacies of the English language. Steady drill-work in composition, coupled with a wide range of reading, aided by ample suggestions from the teacher, would considerably lighten the task of our students.

PUPIL-TEACHERS' SECTION

I. SCHOOL MAGAZINES AND THEIR USES

BY

MR. M. KANAKIAH,
Pasumalai.

The working of school magazines in Indian schools is a thing of recent growth, and even at the present day it is not to be seen in all the schools. In those schools with magazines of their own, the work of conducting them is mainly carried on by a select body of students assisted by teachers. Both in the work of management and editing it is the students who play the main part. The teachers are there only as their advisors. The editors and assistant editors are chosen from among the students themselves and in the work of choosing articles for publication in the magazines, they are often advised and helped by some senior teacher of the institute.

School magazines are meant only for the students of the school and the subjects treated are of such a nature as to be of interest mainly to the student community. These magazines are also exchanged with those of other schools.

School magazines are useful in many ways. Students of Indian schools and colleges suffer from a serious drawback in that they do not go out of their prescribed text books. And this habit does not help one to acquire real knowledge. School magazines offer scope to students to write various classes of articles, essays, criticisms and the like and thus develop their power of originality. As a rule, the students of different classes of a school do not come into close touch with one another, but through the medium of a magazine, to which many students contribute, a close contact is established between them. It also helps to bring about an understanding among pupils of different schools.

School magazines are the best means through which the interchange of thoughts and views among students not only of the same school but also of other schools can be affected. Further by reading all that appears in these, many other students are encouraged, to write, if not for anything else, at least to see their names in print and in this way a desire to write is spread among the student-community.

II. CONSOLIDATION OF ELEMENTARY SCHOOLS

BY

MR. K. V. R. KRISHNAN,
Pasumalai.

A careful study of the Champion Scheme would surely convince one, that it is the best method for increasing the efficiency of our elementary schools and it ensures that the money spent could be well spent. We all know that a certain amount of lethargy on the part of Government as well as on the part of some executive officers, is also responsible for the inefficiency of the existing elementary schools.

There will be no difficulty in working out the Champion scheme, though objections are raised to the scheme by the sectarians, who seem to be not considering the collective good. In the Madura District Educational Council recently a proposal made by one of the councillors, to amalgamate some of the elementary schools in a particular area, each school having four standards with two teachers representing a particular caste, was defeated. We cannot but regret such a situation. If such a thing happens every where, how can we expect union among our people? How can we eradicate caste feelings? How can we expect sound progress of education if such inefficient schools are allowed to exist?

Is it not a wastage of Government money and a wastage of teachers' energy and time? Men, who represent their people in the councils should deeply consider such matters and everything they do must be for the collective good. Some may raise the question of religious teaching in amalgamated schools. For this, teachers of different religious following may be employed, if found quite necessary instead of having separate schools to represent their caste.

Examples are not wanting to show that there are places, where we have seven or eight aided schools within an area of a square mile, each inefficient, for want of finance and each working as a rival to another, not in promoting the progress of education but in the effort of making the pupils to migrate from one school to another for some reason or other, which the deputy inspectors know fully well. In such places, what would be the harm in consolidating the several schools into one big elementary school, leaving the others as feeder schools? Certainly this will not be agreeable to the selfish managers who stick up to the managership to receive grants for their own benefits. But men who really work for the improvement of elementary education will not care for the opposition raised by such managers and sectarians. Let us wait and see what the authorities concerned are going to do with this scheme?

THE TENTH CONFERENCE OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS HELD AT DELHI

A REPORT

BY

MR. T. P. SRINIVASAVARADAN,

EXHIBITION.

Before a large and distinguished assembly of scholars and delegates representing various provincial associations and many Indian states, the Educational Exhibition was opened by Rev. J. C. Chatterjee, M.A., Superintendent of Education, Delhi, Ajmera-Merwara and Central India, on Wednesday the 26th December 1934.

COUNCIL MEETING.

On Thursday morning a meeting of the Council of the All-India Federation of Educational Associations was held under the presidency of principal, Seshadri. The secretary read a detailed and interesting report on the work of the federation during the year and on the action taken regarding various resolutions passed at the last year's conference. As the Secretary took nearly an hour in reading the report, it was suggested by some that the report might be printed in advance and circulated. Financial statement for 1934 was passed. The draft budget for 1935 was also passed. It was resolved to accept the invitation of the Secretary, Teachers' Association, Nagpur to hold the next session at Nagpur. Draft resolutions to be placed before the general session of the conference were discussed and passed with several modifications. Mr. P. Seshadri and Mr. D. P. Khattry were re-elected as President and Secretary respectively for 1935. Mr. S. K. Yegnanarayana Iyer was re-elected as one of the vice-presidents.

CONFERENCE OPENED (27-12-34.)

At 3 p.m., Sir Fazl-i-Hussain opened the 10th session of the All-India Educational Conference at the Ramjas College Hall. Among those present were Sir Abdur Rahman, Ex-Vice-chancellor, Delhi University, Rai Bahadur Ram Kishore, Vice-chancellor Delhi University, Mr. Asaf Ali, Principal Thadani, Principal Sen, Lala Kidernath and Prof. Mujib. The session began with a song of welcome by the girls of the Seva Sadan High School, clad in orange sarees.

In declaring the conference open Sir-Fazl-i-Hussain said that great and far-reaching changes were being wrought in their political, social and economic conditions; it was inevitable that the stress of these changes and ferment of new ideas to which they gave rise should create a widespread and not unnatural demand for a review of the educational system of the country and for the introduction of salutary and drastic reforms. These changes could not achieve that measure of success which they all desired unless their educational system was adapted to meet the new conditions and new requirements. It was distressing that their primary schools did not make that contribution in literacy which would be commensurate with the money and effort that were spent on them.

Though he appreciated the marked improvements that had recently been made in the schools and universities in India, it was a matter for consideration whether the training given by them was such as to inspire a spirit of initiative and leadership in the leaders of the future.

Continuing Sir Fazl-i-Hussain said:—"Tolerance is the creed as well as the practice of developed forms of society, and it is indispensable in the case of those countries wherein races and religions, as castes and faiths, mingle together. Tolerance is desirable in all countries, but absolutely necessary in India.

"In the domain of religion, it is wrong to try to control the faiths and beliefs of your fellow citizens, and there can be no justification for it. Let every one follow his or her own creed. Freedom of conscience and liberty of thought must be assured to all citizens, and this can only be the case if tolerance forms an essential ingredient of the Indian mentality, for no constitutional, legislative or executive guarantee can take its place.

"There is but one way to achieve this end—concentrate on inculcating tolerance by example as well as by precept. A fellow citizen's life is his own to lead as yours is your own to lead. Thus, tolerance should be the first principle of religious, civic and professional teaching, whether conducted in Government or aided, or private institutions. I have no doubt it is for you, the educationists, to formulate ways and means of achieving the object, i.e., a firm faith in tolerance as the panacea for the many ills from which our country suffers.

"The economic changes, coupled with the world-wide depression, have also created new problems and new difficulties. We have to consider how education can improve the efficiency and the prosperity of the rural masses; and there is the problem of the ever increasing volume of unemployment among those who have received higher school and university education.

"To you who are engaged in the daily task of teaching young men it must be a keen disappointment that your efforts do not always meet with the reward that they deserve. As for the young men themselves, it is heart-rending that, after having gained high academic distinctions, many find it difficult, sometimes indeed impossible, to gain suitable scope for their attainments.

"It is not a matter for surprise, therefore, that our educational system has been subjected to serious criticism, and that there is a growing demand for its review and reconstruction.

"I am tempted to regard the present as perhaps one of the most fruitful in the stages of our educational development. It is only too true, alas, that many of your efforts and ideals have been frustrated by the serious shortage of funds at your disposal. It may be, again, that your work and progress have been embarrassed by forces and conditions over which you have little or no control; but there are unmistakable signs of an earnest resolve on your part to square up the position, to face difficulties and to seek a solution of the problems which confront us.

"The assembling of this conference, including as it does, many of the leading educationists in India, confirms me in my opinion that educationists will play their part in unravelling the intricate complexities of life as it is to-day."

WELCOME

Dr. Zakir Hussain, Principal of the Jamia Millia Islamia and Chairman of the Reception Committee warmly welcomed the delegates to historic Delhi, 'a city of great achievements and great disappointments, great successes and great failures, a city that had watched with great unconcern the birth of empires and their annihilation'. In his inspiring address he gave an account of education in Delhi before the advent of the British Rule, contrasting it with the system now prevalent. Referring to the changes necessary in our Educational systems he said, "we are told, in season and out, that education should have nothing to do with politics. Yes, there is politics and politics. There is politics

which I would not see, which no true educator would see, anywhere near educational institutions. It is the short sighted politics of opportunism, it is the politics which seeks to make education the cheap handmaid of its passing objectives. My complaint is that our present system of education is much too much politics-ridden. For what is it but politics of a kind that to the entire neglect of the needs of the individual mind and the needs of all-sided development of national life we have run a whole educational system to man nothing more than the clerical offices of this country, a system which has robbed generation after generation of our young men of courage, of initiative, of the will to serve anything higher than their own narrowly conceived self-interest, of joy in life and pride in creative effort, without hope and without vision; a characterless cheap article of mass-production to be auctioned in the market place to the highest bidder. It is time we gave to our educational effort more edifying ideals of personal and national existence; ideals of justice and fair play, ideals of service for the good of the whole of which one is a part, ideals of national solidarity, ideals of co-operative endeavour, subscribed by our young men, healthy in body and healthy in mind, with a trained strong will, a sound judgment, refined feelings, honest and frank, yet generous and tolerant, trustful and trustworthy. To this end we shall have to set about the task in dead earnest of "transforming our educational institutions from places of individual self-seeking to places of devotion to social ends, from seas of theoretical intellectual oneness into those of practical human many-sidedness, from centres of mere acquisition of knowledge to those of its right use." If this is politics—and it is politics of a kind, a far-sighted constructive politics—then politics is the life-breath of education.

You may be inclined to ask, 'But who will do all this?' My reply is, everybody must do it—and in view of the impending changes in the government of the country—Government and the people should both do everything they can to improve the quality and extend the scope of our educational work.

"The edifice of future national greatness cannot be built on the quicksands of a thoroughly bad educational system. But the Government and the people are usually slow to move. It is, therefore, up to you, educators of the younger generation of India, to devote days and nights to the worthy performing of the great work of nation-building to which you have applied yourself."

PRESIDENTIAL ADDRESS.

The Conference was presided over by Rao Bahadur Thakur Chain Singh, Senior Minister, Jodhpur State. In the course of his brief address, he commented on the programme before the Conference. Referring to Secondary and Primary Education, he said:

"It is not sufficiently recognised that a good system of secondary education is at the root of national efficiency and you have done well in devoting a special section to it. The time is long past when people thought that a knowledge of the three R's was enough equipment for the average citizen. In the modern struggle for life and economic efficiency, there is not much chance for a nation which does not aim at a higher ideal. Another aspect of the importance of the section consists in the fact that university education can never attain to heights of success, without the foundations being well and truly laid in the lower stage. Without intending to suggest that our teachers in Secondary schools do not discharge their duties thoroughly, I may perhaps be allowed to state that one of the most serious problems in university education in India today is the treatment of ill-equipped students who have not been properly prepared in Secondary schools for entry into Colleges.

The main problem in connection with Primary Education is perhaps not so much its improvement as its spread. The Hartog Committee calculated that an additional sum of about nineteen crores of rupees per year will be necessary for making education compulsory and universal in India, excluding the States, at least some of which are as anxious

as British India to effect this reform. This is perhaps no place to enter into a detailed examination of the financial implications of such a programme, but I am afraid the reform can never be effected, unless we are prepared to face the unpleasantness of extra taxation, whatever economies it may be possible to introduce in the expenditure of routine administration."

About the Examination System, the president said: "It is long since I had any experience of examinations, but I have a vivid feeling even now, that frequent and rigorous examinations constitute one of the most serious evils of Indian Education. The entire system seems subordinated to examinations and there is very little scope left, either for initiative and originality on the part of the teacher, or freedom and the real pleasures of study on the part of the student. There is also the injustice of the work of two or three years in the class-rooms being assessed by a few hours test at the end of the course and the general inefficiency of examinations as a test of learning and culture. Reform in examinations is a subject which has been overdue for a long time in this country and here again we look to you for guidance in the section devoted to the purpose."

AT HOME TO DELEGATES

Later in the afternoon Hakim Mohammed Ahmed Khan, Secretary of the Board of Trustees, Tibbia College, was "At home" to the President and members of the All-India Educational Conference and of the All-India Medical Conference. That night instructive lectures were delivered. Below are given the summaries of the lectures as reported in the 'Hindustan Times'.

PAPERS—ENGLISH AS MEDIUM OF INSTRUCTION

Prof. M. R. Paranjpye (Poona) spoke on "Dawn of Educational Renaissance in India." He pointed out that the usual conception that an entirely new system was thrust upon the people of India by Lord Macaulay's advocacy of Western system with English medium and consequent approval by Lord Bentinck, the then Viceroy, was incorrect but what Lord Macaulay did was nothing more than putting his seal of approval to what people demanded at that time, namely, discontinuance of education through Sanskrit and Arabic as medium and education in modern literature and science through English. He showed them several extracts that English medium of instruction was only adopted as a necessary step, but it was never contemplated that English should always supercede vernaculars of India in their natural adoption as the language of instruction to Indian masses.

NEW EDUCATION FELLOWSHIP

Principal Harvey, Ludhiana, emphasised the necessity of cultivating modern methods in education ordinarily known as New Education Fellowship stressing the need of freedom, truthfulness and self-learning instead of compulsion. He showed how under proper environments, a child likes to learn and expresses its will but under compulsion, the instinct of the child loses its identity and more often than not adopts itself to lessons forced on it by teachers.

ART IN PHYSICAL CULTURE

Professor Doraiswamy Naidu gave a thoughtful and instructive lecture on "Art in Physical Culture" with practical demonstrations so that physical culture represented softness, gentleness and beauty in conformity with the natural movements of body. He had advised his pupils always to be cheerful and smiling if they wanted to be truthful, for untruthful men never smiled. He drew attention to the great physiological truth, namely, the function created structure. Applying the same theory he would go further to say

human brain could be shaped and educated according to their need, because the will led man and it was the supreme commander in the battle of life. It is understood that Prof. Doraiswamy Naidu will be shortly going to London to represent the All-India Federation of Educational Associations at the Congress of International Federation of Educational Institutions to be held shortly in England.

PROBLEMS BEFORE EDUCATIONISTS

"Universities in this country cannot rise to their proper stature, unless they become nurseries to produce our requirements in the coming generations without looking to the aid of foreign universities," said Principal P. Seshadri, Ajmer Government College, speaking on the present trend of University reform in India. The foremost problem confronting any educationist watching the hundreds of thousands of graduates turned out from universities was the question of acute unemployment. Naturally this problem led them to tighten the system and start technological institutions, but he thought the mere establishment of such technological institutions would not solve the problem of unemployment. Further the country was still caste and custom ridden that some parents thought that a clerk getting thirty rupees or so was better than a mechanic getting much more remuneration. They required liberalised mind to introduce the aspect of enlightened outlook.

Proceeding, the speaker referred to the enormous waste of both money and time in sending young men to foreign countries. He deprecated the tendency of employers thinking that foreign degrees were of greater value than those acquired within the country. He suggested and hoped that colleges might co-operate in the creation of a Federal University whereby unitary system of instruction could be found to suit the varying interests and claims of the vast country and confine education only for special purposes to the study of more technical and scientific education for which there is no provision in this country.

SECTION MEETINGS

Sectional meetings were very instructive. University education section; Moral and Religious Education section; Secondary Education section; Health and Physical Education section; Training of Teachers' section; Adult Education section; Educational Experiment and Research section; Vocation Education section; Childhood and Home Education section; Examinations section; Primary and Rural Education and Internationalism and Peace section. Always two or three sections met at the same time and hence it was found impossible to attend all the sectional meetings. Mr. Sundara Rao of Madanapalli and myself attended four sectional meetings and took part in the discussions.

The Secondary Education section was presided over by Mr. Seshadri. He emphasised that teachers should improve their knowledge. He said that when he toured America, he found that a teacher of Geography there knew more about India than many of us here.

RESOLUTIONS

On Friday afternoon and on the next day in the general session, the following resolutions were passed. There was a strong opposition to the resolution requesting the Secretary of State for India to make arrangements for the appointment of a Royal Commission to enquire into the present educational conditions of the country and to make recommendations for the reorganisation of the educational system. The resolution was defeated by a huge majority. There was a feeble opposition to the resolution on sex-education. Some of the resolutions passed are:—

1. That this Conference recommends that there should be a central advisory board of education at the headquarters of the Government of India to coordinate educational activities in the various provinces and to serve as a bureau of information in all educational matters.

2. That this Conference approves of the principle of exchange of teachers among the educational institutions of different provinces and requests the education departments concerned to initiate and facilitate such exchanges.

3. That this Conference is of opinion that the Provincial Teachers' and Educational Associations should make arrangements for the annual celebration of Education Weeks in their jurisdictions.

4. That this Conference makes an urgent appeal to school masters and the Inspecting Staff in rural areas all over the country to seriously take up extra-mural activities in their areas, so that the scholars after leaving school may not relapse into illiteracy but may keep on widening their range of knowledge.

5. That this Conference urges the various Education Departments of India to encourage the use of the Cinema and the Radio in the work of teaching.

6. That this Conference is of opinion that the System of Compartmental and Supplementary Examinations should be adopted by all the Universities and Education Departments of India, under such restrictions as may be found necessary.

7. That this Conference is of opinion that adequate provision of a practical and useful nature should be made for the training of the inspecting staff either in training colleges or by other special facilities organized for the purpose.

8. That this Conference requests the Education Departments to establish Arbitration Boards to adjust differences between teachers and Managing Committees of Non-Government Educational Institutions.

9. That this Conference requests the Railway Board and the steamship companies to allow concession fares to teachers travelling to visit educational institutions, to study educational problems or to attend educational conferences.

10. That the Conference appeals to the Government of India and the States and to private philanthropists to take immediate steps to promote the establishment of an All-India Institute of Education and Psychological Research.

11. That the Conference appeals to the Universities to set apart a portion of the net income they derive from secondary schools for purposes particularly useful to secondary schools as training courses for undergraduate secondary teachers, refresher courses for trained graduate teachers and occasional survey of aspects of secondary education.

12. That this Conference is of opinion that definite efforts should be made at all stages of education in India to teach inter-communal unity.

13. Whereas the new constitution of the country will be based on a broader franchise, and all further political progress will depend on the education of the people this Conference requests the Central and the various local governments, to spend a much larger percentage of the public revenue on Education than has hitherto been found possible.

14. This Conference appeals to the Government, private and semi-official bodies and agencies, and all educated citizens to combine in a country-wide campaign against illiteracy, and requests the Government to make substantial grants in aid to agencies engaged in mass adult education.

15. Whereas education implies the training and development of the child's spiritual, mental and physical potentialities alike, this Conference views with grave apprehension the attitude of several provincial governments in making no contributions to the funds for games and physical training maintained by various institutions in their areas, and requests them to revise the educational codes in this respect to enable schools and col-

leges to make better provision in the sphere of physical development and games, so that it may be possible to provide good playing-fields, gymnastic apparatus, and games for all students.

16. This Conference draws the attention of all educationists to the fact that education in India is unnecessarily examination-ridden, and emphasizes the desirability of introducing, wherever possible, more scientific methods of keeping a record of the progress of the child's mind to be taken into consideration at the time of its promotion from one class to another, specially at the primary stage.

17. That this Conference is of opinion that a beginning should be made in educational institutions to impart an elementary knowledge of sex by the teaching of elementary principles of Biology and the Science of Life.

18. That the Conference urges upon the Educational Departments of the various provinces and the States to press on with the introduction of modern methods of education not only in training institution but in the schools of the country as a whole.

19. That this Conference places on record its considered opinion that education in India will not become effective or popular or help in the evolution of national culture, unless and until vernaculars are adopted as the media of instruction in all schools, colleges and universities.

20. That this Conference urges upon the educational bodies in the country to carry on experiments in education and suggests to the Department of Education in different Provinces to encourage and give grants for such experimental schools.

In connection with resolution No. 6, I found in the Subjects Committee there was a strong opposition. In the open session in moving that resolution I spoke as follows: "The strong opposition to this resolution in the Subjects Committee has compelled me to place before you certain facts. The oppositionists argue that efficiency deteriorates by holding compartmental system of examinations and supplementary examinations. They always overlook one fact. If we take the University examination results as the basis, then no doubt efficiency has deteriorated due to other causes. Twenty years back students from the middle and higher classes of society formed the school-going population. By environment and heredity they were well-equipped for a high standard of education. During the last 10 or 12 years students from lower strata of society have begun to take advantage of education in schools and colleges. They have had no educational background and it will take some years before they adjust themselves to the standard. Till then something must be done for them. Either we have to lower the standard or give them opportunities to pass part by part. Moreover, this compartment system of education is going to help only average and intelligent students. To students who fall sick or who have to absent themselves unavoidably after answering 1 or 2 parts out of three this is an advantage. Supplementary examinations are essential, for nearness of the examination makes failed students work harder. The federation exists, firstly to safeguard the interests of the teachers and secondly the interests of the students. In the Madras Presidency the University of Madras, a very very conservative body, has permitted secondary grade trained teachers in bona fide institutions to appear privately for the Intermediate and B. A. Degree examinations. In my own institution five teachers have taken advantage of this concession and are now full-blown graduates. Teachers in view of their heavy school work cannot hope to pass all the subjects at one sitting of examination. This compartmental system of examination has enabled many secondary grade trained teachers to become graduates. If by chance the resolution is turned down and if the decision of the federation is binding upon the provincial organisations as it naturally ought to be being a parental organisation, then my provincial organisation would protest and may even withdraw, since such a decision would affect the secondary grade trained teachers who form the majority of our association. I beg of you to support the resolution in the interests of teachers and students.

Summaries of some papers read as reported in the 'Hindustan Times' are reproduced below.

PAPERS: THE PROBLEM CHILD

Reading his paper on the 'Problem Child', Dr. Banarsi Das of Agra said that it was impossible to deny heredity some credit in the fashioning of human personality. Yet modern psychological research led to the irresistible conclusion that early environment must be mainly held responsible for the way in which a child's personality evolved.

He thought that with proper handling the most difficult child could be turned into something better. Boys actually convicted of serious crime by law courts in the United Provinces were confined in the Juvenile Jail at Bareilly and he had heard excellent reports about their scouting activities. "Each problem child must be studied as an individual and with the help of easily attained goals within his reach, his steps should be guided in the path of courage, self-confidence, maturity and independence," he concluded.

SOCIALISM, UNITED COMMUNITIES AND EDUCATION

Capt. J. W. Patewel read a paper on "Socialism, United Communities and Education." He said that progress had rendered possible a new kind of enterprise that promised in its first application to render earning while learning possible and so to bring to education and to the status of the teacher such a revolution as had rarely been brought into any branch of human activity.

He proposed a scheme for the establishment of Educational Co-operative Colonies, and remarked that the immediate result of the adoption of the scheme would be to provide employment for a large number of unemployed educated people. In such colonies educated men, instead of working all day more or less as labourers, as in co-operative colonies conceived hitherto, would work perhaps for three or four hours a day well organised in short shifts.

He held the view that a part of the educationist's duty was to understand the economics of co-operative production. He referred in this connection to the United Communities Bill now before the American Senate.

TEACHING OF MATHEMATICS

Dr. Ram Behari read a paper on the "Teaching of Mathematics in Schools and Colleges". He remarked that the system of examinations was far from satisfactory and there was neglect of mental arithmetic in schools. The aim of teaching mathematics in schools should be utilitarian and cultural. At the degree and post-graduate stage, sound mathematics training based on rigor and truth should be given. The subject should be based on historical background and correlation between various branches of mathematics.

NATIONAL EDUCATION

Dr. Alem of Aligarh read a paper on "Some Thoughts on National Education". He deprecated the teaching of students in sectional and communal schools and pleaded for the evolution of the Hindustani language.

OTHER PAPERS.

The following extracts are taken from the A. P. I. as published in 'The Hindu':—

ASPECTS OF EDUCATION—THE ROLE OF THE TEACHER

"The conception of education in a dynamic world and the role of the teacher in the educational renaissance", was the theme of an address delivered by Principal K. G.

Saiyidian of the Aligarh Teachers' Training College to the Educational Conference. He discussed the new movements and forces which were operating at the present, nationally and internationally, to reshape education throughout the world. Despite the development of the scientific movement in education, it was impossible to perfect a fool-proof technique, which teachers could use without the use of their own intellectual initiative and creative thought. They could not, therefore, divest themselves of responsibility, not only to study their subjects for instruction of children, but also the social order in the midst of which they were living to-day. Developments associated with the growth of industrialism and scientific technology had added immeasurably to the material and intellectual power of man, but they had, at the same time, created a grave psychological and ethical situation, because of the failure of man's social and moral consciousness to adapt itself to the changed conditions. This had resulted in the present situation with its wars and exploitation, its social and economic injustices, its unbridled lust for power and wealth, its conflict of values and loyalties in individual and collective life. It was this problem which teachers and educationists had to tackle. If they approached it in the right spirit this stupendous task of creating a new and better world by exalting, in all school work, co-operation above competition, creation above acquisitiveness, service above lust and power, profit and active intelligence above passive assimilation of second-hand opinions, teachers would not only enrich the lives of their pupils, but also train disciplined workers and leaders in the cause of a better social order.

EDUCATION AS UNIFYING FORCE

Principal Ramkaran Singh of Agra, speaking at the All-India Educational Conference on "Denominational Educational Institutions in India," gave out numerous figures of results obtained by practical experiment, the conclusion from which was that the educational system instead of checking retrograde tendencies had actually co-operated with the disruptive forces of society. It had not only failed to act as a ministry of reconciliation between the different communities, but had actually widened the schism between them. It was a sad reflection on the educators of India that they had practically made no effort to direct educational forces towards this crying need. In his opinion the Hindu-Muslim problem was the result of excessive religious consciousness of the people. India would achieve its nationality by progress which might relegate religion to the background and elevate the motherland to the front. All communities must sink their antipathies. If the United States, under the influence of the public school, could turn the varying nationalities of Europe who settled there into Americans, within a generation, there was no reason why India, given adequate facilities, should not be able to turn communities into national Indians.

The conference concluded its session on the 30th December. Principal Seshadri who presided, winding up the Conference, thanked all delegates and visitors for their hearty co-operation. "He advised those present to realise the greatness of the teaching profession to which they belonged, and warned them against doing anything which would hinder the cause of education or bring a bad name to the profession. If they behaved well, social recognition would follow automatically."

GLEANINGS

REFERENCE WORK FOR SENIORS

BY

WALTER D. WRIGHT

Purpose

That a scholar at the school-leaving age should have acquired the art of self-tuition is an aim of which one scarcely needs to be reminded. The means by which the end may be reached are less obvious particularly in schools which are not adapted to individual methods. There is here given however, an outline of a system which is running successfully, and which enables scholars during at least their last term to spend one half-day per week in searching and browsing among books of reference. What is perhaps the biggest deterrent of all to more general work of this kind—the problem of checking the information obtained—is in the method here described reduced so as to be practically negligible. The speed with which scholars can obtain accurate information from time-table, directories, encyclopaedia, etc., after a few weeks' practice is surprisingly encouraging, and the set work at the reference library is the most eagerly anticipated period of the week.

Requirements.

The requirements of the system may be briefly summarised under five heads, as follows:—

(1) A self-contained library of about twenty to thirty books, (2) A set of numbered question cards based upon these books, (3) A supply of answer sheets of standard pattern, (4) A handbook containing a catalogue of the books, and indexed sections giving hints upon their use, (5) An answer book for the use of the teacher only.

The Library.

Taking these points in order we first consider the library itself. It is very desirable that this should be self-contained, and under separate lock and key, since in this way the scholars who work at it may regard it as being strictly in their own care, and should be made to feel responsible for the good conditions of the books. In this way are true book-lovers made.

The contents of the library will be governed by individual discretion and availability of books, but the following list may serve as a useful guide: Telephone Directories (District and Classified), Time-tables (Railway and Road), Who's Who (second hand copies may often be obtained at much reduced prices), Dictionary (Pear's Cyclopaedia, Whitacker's Almanack, *Daily Mail* Year Book, (Post Office Guide), Atlas (Local guides), "Red Books" and histories, The Bible, and a small Concordance.

Provided that two or three of the cheaper of these are kept up-to-date it is quite unnecessary to go to the expense of obtaining current topics of the larger publications.

Textbooks on history, geography and science should also be included, but these will vary according to individual taste. A small encyclopaedia of about a dozen volumes is also very useful—but the drawback here, as with the much coveted *Britannica*, is that in this scheme of work it fails to develop the ability to choose

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This Book I is the third of the series edited by Mr. H. Champion, the first and the second primers of which were noticed in these columns some time back. It is intended for Form I and quite fully does it satisfy the requirements of Form I. The first two lessons and a few more scattered over the whole book, are in dialogue form, perhaps as a translation from the Second Primer. The subject-matter of the book is characterized by variety and interest. The usefulness of the book is considerably enhanced by the very attractive illustrations, the vocabulary and phraseology at the head of each lesson, the exercises at the end based on the subject-matter, vocabulary and grammar, and also the scheme of grammar running throughout. *We are sure the series in general and this book in particular will evoke the enthusiasm of both the teacher and the taught.'*

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quickly from a library of varied books the one which will give the required information.

Question Cards.

The preparation of the question cards is the item which occupies most of the time needed to complete the arrangements but once this is done the system is almost self-running. Stiff cards about eight inches by five, each in a separate envelope numbered to correspond with it, may be accommodated in a box on one of the library shelves.

They may be printed or duplicated in skeleton form beforehand, spaces being left for questions to be typed or written in. A convenient arrangement of the questions on all cards is as follows:—

Question 1. Use of Telephone Directories. (a) District (b) Classified.

Question 2. Use of Time-tables.

Question 3. Dates of notable events. (a) Local, (b) General.

Question 4. Particulars concerning prominent people.

Question 5. Miscellaneous.

Question 6. Private study upon a given subject; several questions, varying from perhaps three to ten according to the subject, ensure thorough reading.

The backs of the cards may be occupied by a set of instructions on the proper treatment of books.

In the setting of the questions certain points should be borne in mind.

It is essential that the scholars may rely upon the library to supply the questions on the cards.

If the questions are so framed that they are answerable in a few words, the work of marking is greatly simplified. The cards should become progressively more difficult throughout, some questions requiring reference to several books in order to assemble the full answers.

The number of cards in the series is optional: fifteen will cover a term, but a larger number (say twenty-five) will allow the quicker pupils to work more than one card per period.

A question card of average difficulty is given here as a specimen:

Question 1. Give the telephone numbers of (a) "Sports Argus," Birmingham.
(b) A veterinary surgeon in Walsall

Question 2. I leave London (St. Pancras) at 9-0 A.M. on the "Thames-Forth Express." How long does the journey to Perth take? Follow it on the map.

Question 3. Give the dates of: (a) The opening of St. Peter's Church (Local).
(b) The first Oxford and Cambridge boat Race.

Question 4. (a) In what city did Sir Thomas Lipton open his first shop? (b) What trophy did he attempt repeatedly to win? (c) Give the dates of his birth and his death.

Question 5. What are the colours of the rainbow in the order in which they appear?

Question 6. Read up all available information on the subject given below, and answer the questions which follow.

Diving Suits and Diving Bells.

(a) Of what material were the early diving suits and air-pipes made? (b) Who invented the diving helmet, and in what year? (c) Why does the interior of a diving bell remain free of water when the bell is submerged? (d) How may a diver communicate with those above?

Answer Sheets.

The answer sheets may be duplicated in a form similar to the cards, but much smaller—say five inches by three or rather less than postcard size. Spaces are supplied for the number of the card to which answers apply, the scholar's name, and the answers. These slips may be kept in a handy position near to the cards.

Self-Tuition.

A loose-leaf file or a strong exercise book should be arranged as an explanatory hand book and catalogue. Indexed pages give clear explanations of the easiest methods of using the various books, while the catalogue is a check upon the contents of the library. Once the scheme and the method of working have been fully described and discussed at the outset, the whole plan should be practically self-running until a new set of scholars takes up the course.

Ten scholars may be allowed one half-day each per week in which the set work may be carried on without interruption. To allow several pupils to work simultaneously creates irritating delays and confusion, and destroys the atmosphere conducive to "browsing" upon the many associated topics which crop up during the search for other information. One scholar, therefore, obtains the key at the opening of the session, and from that moment until the answer sheet is handed in, the teacher need not be consulted except upon rare occasions, and no dislocation of the existing timetable is necessary. The handbook is consulted in cases of doubt, and the average pupil is extremely unwilling to allow a question to beat him.

The completed answer sheet is quickly marked by the teacher on comparing it with the similarly arranged answer book and corrections (seldom numerous) may be worked a week later. Correct slips, after being seen by the pupil, are best destroyed; this ensures that all work is independent.

The usefulness of the scheme need not stop here, but may be applied—as it undoubtedly should be—to the routine class work. Those scholars taking the course may work the majority of their composition exercises upon subjects requiring extensive cross-reference—Rubber, the Telephope, Dispersal of seeds, Marconi, to mention but a few. Furthermore, much of the inevitable reference work consequent upon the questions of a keen class during lessons may be entrusted to the scholars on duty at the library.

A scheme of this type ensures that children leaving school shall be able to refer quickly and intelligently to standard books of reference. The answers to the questions are of less importance than the incidental knowledge acquired in the search, and this itself is far less important than the formation of the habit of reference and the ability to check one's reading and conversation from a variety of sources.

The Schoolmaster and Women Teachers' Chronicle, November 1, 1934.)

EDUCATION IN NAZI GERMANY

BY

CLIFFORD F. TILLEY

The most fundamental change in German Education under the Nazi Regime is, perhaps that to the two principal factors in education the *home* and the *school*, a third has been added, the *movement*. The youth organisations which in part were built up in the party's campaign for power have become part of the structure of the State, and embrace almost all children from the age of ten onwards. All non-political youth organisations, such as the Boy Scouts, have been integrated into the movement, so that there is no alternative for the youth of Germany who have such a passion for joining societies for walking in the forests and mountains, or playing soldiers.

In the schools a national direction is given to all instruction. More weight is laid upon German history than in the past, and insistence by the Minister of the Interior that children must be taught about the Germanic tribes and heroes has caused some embarrassment to history teachers, who have neglected this field in their studies, and who now find an exceeding paucity of material at their disposal. The National Socialist doctrines on racial sciences and hygiene have found their place in the curriculum, and more attention is paid to physical culture. Whilst the schools can thus play their part in acquainting children with the ideas of National Socialism, it is in the *movement* that an attempt is made to give the ideas practical expression.

The much preached "community-spirit of the people" is furthered in the *movement*, in so far as its members are drawn from all classes of society. In contact with their fellows children are taught that there is no less honour in being a labourer than in being a professional; both have their place in the life of the State, and to both applies the principle "The General Advantage comes before Private Advantage." This is best achieved in the work camps, in which all students have to spend six months previous to entering the University, working shoulder to shoulder with young workmen on land-reclamation schemes or road-building.

The idea of sending thousands of town children for a year to the country when they leave the elementary school at the age of 14 was put forward by the Social Democratic Government of Prussia in 1930, but only from the hygienic motive and not from any ethical consideration, say the National Socialists. At Easter, 1934, over twenty-thousand Prussian children, one-third of them girls, were distributed, at the cost of the Government, in homes containing sixty or more children in the country. Herr Rust, the Minister of Education for Prussia and for the Reich, hopes that the scheme will gradually affect all school-leaving town children throughout the country.

The purpose lies not only in the possibility of training the children politically, although they come from the formerly Communist industrial areas, this has its advantage, but also in bringing them into contact with the life and work of the country. A further advantage is that they are removed for an extra year from the labour market, and many may well find the country so attractive that they will decide to stay there as settlers, apprentices to craftsmen or assistants to peasants, and those who return to towns will have benefitted from the hardening and disciplining of the open-air life.

The homes are mostly in converted sanatoria, schools or private houses, but such surroundings do not prevent the carrying through of a very spartan time table. The day begins at six with a run in the open-air, and ends at nine. The morning is spent in work on neighbouring farms in the case of boys, and in looking after children and doing gardening for the peasants in the case of girls. In the afternoon there are two hours of sport and then classes in history, racial science folklore and National Socialism generally.

* * * * *

New training colleges for teachers are being built in the country itself, where throughout his training, the young teacher is in constant touch with the problems of country life. He is to become more than ever the leader of intellectual life in the village, fostering interest in folk-lore and spreading the ideas of National Socialism.

For the training of future National Socialist leaders, great hopes are placed on the National Political Academies and on the Comradeship houses for students. The National Political Academies have been built up in the pre-war Cadet schools. Boys are chosen purely according to ability from all types of families and are educated with a strong political bias in an atmosphere of military discipline. The Comradeship house serve the purpose of keeping the community spirit alive in young students fresh from the work camps, during their first year or so at the University. The German student is accustomed to live alone and with little or no discipline, so that his first year is generally spent in doing anything but real study. Thus, say the National Socialists, he can far better spend it in further political training, and efforts are being made to provide all young students with accommodation of this kind.

(From *The Highway*, Jan. 1935.)

CAMPING FOR TEACHERS IN GERMANY

The German Minister of Education has announced that as from this year teachers of all grades will, each year, be brought together in camps for four weeks. There they will find, thanks to the communal life and a new training in sport, a renewed energy which will enable them to carry out their high mission in "National Socialist" education. The Minister speaks of the necessity of teachers maintaining alert minds. It is not sufficient for a teacher to have passed an examination, or to hold a State diploma; teaching demands a mind always wide awake and in constant progress.

(*The Schoolmaster and Women Teachers' Chronicle*, Jan. 17, 1935.)

FROM OUR ASSOCIATIONS

TRICHINOPOLY DISTRICT TEACHERS' GUILD

SECOND QUARTERLY MEETING

The second quarterly meeting of the Trichinopoly District Teachers' Guild was held in the National College on Sunday the 9th February with Mr. V. Saranatha Iyengar President of the Guild in the Chair. The meeting was attended by nearly 150 delegates from all parts of the District. The National College Lecturers' Association and the National College High School Teachers' Association were the hosts.

The meeting began with prayer by Pandit Santhanam Iyengar of the National College. Mr. K. R. Rajagopala Iyengar, Secretary, Lecturers' Association of the National College, welcomed the Guild. The President then delivered his address.

THE PRESIDENT'S SPEECH

The President began by asking whether the Teachers' Guild was justifying its existence and said that there was scope and need for better work on the part of the Guild and its members. Referring to the status of the Guild, the President said that the Guild did not count with government, the Legislative Council or Managements. He therefore thought that the duty of the Guild was to strengthen its own ranks with a view to compel recognition. To do so, the Guild must meet oftener than once in a quarter and unceasingly discuss academic and professional questions. Such meetings must be held for the love of work and for the promotion of mutual understanding through the cultivation of brotherly feeling. Secondly, individuals in the Guild must try and be self-reliant. Teachers should not be beggars at the gate which was a falling thing, especially when they did not get what they wanted by deputations and petitions, and when men in power held opinions against the interests of teachers. One way of becoming self-reliant was to develop influence in terms of the vote in elections to local, provincial and Central bodies. This could be done by teachers' unstinted work in and out of school, by schooling within and guidance outside and by being educators of the community. Every teacher ought to get the goodwill of the neighbourhood. Every teacher ought to treat voting as a mystic and sacred thing. Then alone could teachers be socially effective. Teachers must also learn to adjust their domestic economy, live economically and learn to love manual labour for their household in matters of washing, cleaning, stitching, gardening, etc. Then alone could they be prepared for the frowns of government in the shape of low salaries and cut by Managements. As the priests still of the coming India, teachers should take to plain living and high thinking. Thirdly, it was also the duty of teachers to give up social restrictions when they were not against their conscience. Teachers must be social reformers, and do something for the poor in the educational and social sphere. That is how teachers in other countries were working by civilising the community and serving the nation. Fourthly, teachers to be effective must develop the *quantum* of national character. Education had failed because of the lack of honesty of teachers and especially of head-teachers who were working in a narrow, muddle-headed way, without a goal, without zeal and determination to achieve the goal. Teachers had to use the requisites of attainments they possessed by working in spite of the limitations of the system to do their jobs well, and with self respect necessary for any profession.

Concluding the President called the Executive to arrange for fortnightly public meetings under the auspices of the Guild, conducting surveys to ascertain and improve

the economic position of the members and to start a fund to help teachers while in service to supplement the S. I. T. U. Protection Fund which catered to teachers in retirement or teachers' heir. With that as the programme, he was sure teachers could grasp political influence and, instead of being beggars, could make others beholden to them.

The President's speech over, the minutes of the last meeting were taken as read and passed. Mr. T. S. Anantanarayana Iyer, Secretary of the Standing Committee of the Local Board and Municipal School Teachers of the District gave an account of the deputation led by Mr. T. M. Narayanaswami Pillai to the Education Minister.

The following resolution touching the death of Mr. S. S. Vyasa Rao was passed all standing:—

That an expression of regret at the death of Mr. S. S. Vyasa Rao, one of the pioneers of the S. I. T. U. and for many years one of the leading sports of the Trichinopoly Teachers' Association be placed on record and be communicated to the members of the family of the late Mr. Vyasa Rao.

The rules of the Guild as revised by its Sub-Committee and the Managing Committee were then passed item by item with some amendments making provision for the Guild organising and taking part in nation-building activities.

After lunch, the following official resolutions of the Managing Committee were passed by the open session of the Guild.

TEACHERS' CO-OPERATIVE SOCIETY FOR RUNNING SCHOOLS.

The guild extends its support to the co-operative Society to be started by the *Serrindia Rural Centre, Mayanur* with the specific purpose of running schools set forth in Mr. K. G. Sivaswami Aiyar's letter to the guild. (Mover, Mr. T. S. Ananthanarayana Iyer, Lalgudi, Seconder, Mr. A. Sivarama Iyer, Mayanur.)

PERSONAL PAY FOR ELEMENTARY SCHOOL MASTERS.

The guild requests the authorities to grant to Elementary School Teachers the difference between the maximum of the scales and their old pay as personal allowance as in the case of other local board employees. (Mover, Mr. M. M. Balakrishna Iyer, Kulitalai, Seconder Mr. S. Balasubramania Sastri, Trichy.)

MINISTERIAL PARTY AND TEACHERS SERVICE CONDITIONS.

The guild is of opinion that the attitude of the Ministerial party in the local Legislative Council to the question of Service conditions of teachers in general and the salaries of teachers under local bodies in particular, is unreasonable and that in the coming general election teachers organisations should extend their support to any party whose policy and measures are definitely against the main interests of teachers. (Mover S. T. Ramanuja Iyengar, Trichy., Seconder, V. Radhakrishna Iyer, Trichy.)

Messrs. M. M. Balakrishna Iyer, L. R. Natesa Iyer, T. S. Ananthanarayana Iyer, G. Varadachariar, T. S. Ramachandra Iyer, Nagaraja Row and others participated in an interesting discussion and after Mr. Ramanuja Iyengar's reply, the resolution was passed three alone voting against.

ADDRESS TO RETIRED WORKER.

The guild resolves to present an address to Mr. M. M. Balakrishna Iyer in recognition of his services to the guild and authorises the Secretaries to make necessary arrangements for the presentation of the address at the next quarterly meeting of the Guild. Mover, Mr. G. Varadachariar Trichy. Seconder, Mr. P. S. Ganesa Sastri, Trichy.

RATIFICATION OF SECRETARY'S ACTION.

On the motion of Mr. K. R. Rajagopala Iyengar, seconded by Mr. V. Radhakrishna Iyer the action of the Secretary in treating all Elementary Teachers Associations as one unit within the guild and in affiliating the National College Branch, Woriyur Teachers Association to the guild were approved and Mr. T. S. Ramachandra Iyer, Commercial Instructor St. Joseph's College was appointed auditor of the guild for the year.

HOLIDAYS FOR GUILD MEETINGS.

The President District Board, the District Labour Officer, the Municipal Commissioners and the Managers of aided Elementary Schools were requested to declare the days on which quarterly meetings of the guild were held as holidays and thereby obviate the practical difficulties of teachers who are obliged to take casual leave to attend such meetings. (Mover, Mr. A. R. Krishnamurthy, Thotiyam, Seconder, Mr. M. G. Venkatarama Iyer, Golden Rock.)

GUILD AMENDMENTS TO S. I. T. U. RULES.

Resolved that the guild do give notice of the following amendments to the S.I.T.U. rules for consideration at the forthcoming annual meeting of the S.I.T.U. of Madras.

Membership Rule 4-b.—Add after Teachers Associations "including range associations of Elementary School masters in each district."

Affiliation Rule 6.—Add "Range Association in a district shall be treated as one for purposes of affiliation to the S. I. T. U."

Office-bearers Rule 8.—Delete "President" from the sentence "The President, Secretary and Treasurer shall be . . . headquarters."

Annual Meeting Rule 22.—Amend—Last sentence as follows:—

Voting at the annual meeting shall be by ballot as provided in rule 11.

AMENDED ELEMENTARY EDUCATION ACT.

This guild is of opinion that the amended Elementary Education act of 1935 is a retrograde measure which will retard the progress of Elementary Education in the province and defeat the goal of free and compulsory education which is the birth-right of every child. (Mover, Mr. M. G. Venkatarama Iyer, Golden Rock, Seconder, S. T. Ramanuja Iyengar, Trichy.)

At the request of the President Mr. S. T. Ramanuja Iyengar, representative of the guild in the S. I. T. U. and sole delegate of the district to the XXVI Provincial Educational Conference made a statement about the Conference.

A discussion on "the problem of unfit pupils in Secondary schools" was adjourned to the next meeting.

In his concluding speech, the President pleaded for disciplined team work with a programme with self Education for being experts in their vocation and with self confidence as a profession for advancing the cause of the nation.

Mr. Kalyanara Iyer, Secretary of the N. C. H. S. Teachers Association proposed a vote of thanks to the President and the guild. Mr. S. T. Ramanuja Iyengar on behalf of the delegates thanked the hosts for their splendid hospitality. The meeting ended at 5 p.m.

A MEMORANDUM ON THE PROVIDENT FUND FOR TEACHERS IN AIDED EDUCATIONAL INSTITUTIONS

The Secretaries of the Trichinopoly District Teacher's Guild waited on the Director of Public Instruction Madras and Represented to him the difficulties experienced by the subscribers to the Provident Fund scheme. In the course of their memorandum they state:—

The Provident Fund contributions are not always remitted into the Post office on the very day the salaries are paid. Instances of delays sometimes extending over months are not uncommon. The matter escapes the attention of the D. E. O. Even if he comes to know of it, he rarely takes any action in the matter. The consequence of such an irregularity is that the teachers are made to lose even the small interest which their deposits will earn.

The system of investing monies in Post Office cash certificates is leading to endless delays and confusion. In the first place, schools and colleges are not prompt in preparing the forms for investment as required by the rules of the Post Office. When these applications for investments are finally made and sent the D. E. O.'s Office was not able to cope with the volume of work arising in the whole district in respect of the Provident Fund. There have been cases of a delay of a month or a month and a half in the D. E. O. scrutinising the applications and forwarding them to the Post Office for action. Under such delays, very often before the scrutiny by the D. E. O. could be finished, the application forms themselves have become invalid because the Postal rates for the purchase of cash certificates have undergone a revision. The applications have therefore been returned to the schools and colleges for fresh ones to be made. In the meanwhile, the teachers have been obliged to lose the higher rate of interest on their deposits. Sometimes, the Post Office itself is a defaulter. Quite recently, the application form for the purchases of cash certificates was revised and the revised forms were not obtainable at the Post Office. They are not still obtainable at the Teppakulam Post Office.

There is also the same delay in cashing the matured Post Office cash certificates. The applications have to go through the D. E. O.'s Office and once again there is the same difficulty which has been pointed out above. There is delay in the D. E. O.'s Office in dealing with these applications and there is also delay in the Treasury Deputy Collector's Office in sending back the certificates.

The whole difficulty in this matter can be avoided if the Government are pleased to grant the cash certificate rate of interest on the Provident Fund Deposits of Teachers without all this worry and delay.

The next point to which we beg to draw your kind attention is a still more important one. The closing of Provident Fund accounts arising on the death or retirement of a subscriber is made to drag on endlessly. At every stage, once again, there are delays. The present system is no doubt at fault as it leads to these delays. There are no personal ledgers in many schools and colleges for preparing the consolidated accounts quickly. There are delays in getting the used-up Pass Books from the Deputy Accountant General of Nagpur, who seems to be their custodian. When the accounts are finally made up and sent to the D. E. O.'s Office, there is great delay there for reasons not clearly known to us.

Finally there is delay in the Accountant General's Office. We give below the time that has been taken in some cases of closure of accounts.

Date of Application for closure.		Date of Closure.	
August	1930	March	1932.
July	1931	April	1933.
April	1932	October	1933.
June	1932	October	1933.
June	1932	June	1933.

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FROM OUR ASSOCIATIONS

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Much hardship has been caused to the retired subscriber or the deceased subscriber's heirs by these delays of nearly two years in some of the above cases.

We beg that the Government may sympathetically consider our request and change the present system in such a manner as to avoid these long delays which frustrate the very purpose of the Provident Fund Scheme."

AMENDMENT TO M. E. R.

The Secretaries of the Trichinopoly guild submitted another Memorandum to the Director of Public Instruction, Madras, requesting him to amend the Madras Educational Rules so as to empower the government to lay down rules regulating the service conditions of teachers. In the course of their memorandum, they state :—

On behalf of the District Teachers' Guild, Trichinopoly, we beg to submit the following resolution passed by the guild at its meeting held on 27-10-34, with Rev. Father A. M. Antoniswamy, S.J., in the chair.

"Resolved that the guild do convey in a memorandum to the D. P. I. that to insure security of Tenure of teachers in aided schools, a section similar to the one found in the Local Boards Act empowering the Government to lay down the rules for the scale of salaries, conditions of service, leave rules, termination, dismissal, etc., of teachers in aided schools be inserted as a rule in the Madras Educational Rules and insisted on as a condition of recognition."

In submitting this resolution, we beg to bring before you the following facts for your consideration and early action thereon.

The problem of security of Tenure in Aided Schools in this district is on a par with the same problem in other Districts. The agencies differ and the services also differ. The service conditions vary from school to school in the matter of scales of salary, leave rules, treatment, redress of grievances, and freedom for the teacher to carry on his professional, private and public duties. The contract enforced by G. O. 702 has not come into operation in all schools in the District and in the case of all teachers in every institution, as the D. E. O. of the District will testify. The terms of contract too vary from school to school in the matter of termination of services and the terms of notice due on either side.

These varying conditions lead in practice to institutions and teachers pulling away from each other, instead of pulling together, as they ought to in the interests of educational well-being and efficiency. They also retard the much-needed development of a professional spirit among the teachers, who have to keep themselves fit for their professional, educational and civic duties.

The District Teachers' Guild in common with the parent organisation, the South India Teachers' Union, wishes that this state of affairs should go, that teachers should be treated as 'public servants', and that they should have a common service code for professional conduct, common leave rules and common standardised scales of pay for the different grades of teachers in all Schools and under all agencies. This request is quite in keeping with developments all over the world and in particular with what has been effected by G. O. No. 4619 regarding schools and Teachers under Local Boards and Municipalities. What applies to schools under local bodies must be capable of being extended to schools and teachers in aided institutions, as the work turned out is the same everywhere. To avoid arbitrary terminations of services by managements and abrupt resignations by teachers, it is desirable that the D. E. O. in each district, in conjunction with the District Secondary Education Board, should be empowered to call for cases of termination on

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either side under the contract, and to inquire into cases of termination, disputed by one party or the other, a deposit being required to be placed with the enquiring authority. This is found necessary as terminations are caused under the contract for any reason or no reason, and in many cases the teacher's career is affected adversely. As the department is responsible for the institution of the contract, it is only fair that the department should provide a machinery, which would automatically redress legitimate grievances.

In conclusion, we request you to give a sympathetic consideration to the above matters and have them embodied as amendments to the Madras Educational Rules at an early date, so that teachers in aided schools might be enabled to do their work in an atmosphere of security and contentment.

AN APPEAL

V. VENKATASUBBAYYA MEMORIAL

Pupils, past and present, as well as friends and admirers of the late lamented V. Venkatasubbayya (Pachaiyappa's College School, Madras) are requested to contribute handsomely for a suitable memorial perpetuating the meritorious services rendered by him as a great Headmaster, a brilliant Mathematician, and an eminent Scouter—a bust to inspire the onlooker, gold medals for proficiency in Mathematics and in Scouting, and a Hall for the use of Scouts, costing in all about Rs. 4,000—, as determined upon by the Committee appointed for the purpose at the Public meeting held on the 19th November, 1934.

They are requested to send their contributions to Mr. M. Viraswamaiya, B.A., L.T., Assistant Master, Pachaiyappa's College School, or 39, Krishnappa Naick's Aghaharam, G. T. Madras.

K VENKATASWAMI NAIDU,
President.

Pachaiyappa's College,
Madras, 13th December, 1934.

R. V. LAKSHMI RATAN Jr.
P. V. RAJAMANNAR,
T. V. GANESAN,

Secretaries.

SALEM DISTRICT TEACHERS' GUILD

AUDITOR'S REPORT—STATEMENT OF RECEIPTS AND CHARGES

I have the honour to present the Audit report of the Salem District Teachers' Guild for the year 1934.

The year opened with a balance of Rs. 12-14-0. Out of the three associations that had to pay their annual subscription for 1933, only one association paid its subscription of Rs. 5. Four High School Teachers' Associations and one Elementary School Range teachers' Association joined the guild during the year. There were fifteen affiliated associations in all at the end of the year. The two associations that were in arrears for 1933, have not paid their subscriptions for 1934 also. As per the rules of the guild, the names of the two associations which are in arrears for two years, 1933 and 1934, have to be removed from the list of associations affiliated to the District Guild. One association has paid only a part towards its subscription for 1934.

The amount collected from thirteen associations comes to Rs. 118. A sum of Rs. 20 was collected towards the S. I. T. U. Silver Jubilee Fund. The Guild share of the Delegate Fees, collected by the Rasipuram Reception Committee is Rs. 20-8-0 and the same is credited to the guild accounts. The total expenses came to Rs. 131-1-9, leaving a balance of Rs. 45-4-3.

All items of expenditure are supported by vouchers and are duly sanctioned by the committee as per rules of the guild. All postal expenses were verified with the letter book maintained by the Joint Secretary and found to be correct. The cash book is maintained satisfactorily.

Herewith is appended the statement of Receipts and charges of the guild for the year 1934. The closing balance of the year is Rs. 45-4-3, of which Re. 1 is with the Secretary.

Receipts.	Charges.
1. Opening Balance .. 12 14 0	1. S. I. T. U. Annual Subscription .. 25 0 0
2. Annual Subscription from one association for 1933 .. 5 0 0	2. S. I. Education Week Donation .. 5 0 0
3. Annual subscription from 13 associations for 1934 .. 118 0 0	3. Purchase of Books Journals 11 14 0
4. S. I. T. U. Silver Jubilee Fund from 3 associations. 20 0 0	4. Letter Paper, Printing etc. 12 9 0
5. Rasipuram Conference Delegate fees guild share. 20 8 0	5. Travelling Expenses .. 40 0 0
	6. Postage and M. O. C. .. 36 10 9
	Closing Balance .. 45 4 3
Total .. 176 6 0	Total .. 176 6 0

(Sd.) K. GANGADHARAN, NAIR, B.A., L.T.,
Auditor,
16-1-35.

(True Copy)

Board High School,
Krishnagiri,
17-1-35.

K. S. CHENGALROYA AIYAR,
Joint Secretary,
Salem District Teachers' Guild.

ELEMENTARY TEACHERS' ASSOCIATION, NEGAPATAM.

A meeting of the above association was held on Saturday the 15th instant with M.R.Ry. K. Sambandam Pillai Avl., B.A., L.T., Dy. Inspector of schools, Negapatam Range in the chair. All the Municipal teachers were present.

M.R.Ry. S. Narayanaswami Iyer Avl., B.A., L.T., Science Assistant, National High School, Negapatam, delivered a lecture on "How to teach Elementary science to Elementary School children", illustrating the same by a model lesson on "The properties of Air".

SOUTH KANARA.

At a meeting of the Graduate teachers in the service of the District Board, South Kanara held on the 29th December 1934 at Udipi, the following resolutions were passed.

(a) Whereas the Government in introducing the new scales of pay for its employees has recognised the principle that the new scales should not affect adversely the existing incumbents and whereas the Government in its order No. 4619 L. & M. dated the 20th October 1934 has introduced new scales of pay adversely affecting the existing incumbents in Local Board Service, this meeting of the graduate teachers records its emphatic protest against this invidious distinction and prays the government that in the interests of justice and fair play the same principle as the one they have adopted in the case of their own servants may be extended to teachers under Local Boards.

(b) Also whereas in introducing new scales for graduate teachers in Local Boards by G. O. No. 4619 L. & M. the government has recognised the principle of standardisation of scales for teachers of the same qualifications, service, etc. in the presidency under the Local Boards, this meeting prays the government to extend this principle so as to remove the glaring differences between the graduate teachers in government service and those of the same qualifications under local boards in the interest of efficient education in the presidency.

M.R.Ry. B. Balakrishna Puranik Avl., B.A., L.T., Headmaster Board High School, Karkala, presided.

HEADMASTERS' ASSOCIATION, MADURA.

The 10th Session of the Madura District Headmasters' Association was held on Saturday the 28th of January 1935 at 9-30 a.m., in the Madura College High School building when 17 Headmasters from the district, the District Educational Officer, Mr. Balraj, along with the Deputy Inspector of Schools Mr. T. N. Krishnamurthi Iyer, M.A., L.T. and a few visitors were present. The Secretary of the Association, Rev. G. P. James, B.A., L.T., B.D., made special reference in his report on the occasion, to three headmasters outside the District having enrolled themselves latterly as members of the Association.

Mr. Balraj paid a glowing tribute to the educational experiment conducted and research work sincerely attempted and done thus far in this district under the presiding genius of his predecessor, Mr. R. M. Savur and made a very fervent appeal to the members of the association and to all teachers in the district to continue the method in the spirit in which it was launched and record still better achievements in Educational work.

The association next passed a resolution recommending to the managements of aided schools and the District Board the sanction of travelling and halting allowances to headmasters.

PERIAKULAM EDUCATIONAL NOTES

The last of a series of the Madras University Extension lectures organised for the Madura area was delivered in the Central Hall of the V. M. High School, Periakulam, on Friday the 18th instant at 6 p.m. by Mr. V. Subbusesha Iyer, M.A., Lecturer, Madura College, Madura, in the presence of a large, appreciative and cultured audience of officials and non-officials. The subject was "A comparative study of the Local Self-government institutions in India and elsewhere".

Under the auspices of the Boys' Literary and Debating Society Victoria Memorial Board High School, Periakulam, a special meeting was arranged on 8-2-1935 under the distinguished presidency of Doctor Stoffer, Principal of the American College, Madura when Rev. Hoss, Chief of the Department of English of the same college delivered to a very crowded and responsive audience a highly interesting and instructive lecture on Shakespeare's 'Richard III'.

The Headmaster of the school was at home to all the distinguished visitors prior to the meeting.

A public meeting of the citizens of Periakulam was held in the Central Hall of the Victoria Memorial High School, on the evening of the 13th instant and fitting tributes were paid to the late Mr. M. C. Rajagopal Nayudu, a veteran educationist and a former headmaster of this institution. There was a large gathering of teachers, old boys of the deceased and the present pupils of the school. M.R.Ry. V. Subbarama Iyer, B.A., L.T., ex-headmaster of the institution took the chair.

As a mark of respect to the deceased, who was one of the ablest former headmasters of this High school, the V. M. High School was closed in the afternoon of the 12th instant.

EDUCATION WEEK D. H. H. SCHOOL, TIRUPATI.

Under the auspices of the D. H. H. School Teachers' Association, Tirupati, the Education Week was celebrated with great enthusiasm in the high school hall. Rao Bahadur Brahmiah Pantulu, the president of the function, spoke on the utility of the scout movement. The second day of the week was devoted to oratorical contests by various competitors. The third day, called the Old boys' and Parents' Day was devoted in the enactment of select scenes from various dramas in English, Telugu and Sanskrit. The function was presided over by Mr. N. Audinarayanachetti Garu, B.A., B.L., Advocate and an old student of the institution.

HASSAN DISTRICT EDUCATION WEEK. (CHENNARAYAPATNA CENTRE)

The Education Week was celebrated in Channarayapatna centre on the 20th and 21st January 1935 in the Government Middle School premises under the presidency of Mr. N. S. Subba Rao, M.A., Bar-at-law, the Director of Public Instruction, Mysore.

An educational exhibition was the main feature of this week and it was opened by the president.

SCOUT WEEK.

The Scout week commencing from the 19th January was celebrated at Wandiwash by the Local Ramakrishna Scout Troop and Cub Pack in the Board High School premises. M.R.Ry. S. Meenakshisundaram Iyer, B.A., L.T., Headmaster and scoutmaster, explained the object and aim of the Scout Week to the scouts. M.R.Ry. K. N. Raghavachariar Avl., talked on "Camping".

From 20th to 23rd January 1935 the scouts did social service in the form of giving medicines to the sick, and collecting books for the Pupils' Literary Association Library maintained in the High school. Demonstrations in keeping the houses clean were also given.

On 25-1-1935 Scout sports and competitions were held under the immediate presence of Dr. M. Rottschaefer, M. D. a lady doctor working in this locality, who is very much interested in Scouting. A number of items such as Flag staff erection, Fire lighting, Signalling, Fireman's life and Knot Relay were gone through. The functions of this day were witnessed by a large gathering.

On 26th and 27th January 1935 the scouts went on a Camp to Elangadu, a village about 4 miles from Wandiwash. One notable feature was that the camp was visited by a lady, who is the mother of a scout. The deputy inspector of schools Wandiwash, was also present at the camp.

On 28th Dr. M. Rottschaefer, M.D. distributed the prizes to the winners in the competitions and also awarded the badges to the scouts. She gave a talk to the scouts on their responsibilities and their duties and emphasised that the scouts should always act up to their promises. She herself also promised that she would render all help in the furtherance of the movement in this taluk.

A local association for the taluk was formed and members were enlisted.

THE S. I. T. U. PROTECTION FUND

(List of names continued.)

REG. NO.	NAME AND ADDRESS.
1160.	Mr. V. S. Krishnaswami Iyengar, Asst., P. S. High School, Mylapore, Madras.
1161.	.. K. N. Venkatarama Iyer, Com. Instr., Hindu High School, Ambur.
1162.	.. K. Rajagopala Iyer, Asst., Hindu High School, Ambur.
1163.	.. W. Srinivasaraghava Mudaliar, Tamil Pundit, Municipal High School, Walajahpet.
1164.	.. N. Rajaratnam, Manual Training Instructor, Board High School, Chittore.
1165.	.. Y. K. Sastri, Asst., The School, Rishivally.
1166.	.. K. Vajravelu Mudaliar, Asst., Pachaippa High School, Conjeevaram.
1167.	.. S. Mohideen Sahib, Physical Instructor, Municipal High School, Kurnool.
1168.	.. T. G. Subramaniam, Teacher, Elementary School, Karur.
1169.	.. S. Arunachalam, Asst., Board High School, Chengam.
1170.	.. A. Balasundaram, Headmaster, Board High School Chengam.
1171.	.. A. R. Janardhana Rao, Asst., Board High School, Chengam.

Triplicane,
18-2-1935.

M. K. RAMAMURTI
Secretary.

OUR LETTER BOX

THE XXVI PROVINCIAL EDUCATIONAL CONFERENCE—SOME IMPRESSIONS AND SUGGESTIONS

BY A DELEGATE.

The twenty sixth session of the Madras Provincial Educational Conference held at Anantapur during the last Christmas Week, under the able guidance and presidency of Dr. J. H. Cousins, was a great success. For three days the small town of Anantapur was brimming with activity and bustling with large numbers of visitors and delegates. It was a remarkable fact that for the second time it was found possible to hold the Conference in the Ceded Dts.; and I trust that other centres in this area such as Bellary, Cuddapah and Kurnool will also bestir themselves from their involuntary torpor or apathy, strengthen their local associations and make it possible to invite the Conference to their midst in the immediate future.

Some of the auxiliary activities at the Anantapur Session such as the Elementary Teachers' Refresher Course, the Geographical Conference, the Educational Exhibition, the Physical Training demonstration etc., added to the usefulness of the work done at the main Conference. The Exhibition, judging from the eager crowds of visitors, seemed very popular and must be deemed a very successful effort at placing before the public some of the practical achievements of school pupils and teachers. The Telugu Pandits' Conference was a poorly attended, unpremeditated affair; but it is well that the pandits that attended the Educational Conference thought of meeting one another and discussing their position in relation to the recent G.O. on the new scales of salaries.

The Anantapur session was successful, thanks partly to the invaluable help rendered by the C. D. College staff. But it suffered by contrast with its immediate predecessor—the Silver Jubilee session held at Trichinopoly in May 1933, where, with the greater resources of the Trichy District Guild, splendid arrangements had been made; organised effort had been in evidence in every activity connected with the Conference. One would wish that such an ideal were worked out by the organisers of every Conference.

It was a pity that out of more than 300 delegates attending the Anantapur Conference, there were only two lady-delegates, both representing the Kurnool District Guild (which has been setting up the example of deputing women-delegates for the last two years) and one of them being a departmental officer and individual member of the guild. It speaks highly of their courage and enthusiasm to have taken pains to attend the Conference for three days in the midst of hundreds of men, in spite of the incidental handicaps. The arrangements made for their comfort were rather poor. If only the organisers of every one of our Conferences realise that they are intended as much for women-workers in the field of education as for men, they can certainly ensure and encourage a large attendance of lady-delegates and secure the privilege of greater co-operation of women-workers.

Another regrettable fact was that the proceedings of our Conference were very meagrely reported in the "Dailies". All our the presidency, teachers in thousands, would have in vain looked to the newspapers for a detailed report of the Conference-work, and until the "South Indian Teacher" of the current month is published they cannot by any means satisfy their curiosity. We teachers owe it to ourselves to fight our way through and make ourselves felt by the public and the powers that be, and how can we achieve this if we keep them in the dark about our activities in our Annual Conferences? Hence I earnestly urge that provision for proper and accurate reporting to the "Dailies" like "the Hindu" be made by the Reception Committee of every Conference.

The last Conference was notable for some fine speaking. The President's ready and sparkling wit uniformly enlivened the proceedings. Enthusiastic workers like Messrs. S. T. Ramanja Aiyangar, B.A., L.T. of Trichinopoly and E. N. Subrahmanyam, M.A., B.L., of Madanapalle made a good impression on the audience by their clear and effective speeches.

The most wonderful thing that struck the writer and several other delegates was the large contingent of over a hundred delegates from the Madras Teachers' Guild. The respectable band of forty and odd delegates of the Hindu Theological High School, Madras, in their simple but chaste uniform dress, and with their corporate movements and activity, attracted the attention and elicited the admiration of all visitors. The secret of our success lies in organisation, and the Hindu Theological High School teachers have set us a fine example to follow.

It is a happy circumstance that the next session of our Conference is to come off in May next and to be held in Madras. One earnestly hopes that teachers from all over the Presidency will muster strong at the Madras session and contribute their strength and support to the S. I. T. U. and its activities.

K. N. P.

THE CHIEF MINISTER AND THE NEW SCALES OF PAY FOR TEACHERS

The Chief Minister has attempted to satisfy the members of the Legislative Council by placing four facts in issuing the revised scales of pay:—

- (1) The teachers in Government Schools have far superior qualifications.
- (2) Personal allowances will be given in cases where it is proved that there is real hardship. So there is no cause for anxiety.
- (3) The teachers under Local Boards in Secondary Schools can hope to have promotion to different grades.
- (4) We have helped to better the prospects of the Elementary School teacher so there should be no complaint for reducing the salaries of the Secondary school teachers.

We will consider each fact. With regard to the first point the chief minister besides being extremely unsympathetic has paid very poor compliment to the Local Board Teachers, who work as hard and as efficiently as the Government School teachers. He has unnecessarily declared that they have inferior qualifications. This is nothing short of the lack of correct knowledge of things. We wish he had enquired properly before giving expression to such an expression wounding the feelings of all the Local Board Teachers. In all secondary schools whether Government, Local Board or private, the qualification fixed for teachers is one and the same. There is no special qualification for Government school teachers. All the schools are required to satisfy the education rule 13 which fixes the qualification for all the schools.

While speaking about the Secondary school teachers we do not understand how he was relevant in saying that there are only nine graduates in the Ele. Schools under taluk boards. What a splendid logic! The syllogism works out as follows.

There are only 9 Graduates in Taluk Board Elementary Schools.

There are many Graduates in the Government Secondary Schools.

Conclusion.—The secondary school teachers under local boards are inferior in qualification to Government School teachers.

We will consider the second point. Granting personal allowance to some appears to be a great favour shown to the teachers. Unfortunately a large number of them especially those who are still rising would all be terribly disappointed with the result the institutions are likely to grow inefficient. Moreover it is very vague to say that personal allowance will be given in cases where there is real hardship, a matter left to the entire discretion of the Board which recommends and the Government which considers and approves. What does the Chief Minister mean by accelerated promotion? Supposing a teacher is started on Rs. 35. and after ten years gets a sudden promotion of Rs. 5. Is this accelerated promotion? Ever so many similar problems will come for consideration which may fail to receive the due attention and consideration.

The third point is so absurd. Now in the new scale what higher grade can a secondary trained teacher hope to get? What promotion can a Pandit or a commercial instructor hope to get? Even an L.T. teacher can he hope to get a higher grade easily?

There is only one grade for the teachers according to the new scale till the teachers reach their grave, and only beyond it perhaps there is some hope.

The fourth point is a master stroke. The Government have attempted to better the condition of the Elementary School teacher. We are all highly thankful. We wish good luck to the Hon. Raja of Bobbili. But it does not warrant the Government, of doing injustice to the Secondary school teachers. This is a policy of robbing Peter to pay Paul.

We hope some really sympathetic M. L. C.'s would ask the Chief Minister the following questions.

- (1) To show and prove that the Government Secondary school teachers have better qualifications than Local Board Secondary school teachers.
- (2) What different grades of promotion there are for teachers according to the new scales.
- (3) To explain clearly what is meant by hard cases and accelerated promotion.
- (4) How it would justify to make the Secondary school teacher suffer to better the lot of the Elementary School teacher.

T. K. M.

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THE TEACHERS' BOOKSHELF

MASS EDUCATION IN INDIA.

We congratulate Mr. R. V. Parulekar, M.A., M.Ed., (Leeds), T.D. (Lond.), Secretary, Schools Committee, Bombay Presidency on the publication of this thought provoking and suggestive pamphlet, "Mass Education in India." It is prepared with particular reference to the Bombay Presidency where according to the latest report only 37 out of every 100 children of primary school age attend schools. Mr. Parulekar is deeply alive to the fact that, under the present financial condition of our country, it will not be possible to find any large additional resources for the expansion of Elementary Education. According to him if every child of school-going age in the Bombay Presidency should be brought into a school and retained there for the full period of 5 years (until the age of 11) the government will have to spend $5\frac{1}{2}$ crores of rupees annually as against the 2 crores they are now spending. Mr. Parulekar, therefore has set himself the task of devising 'some method, some means, or some policy of a wide expansion of primary education within the possible resources at our disposal.'

It must be admitted that during the last 10 years, the rate of expansion in primary education is very slow. At this rate over a century should elapse, if all children of schoolgoing age are to be in schools, even assuming that the total population remains constant. This is hardly the time to cry halt and to consider about "Wastage" or "Stagnation." "The fear of wastage and stagnation need not deter us from a policy of rapid expansion of primary education at this important stage of our national education," says Mr. Parulekar. According to the writer of the "Progress of Education in India 1922-1927" the question of primary education should be looked upon not only from the standpoint of the breaking down of illiteracy but from the point of view that it is all to the advantage of the state for a child to receive some education, no matter how little that education is, that it is better for him to have read for four years than for three years, for two years than for one, and for one year than not at all.

Some thing may be carried away by the boy from the school and that something will diminish the time which we may have to spend in a Night school or in a continuation school, if he sets out to achieve literacy, after the end of his day school career. So the immediate need is to accustom the children of the poor to school life. We commend to the attention of all concerned Mr. Parulekar's view that to stop the rapid expansion of primary education through fear of some wastage in a country like ours where the percentage of literacy is not even 10 is to go against the best interests of the nation.

Mr. Parulekar has the following suggestions to make:—

1. The five year course of primary education covering the standards 1 to 5 should be reduced to one of four years of standards 1 to 4. This is likely to save about 1.5 of the total expenditure which may be made available for improving equipment accommodation and for increasing the number of schools.

2. The compulsory age period may be altered from "6 to 11" to "7 to 11". This will be a necessary reform consequent on the first suggestion. Russia, South Africa, Brazil, Canada, Denmark, Norway and several states in U.S.A. have made the lower limit of compulsory age at 7.

3. The curriculum of primary schools should be very much simplified and text books should be revised so as to make them simple and more easily understood by the children. It is Mr. Parulekar's idea that the curriculum should be suited to all the children of the soil and it should serve the needs of the masses.

4. The number of pupils per teacher in the primary schools must be increased. It is at present about 30 on rolls. It should be about 60 on rolls, if not more.

This suggestion is certainly staggering. But this is the chief reform that will bring about a speedy renewal of illiteracy. Teachers may contend that it will be difficult for one teacher to manage 60 pupils. In most of the countries in the west—Germany, Hungary, Italy and in Japan, the maximum number allowed under the rules ranges from 70 to 80, while the average attendance is from 40 to 50.

5. A system of dual classes may be devised whereby it may be possible for a teacher to manage 60.

6. Wherever classes of 60 pupils cannot be arranged, a system of part-time instruction may be introduced, thus making it possible for each teacher to look after not less than 60 pupils. Mr. Parulekar does not make these suggestions in the belief that they are ideal and will lead to great efficiency. These suggestions are made to get over the immediate obstacles. Germany, France, Italy, Switzerland, Denmark, Sweden, Norway have all tried this method at different times in order to rapidly increase the number of literates. It is for the consideration of the authorities and the teaching profession to see whether some steps should not be adopted to accelerate the rate of expansion.

Part II of the pamphlet gives copious notes and documents relating to the expansion of the Mass Education in several foreign countries. The pamphlet is interesting reading and can be had of the author. (price Rs. 0-8-0).

S. NATARAJAN.

Decisive British Battles: with introduction, notes, diagrams etc., by N. B. McKellar, M.A., Published by Messrs Macmillan & Co., Price 1.9d.

This book is a recent addition to the "English Literature series" published by the Company and forms No. 134 of the series. The subject matter is taken from the well known "Fifteen Decisive British Battles of the World" by Sir Edward S. Creasy. (1812-1878), who delivered them as lectures when he held the post of professor of Ancient and Modern History at London University. The British battles dealt with are those of Hastings, Orleans, Blenheim, Saratoga and Waterloo and the immortal episode of the Spanish Armada. Much of the preliminary and incidental matter has been omitted and the plan has been to get into the heart of the conflict and depict the crisis of each of these vital struggles.

As a piece of literature the book affords pleasant and stimulating reading; only, teachers have to take care to see that in these days of international outlook on History, wrong notions of narrow patriotism are not imbibed by the young readers.

S. K.Y.

General Science (Tamil for forms I, II and III by Mr. K. Venkatakrishna Iyer, B.A., L.T., Cornation High school, Srivaikuntam. Published by Messrs. V. R. Subramania Pillai, Tinnevely.

The series of books have been prepared to suit the requirements of the pupils of the I, II and III forms in accordance with the new syllabus in General Science. The subject matter treated closely follows the syllabuses. The style is lucid and very simple and quite suited to the pupils of the classes for which they are intended.

The books contain many illustrations and diagrams. Straight and simple experiments have been amply given. As regards the use of vernacular equivalents for scientific terms in English, though the choice of expressions is fairly precise yet the author could have

used the more familiar transliterations of English terms instead of trying to coin new terms not very familiar to the teacher and the taught. The author has done well in giving a complete list of English terms and their vernacular equivalents at the end of each book. He could have given them also wherever convenient in the body of the books themselves in brackets. The get up of the books leaves nothing to be desired in the matter of types, setting and binding.

A. N.

Introduction to continuous Latin Prose for Upper forms. By A. H. Nash-Williams. (Macmillan & Co., Ltd., Price 2).

It is well known that continuous Latin Prose selections are given in all higher Latin Examinations both in England and India. One cannot have good Latin in split up random sentences. Idiomatic Latin is necessarily long drawn and full of periods. Continuous prose is given for translation both from Latin to English and from English to Latin. The latter is more difficult and requires a special guide. This book before us supplies it.

The Longmans and Macmillan Latin Courses are no doubt good. But they are all-embracing and do not particularly emphasise this aspect, namely *continuous* prose translation. The merit of this "Introduction" lies in concentrating on it and emphasising all the important rules that ought to guide the translation of such pieces. The common use in Latin of participles, abstract nouns and *oratio obliqua* are clearly explained. A brief summary of syntax is also given. The selection of exercises, provided in this book, is good. The size of this book—it only contains about a hundred page—and its price, are further recommendations.

T. M. R.

New Method Composition Exercises in Tamil. (Books I, II, and III) suitable for standards 3, 4 and 5 by C. Gordon Fearon, Ed. B., Published by Oxford University Press, Madras.

The three books are designed to afford exercises in composition suited to the abilities of the individual pupils. The exercises are carefully planned. They give plenty of training in picking up the correct word, using the right word, writing correct sentences, summarising a given passage, and in expanding the idea contained in a statement. Thus there is an attempt at training the pupils' powers of composition and self-expression by a series of well graded and progressive exercises. It is indeed a commendable feature that many of the exercises given are bearing on the subject matter of the child's every day experience. In the third book, there is a definite attempt at interesting the people in newspapers and periodicals. The author says that these exercises were tried for several years in the Kindergarten at Teachers' College, Saidapet. The success that attended the experiment then is responsible for the publication of these books. We have no doubt, that used as text books of composition in our primary schools, they will prove of great value.

A short History of England.—By Hilda Johnstone, M.A., Professor of History in the University of London. Publishers. Messrs. P. Varadachari & Co., Linghi Chetti Street, G. T. Madras.

This book is designed to be suitable as a text book in English History for students taking English History as an optional subject in the S. S. L. C. course. The author has

succeeded in linking the different events and the innumerable episodes and has 'made the study of the long and magnificent story of a great race's journey through the ages' interesting. One other commendable feature is that the author has given descriptions of places of historic importance to make them of meaning to readers who have not, and in several cases, will not have any opportunity to visit these places. This description makes history appear real. The language used is simple. The printing and get up are all that could be desired. We commend this to the attention of teachers.

Rapid Reading Series—Reader VI. By Llewelyn Tipping, M.A. (Macmillan & Co., Ltd. Price Re. 1).

This reader is written in an easy, flowing, simple style to suit the beginner in the study of English. It is well got up and suitably illustrated. But it is good only in part. As a whole, it cannot satisfy the modern curricula of studies as prescribed by the S. S. L. C. Board.

As an informative and instructive reader, the present one under review lags behind the mark which its predecessors have won. Out of the two hundred pages of the book, three big serial stories occupy more than a hundred pages. If a chapter or an incident from a popular novel or story is prescribed, it will be an incentive to further study for the student.

There are only three revision lessons in the earlier part of the book. It would have been of great use if a good number of small questions as assignments had been given at the end of each lesson.

Again, the editor tells in the preface "that a few notes and hints are added to the lessons to give help to teachers in regard to doubtful and difficult points." These hints form only dictionary meanings; their absence will be more advantageous than their existence in a text-book of modern times. In this respect, the book is on the old Matriculation model.

This editor is famous for his school text-books on English Grammar. But the grammatical notes appended to each lesson in the present reader is far from satisfactory, not being suited to the High School standard.

Being a staunch advocate of the Direct method of teaching, the editor presumes to have introduced a thousand new words. But the factors in word-study, such as, arrangement, grade, meaning and usage find no place in this book.

The poetic selections do not display any special features of school study. The very selection is haphazard and ill-placed. Byron's "Mazeppa" alone covers twelve complete pages.

With all its numerous drawbacks the sixth reader of Mr. Tipping ventures to introduce us to the cinema, the newspaper office, the iron industry of Jamshedpur, and the aviation of our land.

The hints on pronunciation and topics for conversation and composition are decidedly better than those commonly found in the readers published elsewhere.

K. NATESAN, B.A.

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EDITORIAL

THE ONLY HOPE

After a long and sustained agitation, the Department thought it necessary to devise a scheme of provident fund for teachers in aided schools and made it obligatory on the part of managers of schools to introduce the scheme. It appeared from the beginning that the Government had not thought out carefully all the details of the scheme. It has been an uphill task to persuade the Department to do the right thing at the right time. According to the scheme, the teacher contributes one anna of each rupee of his salary and the management half an anna per rupee of salary of the member. The Government undertakes to pay at the time of the closing of the account of a member one-third of the amount to his credit. It is an essential feature of this scheme that the contributions should be deposited in the Post Office Savings Bank. The District Educational Officer is the person empowered to sanction any advance or withdrawal for specific purposes and to order the closure of accounts.

Immediately after the inception of the scheme, the Union made a very strong representation that the scheme was conceived in an illiberal spirit. It was pointed out that, if the member be allowed to have the contributions deposited every month as a recurring deposit in any bank, he could get at the time of retirement a sum considerably greater than what he would be getting under the scheme. Figures were given to prove that, after a period of 15 years or more, the amount if deposited in a bank would be greater even if the contribution by the Government be not made. It was shown that the provident fund was a source of profit to the Government. Representations were made that the Provident Fund contributions should be treated as different from ordinary Savings Bank deposits and that a higher rate of interest be allowed. On such representation, the Government granted permission to invest the Provident Fund amount in Post Office cash certificates. Unfortunately, the yield on cash certificates has been progressively diminishing and the latest regulation promises only $3\frac{1}{4}\%$ interest. The Post Office has reduced still further the rate of interest on Savings Bank deposits to $2\frac{1}{2}\%$. The benefit that a teacher is likely to get from the Provident fund is thus appreciably reduced. The fall in the rate of interest will also reduce the expected Government contribution at the time of retirement. It is now clear that teachers were justified in demanding at the time of introduction of the scheme a higher rate of contribution by the Government.

It is indeed a matter for regret that administrative routine and red tape should be allowed to add to the difficulties. The office of the District Educational Officer is not known to be quick in regard to correspondence. In matters connected with the Provident Fund, the delay is particularly great. As one District Educational Officer remarked "the office has other and more important things to attend to." One can sympathise with the officer who is not given the necessary facilities of office establishment but it is the teacher who has to pay the penalty. We have received several complaints about such delays. Application for permission to withdraw the deposits so as to be invested in cash certificates is usually delayed by nearly a month.

Even a three months' delay is not uncommon. Applications for converting the matured cash certificates have to be made by the subscriber to the District Educational Officer and the cash certificates can be encashed only at his instance. Otherwise they will lie with the Accountant-General without bearing any interest. It takes a long time to consider applications for encashment and reinvestment with the result that during this interval the purchase price of the cash certificate goes up. Delay is also caused by the lack of a knowledge of the Postal regulations on the part of the office of the District Educational Officer. Again, when an account is to be closed by a subscriber retiring from the fund or by his death, it takes sometimes a year and even two for the amounts to be withdrawn and paid to the subscriber or his nominee. Such delays defeat the very purpose of the Provident Fund scheme. The Trichinopoly District Teachers' Guild in a memorandum submitted to the Director of Public Instruction on this question has made out a strong case for the necessity of avoiding the delay at every stage. It should be possible for the department to consider the ways and means of administering the Provident Fund in an efficient manner.

One other reform is urgently needed if the Provident Fund scheme is to be of real benefit to teachers. With their meagre salary, it may not be possible for several teachers to make any additional provision for the future by way of insurance. Representations in this regard were made to the authorities and in the case of employees of Local Board and Municipal Schools, permission has been accorded for withdrawal of money from Provident Fund deposit towards payment of insurance premia. This concession should be extended to teachers in aided schools as well. We are sure that, what is possible in Board and Municipal Schools, should be possible in aided schools. The teacher stands to gain considerably by this provision and we trust that the concession will not be refused on the plea of administrative inconvenience. It should be a matter of great concern to the authorities to enable a teacher to make adequate provision for the future.

There has been a steady and rapid decrease in the rate of interest and even if trade should revive the Savings Banks rate of interest would never exceed 3% . We therefore commend to the sympathetic consideration of the Department, the request of teachers either to treat the Provident Fund deposits as different from the ordinary Savings Bank deposits and allow 6% interest on these or to increase the contribution by the Government from one-third to two-thirds. The latter alternative seems to us more feasible and we strongly urge on the Government the need for early action. Let the teacher have at least a happy feeling that he can rely on his *only hope* for the future, the Provident Fund.

SRI RAMAKRISHNA STUDENTS' HOME, MADRAS

This Home which was established about three decades ago with a view (1) to provide a home to poor and deserving boys giving them free boarding and lodging; (2) to educate them under the Gurukula System; and (3) to make students live a life of Brahmacharya, train their character and inspire in them high ideals of self-sacrifice and service has completed one more year of its useful existence. The present Director of Public Instruction while presiding over the school day of the Mambalam branch school, (held on the 13th instant) referred to what he considered to be the three outstanding features of the life of the students in the Home, namely, religion serving as the source of inspiration, dignity of labour and education to build character

and we see from the report under review that these noble ideals have been kept up with unabated vigour.

Janab C. Abdul Hakim Sahib Bahadur whose magnificent charity knows no barrier of creed, caste or colour contributed substantially towards the construction of a separate dormitory for the students of the Industrial section and this new building has been appropriately termed "The Abdul Hakim Ward." There were 61 admissions and 48 withdrawals leaving the strength at the end of the year at 154. About 100 of these study in the residential school attached and 28 in the Industrial school and the rest in the arts colleges of the city excepting two who study Medicine in the S. I. school of Medicine and in the medical college. They are drawn from all the districts of the presidency.

Tutorial guidance, garden work for all high school boys, moral and religious instruction, music for those who have taste for it are some of the special features of the Home and the three institutions under the management of the authorities of the Home, i.e., the Residential High School, Mylapore, the Branch School at Mambalam and the Industrial School.

The institution has been getting the loyal support of a number of ladies and gentlemen though, owing to the general financial stringency many of the old helpers have reduced their contributions or have stopped them altogether.

The Management have specified three items as their main work during this year i.e., creating a permanent fund, equipping the workshops and securing a permanent habitation for the Mambalam school. We share with the Management their hope on "those blessed with the World's goods" to give to causes with a generous heart and congratulate the authorities on their successfully running this institution for another year.

MAHAMAHOPADHYAYA DR. SWAMINATHA AIYAR

Our readers will be glad to know that a strong appeal has been issued for funds and co-operation for effectively celebrating the 81st Birth Day of Mahamahopadhyaya Dr. Swaminatha Aiyar, the great Tamil scholar. He has rendered inestimable service to the cause of Tamil Literature and has contributed not a little to the development of Modern Tamil. His services have been fittingly recognised by the Government by conferring on him the title of "Mahamahopadhyaya" and by the University by admitting him to the Honorary degree of Doctor of Literature. Surely this is a rare honour.

6th March on which his birth day falls must be a great day in Tamil Nad. We heartily endorse the appeal of the committee and would specially appeal to Teachers' Associations, and school authorities, to commemorate this day in a fitting manner not only to honour this great doyen of our profession but to do homage to the Tamil language.

AN APPEAL

With the January issue of our Journal, we commenced the eighth volume. It must be a matter of satisfaction that, with the support of teachers, it should have been possible for the Union to carry on this work. But it must be admitted that the journal does not serve as well as it ought to. That is because the journal needs a larger measure of financial support than it now enjoys at the hands of schools and teachers. While we admit that it may be difficult for many individual teachers to subscribe for the journal, we do believe that teachers should not hesitate to make a little sacrifice and extend financial

support. It should not be difficult for teachers in a school to see that the school becomes a subscriber and that the Masters' Association also gets a copy. Groups of teachers in big schools should also find it possible to subscribe for copies of the Journal.

One other direction in which the school authorities and teachers could help the journal is to support and encourage our advertisers. We are generally careful in admitting only select advertisements and our readers may be assured that our advertisers will give satisfaction. If they are supported, they will not be slow to help the journal by using it as a medium of advertisement.

It is indeed regrettable that teachers are not using the columns of the journal as freely as they ought to. Our letter box section appears only occasionally. Even when great questions agitate the mind of teachers they do not make any attempt to send their thoughts in writing. Educational notes from districts, apart from the proceedings of District Guild meetings, are difficult to get. It should be possible for the journal to be a chronicle of educational events in the presidency. Will our readers help us?

TWO GREAT DEMONSTRATIONS

On Tuesday the 22nd January 1935 at the grounds of the South Indian Athletic Association was arranged an imposing and interesting demonstration of physical activities by the pupils of Madras schools, under the immediate presence of His Excellency Lord Erskine, G. C. I. E., Governor of Madras. The organisation of the demonstration was done by a committee of the Headmasters of the City schools and Mr. P. A. Subramanya Iyer, Headmaster, Hindu High School, Triplicane, was the Chairman of the committee. Dr. C. F. Andrews, M.A., Ph.D., Assistant Physical Director, was directly responsible for the demonstration. Over 1,000 students from 27 schools participated. The purpose of the demonstration was to show how healthful and recreative activities can be arranged for a large group of students even if the available playground is not very spacious. The demonstration was very much appreciated by all and particularly by the students.

Their Excellencies Lord and Lady Erskine are evincing a keen interest in the educational advancement of our province. In their short stay they visited several educational institutions and participated in many group activities of students. The latest is the rally of Boy Scouts and Girl Guides of the City of Madras held in the Government House Gardens on the 21st of this month. We trust that His Excellency's interest will continue and his beneficent influence will ere long be felt in the administration of Education in this province.

G. O. 4619

Elsewhere we publish the Memorandum submitted by the Union when a deputation of the S. I. T. U. waited on the Hon'ble the Rajah Sahib of Bobbili, Chief Minister with the Government of Madras. It is understood that the Minister gave a patient hearing and promised his careful consideration to the representations made by the Union. We hope that the Raja Sahib would appreciate the great difficulties of teachers and the need for immediate action.

TO

THE HON'BLE THE RAJAH SAHIB OF BOBBILI,

CHIEF MINISTER WITH THE GOVERNMENT OF MADRAS,

A Memorandum on G. O. 4619, submitted by a Deputation of the South India Teachers' Union on Wednesday the 27th February, 1935.

I. INTRODUCTION.

(1) *Local Bodies and Secondary Education.* Out of 595 Secondary Schools, 200 are under Local Boards and 53 are under Municipalities. It is clear that the Local Bodies play an important part in the sphere of secondary education. These schools are expected to set up a high standard and also to serve as a model for the institutions under private management. In point of qualifications of the staff and of conditions of service and also in regard to equipment and accommodation, they should aim at a distinctly high standard of efficiency.

(2) *Proper qualifications of Teachers.* The Local Self-Government Department of the Government has on previous occasions set its face decidedly against any lowering of the standard. The qualifications of teachers and the conditions of appointment and service in Board and Municipal secondary schools have been always fixed in consultation with the officers of the Department of Education and they have never been at any time lower than those required of teachers in Government High schools.

(3) *Existing Scales.* Each Local Board has framed scales of pay suitable for several grades of teachers employed in schools under its control and in fixing the scales the opinion of the Departmental Officers has been invariably obtained beforehand. There was uniformity of scales in each district, though the scales varied from district to district. The scales in force prior to November 1934 were lower than those obtaining in Government schools, but compared favourably with the scales prevailing in aided schools. The then scales in Board Schools were deemed necessary to attract qualified teachers and to retain them in service. The scales for certain grades of teachers like the Pundits, Commercial Instructors and Manual Training Instructors were, after a careful consideration of the qualifications demanded of such teachers, improved by the authorities of the Local Boards with the approval of the Departmental Officers and thus justice was in a way done to the claims of a large number of Pundits and Instructors. The scales obtaining in Board Secondary Schools prior to November 1934 could not be considered high. As a matter of fact, representations have been frequently made to the Local Board authorities to improve the scales so as to bring them on a line with those in Government institutions.

II. THE SCALES PROPOSED IN G. O. 4619.

(1) *Disappointing.* The newly revised scales specified in G. O. 4619 are low and disappointing. There are very few Board Secondary Schools where the scales are so low. The new scales can hardly attract qualified men and much less induce them to remain in the profession. A comparison of the revised scales of salaries for teachers with those prescribed for other employees under the Boards shows that no special regard has been paid to the general educational qualifications and professional training of teachers in the fixing of the scales. There is hardly anything like a career in the

scales proposed for the teacher while other employees with no higher qualification can rise and have risen to more lucrative posts.

(2) *The Hardship caused to teachers.* The existing teachers are undoubtedly seriously hit by the revised scales. From a study of the statistics gathered from 130 Board Secondary Schools it is clear that nearly 65% of teachers are seriously affected and the reduction in salary may amount to as much as Rs. 80 per month in several cases. The amount which the teachers in all the Board Secondary Schools will have to lose as a result of G. O. 4619 is about 4 lakhs per annum. This loss may not mean much if their original salaries were high. As conditions are at present, even a slight reduction means great hardship and the situation becomes gloomy when the loss in income ranges from Re. 1 to Rs. 80 per month. It is our duty to point out to the Government that the question of contractual obligation between the Local Bodies and teachers cannot be left out of account. It is well known that, while giving effect to the new salary proposals, the existing incumbents in Government service were deliberately and definitely excluded from the operation of the new scales. One of the reasons for such a step, we beg to submit, is that they are under a definite contract which could not be ignored.

(3) *Personal Pay not a full measure of relief.* The concession intended to be given, namely the proposal to treat the excess of pay now drawn over the maximum of the scales proposed as personal pay, will no doubt give some relief and the Union is thankful to the Hon'ble the Chief Minister for this consideration. But unfortunately this proposal takes no note of the injustice done to a good number of teachers who are just beginning to rise in the original scale. The future is closed abruptly for such young men and they cannot look forward to anything in the nature of a career which will act as an incentive for efficient and enthusiastic work. The contemplated concession will, as was pointed out by the memorials submitted by the Board school teachers of different districts, prove beneficial only to a very limited extent. Nearly 72% of the present incumbents will find no relief in this concession. Even in regard to personal pay, the initiative is expected to be taken by the Local Body and considerable delay is caused. The Hon'ble the Chief Minister's statement in this regard has been variously interpreted by the Local authorities and considerable anxiety is felt by teachers who doubt whether the ultimate order will be in their favour. Further, though four months have passed since the promulgation of the G.O., nothing is done to give them the relief promised. It may not be necessary to mention here that, with their slender resources, teachers are put to considerable hardship when a big slice is cut out of their salary. We therefore request that the Hon'ble the Chief Minister be pleased to issue immediately a general order granting personal allowance in all cases while reserving to himself the freedom to review cases of unduly accelerated promotion if any.

(4) *Standardisation of salaries.* The principle of Standardisation is a wholesome one and the Union should congratulate the Minister on the forward step he has taken. But the question whether there should be only one scale throughout the presidency for each grade of teacher or a few standardised scales for each grade on the lines of Burnham scales so as to suit different conditions in the presidency should be carefully considered before any decision is arrived at.

(5) *Salary and Educational Qualifications.* Due regard should be paid in this connection to the educational qualifications and professional training.

ing. The revised scales are particularly low in the case of Pundits. The same is the case with Commercial and Manual Training Instructors. The scales for Pundits have no doubt been fixed unduly low even in the Government scales but the Pundits have been frequently urging the need for a liberal revision of their scales. No consideration has been shown to their educational qualifications and training. The reasons for the marked reduction of the scales for Commercial and Manual Training Instructors are not obvious. In fixing the scales for Headmasters the strength of the school has not been given any consideration and the scales for the Secondary grade teachers and L.T.'s. are not satisfactory.

The teachers in Board Secondary Schools do possess the same qualifications as those prescribed by the Government for the corresponding grades of teachers in Government schools. The Department does not allow any unqualified or ill-qualified teacher to handle subjects in secondary schools. The work of these teachers is judged every year at the time of inspection by the Educational Officer who is expected to bring to the notice of the Board authorities instances of inefficiency or incompetence. The work of teachers in Board and Municipal Secondary Schools should be regarded as satisfactory as in the case of Government Secondary Schools and it is therefore proper and right that the teachers in these schools should expect to enjoy the same scales as are recently sanctioned by the Government for teachers in their schools. Further it is necessary that the Government scales for Pundits and instructors should be revised liberally.

III. A STANDARDISATION OF SALARIES COMMITTEE.

The fixing of scales is really a serious and difficult problem and the Union should like to invite the attention of the Minister to the resolution adopted at the special meeting of the South India Teachers' Union held in November 1934 requesting that a committee consisting of representatives of the Local Bodies, the South India Teachers' Union and the Madras Legislative Council be appointed to go into the question of standardisation of salaries and make recommendations. When a similar situation arose in England some years back, a Representative Committee was appointed under the Chairmanship of Lord Burnham and this committee made far reaching recommendations in regard to the classification of schools and standard scales of salaries for teachers of different grades employed in the different classes of schools. The recommendations of the committee were binding on the teachers and on the Local authorities. The time has now come for the Madras Government to take similar action. In the interest of Education and in fairness to all grades of teachers, the proposal to appoint a committee of this kind should be welcomed and its recommendations should be binding on the authorities and on the teaching profession. This is the only way to prevent discontent and disharmony in the profession and a solution should be immediately found for a knotty problem. This will also serve to improve the conditions of service in aided schools and consequently secondary education will be placed on a sound and safe footing.

IV. SECONDARY EDUCATION AND ELEMENTARY EDUCATION.

The South India Teachers' Union is glad that, through the exertions of the Hon'ble the Chief Minister, the salaries of teachers in Board Elementary Schools have been improved. This improvement was long overdue but the Union is sad to note that the Hon'ble the Chief Minister should have sought to improve the salaries of teachers in Elementary Schools from out of the savings expected from the drastic reorganisation of the salaries of teachers in Secondary Schools. The step adopted by him simply transfers the discontent from Elementary Schools to Secondary Schools and Educational progress is

bound to suffer as a result of this policy. The Union appeals to the Hon'ble the Chief Minister to view the problem of education as a whole and to allow no part to suffer. Departmental reports and Departmental officers have frequently commented upon the inadequate salaries of teachers in Board, Municipal and Aided schools. Even in recent reports they could only point to a slight improvement in the conditions of service. The Quinquennial report on Education (1917, Vol. I. Page 33) states:—

"At present in schools under public management conditions, though ameliorated by subsidies given to improve the pay and prospects of teachers, are not satisfactory. Provident funds are rare, the scale of salaries often inadequate, promotion is limited and the management is not always satisfactory."

A more recent report (Quinquennium 1921-1922 to 1926-1927), while referring to a slight improvement in the scales of salaries, contains the following statement. (Vol. I. Page 62.):—

"The rates of pay of the teachers have not improved much during the last quinquennium. In fact in some districts owing to the increase in the supply of teachers there has been a tendency for salaries to go down." Improvement of the salaries of elementary teachers should have been effected by securing additional funds from the finance department. It is no consolation to the poor harassed Secondary School teacher to be told that, from out of the savings effected by the reduction of his salary, new secondary schools will be opened and the problem of unemployment be tackled. It is well known that the Local Bodies should not any longer spend their resources on Secondary Education.

V. CONCLUSION.

In view of the facts stated above the Union appeals to the Hon'ble the Chief Minister: (1) To keep in abeyance the G.O. No. 4619; and (2) To appoint a committee on the lines of the Burnham Committee to make a careful and thorough investigation and to make recommendations. The conditions of service that were in force prior to Nov. 1934 may be allowed to continue until action is taken on the recommendations of the proposed committee. A small delay will not seriously affect the resources of the Local Bodies. While assuring the Hon'ble the Chief Minister that the teaching profession will not be unwilling to be prepared for any reasonable sacrifice, the Union ventures to urge on him the necessity for a careful examination and reconsideration of the whole question so that the confidence of teachers may be restored and a feeling of contentment may be promoted.

MEMBERS OF THE DEPUTATION.

1. M.R.Ry. C. Basudev Naidu Garu, B.A., B.L., M.L.C. (President of the Special Meeting of the South India Teachers' Union).
2. Prof. S. K. Yegnanarayana Iyer, M.A., President, South India Teachers' Union.
3. Prof. M. S. Sabhesan, M.A., Secretary, South India Teachers' Union.
4. Rev. Milton G. Kuolt, M.Sc., Joint-Secretary, South India Teachers' Union and Principal, M. E. L. I. M. High School, Ambur.
5. Mr. K. S. Chengalroya Iyer, Assistant, Board High School, Krishnagiri.
6. Mr. A. Gurumurthi, B.A., L.T., Headmaster, Municipal High School, Bezvada. (Representative of the Andhra Teachers' Federation).
7. Mr. J. Ganganna, B.A., L.T., Headmaster, Viresalingam High School, Rajahmundry. (Representative of the Andhra Teachers' Federation).
8. Mr. M. S. Seshadri Acharya, Secretary, Vidwat Siromani Mandalam, Mylapore.

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With my sincerest thanks

I remain,

Yours truly,

(Sd.) A. Gopalakrishna Rao.

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Hon. Secretary

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