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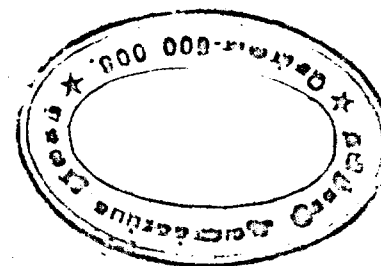
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SOME PROBLEMS IN THE TEACHING OF ENGLISH *

By

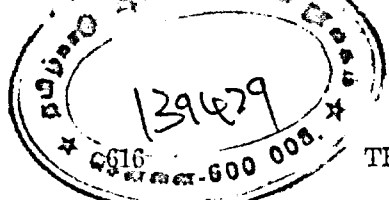
MR. R. M. SAVUR,

District Educational Officer, Madras

I was asked to deliver a sort of inaugural address for this newly formed section and I was given to understand that one of the main objects of the formation of this section was the conducting of research and experimental work in the teaching of English. This is, no doubt, a very laudable object, and it is natural that we should think about doing some kind of research work, particularly, when we see so many other Indians gaining name and fame by means of research work. Naturally, these examples make us think—why we should not make a name for ourselves. But unfortunately, there is a vast difference between research work in Education and research work in other fields. You might make a very trifling discovery which may not be capable of being put to use for the benefit of humanity for another century to come, say in the field of physics or chemistry, and yet you will be hailed as a great genius; and probably you will get the Nobel Prize and all that sort of thing. But in education, nobody bothers about the research work you may do, or about the discoveries that you make, though they prove of immediate benefit to children. Very little credit comes to anybody who does research work in the educational field. Therefore, if you are under the impression that by doing research work in education you are going to become famous, or that the world is going to give you credit for the work you have done, I am afraid you will find you are badly mistaken. It is much better to go into this work with your eyes open, so that you may not be disappointed in the end and become soured by disappointment.

As I have said elsewhere in one of my articles in the *South Indian Teacher*, the educational field in India is a virgin field and at present therefore it does not require any kind of special genius to do research work in this country. All that it requires is just two qualities. First is the capacity or the willingness to do hard work which often means a good deal of

* Mr. R. M. Savur, District Educational Officer, Madras, in inaugurating the English section of the Madras Teachers' Guild on Thursday, the 19th September in the Singara-chariar Hall, Hindu High School, Triplicane, delivered the above address.



dull work with absolutely little interest in it—mechanical work—and this is the worst portion of research work in educational matters. Working, as I have been, for several years in this field, I have sad experience of the dullness of the work that we have often to do. Of course, I have had a good deal of assistance from teachers for which I am thankful. But I have had also very sorry experiences. I am yet to recover from a certain teacher who volunteered to help me, the original matter that I gave him for simple consolidation. It is more than a year since I gave it to him. After six months of enquiry I have found out his address, but I have still to recover the material which it took a score of teachers several months to collect.

If you are going to do any research work, you must be prepared for these two things. One is no appreciation from anybody else for the work that you have done, and the other is you must be prepared to undertake any kind of dull work, however hard and tedious it may be.

As I said, you do not have to be a genius to be able to do the work. What you require is the proper mental attitude towards problems. You must be capable of giving up the dull routine attitude that we usually take towards school questions and you must cultivate the habit of looking at every aspect of every question that confronts you.

I will give you a very simple example of what I mean. A boy was detained in the IInd Form of a Secondary school. He leaves the school and gets himself admitted into the VIIIth Standard of a Higher Elementary school. As you all know, the 8th standard is equivalent to the IIIrd Form. After one year in the 8th Standard of the Higher Elementary school, he is promoted by the school. He comes back to the original school, seeks admission into the IVth Form, is examined and admitted into Form IV. The headmaster was telling me how careful they were in making their admissions, how carefully they examined students before they admitted them and all that kind of thing. About this incident itself, what was the only point that exercised the mind of the headmaster? The point was this—breach of Madras Education Rule. Could he or could he not gain admission into the higher standard? Was this obtaining admission by false representation? What should be done? That is what I call the routine aspect. The least important part of this question was that routine aspect. What should be done with the boy? What do the rules say?

What is the aspect that the headmaster should have looked at? He should have looked at the educational implications. If this boy had continued in the secondary school, he would have been fit only for the 3rd form, granting that he was promoted at the end of the year. He was found fit for the 4th form because he spent that year in the 'Higher Elementary school. If he had spent that 12 months in the Secondary school instead of in an Elementary school, he would have been found fit only for the 3rd form. Because he spent 12 months in the Elementary school, he became fit for 4th form. Is the Elementary school superior to the other? Where is the boasted superiority of the secondary school? Or are the examinations of the secondary school worthless? Was the boy detained when he was really fit for the 3rd form? Or was the careful "admission-examination" about which the Headmaster was boasting quite worthless?

You will realise the educational implications of the question are far more important than the breach of the rules. Yet the headmaster

was incapable of thinking of the educational implications of the question. He was asking what the D.E.O., would say; and whether he would consider it a breach of the rules. You should give up the habit of looking only at the routine aspects of a question and cultivate the habit of looking at every other aspect of the question as well. I can multiply these general instances, but it is quite unnecessary. I hope I have made you understand what I wanted to convey to you.

I shall proceed now to another, but far more important question; and in dealing with this question, I hope I shall be able to make you realise how we have failed to exercise the capacity that we possess to think about a question. Take the question of teaching English in our schools. Now we have universally adopted what is called the direct method. I am not going to dissect it, but I want to go into the history of the introduction of this method and its development, so that you can understand the problem before us.

Now everybody knows that the direct method of teaching was devised for teaching a foreign language. This method was devised primarily for the teaching of French in England. It spread to the teaching of other languages. Before we can decide upon the usefulness of a particular method, we must know the objectives of the people who devised the method, what they aimed at in their teaching and if their teaching methods succeeded in achieving that aim. That is the first question. Without a knowledge of the detailed objectives it is impossible for us to select a proper method or decide the objective value of any particular method. Now let us go into the objectives of those who devised the direct method. It was devised primarily for the teaching of French to the English boys many years ago. What was the object when it was devised? First of all, who were the pupils who wanted to learn French and why did they want to learn it? This is very important for us to decide because I can give you an instance of how time could be wasted if we did not know the objectives of the learner. I know an instance of a Lubbai boy, rather a young man; I found him in the 1st form or 2nd form of a high school. He was about 23 years. He had been about two years in the school and had come up to that class. On enquiry, I was told that this young man was the son of a very rich Mohammedan 'Hides and Skins' merchant. The father did not know English himself and wanted his son to learn the language so that he might conduct the business without depending upon interpreters. He was admitted and he went on with the usual curriculum of the school. What was the result? At the end of the two years' course this boy had not come across those two words 'Hides and Skins.' I or you or anybody else could have taught him all the English he required in half the time he had already spent in the school. I give an extreme case.

You realise that first of all you must decide why the boy wants to learn English. Now the English boy, quarter of a century ago, wanted to learn French chiefly so that he might be able to converse with his neighbours across the channel, and so it was only a very small number of the better classes who took to learning French. Their main object was to be able to converse with Frenchmen. Naturally, the main emphasis was laid upon ability to speak. All other objectives were subsidiary, and in consequence we get this direct method of teaching French. You see that all that the boy wanted to do was to learn to speak French not for any

examination but just for the sake of learning to speak French. The objective of the boy who wanted to learn French being such as it is, the emphasis of the method was placed upon conversation.

Now let us contrast therefore, the differences between the learning situations which holds good with French in England and the learning situation with English in India. We have adopted this direct method, presumably because we assumed that the learning situations were identical. If there is much difference, then the method will not do for us. If the objectives are quite the reverse, if the emphasis is placed upon other points than in England, then the method will not suit us. Let us contrast therefore the two learning situations and see what we get.

First of all, what was the importance of the language to the two sets of children? French was merely an optional language to the English; a luxury accomplishment. It had very little value for examination purposes at the beginning or for entrance to the University. English in India is a vital subject. It is a compulsory subject. French in England did not mean a livelihood for the boy, whereas English in India means a livelihood for the boy, an additional qualification for earning the livelihood; so that for the Indian boy English is far more important than French was to the English boy. Then if we dissect the problem, divide it into its component parts, we get further contrasts. For supposing you divide up the language into the abilities of reading, writing and speech—speech, of course, which involves pronunciation—what do we get? Reading French was again a luxury indulged in very rarely after the boy left the school. Here for the Indian boy, reading is of primary importance because that is the one language in the present conditions through which we can keep in touch with the world thought and world developments. Mind you, I am not saying that this is right or this is wrong. I am not considering whether English ought to continue to enjoy the present importance or not. I am merely placing before you the actual fact. In writing, the importance was practically nil, because in the beginning it was not paying. The English boy did not want to write letters to the French people. Writing was not of primary importance. Ability to write English is very important for Indians. Then if we take speech, with French it was of primary importance. What is the importance of the ability to speak English, we must decide. Do not take the teaching profession.—Teachers form only a very infinitesimal part of the population. Vast numbers of boys who come to the secondary school will rarely speak English after they leave the school. A very slight ability to speak English will be quite enough as compared with the ability to read and write. By means of writing you earn your livelihood. By reading you keep in touch with the world developments. Then let us sub-divide speech and deal with pronunciation in the two learning situations. Most probably you know French pronunciation is exceedingly difficult—for everybody except Frenchmen, of course. Another point about French pronunciation is that unless French is pronounced correctly, probably nobody will understand what is spoken; and the object of the Englishman being to converse with Frenchmen, if he is not able to pronounce as the Frenchman does, nobody would be able to understand him. On account of the objective of the English boy, pronunciation was a question of prime importance to the English boy. What is the importance of English pronunciation to us, Indians? By English pronunciation I mean should we attempt to teach our boys to pronounce like Englishmen? Is it necessary? Totally unnecessary, I think; because for one thing the Americans do not attempt to pro-

nounce like Englishmen. They have developed a pronunciation of their own. I think it was Oscar Wilde who said "We, Englishmen, have everything in common with the Americans except the language." The Americans' written English is very much the same as it is in England but the pronunciation is different. Australians pronounce English after their own fashion—so do the Canadians. Why should not we have, as far as pronunciation is concerned, an Indian variety? We have it in spite of our best efforts already. After all, why do we want spoken English? For whose sake should we teach an Indian boy to pronounce like an Englishman? Indians can understand English as it is pronounced in India. If the few Englishmen in India want to understand us, let them take the trouble to understand our English. So I think it is utter waste of time (it has been for the last 20 years) trying to teach our boys to pronounce like Englishmen. Whichever way you look at, pronunciation is of secondary importance to our boys. Let me put all this in the form of a tabular statement.

FRENCH IN ENGLAND

An Optional Subject

- I. Importance.—A luxury—for occasional oral intercourse chiefly.
- II. (a) Reading.—Luxury—occasional.
(b) Writing.—Of practically no importance to the English boy.
(c) Speech.—Pronunciation—Prime importance.
Ability to express ideas by speech—Prime importance.

ENGLISH IN INDIA

A Compulsory Subject—The Most

- I. Importance.—Compulsory subject—Prime importance.
- II. (a) Reading.—Prime importance, for vocation and to keep in touch with world news, etc.
(b) Writing.—Prime importance—for most a vocational accomplishment.
(c) Speech.—Pronunciation—Of secondary importance.
Ability to express ideas by speech—Of Secondary importance.

The Direct Method evolved for teaching French to English boys of the richer classes emphasises pronunciation and ability to speak at the expense of Reading ability (chiefly silent reading) and writing ability.

Thus the two learning situations are exactly the opposite of each other. Yet this method has been adopted by us unquestioningly. However, what has been done has been done. Now at least we can change our attitude. We have adopted a method which was devised 25 years ago in England and we have been following it for the last 20 years. Well, it is our habit to follow, copy slavishly, methods from the West. Why do we not follow the modifications that have been made in the West in the last 25 years? Let us at least be consistent in our attitude. Now has anybody taken the trouble of keeping in touch with the developments in the methods of teaching French in England? I have taken the trouble and I find a considerable amount of change—change which is the result of changes in the objectives that govern the learning situation there. Recent modifi-

cations in the examination systems have changed objectives. To-day in what is called the School Certificate Examination, French is one of the optional subjects. It is one of the subjects included among those which give eligibility for admission to Universities. When French thus became a subject for the public examination, because larger numbers took it, the examination became a written examination; the emphasis shifted from speech to writing. With the shifting of the emphasis from speech to the other branches, that is, reading and writing, changes were made in the method. The more advanced teachers of French have tried to evolve their own methods, and as an example of that I have brought you two of the latest readers that were published last year for the teaching of French in England and you will allow me to read just one sentence from the preface of the author (E. Saxelby, M.A., of Bolton School).

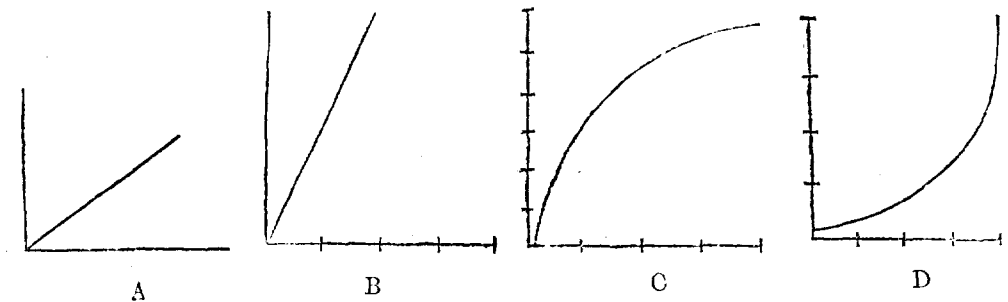
"I have found that unless pupils who are being trained to express themselves directly in French are taught at the same time to write correctly what they can say, they will never attain to a scholarly grasp of the language."

As soon as the boy is able to say one sentence, he should write the sentence. That is what he means. Now contrast this with what we are still doing. Take the lowest of class of such of the schools in this city, or at least majority of them, as are beginning English in the 3rd standard. The teaching is confined entirely to speaking and there is no writing.

You will see from a perusal of these "readers" how thinking people who want to develop are ready to modify their methods to suit changed objectives. We are not keeping in touch with the developments or modifications made which have been necessitated by changing objectives.

A knowledge of the objectives is also important to decide the curriculum that we have got to adopt. Now as I said, before we can decide how to teach English, we must know why the boy wants to learn English and what is the emphasis that we should place upon the various sub-sections of the language programme. We realise that as far as our boys are concerned, ability to read and understand is far more important than ability to speak. The ability to write in many cases is also of secondary importance excepting for passing of examination. Eligibility for the university is required only by a small proportion of the boys. Speaking of the majority of the boys who come into the secondary school they want primarily the ability to read and understand so that they may keep in touch with world-developments. Of secondary importance is the ability to write. They may have to write to a friend whose mothertongues may be different. They might have to write a little in the course of business. But that is a very little quantity. Of primary importance is the ability to read and understand. Now how much English should we teach them to attain these objectives? The problem is to fix the quantity of English that we should teach. We must have some unit of measurement. What is the unit of measurement we can take? I need not go into the complicated definitions and terminology developed by Palmer. But for our purpose to-day, we can take the unit of measurement as the number of words. Of course, you must understand that teaching 200 words does not mean only twice as much as the teaching of 100 words, because with 200 words we can make far more combinations than with 100. Let us simplify the question and decide upon the word as a unit of measurement. Then we

come to this question. How many words should be taught by the end of the course and how should we divide up this number of words from year to year? That brings up this problem. What is the nature of improvement in a language. By nature I mean what is the sort of curve of improvement that you get in a language?



In curve A., we get equal improvement in successive years.

In curve B., the rate of improvement increases every year.

In curve C., the improvement is rapid in the beginning: It slows down gradually and finally a very early limit is reached.

In curve D., the improvement is slow at the beginning and it increases rapidly. Finally it increases so rapidly that there is no sign of any limit to that improvement.

Which of these types holds good in the case of improvement in a foreign language? The third (curve C.) applies to most kinds of improvement. Is it necessary for us to know how many words we should attempt to teach in the first year, how many in the second and so on? I have not yet come across any book (or person) which has got any information on this question.

Mr. Michael West attempted to find out how many words boys of various classes knew. In his pamphlet "Bilingualism in Bengal", he gives a curve plotted from the figures obtained during his investigation. This curve is a concave curve resembling the curve D. If this were true then it means at sixty you can learn more words of a foreign language than you could at ten or fifteen or twenty years of age. This curve (Dr. M. West's) does not furnish any useful information because from the way in which the information was gathered this gives you only the curve of improvement for extensive vocabulary—reading vocabulary. This does not give any information about the writing vocabulary of the boy. This gives the number of words of which the boy merely knows the meaning of: It does not give the number of words that a boy is able to use in expressing his thoughts. I quite realise how a man's extensive vocabulary may go on increasing like this; but one can also realise that one's intensive-vocabulary cannot increase like this: If it did, why, at my age, am I not able to write like H. G. Wells, or Ruskin or anybody else? or speak as fluently as the best speakers? This gives us very little help. What we have to find out is what is the improvement that is possible in the intensive vocabulary of a pupil: and then you must find out any new method which can give greater improvement.

We believe that the younger the child, the more easily it learns another language: the older we are the more difficult it is for us to learn a new language. Whether this belief is correct or not, is not the point. But how far does our practice justify our belief?

You will be able to realise that if we make a study of the series of readers in use in school. Sometime back I made a study and I will give you some figures.

Our common belief is that the older we grow the more difficult it is for us to learn a foreign language. What sort of curve do we get from the kind of improvement on which the vocabulary of these detailed texts is based?

Another problem we have to consider is what I will explain by an example. The steps are not of equal difficulty here. Out of a maximum of 100 is it not easier for a boy to improve from 30 to 35 than to improve from 90 to 95? The steps are five marks each; but the steps are not of equal difficulty. It is next to impossible to increase from 95 to 100. Now what are these steps in improvement in the intensive vocabulary? Does a step of 100 words in the first year mean the same as a step of 100 words in the last year of school? I cannot imagine them to be the same. Obviously, we can increase our stock of words from 0 to 100 much more easily than from 6,000 to 6,100. How far do we succeed in our objectives in teaching these words? How many of these boys acquire the ability to use these 4,000 words attempted to be taught by the users of the first series? What fraction of these words do they actually acquire?

This study has brought to light another problem. Some schools begin with the 4th standard as the lowest and some the 5th. I wanted to see what the headmasters of these types of schools did. The problem particularly affects the school in which the 5th standard is the lowest. The question that arises is this. Each school gets in its lowest class a large majority of pupils from the Elementary schools. Some Elementary schools do not teach English at all. In some other Elementary schools you will say it would have been better if they had not taught English at all. Thus the "5th class" school has to begin teaching English ignoring the smattering of English some of the pupils might have already acquired previously in the Elementary school. This means that the "5th class" school has to teach 4,000 words in 4 years while the "4th class" school has 5 years to teach them in. If the "5th class" school can teach 4,000 words in 4 years why should the "4th class" school want 5 years?

Then again we get another problem. Most series of readers have a primer or first reader, a second reader and so on. In the "4th class" school the primer or first reader is used in the 4th class and the 2nd reader in the 5th class. What is the "5th class" school to do? I have found two kinds of procedure adopted. One "5th class" school ignores the primer or first reader altogether and teaches the 2nd reader to all comers—irrespective of whether they are utter beginners or not. Another "5th class" school prescribed the first reader and the 2nd reader for the 5th class to be done in one year. This meant in the series under consideration 1,200 words in 1 year. If this school was successful in its attempt to teach 1,200 words in one year to beginners why should the "4th class" school spend two years teaching a primer of say 500 words in the 4th class and the second reader of 700 words in the 5th class.

I just wanted to give you an idea of a couple of the many problems that face teachers of English and to give you an idea of how necessary it is to start a section of this type—a research section. Although I began by trying to discourage, I did not really mean to discourage you, but only wanted you to realise the situation as it is before you plunge into the work that should be done.

The question is very much talked of to-day—the question of word frequency—the number of repetitions that are necessary before the boy can be considered to have learnt a particular word. That is another question which has not been decided. How often ought a word to be repeated before a child can be said to have learnt it? Should the same word occur 20 times in the reader or 30? What is the current practice? What is the best practice? Here I have a First Reader or Primer in English published in America. In that country even to get a Headmaster to consider a specimen-copy the author or the publisher should give this kind of information. At the end of this book it gives you a list of the words that occur alphabetically arranged and against each word a number showing on which page the word first occurs is given. This primer has a vocabulary of 190 words. The average number of new words on a page is 1.3. The average frequency is 25. This is the elementary information which every author is supposed to give. Without this no headmaster in America would look at a book.

The other point is this. The teachers who believe in this book believe that every word should be repeated 25 times at least for an average child to know it. In this learning situation the child's mother-tongue is English. It knows the spoken word already. When spoken, it can understand it. It knows the meaning. All that it now has to do is to learn to recognise the written word. Our children have to learn everything, written word, pronunciation, meaning etc. If a child requires 25 repetitions to learn how to recognise a written word of its mother-tongue which it already knows, how many repetitions are necessary for our boys before they can learn a word of a foreign language? In most of the series whose vocabulary I have studied, the average number of repetitions is only 5 to 6. Now if a word occurs 5 times in the course of a year will it be enough, when 25 repetitions are necessary for a child to learn to recognise a word of its mother-tongue? These are some of the questions that we have got to study before we can improve the status of English teaching in our schools. Personally, I do not believe the cry that is raised that the standard of English has deteriorated in our schools. How can you say that the old Matriculate is better than the School Final boy of today? That is a common habit with most of the older generations. An old man like myself loves to say the present generation of boys is very much deteriorated; he loves to say "when we were boys we were superior to the boys of the present day". To say such a thing gives the old man a pleasant feeling of superiority which he can attain in no other way. I do not attach any importance to this cry that the English of our boys has deteriorated. Yet I say we must try to improve the quality of our teaching. It is absolutely necessary that somebody should do research work, and as I have said, that somebody is the teacher. It is much easier for a hundred teachers to join together and do a piece of work than it is for one man to do this kind of mechanical work, that necessarily attaches to any kind of research work. If 100 teachers each take one page of a book and prepare a word list they can do in one day what it took me a couple of years to do.

THE NURSERY SCHOOL IN MADRAS—A SUCCESSFUL VENTURE

BY

MISS E. M. BAIN,

"The idea of nursery schools is new in Madras, but not entirely new to India. In America and England, they have been in existence for a good many years now. In America, I am told they do good work not only with the children of poor parents but with the poor children of rich millionaires, who are just as much in need of the training given by the nursery school as the children of the mother who has to be out at work all day. In England, they exist mostly for the sake of children whose mothers go out to work, though some fairly well-to-do parents are glad to send their children too.

"It is the same type of school, adapted to Indian conditions, that we are trying to introduce in Madras. I should not have said that the idea was entirely new to Madras, for I have heard several people in recent years say that they wished we could have some nursery schools in Madras, and for several years I have had a hankering after one, in connection with my own school. My school is for the children, both boys and girls, of well-to-do Indian parents who are willing to pay good fees. There is a pre-school class for children between 3 and 5. They pay Rs. 5 each month, merely for tuition, and yet the class has 15 to 20 children in it. This shows that Indian parents appreciate proper surroundings and training at that age, and, what means a great deal more, are willing to pay for it. One day, an Indian gentleman came to enroll his grandson, a fine placid infant of 14 months. He said he wanted the child to be properly trained from the beginning. I was sorry that I had to refuse the new admission.

"Few people will question the importance of proper care and surroundings and training at that age. Think of any home where there is a baby with both a mother and a ayah caring for it. If that child is being properly cared for, it is a busy life for both ayah and mother. It needs constant care and supervision except when it is sleeping, and, even then, you have to be sure it is sleeping in a place where it cannot roll over into danger. It does seem strange sometimes when a mother tells you that she hasn't had a minute to herself all day, but it is very often the case. If any father ever doubts it, let him try looking after a small child for a whole day by himself. No mother will ever say that it is not important what happens to a child in the years from 2 to 5. Every year is important in a child's development, and these years for the formation of physical habits and the acquiring of self-control and self-help are as important as any years in the child's life. It is important that no bad influence or wrong outlook should cloud or bias the child's attitude to life. The mite of two

Speaking at the meeting of the Madras Rotary Club on the 18th Nov., Miss E. M. Bain gave an absorbing account of the genesis and development of the first Nursery School in Madras.

(Extract from *The Madras Mail*, Saturday, October 19, 1935.)

has a right to expect friendliness and co-operation from all surrounding him. The world should be his friend. We all know children, and even grown-ups, who suffer nervously because of some fright or bad influence in their first few years. Most of the complexes which supply psychoanalysts with their patients have their origin then.

GIVING CHILDREN A CHANCE

Now the aim of the nursery school is, just, to give the children a chance. Children with good mothers and sensible ayahs are getting already what we are trying to give others, except that they do not get the companionship of other children which is so good for them and from which they learn so much, in sharing and co-operating and even learning to take a back seat on occasion. But think of the houses where children never get a chance. Think of one of the homes from which two of our children come. The father is out of work. The mother teaches in a Corporation School—one child of six years goes to school—three children under four are left at home in charge of a small servant-girl ten years old. What chances can these children have? Eight of our children come from homes where the mothers have to go out to work.

Now the origin of this particular school was this. A philanthropic gentleman in Mylapore offered a hall for social work and someone suggested that it would be good to start a nursery school there. This suggestion was placed before a Y. W. C. A. Committee meeting. The situation of the hall, however, with tram-lines on two sides made it unsuitable for such small children. But several felt that the idea of having a nursery school was worth keeping alive, so a number of ladies likely to be interested were invited to talk over the project. Many sites were inspected, but none were possible and the idea was in danger of being abandoned when Miss Comstock of the Methodist Episcopal Mission, Ritherdon Road, was met—who said that she could offer accommodation and possibly a worker, and she herself and her colleague had some training and experience in nursery school work. The committee were only too thankful to avail themselves of this offer, which gives us premises and surroundings in many respects just what we want. There is a nice big compound, with part of it reserved for the Nursery School. One nice large airy room with a large carpet in the middle is their play-room. Next to this, there is a wide passage way where they sleep and eat. Just beyond this, a room 10 by 10 with low cement walls and a thatched roof has been erected for a washing room, for washing operations and toilet duties are very important lessons to learn between 2 and 5.

MAKING UP A BUDGET

The first thing the committee had to do was to make up a budget. It was easy enough to assess the income, for we had none. Hopes were high but hopes do not make a very solid foundation. An appeal was made in May but the result was most disappointing, and there was much debating and correspondence in June as to whether the school should actually be started or not. In the end, it was felt that a nursery school actually in existence was the best advertisement for its continued existence. So on a basis of loans and faith it was started as an experiment for six months from July 15. By this time, the guaranteed income was a monthly grant of Rs. 50 per month from the Red Cross, Rs. 20 per month from subscriptions and donations and we expected to have about 8 rupees from fees paid by the children. The faith has been justified in great

measure. Fees brought in about Rs. 21 for the month instead of Rs. 8, and more subscriptions began to come in, while on the other side, our expenses were much lower. Instead of being Rs. 150 they were under Rs. 100. Now we are creeping along, not nearly so desperate, but not at all safe as regards the future, for our aim is, not just to found this one school, but a chain of schools one in each congested district of Madras.

Our objects are four :—

- (1) To train little children in hygienic and social habits.
- (2) To provide safe and happy centres for children of pre-school age whose mothers go out to work, as well as for children in more favourable circumstances.
- (3) To encourage parents to study child life and its needs by the formation of a parents' club where classes will be held by trained workers.
- (4) To provide a training centre for those who wish to qualify themselves for work in nursery schools.

Our first two objects occupied all our attention at first, but already we have made a beginning with (3) and (4). We have a trained health visitor who looks after the health side of the school. She gives her services free and has only a travelling allowance. She visits the homes, as do some of the members of committee and there has already been one meeting of mothers. They have planned to have monthly meetings and have asked that the next talk should be on the subject of food. It is expected that this side will develop greatly, as only when there is full co-operation with the homes can the best work be done. In addition to the health worker, we have a trained Kindergarten teacher, and one student who is being trained as a nursery school worker.

THE FUNDAMENTALS

Buildings, equipments, finance, staff, plans—all these have to be settled before we can get down to the real kernel of the nursery school—the school itself with the children who attend it. Names were collected beforehand and there were forty likely applicants for eighteen places. Various considerations decided the final choice of the children. The main one naturally is—the need of the children. The most needy are chosen. Another is to get children from homes where you are sure the parents will co-operate with the school and benefit from the co-operation. A third consideration has been the deciding one in some cases. It was expected that we should have to pay a conductress to take the children to and from the school, but owing to our unsafe financial condition, it was decided to admit only children who could be brought at school and taken home again.

VISIT THE SCHOOL

Now the very best thing you can do is to go and see the school. Visitors are welcome any day. Monday to Friday from 9 A.M. to 4 P.M. This is Education Week in Madras and teachers are going to make a visit to this school, part of their week's programme.

At 9 the children are supposed to arrive, but some come before then. On arrival, they have health inspection and change into school dress. The school dress is a simple garment made for us by volunteers. We hope in time to have sufficient to give them a clean one each day. At present the supply is insufficient, so some days they have to wear their own clothes. The wearing of these dresses is advisable for two reasons—to make sure

that they are clean, and to avoid any distinction between rich and poor once they are inside the school.

After health inspection, they run to the play-ground, where they have swings, a jungle-gym, i.e., a set of bars for climbing, and a fine sand-pit with buckets and little shapes for cooking and making sand-pies. The morning I went to see them, some dolls had just been presented, and, as a variation, two tiny tots were giving their dolls a swing.

At 9-15 they come in for a drink of fruit juice or some fresh fruit, and for toilet arrangements. Then they settle down to story-telling for ten minutes, after which they have singing and rhythmical exercises. They were at this when I arrived. The children were standing in a circle singing a very simple rhyme. One child in the centre chose another who went in front of the first. Then they chose another who walked in front of the two and so on. One little girl in a long purple dress (the school dresses were at the dhobi that day) two & a quarter years old, was greatly interested in the game. Every time some one was chosen, she bunched up her frock in front, gave a jump or two and chuckled with delight. Her own turn did not come till nearly the last. Her joy was deep for words or even for chuckles. She took her place at the top of the line, her countenance beaming with pride and gratification.

DIRECTED PLAY

From 10-50 to 11-10 they have directed play. Some string beads, a never ending interest for tiny children. Some play with the nice big wooden bricks. The first day these were given, the only idea for a time was to arrange them in a long line. Then one little tot began to walk along the narrow roadway she had made. Then she had a further bright idea—she went and got a small wheel-barrow to wheel it along the path.

At 11-15, they begin to prepare for their meal. Preparation for the next thing takes up quite a lot of their time. First of all, they have to put away their toys. Then they go to the wash-room and find their own soap-dish. They pour water with a little dipper over each other's hands and wash their hands and faces. They had quite a lot of fun over this. Each one has his own towel hung in a place on which a particular animal is painted. His mug and mat are also marked with this animal. Then they go and get their own mats from the rack and arrange them neatly in a row in the passage-way. Then they go as they are ready and choose their own aluminium mug, turn on the tap of the filter and take some drinking water. They put the mug beside their mat, then take a plate from the pile and sit down to await the arrival of the food. The day I was there, one of the staff was away and there was a little delay before the food appeared. Several of them sang little songs amongst themselves and when the food appeared there was a spontaneous clapping of hands.

After tiffin and toilet each child fetches its mat, and places it in the room and they all sleep, lying quietly for at least an hour and longer if they do not wake up.

Then there is time for more play in the garden, before a bowl of ragi and good milk and so home.

The increase in vitality of the children, their growth in independence, in social adjustment, in skill of hand and body, and their happiness are all justification for this work.

There are probabilities of new schools to be opened, if only financial aid is forthcoming for this work,—a work, which if it spreads, will build up the future manhood and womanhood of the country.

ARE BOOKS YOUR REAL FRIENDS *

BY

S. R. RANGANATHAN, M.A., L.T., F.L.A.,

University Librarian, Madras, & Secretary, Madras Library Association

Mr. Hameed Hasan's interest in spreading a healthy library habit among Muslims is well known. He had also demonstrated in his speech to-day what an effective publicity officer he proves to be. I had been, for a long time, thinking of the need for a publicity officer for the Madras University Library. But Mr. Hameed Hasan is fulfilling the functions of such an officer in an admirable way. I know the great enthusiasm, perseverance, and persuasion with which he induces the Muslim lady students to use the Madras University Library. If there is adequate response to his call from the Muslim lady students and if they resonate with him in this matter, I am sure, I shall have soon to persuade the authorities of the University to open a *Purdah* section in my library. I shall be most glad to do so.

In spite of his great interest in books and in spite of his long experience in judicial procedure in courts, and in spite of his having appointed six of us to plead the cause of books before the Muslim lady students today, I am afraid Mr. Hameed Hasan has made our task rather difficult in the way in which he has framed the main issue to be argued today. The issue as he has drafted is "Are *your* books real friends." I am afraid it will be very difficult for us to elicit an answer "yes" to this question from the students. Assuming that what obtained in my student days obtains even now, so far as students are concerned, books do not mean real books but text books and notebooks. To those who are below the average, these text-books and notebooks are unwanted tyrants, more hated than loved. Those who are above the average look upon these text books and notebooks as slaves to be dispensed with as early as possible. In neither case are *their* books real friends to students.

If you want any proof of this proposition, I have only to narrate to you an incident that occurred on the last day of our University examination. We had to cross a canal to reach our home from the examination hall. After we had finished unburdening our memory in the examination hall and as we were crossing the canal over a bridge, all of us instinctively began to unburden our hands, of the pockets, and bags, all those dreadful text-books and notebooks—our ordinary books. This is no wonder!

Books can be friends only if they are real books if they are books of a certain sort. A friend according to the Dictionary, is one who throws a benevolent influence on another. Now, if books too throw a benevolent influence on the reader, they should be saturated with the personality of the author. The personality of the author should appear in every line, in every word and even between words. The flavour of personality should be

(A speech delivered before a gathering of Muslim lady students of Madras on 13th October 1935).

unmistakably present in the book. The chief charm of the greatest books of the world like the Koran, the Holy Bible, the Ramayana, the plays of Kalidasa and of Shakespeare is the everlasting presence of the personality of the authors in them. It may be a thousand years since the books were written. It may be that the author of the book is dead and gone. But still the personality of the author is ever present in the books and make the books iridescent.

I should give a word of warning here that when I say that the presence of the personality of the author it is, that makes the book a real book, don't go away with the impression that it is only works in literature that can be real books. Even what is believed to be a dry as dust subject by some—even a subject like Mathematics—is capable of being the medium for transmitting the influence of the personality of the author. The mathematical works of Hardy, Borel, Vallee Pousson and in general those of most of the French writers are examples in point. In their mathematical works, in spite of the subject matter being mathematics, you find the flavour of the personality of the author unmistakable. So it is in all subjects. It is those books with such lasting personal element that will be permanent books. If we mean by books such permanent books, I should like to amend the issue of Mr. Hameed Hasan as follows:—"Are books your real friends." But I am aware that most of the audience, eighty per cent of whom are students, may not have had sufficient experience to appreciate what I have said about the necessary quality of permanent books, and of their invariably proving to be real friends. In these circumstances, I have to ask the students to take the testimony of the elders. We have had the testimony of Mr. Hameed Hasan, Mrs. Hussain, Miss. Seetha Ammal, a few minutes back.

As students of English literature, I am sure you should have read the testimony of English writers like Carlyle and Ruskin, and so let me read to you the testimony of some American and French writers. Here is Emerson's of the 19th century, "In the highest civilization, the book is still the highest delight." Here is another American of a generation earlier than that of Emerson, Mr. Channing, "God be thanked for books!" Look at the ecstasy of Mr. Channing! Are you not able to see the ring of sincerity in his testimony about the value of books? Here is the 18th Century French philosopher Montesquieu, saying "Study has been to be a sovereign remedy against the vexations of life, having never had an annoyance that one hour's reading did not dissipate." I am quite sure, as you grow older, you will appreciate what an amount of wisdom and experience is concentrated in these words of Montesquieu. Lastly, I want to read to you the testimony of another French writer. He belonged to the 17th century. I am particularly anxious that I should give you his testimony, to this gathering of lady students, as he was the author of a "Treatise on the education of girls, which is said to have been the first systematic attempt ever made to deal with the subject of women's education." His name is Fenelon. Fenelon's answer to the issue of Mr. Hameed Hasan is "If the crowns of all the kingdoms of the empire were laid down at my feet in exchange for my books and my love of reading, I would spurn them all."

Having thus spent some time over the connotation of the word "Books," let me now turn to the another tricky word found in the issue framed by Mr. Hameed Hasan. I refer to the word "Real." The very wording of the issue implicitly suggests that books can also be false friends.

Can this be true, you may ask? My answer is unfortunately "Yes." In these days when books are produced in myriads, when thousands of volumes are produced in each country, each year, when as many as 4,000 books are produced per annum even in Madras, it is no wonder that some books may be false. Here again, I shall substantiate my statement by a concrete instance. I refer to an incident which occurred twelve years ago. It was connected with the University examination in a subject which is reputed to be very exact—Mathematics. Years ago a certain theorem was set to be proved in a University examination. Some of the students simply wrote that the theorem was absurd. When the matter came up for discussion among the examiners, the paper setter began to pull out a book and show the theorem exactly as he had set in the paper printed in that book. The fact was that due to a false tradition the popular text-book in question was perpetuating a wrong theorem. Certainly, in this case that book was a false friend of that paper setter. I can give any number of examples where books may prove to be false.

It is this fact that has made the library profession invent the idea of reference work. Libraries are now appointing a corps of reference librarians. In the Madras University Library we have assigned the best of our men to this corps. The business of the reference librarian is to interpret books to the readers and help the reader to distinguish the true book from the false, and the appropriate book from the inappropriate one. You might ask, why not the libraries discard the false books? The answer to that question is that no book is entirely false. They have always some element of reality in them. Further, a library, like the Madras University Library, has to keep on its shelves all kinds of books at least for purposes of research—particularly antiquarian and bibliographical research. The business of the reference librarian is to take the visitor on hand, find out his book need, temperament, and his general outlook and find out for him such books as would fit in with his temperament and need, and prove to be real and lasting friend of his.

This brings us to the question of the acquisition of the correct reading habit—how books should be selected, how the help of reference librarians should be taken, how books should be read and how the familiarity with the books should be continuously kept up. But, if I begin to dilate upon that subject, it will not only take me beyond the time allotted to me but also make me trespass into the rings assigned to my colleague and co-secretary, Mr. S. M. Fossil, and hence, I thank you for having given me this opportunity to expound to you the gospel of books and I retire without standing any more between you and the eloquent speech of Mr. Fossil that you are all anticipating with great eagerness.

RAO BAHADUR P. V. SESHU IYER

The late Rao Bahadur P. V. Seshu Iyer was born in February 1872 in a very poor family. His father was a farmer who made his living by cultivating others' lands. Mr. Seshu Iyer had to undergo great suffering in his early days due to the poverty of his family. His mother was blinded by small-pox and the boy 'Seshu' had to help his mother in the kitchen every day before he went to school which was situated more than 3 miles from the village. He had to walk the distance both ways and starve the whole day after his first meal at home early in the morning. This must have undermined the foundations of his health. Further, he had a virulent attack of typhoid when he was but nine years old. His secondary education was conducted partly in the Native High School, Palghat and partly in the Govt. College, Calicut, where he matriculated in 1887, and completed the F.A., Course as a Scholarship holder in 1889. His genius for mathematical studies was manifested from the very beginning and in Calicut, was fully developed. The late Dr. Swaminathan was his class-mate and intimate friend. He took his degree in 1891 as a student of the Madras Christian College where he was one of the pet students of Dr. Miller. Here besides Dr. Swaminathan he had among his class-mates, Mr. Vepa Ramesam and Mr. T. Raghavayya. He studied for M.A., in 1893 but was unable to complete the course because of his bad health. So giving up his post-graduate studies he entered the field of Education as the Headmaster of the Native High School, Palghat, in 1894.

From there he was called to join the Government service as a lecturer in the Government college, Kumbakonam. In July 1911 he was taken in the M. E. S. and ten years later he was promoted to the I. E. S. The rest of his career may be found described in the service register. Even after retirement in the year 1927, his interest in education continued. He was one of the early organisers of the S. I. T. U. and a keen member of the Madras Teachers' Guild. After his retirement, he did his best to organise the Dt. Teachers' Guild Malabar. He worked for sometime as the principal of the Hindu College, at a time when the college needed most the services of an experienced educationist. You know best the nature and value of his services to the cause of education as a Mathematician and as a member of the Profession.

He was very simple and abstemious in his habits of daily life. Being a chronic dyspeptic from early youth he cultivated very regular habits and but for his carefulness, regularity and simplicity he could not have lived upto the age of 64, when he was removed from our midst. He was an absolutely self-made man. It is also note-worthy that he kept alive his active interest in Mathematical studies and educational work till the very last. He also devoted a large part of his time, ever since his retirement, to religious studies and was a humble devotee of Sri Ramana Maharishi. On his way back from Bombay in 1932 after presiding over the Indian Mathematical Conference, he interviewed Mahatma Gandhi in Yerrawada Mandir and took a keen interest in the Harijan Movement. He was an active supporter of the Sri Ramakrishna Gurukul for Harijan children at Vilanjans conducted by the Sri Ramakrishna Asram, Trichur. He was also ever since his retirement till the very last, the president of the Peruvemba Village Association and took an active part in improving the village school and promoting other items of rural welfare.

J. P. COTELINGAM—A GREAT SOUTH INDIAN EDUCATIONIST

(A Symposium of Appreciation)

South India and especially the Madras Presidency has lost in the death of John Pracasa Rao Cotelingam, M.A., F.M.U., Ex-M.L.A., Emeritus Principal of the Wardlaw College, Bellary, one who bore the true hall-mark of a teacher from the very beginning of his career. Born on the 9th December 1860 and educated throughout in the Madras Christian College, under the great Dr. Miller, he took his M.A. degree in 1887 after a brilliant scholastic and collegiate career in which he won several prizes. He was University prizeman in the B.A. degree examination having won the *Norton prize* for History and Economics. He stood first in the University for the Teachers' Examination. In 1887 when he sat for his M.A. he was the only one who appeared out of the fourteen who dropped off as the study in those days was very wide and difficult. The examiners themselves would ask him through the Registrar the books he was studying.

Gifted with a very powerful intellect he had within his grasp to join Government but he chose the humblest and noblest of professions, that of being a teacher to impart the knowledge he had received to others less fortunate. His life as Principal and teacher was therefore, till the very end of his life, spent in giving to all those who came to him the benefit of his vast learning and experience. He began his career as an Assistant Master in the London Mission High School, Madras in 1887 during which time his services were lent to the London Mission High School, Bangalore, where he acted as Principal in the absence of the Rev. J. H. Walton. He then became the Headmaster of the Wesley College, Madras, and from 1889-91 he worked as Principal of the Hindu College, Cuddalore. One of the men who assisted him in the work of the College was the late Mr. A. Subbarayulu Reddy who later became the first Educational Minister. He came to Bellary as the Principal of the Wardlaw College, in 1891, being appointed direct by the Home Board of the London Missionary Society. By this appointment he was the first Indian to be appointed Principal of a Mission College in all India at a time when Indians were not thought of for such independent positions and responsibility.

In 1890 he was the only elected delegate from South Arcot to the first National Congress that was held in Calcutta. He travelled by the then old route via Nagpur where he had as his companion the late Mr. Ranade of Poona. He there met Gokhale and Bipin Chandra Pal. He was nominated to the Subjects Committee of the Congress and was asked to speak on the Salt Tax Duty question but resigned in favour of Mr. Jambulingam Mudaliar of Cuddappah who had come specially prepared to speak on that question. In that year he was an examiner to the Madras University and for several years thereafter he was either examiner or presented Graduates to the Chancellor during the Convocation.

He was the first of the alumni of the Madras Christian College to become a Fellow of the Madras University. He had the rare distinction of being one of the two Principals of Second Grade College who were nominated under the Act of 1904 and was also nominated after he retired, a member of the Senate and member of the Council of Affiliated Colleges under

the present Act. He was also chosen a member of the Advisory Committee of the Andhra University when that University came into being.

He was President of several All-India and South India Educational and Missionary Organisations. Under the Reforms Act he was nominated to represent the Indian Christians and along with the late Mr. T. V. Seshagiri Iyer, Retired Judge of the High Court, was chosen to represent the Madras Presidency in the first Legislative Assembly of 1921-23. During his term of office besides serving on important committees, like the Standing Finance Committee of the Government of India, he was chosen by the Legislative Assembly to be a member of the Select Committee to report on the Delhi University Bill.

As a result of an interpellation in the Madras Legislative Council, thirty years ago, Mr. Cotelingam was the first non-official in the Madras Presidency to be appointed Vice-President of the Bellary District Board when District Collectors were, at that time and for several years Presidents of such Boards. He had during the last forty years and more been, if not President or Chairman, a member of several local Boards or Councils and rendered valuable service. As chairman of the Bellary Municipality he rendered very valuable service during the time when plague broke out for the first time in Bellary.

His connection with the Wardlaw College, Bellary, marks an epoch in the educational life of Bellary. The College was a model in all things and the students that left the portals of their Alma Mater were men who bore throughout their after life the hall-mark of the College. You can single out the Wardlaw College student who was under Mr. Cotelingam during those years in which he was Principal. He taught students habits which helped them in the years after they left College. He taught them manners. He taught them to wish their Principal and teachers when they met them either in College or outside. The students would come with all their buttons well stitched to their coats and when the Principal noticed a boy having a single button missing he would warn the boy. This personal interest in the clothes which the students wore made them realise their responsibilities and they responded. Students had to come to class with their caps on and their hair neatly combed. This was training for life and Mr. Cotelingam ably discharged his duty as being a sacred one before God. He taught them cleanliness. During the time of his Principalship it was hard to find a scrap of paper thrown about the classrooms. Students were made to pick them up and throw them into the waste paper basket in the writer's room and no where else. The College compound was spotlessly clean and students were severely punished if they were caught urinating along the walls of the College or anywhere near. One incident is noteworthy of mentioning. The Principal caught a gentleman, who it transpired was a Magistrate, urinating in the College precincts. He was made to wash the place with pots of water drawn from a neighbouring well himself. When Mr. Cotelingam came to the Wardlaw College he inaugurated the Dialectic Union and the Athletic Union. Every week there would be debates which were the training ground for the students who later became famous speakers or writers. The College claims the proud honour of having for her old students men who became Sub Judges, Ministers, and Professors of Colleges. All her former pupils are holding appointments of trust and honour in Government as well as in business. This was all due to the early training they got during their scholastic days. Training which they then could not realise.

It will be of interest to teachers and Professors to know that in 1910 when the late Mr. Herbert Champion, Director of Public Instruction, came to inspect the College as Inspector of Schools his remarks were:—"I am pleased to report that promotions are generally strictly made, and a genuine effort is made to keep boys in classes for which they are fit. As firm a control as possible is kept over the pupils as the Register of Corporal Punishments testify. A reform that might be introduced into all schools is that the possession of a cigarette is punishable. They boys were neat, orderly and respectful. This is a well-organised school under the firm control of the Principal, the tone and discipline are excellent." The remark of cigarettes in the possession of students is a sequel to what happened when the Inspector who after having lunched with the Principal came into his Office room with a cigar in his mouth. The Principal politely told the Inspector, yet firmly, that smoking in the College was a punishable offence and that if he wished to smoke he may do it in the Principal's private room which was next door. After the Inspector had his smoke the clerk was asked to bring and show to the Inspector the Corporal Punishments Register where students were punished for smoking. In some cases pupils were sent away from school if they still continued in that habit.

At the time of the Prize Distribution when Mr. Cumming, the Collector gave away the prizes he said "I heard a good deal of the Wardlaw College before I came to Bellary and one of the first persons I met here was Mr. Cotelingam, the Principal of the College I am very pleased in one part of the school Report. Boys are not accepted at their own worth. Infinite harm is done by forcing the boys higher standards than they are fit for. They cannot assimilate knowledge. Mr. Cotelingam has dealt at some length on the difficulties connected with the practical working of the School Final Scheme. I am not going to enter into a controversy with a veteran educationist as Mr. Cotelingam on this subject. We ourselves have some misgivings as to the School Final System and the future only can reveal what it can and cannot do. One thing; however is clear, it leaves ample scope for the idiosyncrasies of Headmasters of High Schools. Mr. Cotelingam is so strict in his admissions, and let us hope he will be no less strict in awarding the School Leaving Certificate. We have heard extracts from the Inspection Report and that to me is everything in testing the efficiency of an institution."

"A distinguished Educationist, wellknown in South India and elsewhere, Mr. Cotelingam has taught boys character and discipline. The Chairman of the Bellary Municipality when speaking of him at a public gathering remarked that it is come to stay that *Discipline and Mr. Cotelingam are synonymous*. He has helped many students by way of school fees and clothes. They have been celebrating his birthday almost every year with great thankfulness. The Silver Jubilee of his connection with the College was celebrated in 1916 and it was celebrated with great enthusiasm by his admiring colleagues and pupils who are ever grateful to Mr. Cotelingam's self-sacrificing work to the Institution. His high sense of duty and his affable and kindly manners endeared him to them and they are proud of calling him "The Dr. Miller of Bellary."

In 1928 Mr. Cotelingam presided at the Madras Christian College Day Celebration. In proposing a vote of thanks Dewan Bahadur L. A. Govindaraghava Aiyer said:—"I have a very great pleasure in proposing a hearty vote of thanks to our revered chairman. I have a recollection of him in his

College days how he would go about carrying a pile of books under his arm. I remembered that picture of him as I was listening to the beautiful speeches he has delivered. He has fulfilled the promises of his early years He would have risen very high if he chose walks of life but he chose to devote himself selflessly to the work of Education in Bellary."

Writing an Appreciation of him Rao Bahadur C. S. Subramanyam of Mayavaram, Advocate and Ex-M.L.A., says:—"By the death of Mr. J. P. Cotelingam at Bellary on the 9th November removes as it were, a landmark from Bellary. Mr. Cotelingam had become an institution he was passionately fond of the Wardlaw Institution Now after the lapse of fifteen years from him I cannot point to a single instance of his having perpetrated or helped the perpetration of a wrong. This I consider the greatest compliment and the highest tribute that one can give to a dead man."

Mr. K. Chinnaswamy Iyer, M.A., former student and now on the staff of the St. Joseph's College, Trichy, says:—"I have always looked upon my old Principal as a great example of a teacher and a man of character. His work will live beyond forgotten."

Mr. Frank Venkatarangam, former Assistant of the Wardlaw College and Retired Headmaster, writing from Chingleput, says:—

"Mr. J. P. Cotelingam, was one of those great geniuses who occasionally pass across the stage of history, whom to know is to love and revere, and who leaves foot-prints on the sands of time on the faithful walking in which depends so largely the progress and happiness of mankind. As an Assistant of the Wardlaw College, Bellary, I had special opportunities of studying his life and character and my association with him impressed me with the strength and power and personality of one whom sturdy independence, devotion to duty, love of discipline, lofty ideals and Galilean simplicity were an inspiration to all who as teachers and pupils had the privilege of coming into contact with him day by day. His patience was proverbial; nothing could ruffle the serenity of his temper. He was noted for his liberality and it will never be adequately known that countless poor families both in Bellary and elsewhere were indebted to him for his thoughtful care, kindness, and generosity. As a Christian he has left a spiritual legacy which the Indian Church will cherish as a priceless treasure. A clear thinker, an eloquent advocate of just causes, an ardent patriot, a sincere Christian and a good friend, his place will be hard to fill in the social and religious life of India. And History can record nothing truer than to say of him that here was a Christian gentleman and that rarely come such another." (Special to the *South Indian Teacher*.)

By his passing away Bellary has lost a great soul, the community a selfless worker and the country a patriot. Before his writing desk hangs a plaque with these words:—FOR WHEN THE GREAT SCORER COMES TO WRITE AGAINST YOUR NAME, HE WRITES NOT YOU WON OR LOST BUT HOW YOU PLAYED THE GAME. Mr. Cotelingam by his example showed one and all who came in contact with him how to play the game fair and square. He himself played it squarely. He would always call a spade a spade and nothing but a spade. He gave honour where

honour was due be he Easterner or Westerner. He was a recipient of the recent Silver Jubilee medal. He was truly one of India's noblest sons!

At a public meeting held by the Citizens of Bellary to express their deep sorrow on the demise of Mr. Cotelingam loving tributes were paid to his memory. A former student, now an Advocate of the local Bar, offered a prize to the student of the College who according to the estimation of the authorities was the simplest and best dressed pupil. It was decided to have a bronze statue of Mr. Cotelingam erected to his lasting memory.

Mr. Cotelingam was the first to introduce Kannada as the second language of study in the Wardlaw College. Almost all English knowing Lingayats received their education in the College. One of them, Thangi Malleswarappa was nominated a member of the Legislative Council. The President Dist. Board, the Headmasters of the two High Schools in Brucepettah, Bellary, the Sheristhadars of the Collector's office and the Dist. Court, several Tahsildars, and clergymen, are among his former pupils not to mention Professors of the various Colleges in the Presidency, Sub-Judges, Session Judges, and Sub-Collectors, who are proud of being his pupils.

Mr. Cotelingam has won the esteem of his countrymen by his untiring work in the cause of education and if education is the light that India once again needs, most men like Mr. Cotelingam's stamp richly deserve the love, nay the reverence of their countrymen.

May his Soul rest in Peace!

CERTIFICATE COURSE IN LIBRARIANSHIP, 1936

UNIVERSITY OF MADRAS

(Extract from the Fort St. George Gazette)

The certificate course for training in Librarianship will be conducted by the University in the month of April, May and June. The course shall be open to candidates who have passed the Intermediate Examination in Arts and Science of this University or the Examination for Certificates of Proficiency in Oriental Learning. The fee for the course is Rs. 20. At the end of the course there will be an examination (Theory and Practical) and Certificates will be issued to such candidates as are declared to have passed the examination.

The classes will be held at the Senate House (University Library), Chepauk, Madras. The lecture classes will be conducted ordinarily between 4 p.m. and 6 p.m. and the practical classes which will be in batches, will be conducted between the hours 10 a.m. and 4 p.m.

Persons who wish to apply for admission to the course should send their applications, in the prescribed form to the Registrar, University of Madras, Triplicane, P.O. so as to reach him not later than the 31st January 1936. Application forms may be obtained from the office of the Registrar. The selection will be made in February and selected candidates will be notified by the 1st March 1936.

PUPIL-TEACHERS' SECTION.

SECONDARY SCHOOL INSPECTION

BY

T. SATYANARAYANA RAO, B.A.,
(Govt. Training College, Rajahmundry.)

Present Day Inspectors.—Before actually entering into a discussion about an efficient and the most up-to-date form of inspection for the Secondary Schools of the Madras Presidency, we must first reflect upon the existing state of affairs.

Everybody knows that at present we have District Educational Officers most of whom have been culled from the ranks of the Chief Lecturers of First Grade colleges. These officers are, no doubt, specialists in their own subjects. For the inspection of a High school, the Inspectors take along with them a Senior or a Junior Deputy Inspector of Schools to assist them in carrying out the inspection of the whole high school. The inspecting officer, who is a specialist in his subject, inspects all the subjects in the curriculum of a High school, chief among which are 'English,' 'Mathematics' and 'Science' 'History,' and 'Geography,' etc.

The Merits and Demerits.—Now let us enter into the merits or otherwise of such a system of inspection. The Inspecting Officer, who is a specialist in only one subject has to inspect the teaching of other subjects. The inevitable consequence of such a system has been that the officer in question deposes his assistant to go through the inspection of such of the subjects as he is not a specialist in or does not like to inspect himself. To take a more concrete example, suppose there is a Mathematics or Science specialist. He takes up the 'English, Mathematics' and 'Science' departments of the school and leaves 'History' and 'Geography' and the 'vernacular' to the Senior or Junior Dy. Inspector, who follows him. It should clearly be noted that the Deputy Inspector who is himself a B.A., L.T., is obliged to inspect another B.A., L.T., who, more often than not, happens to be a more senior and experienced gentleman! The seriousness of the inspection is lost in this case, and things go on as they actually are going on.

The Inspection of the Vernacular.—A great injustice is done to the 'Vernacular' subject. In numerous cases, the vernacular is also inspected. It is true there are special inspectors to inspect the 'Urdu' classes in schools. It must be noted that the methods of teaching and inspection alike are entirely different from those of English. The defect probably is to be traced not to individual inspectors but to lack of specific directions from the Government regarding the standards, modes and methods of inspection for the various subjects.

It is not a question of Individual Efficiency.—One might ask himself an honest question whether or not this present state of affairs conduces to the growth of a healthy atmosphere. It might not be forgotten at the same time that there are individual efficient officers who could cope with

their work with all the subjects in as efficient a manner as any specialist in those subjects could. But, we always bring under our purview the generality of cases.

Inspectorates in the West.—We are told by foreigners that in England and elsewhere the respective Boards of Education of the Universities have got their own bodies of Inspectors, consisting as they do, of specialists in all the different subjects. Such an Inspectorate moves in a body from one High school to another and conducts the Inspection, each member in his own subject.

What a University should do.—The government must recognise the merits of specialists, lay down hard and fast rules regarding the standards and methods of Inspection and thus nullify to a very great extent the effect of the fads of Inspecting officers on innocent teachers. As it stands at present, everybody knows that the method of Inspection followed by no two D.E.O.s is exactly alike.

The Department should also make it known that they are going to select the best brains in the field by sheer merit for assimilation in the Cadre of Inspectors.

The Teachers' Associations.—Another point is this. The Educational Guilds and Teachers' Conferences, surprisingly enough, never turn their attention towards such matters as these. It is high time our Teachers' Associations are more minded about their actual work in the school than other things. Of course, it is more the financial aspect of everything that is in the forefront; but, teachers as teachers should in a body agitate for more efficient Inspectorates and fixed standards of Inspection in the different subjects.

The Suggestion.—We therefore, humbly suggest that the present system of Inspection of Secondary schools by individual inspecting officers be thoroughly modified in the light of the above-mentioned arguments and that a system of 'Inspectorate,' which shall be constituted as follows be formulated. The body should consist of as many members as there are subjects in the school curriculum, each member being a specialist in a subject. All these members forming the Inspectorate should move from one High school to another in a body. This kind of constitution of the Inspectorate would conduce to greater efficiency in the schools.

The Financial Aspect.—The 'Financial Aspect' of the proposition is to be the first consideration of the Government in launching new schemes; and it may be suggested that the whole presidency may be divided into four or five circles, each circle having a convenient number of Districts ranging from four to six. The members of the Inspectorate will then have to proceed just like a University commission and inspect the Secondary schools with the maximum possible efficiency imaginable. This would cost the Government only some extra Travelling Allowance in excess of the usual expenditure; but it is respectfully suggested that the Government may not mind this extra expenditure incurred with a view to securing greater efficiency.

TRAIT-STUDY

BY

A. JOSEPH,

(Sec. Senior, Pasumalai Training School, Pasumalai.)

A true learned man or a true citizen of the country besides his skill and ability, should possess what we call good traits.

It is a thing to regret that the lack of these traits is very commonly seen in our country. There are not instances of even educated people who hold high offices and draw good salaries stooping to bribery, dishonesty and deceit. To visualise an Indian nation animated by such qualities as moral courage, cheerfulness, honesty, etc., and to strive for such a goal is the duty of every teacher.

The need for these good traits in our country is very pressing. I believe, we teachers, in as much as we are entrusted with young souls, can do a lot concerning this. How can we introduce this kind of 'trait-study' into our schools. Shall we allot one period a week for this study?

I like to tell briefly how we treat this study in Pasumalai schools. There is a separate committee and a group of leaders to arrange the various traits and to present them to the pupils. Most of the leaders are teachers and pupil-teachers of the school. Each class is divided into two or three groups each consisting of twelve or thirteen pupils. These young disciples are left under the guidance of a leader. The traits chosen for this year are:—1. Truthfulness. 2. Courage. 3. Cheerfulness in difficulties. 4. Hunger for righteousness. 5. Brotherhood. 6. Co-operation. 7. Patriotism. 8. Ahimsa. 9. Worship. 10. Obedience. 11. Peace-making. 12. Whole-heartedness. 13. Right use of money. 14. Temperance. 15. Hospitality to strangers. 16. Fair-play. 17. Gratefulness. 18. Forgiveness. 19. Purity. 20. Progressiveness. 21. Consecration.

Each leader meets his group thrice a week mostly during the morning first periods. All the leaders meet together every Sunday evening from 8-30 p.m. to 10 p.m. and discuss the subject for the week and take some notes also prepared by the committee. Then every leader, before going to meet his group, thinks over the subject and takes illustrations from the Bible, the religious books pertaining to Buddhism, Hinduism and Muhammadanism and from the lives of all great men such as Mahatma Gandhi, Panditha Rama Bai, David Livingstone, Abraham Lincoln, etc.

No trait is studied in one period or two, but will continue for two weeks. This two weeks' study of a particular trait leaves not only a clear impression in the minds of the pupils but also provides chances for the pupils to express the trait in their lives. Whenever they do a thing involving the use of the trait they studied that week, they bear witness of their good actions before the other pupils of the group and the group leader. This kind of bearing witness to their good actions encourages others to long for the same experience in their own lives.

We have been following this method of teaching good traits to pupils for the last three or four months and the result of it is evidently seen in the steady though slow, change in the attitudes and behaviours of the pupils.

THE NATIONAL GOVERNMENT'S PROGRAMME FOR EDUCATION

(Reprinted from "School Master's and The Women Teacher's Chronicle.")

EDUCATION AND DEMOCRACY

The days are gone for ever when any but the most rudimentary education was the privilege of the few. There never was a time when a well educated democracy was so necessary as it is to-day, whether looked at internationally, nationally, or individually. Internationally, so that we shall have the wisdom to hold fast to our parliamentary institutions and not be led astray by specious arguments towards unconstitutional forms of government under which some other countries are suffering. Nationally, so that every citizen shall make the best contribution of which he is capable to the nation's welfare, and that in the competitive world in which we live our country shall have the services of the best brains at its command. Individually, so that the child of to-day shall grow up into the citizen of to-morrow, capable of deriving both from his work and from his leisure the full measure of enjoyment to which education in the true sense of the word is the passport.

A NEW CONCEPTION OF EDUCATION

The pursuit of this policy involves a recasting of the old ideas as to the purposes of education. It is not enough to secure that the great mass of our children whose education does not go beyond the elementary stage shall have mastered the three Rs. It is not enough to be able to say that the schooling which our young people get fits them for employment. The true function of education is something much wider than the mere imparting of knowledge. Our aim should be that every child should receive *the best training of mind, of hand and eye, and of body*, from which he is capable of profiting. And we should not relax our efforts when the period of full-time schooling comes to an end, but should afford every help and encouragement to young people to add to their store of knowledge, to practise arts and crafts, and to keep physically fit. How are these things to be done?

In order to achieve the aims we have set before ourselves it is clearly not enough to confine our attention to the aspect of educational reform which is being most discussed at the present time, namely, raising the school-leaving age. Besides making provision for prolonging and improving the school life of those who will not proceed beyond the elementary school and bettering where necessary the conditions in which they work, we must also make sure that, for those who are qualified to take their education a stage or more further, poverty is no bar to their progress, and over the whole field of education we must take vigorous steps to improve and maintain the health and physique of our people.

THE SCHOOL-LEAVING AGE

The proposal for raising the age usually takes the form of requiring all children to be kept in school up to the age of 15, with maintenance allowances to compensate for possible loss of wages. Such an arrangement has the merit of simplicity, but its inflexibility makes its present adoption inadvisable for several reasons. In the first place it presupposes a uniformity throughout the country of economic, industrial, and occupational conditions which is far from being the case. Secondly, it does not make proper allowance for the fact that for many children retention in school is not necessarily the best thing for them and, thirdly, it does not take into account the wishes

and the circumstances of the parents, who may well argue that an offer of beneficial employment at a proper wage ought not to be refused, since the acceptance of such employment might start the child on a permanent career and bring a much needed contribution to the family budget.

The alternative of keeping the present leaving age and requiring part-time attendance at day continuation schools up to the age of 16 has much to commend it. But, apart from other considerations, *industry as a whole is not yet so organised that such a scheme could be introduced without widespread dislocation, which would be specially serious at the present stage of our economic recovery.*

The National Government have therefore decided to legislate to raise the school-leaving age to 15, with a right to exemptions between 14 and 15 for beneficial employment. The Act will not come into operation until there has been time to complete the considerable preparations which will first be needed. The decision whether any given employment is beneficial for a child will rest with the local education authorities, who will have the assistance of the local juvenile employment committees and it will be open to them when granting exemptions to attach such conditions as to hours of work (including time for recreation), wages and opportunities for further education as may seem to be desirable. Exemptions will also be permissible where the authority are satisfied that, owing to circumstances of exceptional hardship, it is desirable that the child should be released for assistance in the home.

BUILDING GRANTS

But the raising of the school age depends for its effectiveness on the completion of reorganisation on Hadow lines, and the co-operation of the voluntary schools. The enquiries which the Government have made lead them to think that the time has come when, for the sake of the educational welfare of the children, the various interests concerned will be ready to accept a compromise which, while involving them in no sacrifice of the principles to which they hold with such sincerity, will enable the voluntary schools to play their part in this great advance. While the Government have no intention of reopening the settlement of 1902, they recognise that the voluntary schools cannot meet these new calls without some temporary measure of assistance. The Bill for raising the age will accordingly also empower authorities, during a limited period, to make building grants to managers of voluntary schools for the purpose of raising the age and reorganisation, including in special circumstances grants in aid of new senior schools. These grants will be not less than half and not more than three-fourths of the cost, in so far as it relates to provision for senior children. In return for this aid from public funds, there will be a certain extension of public control over the appointment and dismissal of teachers, but the rights of the managers to satisfy themselves as to the fitness of teachers to give religious instruction will remain unimpaired.

IMPROVED CONDITIONS

The National Government will press on with their policy of getting rid of defective premises and reducing the number of large classes. The completion of reorganisation will contribute materially to these objects and should go far to ensure good working conditions for children of all ages.

INCREASE OF GRANTS

To meet the additional expenditure to which authorities will be put both in preparing their own schools for the additional age group and in making building grants to voluntary schools, the rate of the Board of Education's grant on expenditure on elementary school buildings will be raised for a limited period. Similarly, in recognition of the

fact that reorganisation, more particularly in rural areas, involves substantial expenditure on the conveyance of children, the Board's grant on such expenditure will also be raised.

THE EDUCATIONAL LADDER

Brains are the prerogative of no single class. They are as likely to be found in the poorest as in the richest homes, and wherever they are found it is essential in the interest of the State, as well as of the individual that they should be given every opportunity of development. Much has been done to enable poor children of capacity and promise to get from the elementary school to the secondary school and from the secondary school to the university; but the rungs of the ladder are still too narrow. To widen them the National Government intend to remove altogether the existing restrictions on the discretion of authorities in regard to the proportion of children who may be admitted to secondary schools either free or at reduced fees; in addition they intend to increase the number of State scholarships tenable at universities, at the same time throwing them open to pupils, from all secondary schools, and also to increase the amount of assistance given in the case of these and other State awards. In this way full opportunity will be given to the ablest children to proceed from the lowest rung of the educational ladder to the highest without being hindered in their progress by any lack of means.

TECHNICAL EDUCATION

There is no part of our educational system which is of greater national importance than technical education, since a comprehensive and up-to-date supply of technical schools is more than ever essential to our success in the competition for international trade. A survey is already being made of the deficiencies which at present exist in this field of education, and, with a view to reaching the highest standard set in other parts of Europe, the National Government intend, with the co-operation of local education authorities and of industry, to embark on an intensive campaign directed to secure that within a definite period existing buildings are brought up to date, and that new schools are built in areas where, owing to the shifting of industry, or for other reasons, facilities for technical education either do not exist, or are insufficient to meet the demands of potential students and of local industries.

ADULT EDUCATION

The financial situation of 1931 entailed certain restrictions on the expenditure on classes for Adult Education which have now been removed. The National Government fully appreciate the value of, and the demand for, serious study by adults, and they will give every assistance to the national development of this movement.

HEALTH AND PHYSIQUE

The reproach that we are a C3 nation must be removed once and for all. This can only be achieved by a systematic plan covering the whole period from infancy to the end of school life and beyond. The aim of such a plan must be to prevent as far as possible the onset of ill-health, to set up an adequate machinery for the treatment of ailments when they occur, and by a wide extension of the facilities for, and the time applied to, physical training, to instil in our children a pride in physical fitness. To this end special attention must be given to the following:

(1) *Nursery Schools.*—The natural place for children under 5 is the home, but there are unfortunately some areas where through no fault of their own the mothers cannot give these children all the care and attention which they need. In such areas the National Government intend to encourage the provision of nursery schools in

which good food, fresh air, and skilled attention and training will give the youngest children a good start before elementary school days begin.

(2) *School Medical Service.*—The purpose of the School Medical Service is, by means of the periodical inspection of school-children, to discover any signs of ill-health at their outset, and where such signs are found to see that the child obtains appropriate treatment. The Service has done and is doing excellent work in these directions, but in many parts of the country the facilities for treatment—and particularly dental treatment—are in need of expansion. The National Government intend therefore to encourage local education authorities to remedy these deficiencies where they exist, and also to provide more remedial and preventive treatment in such ways as the establishment of orthopaedic centres and open-air schools.

(3) *Physical Training.* But though nursery schools can give the youngest children a healthy start in life, and though the School Medical Service can do much to prevent and cure ill-health, bodily health can only be maintained by systematic physical training. In such training outdoor games play an important part, but more important still, from the point of view of improving the physique and keeping the whole body in the fittest possible state, are physical exercises, whether on the school premises or in the open air. The National Government intend therefore to promote, in co-operation with the local education authorities and all other interests concerned, a comprehensive system of physical training covering all types of school. But it is when young people leave school for the office or the workshop that they most need the opportunities of keeping up their physical exercises. To meet this need every effort will be made to develop and supplement the provision already made by clubs and other voluntary organisations.

This is a comprehensive programme which represents a real advance over the whole educational field. It depends for its effectiveness on the willing co-operation of the authorities, voluntary bodies, and teachers. On such co-operation the National Government confidently rely.

THE S. I. T. U. PROTECTION FUND

List of names continued.

- | | |
|----------|--|
| Reg. No. | |
| 1246. | Mr. N. Chinnaswamy, Headmaster, Board Higher Elementary School Mallasamudram, Salem Dist. |
| 1247. | " Mahomed Alleemullah, Religious Instructor, Muslim High School, Triplicane. |
| 1248. | " Mahomed Abdul Wahab, Teacher, Muslim High School, Triplicane. |
| 1249 | " B. S. Yegnarama Iyer, Mathematics Assistant, Thirthapathi High School, Ambasamudram, Tinnevely Dt. |

Triplicane, Madras.
Dated, 18-12-1935.

M. K. RAMAMURTI,
Honorary Secretary.

TIT-BITS FROM THE EDUCATIONAL WORLD

By

'Clipper'

PSYCHOLOGICAL TESTS FOR BOYS

To Choose Proper Careers.

In order to avoid industrial and professional "misfits" among the English public school boys a "careers laboratory," the first of its kind, has been opened (says *The Sunday Times*) at Dulwich College, London.

The boys will be tested according to tests evolved by the National Institute of Industrial Psychology.

The tests are very simple. Boys are given lamp-holders, bicycle wheels, and door locks in pieces and they are asked to put them together. The time taken by each is noted. Would-be dentists and doctors undergo a steadiness-of-hand test.

Cube tests are used to indicate practical intelligence. Nine cubes are packed into a square, coloured only on the outside. These are jumbled up and the boy is asked to put them together in the shortest possible time.

Other tests are for suggestibility temperament in success and failure, the ability to switch the mind from subject to subject, memory, verbal expression, showmanship and alertness.

NO CLASS AT SCHOOL

In Americas all children go to the same schools whatever the incomes of their parents. That is the path to the abolition of class distinction.

The Chairman of the L. C. C. education committee, Mrs. E. M. Low strongly supports the one-class school idea. The way to it undoubtedly is, as she urges, to raise the Elementary school standard to such a level that it will be respected as the ideal school for all.

SPECIMEN ANSWERS

On a reference being made to the S.S.L.C. Board regarding the specimen questions on Grammar sent by them on 12-9-1935, and asking what was the expected answer according to them to question 11-a, a reply to the following effect, I understand was received:—

The reason for including this in the Grammar syllabus seems to be that in an analytical language like English, "Form tells us little; meaning and function are all important things." The following books are recommended for the reference of teachers; 1. A New Outline Grammar of Function by Palmer & Lewis; 2. Our Living Language by Gratton & Gorny; 3. Advanced Syntax by Onions.

Q.XI (a) of the Specimen questions on Grammar:—(Explain the functions of the italicised words:—

1. The City of London. 2. A walking stick. 3. I told you so. 4. The milk tastes sour.

In answer to this question, the students are expected to determine what parts of speech the underlined words are by considering the work they do in connection with the other words in the phrase or the sentence.

(1) The city of London; of is a participle or preposition used to form the defining genitive which marks the relation of a member of a class (London) to the member of a wider class (City). The term appositive genitive applied to this by the older grammar does not cover such instances as 'a fool of a boy,' 'the affair of the meeting' (p. 186 Gratton and Gorny).

2. A Walking stick; Walking is a Gerund and not a participle because 'A walking stick a stick for walking and not a stick that walks. (3) I told you so; Here so means 'that' rather 'than in that way'—it is to be called a demonstrative pronoun.

4. The milk tastes sour: If we are to classify by form alone we should call it an adjective (used predicatively). But as it adds to the meaning of the verb more than to that of the noun we must call it an adverb and not an adjective."

In the light of this correspondence, may I suggest that the S. S. L. C. Board send to all schools copies of the specimen answers to all the specimen questions? That would help those who teach English to know what they have to teach. If the Board do not take the initiative, I would suggest that Headmasters apply for the same. Teachers should not apply to the Secretary, S. S. L. C. Board, direct but only through the proper channel.

TEACHERS' PAY

The Legislative Council, Cochin recently debated a resolution to the effect that the teaching grants to aided schools should be paid directly to the teachers and not through the managers. The resolution was moved by the Director of Public Instruction of the State. Though it was argued by some members that it would mean distrust of managers, interfering with the rights of the managers, etc., the council did realise that in many cases, the teachers were not at all paid and that the grants intended for them were used by the managers themselves. Mr. I. N. Menon, the Director of Public Instruction took a bold stand and the resolution was passed, though slightly amended as to apply only to such schools where the managers are reported to have delayed payment. The debate reveals indeed a tragic situation. Such a situation is by no means peculiar to Cochin alone. At the Aided School Teachers' Conference of Malabar, which was held recently under the presidency of Mr. M. Palat, M.L.C., a resolution was passed requesting that arrangements should be made to pay the grants direct to the teacher. The evil is widespread and I hope that the authorities will inquire through their own officers how deep the malady is. In Ceylon, all teachers are paid by the Government direct. Can such a system be introduced in our province? I believe I am dreaming! Cochin has given the right lead.

FROM OUR ASSOCIATIONS

THE MADURA DISTRICT TEACHERS' GUILD

ANNUAL MEETING—16-11-1935

The annual meeting of the Madura District Teachers' Guild was held on Saturday, the 16th November 1935, at 2-30 P.M. in the Sourashtra High School, Madura, with Rev. G. P. James, B.A., L.T., B.D., in the chair.

After prayer, the following resolution was passed, all standing:—

"This Guild deeply regrets to hear the news of the untimely demise of Mr. H. Champion, M.A., I.E.S., late Director of Public Instruction, Madras, and requests the Secretary of the Guild to communicate its heartfelt sympathy to Mrs. Champion and her children."

The Chairman, in the course of his introductory speech, welcomed the two lecturers, Messrs. N. R. Kedari Rao, M.A., L.T., and M. S. Srinivasa Sarma, M.A., and the members of the Guild from all parts of the District.

The annual report and the audit report were read and approved with the following amendment in para 2, 'restoring the personal allowance of teachers' in place of 'restoring the cut in the salaries of teachers.'

Mr. Kedari Rao, M.A., L.T., addressed the Guild on 'The Teaching of English Poetry.' He at first defined 'What is Poetry,' and illustrated the nature of the subject matter and the form of poetry. He then made a special reference to 'The Parable of the Prodigal Son,' 'The Innocent Thief,' 'The Old Familiar Faces' occurring in the S. S. L. C. Text of 1935-36, and illustrated the wonderful music of the Bible and the use of the right word in the right place. After this, he explained how poetry is a joy to humanity and how the poet is always a phrase maker. He concluded remarking that the teacher should so teach the poem as to make the pupils join him in the appreciation of the poem.

The subject was then discussed. During question time, the lecturer pointed out how different kinds of poems, humorous, pathetic and so forth, should be taught in different ways. He also remarked that we could not think of one method of teaching poetry being better than the other and suggested from his personal experience that while teaching poetry in general, the substance of the poem might be given briefly at the beginning so that pupils might not make any mistake in the foundation and the fundamental, and that the beauty, the language, etc., of the poem could then be taught. He emphasised the need for the teacher's loud reading of the poem in such a way as to bring out the charm of the poem.

Prof. M. S. Srinivasa Sarma, M.A., of the National College, Trichy, then addressed the Guild on "Personality Building—What is it?" He explained how personality is dynamic and how it is measured by what it does. He referred to certain factors affecting personality not under the control of the teacher and explained how the teacher could arouse the gregarious instinct and the instincts of curiosity and self-assertion to develop personality. He made special reference to the powerful personality of Christ and the tremendous personality of Mr. Gandhi to point out their selfless nature. In the end he concluded that the teacher by living the life of the right man inside and outside the class room should, by his personal example, be a living model to all his pupils. After considerable discussion on the subject, the chairman pointed out the part played by religion in the making of personality and concluded that personality could not be taught but could be 'caught.'

The Guild then adjourned for lunch.

After lunch, the amendments to the Guild rules recommended by the sub-committee and approved by the managing committee were adopted in spirit with the following additions and alterations:—

- (1) 19 (4) read 'Second language' for 'Vernacular.'
- (2) 19 (6) read 'Status and efficiency of teachers' for 'Security and tenure.'
- (3) Add 19 (7) Physical education.

The following Standing Committees were appointed for the coming year.

(i) *Mathematics and Science Committee*.—Messrs. 1. M. Somasundaram (convener)—Pasumalai; 2. P. S. Sankara Aiyer—A. R. High School; 3. N. Ramaswamy Aiyer—American College; 4. T. P. Pattabirama Aiyer—Sholavandan; 5. A. P. Balusamy Aiyer—St. Mary's, Madura.

(ii) *History and Geography Committee*.—Messrs. M. R. Rengaswamy Iyengar (convener)—Periyakulam; 2. Padmanabha Aiyer—Bodinaickanur; 3. Sankaranarayana Aiyer—Batlagundu; 4. Thirunarayana Iyengar—A. R. High School; 5. J. S. Lakshmana Aiyer—Sourashtra High School.

(iii) *English Committee*.—Rev. Father Amalorpavam, S.J. (Convener)—St. Mary's, Madura; Messrs. 2. V. Jambunatha Aiyar—Usilampatti; 3. J. D. Manikam—U. C. High School, Madura; 4. A. Israel—Sholavandan; 5. R. A. Sankarayana Iyer—Setupathi High School, Madura.

(iv) *Second Language Committee*.—Messrs. 1. Y. Visvanatha Aiyar (convener)—Bodinaickanur; 2. N. R. Subramania Sarma—Pasumalai; 3. Sundarasami Aiyer—Palni; 4. T. L. Regupathi Sarma—Batlagundu; 5. Ramanatha Aiyar—Melur.

(v) *Secondary and Elementary Education Committee*.—1. Rev. G. P. James (convener)—Pasumalai; 2. Subbiah—Pattiviranpatty; 3. K. Balasubramaniam—Palni; S. Barnard—Pasumalai 5. A. William—Tallakulam.

(vi) *Status and Efficiency of Teachers Committee*.—Messrs. 1. V. Aravamuda Iyengar (convener)—U. C. High School, Madura; 2. P. S. Sankara Aiyer—A. R. High School, Madura; 3. R. N. Philips—Pasumalai; 4. K. R. Srinivasa Iyer—A. R. High School; 5. Rev. Father Amalorpavam—St. Mary's, Madura.

(vii) *Physical Education Committee*.—Messrs. 1. P. S. Eswaramurthi Pillai (convener)—Uttamapalayam; 2. G. T. William—U. C. High School, Madura; 3. V. Kumaraswamy—Sourashtra High School; 4. F. S. Chellasamy—Pasumalai; 5. Uthiraman—A. R. High School.

The conveners of the above standing committees were appointed as members of the Working Committee. The Working Committee was requested to revise the whole constitution in accordance with the above amendments and to bring their report to the next session for the Guild for final adoption in the finished form. Mr. Sundarasami Aiyar and the Secretary explained to the Guild the critical situation of teachers of the Municipal High School, Palni. The Guild sympathised with the teachers of the school. A committee consisting of Rev. G. P. James, Rev. Father Amalorpavam, Mr. P. S. Sankara Aiyar and Mr. V. Aravamuda Iyengar was appointed to act on the matter.

The Chairman in his concluding remarks urged the members of the Working Committee and the members of the various sub-committees to begin to function at once vigorously. The Subjects Committees were requested to scrutinise the present S. S. L. C. Scheme and the syllabus and bring a report of their recommendations for modification in the next meeting of the Guild in January 1936, before the S. S. L. C. Board takes up the matter, so that the opinion of our Guild may be placed before the authorities in time.

After a vote of thanks proposed by the Secretary to the authorities of the Sourashtra High School, the session adjourned.

V. ARAVAMUDA IYENGAR,
S. M. SOMASUNDARAM.

THE ANANTAPUR DISTRICT TEACHERS' GUILD

Fifth Annual Conference at Gooty.

The Fifth Annual Conference and general meeting of the above Guild was held on Sunday the 10th instant in the L. M. High School, Gooty from 11 A.M. to 4 P.M. 27 members representing six affiliated Associations were present.

The Conference commenced with a prayer conducted by Mr. C. K. Tharu. The audience were entertained to a short orchestral music by the music teacher and pupils of the High School. Mr. F. Maltus Smith, the Principal, welcomed the delegates. In the unavoidable absence of the President, Mr. S. Vaideswara Aiyer, the Vice-president, occupied the chair. He briefly reviewed the activities of the guild during the past year and eulogised the valuable work done by the Secretary and the help rendered by Mr. P. A. Narayana Aiyar of C. D. College, and the Municipal High School staff, Anantapur. The Secretary next presented the Annual Report of the Guild and the audited accounts of the Guild and the XXVI Provincial Educational Conference which disclosed a net deficit of about Rs. 130 of which Rs. 50 is yet due from the Anantapur Municipal Council and the balance has been resolved to be met from current year's affiliation fees and a voluntary contribution of Rs. 5 from each affiliated association. Mr. S. K. Yegnanarayana Aiyer, President S. I. T. U. then addressed the Teachers' gathering on the work of the S. I. T. U. and appealed to the teachers to support the South Indian Teacher and to join the Protection fund in large numbers especially as it is beneficial to the ELE. School Master. He also pleaded for subscriptions to the Building Fund and for support to the candidates put up by the S. I. T. U. for elections to the University Senate and the Academic Council.

Resolutions were then passed referring to the death of Mr. H. Champion and requesting the authorities not to resort to cuts, which was a negation of the Govt. Orders No. 4619/34 and 3619/35 and to regularise the payment of the salaries to Teachers in Municipal Schools, to improve the Scout Movement by instituting Scout Funds, to Provincialise the Service of the Secondary School Teachers in the Dt. Boards and Municipalities, demanding for Elementary School teachers having Secondary Grade qualifications the scale of pay & personal allowance fixed for Secondary Grade, and pleading for the introduction of music as a general and optional subject in schools and Colleges. Dr. G. F. Andrews, Asst., Physical Director to the Government of Madras, spoke to the teachers about value of the instructional side of physical exercise and objected to the spending of money from Games Fund on Cricket which satisfied only a very small number at a very heavy expense.

The election of Office-bearers of the Guild for the current year was then proceeded with and the following were elected.

President:—Mr. S. Vaideswara Aiyar, Tadpatri.

Vice-President:—Mr. P. Raghavendra Char, Uravakonda.

Auditor:—Mr. P. Suryanarayana Rao, Dharmavaram.

Secretary:—Mr. C. Ranganatha Aiyengar, Gooty.

Asst. Sec.:—C. Rama Rao, Anantapur.

Other members:—Mr. T. Chidambaraiah, Tadpatri, Mr. H. K. Sreenivasa Rao, Konakondla.

Mr. P. A. Narayana Aiyar delivered a lecture on 'A Century of Science' which was much appreciated by the audience. In the course of his lecture he briefly touched upon the various branches of Science as Astronomy, Physics, Chemistry, Biology, Bio-Chemistry and Medicine and their development in a century. He stressed on the importance of general science in schools and how it should be maintained in the curriculum

even at the expense of one of the two optionals recommended in W. E. Smith's Scheme. The Meeting came to a successful close with a vote of thanks proposed by the Secretary.

The Travelling exhibition organised by Mr. T. V. Apparasundaram Mudaliar, District Educational Officer, Anantapur was opened by Mr. S. K. Yegnanarayana Aiyar and was much appreciated by the visitors. The exhibits came mainly from Guntakal Railway School. Govt. Training School and Municipal High School, Anantapur. The L. M. High School teachers' Association was 'at home' to the delegates.

L. M. High School,

GOOTY.

12—11—35.

C. RANGANATHA AIYENGAR,

Secretary.

RESOLUTIONS PASSED AT THE GENERAL MEETING ON 10—11—1935.

1. This Guild records with regret the untimely death of Mr. H. Champion Director of Public Instruction, Madras and conveys its sympathy to the members of his bereaved family.

2. This Guild resolves to recommend to the S. I. T. U. the wholesale adoption of the draft amendments referred to in circular letter of S. I. T. U. of 20—6—1933 and also the amendments proposed by Trichinopoly District Teachers' Guild except amendment No. 6.a.(1) to which this Guild does not subscribe.

3. This Guild lends its full and unstinted support to the appeal of the S. I. T. U. regarding the Elections to the Madras University Bodies and earnestly urges upon registered graduate teachers and Headmasters of all schools whose associations are affiliated to the Guild to give their votes and highest preferences to the candidates put up by the S. I. T. U. and also request individual teachers to use their influence with outsiders also as best as possible.

4. Resolved that the services of all Secondary School Teachers in Local Boards and Municipalities be provincialised at an early date.

5. Resolved to request the Director of Public Instruction to take early steps with reference to the grievances of teachers in privately managed schools as contained in the memorandum submitted by the recent deputation of the S. I. T. U.

6. With a view to develop the Scout Movement in the District this Guild requests the authorities concerned to place sufficient funds at the disposal of the Scout Troop to meet necessary expenses as Scout dress, equipment etc.

7. This Guild is of opinion that cut in salaries to any extent after standardisation of scales by the Government as per G. O. No. 4619 dated 20-10-34 and G. O. No. 3619 L & M dated 7-9-35 is quite against the principle of standardisation, and has hit the teachers miserably, specially those who are adversely affected by the G. O. and hence requests the Government and the Director of Public Instruction to interfere with the local bodies concerned and arrange to remove the extra cut once for all from the date of adoption of the G. O.'S.

8. This Guild regrets to note that the personal allowances promised by the Chief Minister to those who are adversely affected by the adoption of the Government scales have not yet been fully sanctioned by some Municipalities and Local Boards and therefore requests the Chief Minister to force all the Local Bodies to grant personal allowances to those whose salaries are affected from the date of standardisation and thus make the promise a reality.

9. This Guild resolves to request the authorities of local bodies that the irregular payments of salaries to the teachers have undermined the credit of the teachers in the localities concerned and requests the D. P. I. to arrange for the regular payment of salaries each month at least by the 10th.

10. Resolved that the Executive of the Guild be raised from 5 to 7.

11. Resolved that a Sub-Committee consisting of Messrs. P. Suryanarayana Rao, K. C. Seshan and the Guild Secretary be appointed to make proposals for improving the financial resources of the Guild and to consider the question of issuing a bimonthly news sheet of the Guild and that their recommendations be made before February next to the Executive Committee whose decisions on the recommendations shall be operative on all affiliated associations from the next official year.

12. This Guild records its thanks to the D. E. O. Anantapur for his great interest in extra-Curricular activities and in the inauguration of a travelling exhibition which is becoming quite a popular feature of Educational activity in this District.

13. This meeting appeals to the authorities of various High Schools and Colleges to introduce Music both as general and as optional subject for instruction in their institutions.

14 A. This Guild resolves to approach the Government with a request that as the scale of pay proposed in G. O. No. 5096 L.M./33 is very low in respect of Secondary Grade Teachers it may be revised as Rs. 30-2/2/2-50 as in the case of teachers of the same grade in the High Schools.

B. This Guild resolves to request the President District Board Anantapur to give effect to resolution No 161 dated 24-9-1935.

C. This Guild resolve to approach the Government with a request to direct the District Boards to apply fundamental rules and M.E.R. closely to the teachers in Elementary Schools.

RAMNAD DISTRICT TEACHER'S GUILD

Annual Conference at Karaikudi on 9-11-1935.

1. The Annual Conference for the year 1934-35 of the Ramnad District Teachers' Guild was held on Saturday the 9th of November 1935, in the S. M. S. Vidyasala, Karaikudi, with the President, Mr. N. S. Venkatarama Ayyar M.A., L.T., in the Chair. Fifty three members attended the Conference, representing 11 affiliated associations.

2. The Conference, which met at 9 p.m., was welcomed by Mr. K. R. Srinivasa Ayyar, B.A., L.T., President of the Karaikudi Teachers' Association.

3. The President of the Guild, in his introductory speech, mentioned the subjects that called for the immediate attention of the Guild.

4. Then Resolutions were placed before the conference, and, after discussion, they were adopted in the form given hereunder. After the Resolutions were passed, the Annual Report and Statement of Accounts for 1934-35 were presented and adopted. The budget for the year 35-36 was also presented and approved.

5. It was unanimously resolved that the head-quarters of the Guild for the new year be Pallatur (Ramnad) and that the following be the office-bearers:—

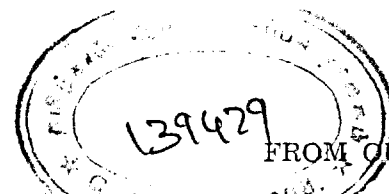
President.—Mr. A. M. S. Raghavan, B.A., L.T., (Pallatur).

Secretaries.—Mr. V. Rangaswami Ayyangar, B.A., L.T., (Pallatur).

Mr. V. Aravamudu Ayyangar, B.A., L.T., (Karaikudi).

6. Rule VII of the Guild was added to by inserting at the end of the rule the following words:—

"either directly or through a Working Committee consisting of the three office-bearers and three others annually elected by the Executive Committee from among themselves."



And the following were accordingly elected by the Executive Committee as their representatives on the Working Committee for 1935-36:—

- (1) The Executive Committee member for Manamadura,
- (2) The Executive Committee member for Virudhunagar, and
- (3) Mr. N. S. Venkatarama Ayyar, M.A., L.T.

7. The heart felt thanks of the Guild were next expressed to the President, Mr. N. S. Venkatarama Ayyar, M.A., L.T., for his invaluable services to the Guild, both before and during the period of his presidentship. After the out-going secretaries were thanked for their work. The Guild expressed its obligation to the Teachers' Association, Karaikudi, who not only invited the Guild to hold its annual conference in Karaikudi, but also played the host to all the delegates that assembled at the conference.

RESOLUTIONS

Condolence

I. This Guild places on record its profound sorrow at the sad demise of Mr. H. Champion, and of Mr. P. V. Seshu Ayyar, who have rendered great service to the cause of education in South India; and is deeply grieved at the untimely death of Mr. C. K. Srinivasan of Sivaganga High School, who took a genuine interest in the Guild.

G. O. on Text-Books.

II Inasmuch as the discretion given by G. O. No. 471 to the District Educational Officers in the matter of permitting changes of text books *even within five years*, is very often exercised so rigorously as to arrest wholesome changes within the period, the Government is requested to issue instructions to the District Educational Officers some what on the following lines:—

(a) Permission for a change need not be sought

(1) when the previous text book has been in use for 5 years,

(2) when a change is necessitated by a change in the medium of instruction—from English to Vernacular or vice versa,

(3) when a book is introduced in a class or form in continuation or a series in use in the lower form or class.

(b) Permission be granted by the District Educational Officer, if he is satisfied—

(1) that the book introduced has, *other things being equal*, the advantage of good illustrations, which the superseded book has not.

(2) that the book introduced has, *other things being equal*, the advantage of good priced at least 20% below the book superseded.

Note What is lost by some ten pupils by the non-continuation of the older book is more than counter-balanced by the great gain accruing to some 30 of their fellow pupils, by the latter going in for the cheaper priced new book.

(3) that the book introduced has, *other things being equal*, the advantage of a better get-up than its predecessor;

Note The get-up will include the elements of binding, paper, and types.

(4) That the introduction of a fresh book is necessitated by the starting or a changed method of teaching a subject.

The Remodelling of the S. S. L. C. Scheme.

III This Guild is of opinion—

(1) that it is possible to plan a scheme of examination that would serve the double purpose of a University entrance and of a School-final examination;

(2) that any remodelling of the S. S. L. C. scheme should be more or less of a permanent character, such as will not need tinkering at frequent intervals;

(3) that the remodelling should be on the basis, not of *quantity* of matter studied, but of its *quality*, the test of the latter being whether the study has awakened in the students an intelligent interest in the world around;

(4) that this remodelling be entrusted to large body of educationists, the majority of whom (say 75%) should be persons that have been *actively engaged* in Secondary School teaching.

The Ensuing S. S. L. C. Examination.

IV This Guild reiterates the following resolution passed unanimously on 27-1-34:—

"Inasmuch as the present practice of holding the S. S. L. C. Public Examination in two sessions each day is a heavy strain on the mind and body of the candidates, this Guild earnestly requests the S. S. L. C. Board to give it up forthwith, in favour of a single session per day, say, between 11 a.m. and 2 a.m.; and the Guild assures the Board that the teachers who may be appointed as Assistant Superintendents would be content with a smaller remuneration, in case the change is effected, extending the examination over twice the present period."

V The Guild requests the S. S. L. C. Board to continue, at least for three years more, the practice of supplying both English and Vernacular editions of papers to candidates that have learnt the subjects through the Vernacular medium, inasmuch as Vernacular nomenclature of English terms have not quite settled down yet and may take some time more.

S. I. T. U. Candidates for University Seats...

VI Resolved that the S. I. T. U. be requested to consult, in future, the various Guilds before adopting certain gentlemen as the S. I. T. U. candidates for election to the Senate or the Academic Council of the University of Madras.

Arbitration Boards

VII The Guild views with apprehension the greater insecurity of tenure that faces teachers employed in private aided schools, largely due to a greater influx of qualified men seeking teaching work; and prays that the Government might at once vest the existing Secondary Education Board in each District with powers of arbitration between teacher and manager.

T. S. L. C. Period of Training...

VIII The Guild is emphatically of opinion that, in the case of S. S. L. C. men seeking teachers' training, the period of—training might be cut down to one year, with advantage to the Government and the students alike, it being provided that the selection is made on the basis of a high percentage of S. S. L. C. marks.

MALABAR DT. TEACHERS' CONFERENCE, 16-11-'35

The annual conference of the Malabar Teachers convened under the auspices of the District Teachers' Guild came off on the 16th of November in the upstairs hall of the Local Municipal High School. Mr. K. S. Vaidyanatha Iyer, M.A., L.T., Lecturer in English, Victoria College, Palghat presided over the conference. Prominent amongst those present were:—Dr. S. R. U. Savur, Messrs. V. Madhava Raja, L. S. Narayana Iyer, retired Principal of the Salem College, Kulapathy V. V. Parameswara Iyer and others. There was a sprinkling of Women Teachers.

The President-elect was accorded a fitting reception by the Secretary and other office-bearers. The Boy Scouts of the Municipal High School presented a Guard of Honour and escorted him to the meeting hall.

The proceedings commenced with a musical overture in which Misses Mannadissyar too took part rendering duet to the accompaniment of the violin.

This was followed by Miss Sitarama Aiyangar, playing a Telugu song on the Veena while her elder sister sang a vocal solo—the piece chosen being a karnataka one. Lastly came Miss Tara Bai Savur who gave an exhibition of Hindustani music. All the young musicians were greeted with applause.

Address of Welcome

Kulapathy Vidyavinod V. V. Parameswara Iyer, the president of the District Teachers' Guild, extended a hearty welcome to the delegates and other visitors. The speaker was invited to give his opinion on the questionnaire prepared by the Paddison Committee in Madras by the Kerala University Commission, and the Director of Public Instruction on important questions connected with Education in this Presidency. It was his considered opinion that the right method of imparting Education was yet to come. Regarding the Champion Scheme the speaker said it was only a copy of that of the Hadow Committee in England. Conditions in England and India were quite dissimilar and that scheme was quite impracticable here. Talking of co-education, in his opinion it was not at all unwelcome up to a particular stage, say the VIII standard. Inter alia the Kulapathy condemned the abnormal number of High Schools started by the District Board of Malabar—as these served the purpose of canvassing centres during elections. Nobody was satisfied with the teaching in the existing Secondary Schools. Long ago he had suggested a preliminary examination for entrants to the S. S. L. C., and though it had the official blessing in the beginning, nothing was heard of it later. He was against the appointment and dismissal of Board Teachers by their presidents and instead, that power should be vested in that of the Inspector of Schools. There were too many High Schools and Universities in the country. The so called National Education Institutions, misnamed Vidya piths were having only British syllabuses of studies. He would therefore ask the delegates assembled to consider these and other problems.

Presidential Address

The President referred amongst other matters to the following: While teachers were putting up a fight for increase of pay, they could also endeavour to cut down expenses by giving up coffee and other such deleterious or superfluous drinks, and adopting cheap but nutritious fruits and nuts. Next they might adopt as their professional dress the Madanapalli Theosophical School's Jibba and Dothi, so clean, white and cheap. They could also cut medical bills by preferring naturopathy and Homeopathy. They could increase their income by taking kindly to the public press, the publication of books and text-books; and translating books from foreign or even North Indian Languages. They could also make their women earn something.

Turning to their classwork, he referred to irksome restraints like an externally imposed syllabus, text books and unfit pupils admitted without consent. Even when fighting for these fundamental rights, they could chivalrously combine to overcome defects. According to a well known educational maxim a bad text book called out the excellent teacher.

As to the 'Insecurity of Service' he said that each teacher could help to tone down that growing cry, by increasing knowledge in his subject and by evolving a technique of his own in teaching.

For his most important work of the pupils' character building, he should acquire the necessary psychological knowledge about it, take the trouble of watching them both in and outside their schools, win their confidence and become their friendly guide. But more could be done if he himself grew pure-hearted high-souled, and deeply loving, making himself an influence and example.

He warned the teachers against falling victims to the fashion of taking up all sorts of social service for which they have neither the time nor the energy, nor training.

He knew that a large majority of them wanted the provincialisation of the whole profession. But he would ask them to ponder deeply and say if with provincialisation and the consequent government control they could have the vital conditions of a live education, viz., experimentation, adaptation and freedom to change.

The Presidential address over Mr. C. S. Narayanaswami Iyer, Lecturer, Victoria College, Palghat, read an interesting paper on "A Scheme of Secondary Education."

The Conference re-assembled after lunch and after considerable discussion adopted the following resolutions:—

RESOLUTION

(1) This Conference places on record its deep sense of sorrow at the demise of Rao Bahadur P. V. Seshu Iyer, who was the Founder-President of the Malabar District Teachers' Guild and a distinguished educationist; and conveys its sincere condolence to the members of the bereaved family.

(2) This Conference places on record its deep sense of sorrow at the demise of Mr. H. Champion, the Director of Public Instruction, Madras.

(3) (a) This Conference, while appreciating the principle of standardisation of salary of teachers in Secondary Schools, requests the government not to make any invidious distinction in the salary scales between teachers in government service and those in Local Board Schools, and also requests the Government to extend the same scale to teachers in schools under private management.

(b) This Conference requests the Government to apply the same principles of equity and justice as are now applied to Government Servants to all teachers in non-Government service, who may be adversely affected by the revision of salary in the middle of their services by making up the differences in the individual cases by sanctioning personal allowances.

(4) This Conference urges upon the Government the need for starting Technical and Art Schools at important centres in the Presidency at a very early date, and requests that Manual Training in Secondary Schools be not made compulsory.

(5) This Conference earnestly requests the Government to start the short-term course of Training for Secondary trained Teachers at a very early date, and requests the University of Madras to allow such teachers to appear for the L.T. Degree Examination as private candidates, until such short term course is started.

(6) This Conference requests the Government to revise the Grant-in-Aid Code as early as possible, so as to make its provisions more liberal and up-to-date and to provide also for a full grant on all items of capital expenditure.

(7) This Conference is of opinion that the scale of salary introduced in Board and Municipal Elementary Schools should be sanctioned to Aided Elementary Schools also, and the teaching grant to Aided Elementary Schools should be calculated and fixed on that basis.

(8) This Conference submits—

(a) That the new scale of pay for Secondary Trained teachers in Local Board Schools is too low for their qualifications and responsibilities, and requests the Government to adopt the scale, recommended by the S. I. T. U. which is only the bare minimum for them.

(b) That Intermediate Trained Teachers and Secondary Trained Commercial Instructors should be given a higher start than Secondary Trained Teachers.

FROM OUR ASSOCIATIONS

(c) and that the starting salary for the Drawing Masters and Physical Training Instructors should be the same as that of the Secondary Grade Teachers.

(9) This Conference requests the Government to provincialise the services of all teachers in Secondary Schools at an early date.

(10) This Conference requests the Government to extend to the children of male teachers in all schools—Govt., Board, Municipal and Aided—the fee concessions now granted to the children of women teachers in Govt., and Local Board services.

(11) This Conference feels that, in order to promote the cause of education, every teacher should become a member of a Teachers' Association. Every association should be affiliated to the District Teachers' Guild, and every Guild, in its turn, to the Provincial organisation.

In winding up the proceedings, Mr. K. S. Vaidyanatha Iyer, the President complimented the delegates on the successful completion of their deliberations. With votes of thanks to the President and others, the Conference came to a close.

AN AT HOME

Mr. C. S. Sesha Iyer, B.A., L.T., the Headmaster and the staff of the Municipal High School were "At Home" to the delegates assembled. In spite of the inclement weather the function proved a great success.

A HARIKATHA KALAKSHEPAM

Later, Mr. V. R. Vaideswara Iyer, B.A., L.T., Headmaster of the Government Training School delighted the audience by the performance of a "Harikatha Kalakshepam" (*Story Telling*); the piece chosen was "The Greatness of Anjaneya" (Hanuman.)

NORTH ARCOT DISTRICT TEACHERS' GUILD

In honour of the visit of Mr. H. F. Saunders Esq, M.A., Director of Public Instruction, Madras, the Educational authorities of Ambur got up a brilliant function on the 12th inst. Being Durbar Day, Sports were conducted for the Boys and Girls of the local Elementary schools. There was a scout display followed by an excellent Physical Demonstration. The elite of the town was present including a large number of missionaries. The Director arrived with Mrs. Saunders at about 5 p.m. from Metur. He was accompanied by Mr. Sheik Dawood Saheb, B.A., L.T., D.E.O., of North Arcot and Mr. M. S. Sundareswaran, M.A., L.T., Deputy Inspector of Schools, Vellore.

Prizes for the winners in sports for the school children were distributed by Mrs. Saunders. The Education week committee and the Ambur Elementary Teachers' association donated the prizes. With a few remarks by Mr. Saunders this function ended.

Then on behalf of the North Arcot District Teachers' Guild Rev. Milton G. Kuolt, M.Sc. (Ed) its President read an address of welcome.

MR. SAUNDERS' REPLY

"My wife and I thank you very much for your kind welcome on this occasion. I regret that my visit is as short as it must be. Also it happens to come when one of the High schools—the Muslim High School—is closed. It is my sincere wish as you do in the address that this may be the first of a series of pleasant visits to this fine place.

ELEMENTARY TEACHERS

I am very pleased to hear that your Guild includes Elementary Teachers as well. Because after all, the foundation of a house is important and we look to the teachers in Elementary schools for this foundation in education.

I hope you include all lady teachers. We want more lady teachers in Boys' schools. I do not mean they should push out male teachers who may open fresh schools. You will agree with me that young pupils are cared for, better by women.

The S. I. T. U.

I was very pleased with the sensible moderate and wise way in which the South Indian Teachers' Union put forth its requests. There are grievances and grievances but all of them cannot be removed at one stroke. Your head Association was very wise in insisting upon the removal of certain definite grievances. We shall continue to make the lives of teachers happy, their security of service a little better. Some do not realise the difficulties of the Department. Patience wins in the end.

CERTAIN COMPLAINTS

Some times I have grievances myself. Lot of papers come to my desk and await disposal which Teachers' Guilds may take steps to stop. There are certain things brought to my notice during the last 2 or 3 weeks which Teachers can set right. There are things happening in the Examinations that ought not to happen. We should put down abuses blackening Education these days. These are some of the things that worry me. By this, I wish to show to you that we are trying to do what we can. Some times requests that are not feasible are urged.

CONCLUSION

Well I hope that I may come again and meet your association under circumstances favourable when we shall mutually understand more, each other. I am sure the S.I.T.U. and the Dept. do understand each other. Shortly I am going to the North. I may hear lots of things worse than the happenings in South India. It leads me to think that affairs are better here and in educational matters, schools in the south lead. I hope to meet you again. Mrs. Saunders and I thank you for your kind welcome and address."

VISIT TO SCHOOLS

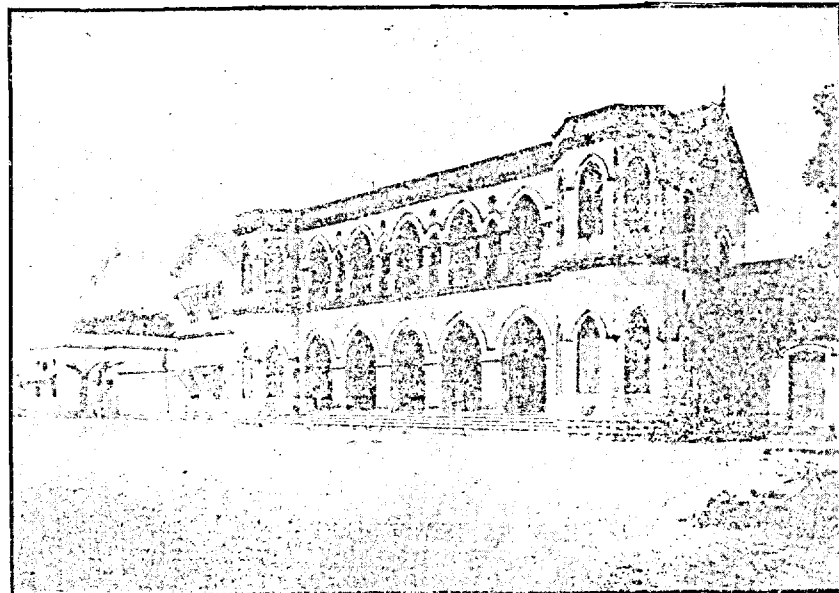
On the 13th the Director paid visit to the local Mission, Muslim, and Hindu High Schools and the Elementary schools for Boys and Girls. The Management of the Hindu High School presented the Director with an address recounting the History of the institution and its requirements in the future.

THE UNION HIGH SCHOOL, COIMBATORE, SCIENCE & RED CROSS EXHIBITION, 1935

An educational exhibition in Science and Red Cross work was organised on 9-12-1935 in connection with the School Day celebration of the Union High School, Coimbatore which came off on 10-12-1935 over which Mr. H. F. Saunders, Director of Public Instruction presided. The Exhibition was opened by Mr. M. S. Natesa Iyer, M.A., L.T., of the local Government College, who delivered a very interesting address. Mr. M. J. Sargunam, Headmaster, took the chair.

No entrance fee was charged for the Exhibition and it was kept open between 5 and 7 p.m. on 9-12-1935 and between 10 a.m. and 5 p.m. the next day. About 1000 pupils including girls from the local high and elementary schools visited the exhibition besides many parents and teachers. The Director of Public Instruction was pleased to pay a visit to the exhibition before presiding over the School Day function of the school.

The exhibition was in the hands of a sub-committee consisting of Messrs. V. Kandaswami, B.A., L.T., A. Rajarathnam, B.A., and R. E. Rajasekaran, (Red Cross Counsellor).



UNION HIGH SCHOOL, COIMBATORE
(Formerly London Mission High School)

PARENTS' CONFERENCE (UNION HIGH SCHOOL, COIMBATORE)

In connection with the school-day celebration of the Union High School, Coimbatore 1935, a Parents' Conference was held in the Union high school, Coimbatore on Monday, the 9th December 1935 at 5-30 p.m. As in former years, the response was not quite encouraging. Mr. C. M. Ramachandra Chettiar, B.A., B.L., the president of the Parents' Association took the chair.

Mr. M. J. Sargunam, M.A., L.T., welcomed the parents. Then the chairman spoke on "The necessity for a Parents' Conference." The minutes of the previous meeting were read by Mr. T. V. Mathuram, the secretary and approved.

Mr. C. R. Sethumadhava Rao, B.A., B.L., spoke about the great responsibility of the teacher as *loco parentis*.

Mr. C. S. Rangaswami Iyengar, B.A., L.T., a former member of the staff of the London Mission High School, spoke about the difficulties of the headmaster of aided schools in finding the necessary finance. He commended the Headmaster and the staff for the trouble they had taken in raising the large sum of Rs. 26,000 in such a short time, and the parents, old boys and the friends of the school for the public spirit they had evinced in contributing it. He also spoke on how parents could help the school from their charity funds contributing towards the Endowment fund, scholarship fund and the Prize fund of the school.

The old office-bearers were re-elected and Mr. Sethu Iyer was co-opted to the committee. With a few remarks from the chair, the meeting terminated.

V. M. HIGH SCHOOL, PERIAKULAM

Durbar Day was celebrated with great pomp in the school.

EDWARD BOARD HIGH SCHOOL, NIDUBROLU

Education week was celebrated in this place from 12th November to 16th November 1935, in a very successful manner.

THE SOUTH INDIA TEACHERS' UNION PROPAGANDA

On the 23rd November 1935, Mr. S. K. Yegnanarayana Iyer, President of the Union, presided over the Conference of the Andhra Teachers' Federation at Rajahmundry. Mr. S. Natarajan also attended the meeting.

On Saturday, the 7th December 1935, Messrs. M. S. Sabhesan, T. Ramanujachariar and S. Natarajan attended a meeting of the Chingleput District Guild at Conjeevaram. Mr. M. S. Sabhesan spoke on "The Need for Strengthening the Union."

Mr. T. Ramanujachariar, spent a week in visiting the many schools in the district explaining to teachers in these parts the aims and objects of the Union and the benefits of becoming a member of the Protection Fund.

On the 14th December 1935, Mr. S. K. Yegnanarayana Iyer presided over the Annual Conference of the Chittoor District Guild at Kalahasti.

Mr. M. S. Sabhesan, presided over the Tenth Ramnad District Elementary Teachers' Conference at Virudhunagar on 14th December 1935. Mr. S. T. Ramanuja Iyengar addressed the members on "The S.I.T.U. and its Protection Fund."

Messrs. Sabhesan and S. T. Ramanuja Iyengar toured in parts of Ramnad and Tinnevely district from 15th December to 22nd December 1935.

Messrs. M. K. Ramamurthi, S. T. Ramanuja Iyengar and E. H. Parameswaran and A. Srinivasaragham, Secretary, Tinnevely District Teachers' Guild have left for South Kanara and will be visiting the important centres in this district and in Malabar as well from the 23rd instant to the end of this month.

THE FIFTH SOUTH INDIAN EDUCATION WEEK

SECONDARY SCHOOL TEACHERS' ASSOCIATION, MUNICIPAL HIGH SCHOOL, MAYAVARAM, 9-12-1935.

The Education Week in Mayavaram was celebrated by the Secondary School Teachers' Association, Mayavaram, in the Municipal High School Hall from 7-11-35 to 10-11-35.

The first day was "Parents' Day." M.R.Ry. E. N. Somasundaram Pillai, Avergal, Chairman, Municipal Council, Mayavaram, inaugurated the Education Week. The elite of the town were present. M.R.Ry. G. S. Venkatarama Iyer, Avergal, B.A., B.L., Retired Sub-Judge presided and M.R.Ry. Palaniappa Mudaliar, Avergal, B.A., Deputy Registrar of Co-operative Societies, Tanjore, lectured on "Co-operation and Welfare Work." The president, after endorsing the points of the lecturer, stressed the need for a devoted band of workers, to make the co-operative movement a success.

The second day was "Pupils' Day," when M.R.Ry. T. P. Soundaraja Iyengar, Avergal, B.A., L.T., Headmaster Government Training School, Mayavaram, presided; and M.R.Ry. A. Srinivasa Iyengar Avergal, B.A., L.T., Senior Deputy Inspector of Schools, lectured on "Scouting in Schools."

The president observed that the spirit of the movement must be understood and that earnest attempts should be made by scouters to make scouting suit the conditions of our country.

The Third Day was the "Teachers' Day." The Secondary School Teachers' Association, Mayavaram, was at home to the managements. Then, M.R.Ry. V. Mahadeva Iyer, Avergal, B.A., L.T., Retired Headmaster, Native High School, Kumbakonam, lectured on "Ourselves," and the function was presided over by M.R.Ry. D. C. Chandrasekara Iyer Avergal, B.A., B.L., M.B.B.S., Member, Mayavaram Municipal Council.

The Fourth day was the "School Day." It was presided over by M.R.Ry. K. Srinivasa Patrachariar, Avergal, M.A., Government College, Kumbakonam. The Headmaster of the Municipal High School, Mayavaram, presented his annual report on the working of the school for the year 1934-35. Prizes were given to the boys for proficiency in various subjects and activities. He was much impressed with the musical talents displayed by some of the pupils. Then the celebration came to a close.

BODINAYAKANUR

The Education Week was celebrated at the Victoria Memorial High School, Bodinayakanur, under the auspices of an influential local committee on the 28th and 29th November 1935. Thursday, the 28th was observed as the "Parents' Day." An imposing procession of over thousand school children, parents, teachers and local officials went round the main streets of the town in the morning. Sweets were distributed to the children after which an Educational Exhibition containing over a hundred exhibits arranged in different sections like Arts, Science, History and Geography, Health and Hygiene, Kindergarten, Models and Handworks, Collections, Experiments and Municipal statistics—prepared by teachers, pupils and others, was opened by the Zamindar of Bodinayakanur. At the public meeting held in the evening M.R.Ry. S. V. Balraj, Avergal, B.A., L.T., District Educational Officer, presided. M.R.Ry. T. E. Gomathinayagam Pillai, Avergal, Municipal Commissioner, delivered an address to the parents. With a vote of thanks to all concerned, the meeting terminated.

At 8 P.M. the Representative of the Educational Cinema's, Ltd., Madras, showed a set of interesting educational films to a large gathering of pupils and teachers. On Friday, 29-11-35, the "Childrens' Day" was celebrated. Sports for the boys and girls of the High and Elementary Schools were held from 7 a.m. to 11 a.m. A new feature of this year was the inclusion of several events open to teachers and the public. The District Educational Officer paid a visit to the Sports and the Exhibition and expressed complete satisfaction with the arrangements made. He also gave a message of good wishes to the newly-started School Magazine which was kept on show in the Exhibition.

M.R.Ry T. V. K. Kamaraja Pandia Naicker, Avergal, M.L.C., Zamindar and Municipal Chairman, presided over the public meeting held at 5 P.M. A large audience of parents and officials including M.R.Ry. Rao Saheb A. S. Alaganan Chettiar, Avergal, M.L.C., Messrs. P. T. Devar, Dewan, A. Subbiah Chettiar, Vice-Chairman, Municipal Council, Narayana Rao, Electrical Engineer, were present. There were two addresses in Tamil to the pupils by Messrs. R. Padmanabha Iyer, B.A., L.T., and P. V. Ramakrishna Iyer, District Scout Master. The Chairman wound up the proceedings with a few words of advice to the boys. Mr. Y. Viswanatha Iyer, M.A., L.T., Headmaster, V. M. High School and Secretary of the Education Week Committee proposed votes of thanks to all those who co-operated in making the celebrations successful. After the distribution of *Thamboolam*, the meeting terminated at 7-30 P.M. with the singing of the National Anthem.

A. RAMANJULU CHETTY HIGHER ELEMENTARY SCHOOL, MADRAS.

The Education Week was celebrated in the school under the presidency of Srimathi S. Krishnaveni Ammal, Lecturer in Tamil, Lady Wellington Training College, Madras, on Wednesday, the 16th October at 4-30 p.m., in the school premises. There was a large gathering of mothers of the locality.

After prayer, Srimathi V. M. Kothainayaki Ammal delivered an interesting lecture on "Women's Education."

After the lecture an interesting programme such as dances, kolattam, kummi, vocal and instrumental music, was gone through by the girls of the school.

The President in winding up the proceedings concurred with the lecturer in all the points and paid a glowing tribute to the management and staff for the successful and efficient work done in the school.

On 17-10-'35, the "Parents' Day" was celebrated at 5-15 p.m. in the school premises under the distinguished presidency of M.R.Ry. P. Ekantharangan Naidu, Garu, B.A., L.T., Deputy Inspector of Schools. The hall was tastefully decorated with festoons. There was a large gathering of parents of the locality.

Mr. M. Ramakrishna Pillai, Assistant Government Training School, Mint Buildings, Madras, addressed the gathering on "The Teacher and the Parent."

After the lecture, the pupils of the school entertained the guests with an interesting programme of recitations, vocal and instrumental, music, fancy dress, display by the Cubs and Scouts, and mimicry.

The President after congratulating the pupils on their histrionic talents, remarked that such annual functions in the school would bring the parent in closer with the working of the school.

With a vote of thanks proposed by Mr. K. Ramiah Chetty, the Headmaster of the school, the function terminated at 1 p.m.

HOW PASUMALAI CELEBRATED "EDUCATION WEEK"

Pasumalai High and Training Schools celebrated "Education Week" in a practical way. Some ten villages within three miles radius of Pasumalai were selected and the five hundred students including the staff of the High and Training Schools were divided into several groups to go and work among the villagers.

School time was changed. We studied from 8 a.m. to 12: 10 p.m. So students began rising up early, finished their bath and chota and were busy preparing lessons. Not minding the drudgery of work we took to it enthusiastically as we thought of the privilege we are having to serve our brethren in the villages.

The school over, students could be seen running to their hostels to finish their meals and to make the necessary arrangements so that they could start early. It was really a beautiful sight to see all students of all classes in different groups, go with flags and festoons, singing beautiful songs. We are proud to say that we undertook this work not as a compulsion but as a pleasure.

We reached the village as early as we could and began our work. We sang songs to gather people and one of us spoke about the purpose of our campaign. Then we separated into different small groups to do various activities such as cleaning, teaching the adults, teaching games to the younger boys, instructing the mothers on the care of their children and houses. The idle and the lazy were taught to make baskets, bags and fans. Further we talked to them about sanitation and the prevention of diseases such as sore-eyes, malaria, etc.

The one important feature of our visits is the instruction to the adults in the realm of education through the charts prepared by Dr. Mason Olcott. The adults learnt the letters and found their knowledge of the same very useful. Not only they read but also were in a position to teach other illiterates. The value of the charts thus was considerably increased and we hope that it will be a successful weapon to wipe out illiteracy in our villages.

In order that people who have studied up to third or fourth standards may not lapse into illiteracy we sold some small book-lets and distributed newspapers and vernacular pamphlets to engage their leisure hours. In order that the future citizens of India may be equipped with necessary knowledge we informed the teachers of the school of modern up-to-date methods of teaching, helped them in framing syllabuses, and sometimes gave some model lessons. The present students are the future citizens of India. So we took great care about school-going children.

Lastly we talked to the parents about the school, and the importance of the parental co-operation needed for the betterment of the schools. We insisted on their sending their children regularly to schools, and we promised to render help if necessary.

Pasumalai tried this new way. It is our humble prayer that other institutions also may follow this plan rather than arrange for lifeless lectures. Above all we pray to our Almighty to grant us the strength and willingness to work more and more for our villagers.

THE TEACHERS' BOOK-SHELF

A Brief History of England for Form IV. By Mr. T. S. Viraraghavachari, M.A., L.T., Published by Messrs. Madras Premier Co., Periana Maistry Street, Madras. Price Annas 12 Cr. 8vo. 117 pages.

The publishers point out in their note that the book "has been prepared strictly in conformity with the latest syllabus (1934 scheme) and the language used is simple and easy enough to awaken the interest of pupils to work through the book without much teaching." There is very real need for the preparation of books having the ideal given expression to by the publishers in their note. Though Indian publishers are handicapped seriously in bringing out a first rate book, they must aim at publishing books which would stand competition by fulfilling a standard of educational efficiency and not by being brought down to a low price. One is forced to think that the book has been written from the adult point of view. As Fr. Carty says in his foreword a surprising amount information has been given within a small compass.' Without elaborate explanation of each sentence, it is feared that the book cannot easily be understood by young pupils. The attempt to publish the book in right lines is a laudable one.

K. S.

Britain in the Eighteenth Century. By M. W. Keatings and D. G. Perry. Published by A. & C. Black, Ltd., London. Pages 215-434. Price 3sh.

This is Book IV of *Life and Progress Histories* and covers the period 1688-1815. This is one of a very superior series of text books which is different from the conventional text book. 'Less attention has been given to domestic politics in the early part of the reign of George III and to the individual battles of the Peninsular War but more to the scientific and industrial development of a century which saw the change to modern Britain.' Generally more attention has been paid to social, economic, literary and scientific aspects than to the merely political or military events. The 45 illustrations and maps, 3 time charts and exercises at the end of each chapter add to the usefulness of this work of great ability to make it a first rate book.

K. S.

Fundamentals of Modern Typewriting. (Theory and Practice). By K. Mohammad Khan. Published by the Premier Technical Institute, Chittoor. Price Rs. R-8.

We consider this a very useful textbook in Typewriting. The exercises are so graded that we believe with the author when he says, 'that the learner can with ordinary care learn the subject and acquire efficiency even in the absence of a teacher.' The instruction in the theory of typewriting is comprehensive. The author seems to have borne in mind the requirements of the S. S. L. C. and the Higher Grade Typewriting Examination. Copious exercises are given. Lithographed manuscripts containing passages, official and business letters, tabular statements, Government Orders, legal documents, displays, have all been included: Some of them have been selected from the recent Government examination papers. The printing and get-up of the book is all that could be desired.

EDITORIAL

EDUCATION PROGRAMME IN ENGLAND

Elsewhere we publish the full text of the Education Programme of the National Government in England. Education is generally given a place in election manifestoes of the different parties in England, but this year it has been given a very important place in view of the insistent demand for raising the school age to 15 and if need be to 16. The Educational policy of the Government as enunciated in their programme may be summed up as follows:—(1) Raising the school age from 14 to 15 with exemptions between those ages. (a) for beneficial employment; (b) in exceptional cases for home duties. (2) increased building grants to voluntary schools in connection with raising the school age and reorganisation. (3) abolition of the restriction of the proportion of children who may be admitted in secondary schools either free or at reduced rates. (4) Increased provision for state scholarship tenable at the Universities; (5) Thorough reorganisation of Technical Education; (6) Development of Adult Education; (7) Improving and maintaining the health and physique of young people during and after school days through the provision of Nursery schools, the development of school medical service and a comprehensive system of Physical training.

The programme is 'National indeed,' yet. "The Schoolmaster and the Women Teachers' Chronicle," the organ of the National Union of Teachers rightly takes exception to the provision for exemption from the operation of the higher school leaving age. Beneficial employment would certainly not be beneficial to the child and so it demands that without any exception all children should be kept at school till the age of 15. The Labour party, whose programme is even more liberal, would raise the school leaving age to 16, would make secondary education free for all and would strive to reduce the size of the classes to 40 and if possible to 30. It denounces the policy of the National government during the last 4 years of its regime in the following terms:—"It has carried out a ruthless policy of educational economy"; "the paralysis of this service by financial parsimony is indefensible"; "The Board of Education has been the office boy of the Treasury"—"there has been an increase in the size of the classes"—"Reorganisation plans according to Hadow Report have been kept at a standstill"; "The National Government have arrested educational progress and degraded educational standards. The next labour government must reverse that policy decisively and at once."—The Labour Party's programme is full of concrete and constructive suggestions. When political parties vie with one another in adopting and working forward an educational programme the progress of the Nation is assured. Probably with due consideration for the financial obligations involved, the national government's programme may be what may be immediately practicable. It has clearly shown that even the conservatives in England are keenly alive to the importance of education in the national well-being and are prepared to adopt a forward policy in that regard..

CHAMPION NOTE

In strange contrast with the forward policy in Education of the National Government in England we have our government professing its faith in Universal Compulsory Education but pursuing a course which will make the

attainment of the goal almost impossible. Almost 15 years have passed since the passing of the Elementary Education Act. Compulsion has only been introduced in a few select areas, and here too, compulsion is only in name. Beyond the levy of the education cess in these special areas, no definite steps seem to have been taken to enforce the attendance of children in schools. Little or no provision has been made even in these areas for enlarging the educational facilities, if compulsion is to be effectively introduced. Elementary education is neither compulsory nor free, nor universal even in 1935. Aided schools are allowed to charge fees and this too under an Act, the main purpose of which is to make elementary education free and compulsory. Again, faced with the problem of withdrawals from the school before the completion of the 5th standard, the Act has been amended giving powers for penalising the parent who once admits his child in a school and then withdraws it. This does not at all take into account the causes for such withdrawals. Is it the parents' antagonism to educate his child? Is it his poverty that compels him to make his young child earn something to keep the family going? Is it the unwillingness of the child to remain at school because of unattractiveness and defective instruction? These problems did not at all appear to have been considered by our legislators. While only 17% of the population are literate, the bogey of wastage has been raised and under the guise of making the rupee go its fullest extent, ruthless economy has been practised which has resulted in a great set back in education. The late Mr. Champion in a sincere effort to secure maximum advantage with the minimum cost suggested a plan of consolidation and concentration. Many advantages may be claimed for this scheme but unfortunately our main problem is not consolidation. Wastage can be avoided by the only method adopted in regard to other spheres namely, liberal and timely financial help to the efficient struggling schools to improve the quality of instruction. It is a scheme to be introduced when expansion has reached its high water mark, and it is not surprising if many local bodies are not enthusiastic to adopt the scheme.

A few days ago, it was reported that government have appointed a committee to investigate and report on the best methods of making elementary education compulsory for all boys in villages with a population of over 5,000. The note which the late Mr. Champion had submitted and which the committee has been directed to consider was published recently in the 'Hindu'. In his note Mr. Champion raises the following points:—(1) The most pressing problem in connection with Elementary education is how to secure the attendance of children at school until they have completed the school course i.e. until they have passed standard V. (2) The need for a strong public opinion behind the policy of compulsion. The Government agreeing with Mr. Champion feel that compulsory education, however plentiful the funds available might be, will never achieve its real and rightful purpose of making the child permanently literate, unless the majority of the population were in sympathy with the idea and were anxious that their children should not only go to school but stay in school long enough to reap some permanent benefit from their school course. Mr. Champion feels that the mere imposition of fines or prosecution of parents would not help compulsion; for, in his view, the withdrawal of children is an economic necessity in the majority of cases. According to Mr. Champion the problem of compulsion in Madras may be resolved under the following heads. (1) compelling parents to send their children to school; (2) Keeping their children at school; and (3) avoidance of the evil of stagnation. It is not quite correct to say that in Western countries the problem of compulsion related only to the minor-

ity of parents. The Indian parent is anxious to educate his child and if proper facilities are offered he needs no coercive measures to send his child to school. To bring a child to the school and to keep a child at school are not really two different processes as is stated in the note and a provision for compulsion will help us to achieve our end. It is very unfortunate that the educational expert should state that he has no faith in compulsion. We are yet to know the results of the Government schemes of penalties and imprisonments for parents who withdraw their children from schools. Mr. Champion observes that the problem of retaining children at school till they complete the V standard grade is more important than the problem of bringing children to school. He is alive that mere enforcement of penal laws would not be of any avail and suggests that Government should do well to consider other less repressive and non-penal measures for bringing about the desired end.

He is conscious that, in the majority of cases, children are withdrawn from schools and are made to work to increase the family income. But instead of suggesting the only remedy, the remedy which has been suggested in all the civilised countries viz., compensating the parent for such losses, Mr. Champion suggests a novel scheme about the success of which he himself is very doubtful. He suggests the opening of part-time schools working either in the morning hours or late in the evenings, when the children would not be needed for work. In England part-time attendance in a school is objected to, on the ground, that industry is not so well organised as to provide work for juveniles in such a way as to leave them free for school education at stated hours and that the child would not be fit to learn anything after manual work. These objections apply equally to our province. Such part-time schools for the education of a large number of children of school-going age have no parallel anywhere and even under the modified form suggested by the Government the idea of part-time schools is indefensible. While we should object to the conditions that compel young children to work, we should object even in a greater degree to compelling them to attend school after a day's strenuous work. Psychologically it is unsound; it will undoubtedly increase wastage in educational effort and produce greater stagnation.

The experiment of night schools has been declared to be a failure by Mr. Champion the educational expert and yet he has made this suggestion though he has his own doubts about the soundness of the scheme. He has therefore left it to the committee to consider the scheme for opening the necessary number of part-time schools which will be no better than the condemned bogus night schools and venture schools. We are not surprised that such experienced educational administrators as Messrs. C. R. Reddi and Dr. Subbaroyan, refuse to be members of the committee. It has been placed in an unenviable position and the terms of reference give it no freedom to deal comprehensively with the problem. The Government must be ready to find the finance necessary if compulsion is to be effected. Madras has always been priding itself upon its having been a surplus province. As long as the provincial Governments are not prepared to put their hands into the purse, it is idle to talk of free and compulsory education. The problem can only be solved if Government should be generous to set apart a large sum of money for the spread of education especially when it wants us to take the hint that the difficulty is not the lack of funds.

A literate population would add to the prosperity of the province and money spent in education would prove a good investment for the province. We commend the suggestion that Government may take advantage of the

easy conditions of the money-market, and raise a large loan to be used in effectively introducing compulsory and free education in the province.

NO INSINUATION

In our issue for July 1935, "Angler" remarking about the delay in sending to schools copies of the revised 1929 syllabuses observed "It is surprising that copies of the modified syllabuses for the 1929 scheme this year were placed in the hands of some publishers even before schools were supplied the same. . . . This continued slighting of workers in schools out of extra-educational considerations is bound to have disastrous consequences on the morale of schools."

We are glad to say that "Angler" meant no insinuation whatsoever and that he only complained that while it was possible for publishers to have access to copies of the syllabuses, teachers could get them only long after the schools re-opened. We take this opportunity to assure the Department that neither we, nor our correspondent wished to insinuate anything about the authorities.

S. S. L. C. SCHEME

As per the Government Order the 1934 scheme has been kept in abeyance for 2 years, the 1929 scheme being continued in the year 1935-1936 in the IV form. We hope by this time the Department would have considered the 1934 scheme and come to some decision as to what scheme ought to be followed in the IV form for the year 1936-1937. Whatever the decision of the Department would be, we wish it is communicated to the schools at least in March so that schools may arrange for their programme in advance.

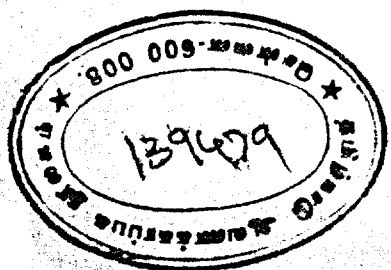
A GENEROUS CONTRIBUTION

Word has come from Ambur, concerning the progressive nature of the Education Week Committee of that place. After the celebrations of the week were concluded a net balance of money was left on hand. Out of these funds the committee donated Rs. 20 for prizes given in connection with Elementary School Sports on the occasion of the Director's visit and Rs. 15 were sent to the North Arcot District Teachers' Guild. We congratulate the far-sighted work of this committee and recommend it as an example to other committees of the same nature.

OUR GREETINGS

We wish all our readers a merry Christmas and a happy New Year. The year that is just ending has been in every respect a bad year for teachers. G. O. 4619 has affected over 80% per cent of the teachers. Cuts and retrenchments in aided schools have affected the remainder. The Elementary school teachers had their share of sorrows.

However there are signs of better times coming and we wish that to all our readers, the year 1936 will bring in its wake, plenty and prosperity.



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