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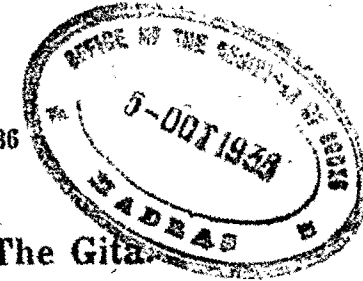
Vol. IX.

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The South Indian Teacher

(The Official Journal of The South India Teachers' Union)

AUGUST 1936



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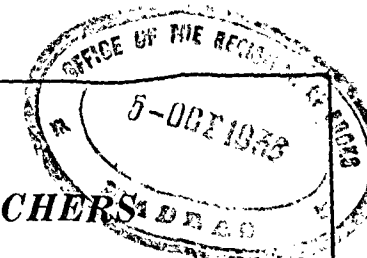
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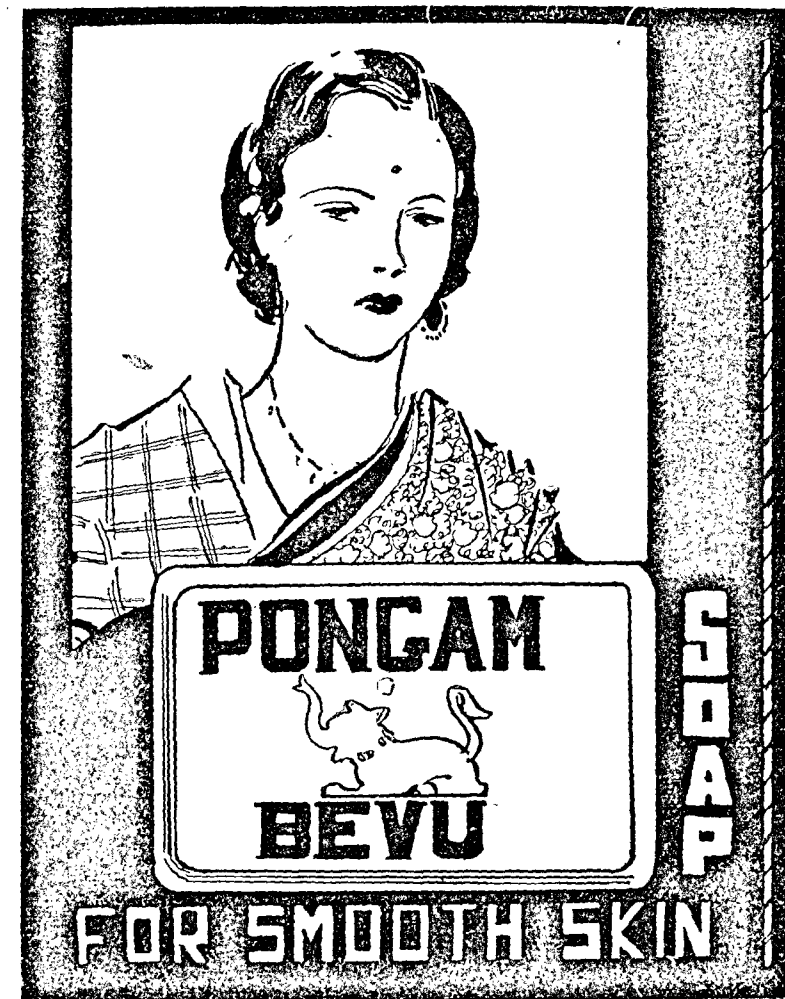
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THE SOUTH INDIAN TEACHER

Vol. IX.

AUGUST 1936

No. 8

CAUSE AND EFFECT

BY

MR. R. M. SAVUR, B.A. (CANTAB),
District Educational Officer, Madras.

Mere juxtaposition is no basis for concluding that there is any causal connection between two juxtaposed facts. If a man falls dead in the street just at I pass him it would be ridiculous to conclude that I caused his death. Even were the coincidence repeated ten times, such a conclusion would be invalid unless some causal connection is definitely proved between my nearness and the death of the men. Such jumping at conclusion is highly unscientific.

Most elementary schools are thoroughly inefficient. Mr. Champion in his scheme said "Education in a large number of schools is little better than a sham." Most elementary schools are plural-class-teacher schools. Therefore there must be a close causal relation between inefficiency and plurality. Since inefficiency cannot be the cause it is the effect and plurality the cause. From this it is but one step further to the remedy. Remove the cause and the effect must vanish. Have nothing but schools in which one teacher teaches only one class and inefficiency will vanish and efficient education automatically fill the vacuum. Amalgamate and concentrate and thereby remove plurality, and inefficiency will be replaced by efficiency, literacy will ensue and the problem of relapsing into illiteracy is solved.

How universally and firmly this opinion is held is evidenced by the following extract from an article "by an Educationist" that appeared a few years ago in the *Hindu Educational Supplement*. "But we believe that the majority of thinking persons unbiassed in favour of this or that type of school will agree that the cause which before any other has produced the present lamentable inefficiency lies in the existence of the "multiple-class" school, the school in which one teacher has to engage simultaneously more than one class of pupils. Elementary education

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starts with the initial handicap of a teacher of low educational and professional attainments. When to that handicap is added the further handicap of multiple-class conditions in the schools, it is idle to expect anything better than inefficiency in a marked degree. It follows that the *first requirement* in the school of the future is that it must be a school with one teacher to each class of pupils." And Mr. Champion himself said, "If elementary education is ever to make any appreciable advance in quality it is necessary that all children should be taught in classes of such strength as will justify the employment of one teacher to each class."

Had there been no one-teacher-to-each-class-schools in existence at all then this kind of reasoning would have been excusable but the existence of large numbers of such schools makes this conclusion thoroughly unscientific. Has anyone measured quantitatively with valid tests and compared the efficiency of the two types of schools? What were the tests used? Where are the quantitative measurements? Why have the results of these tests not been made available in support of this conclusion? On the other hand the real state of affairs is quite the contrary. The large one-teacher-to-each-class school is as inefficient as the single-teacher-plural class school. The average boy who leaves after a full course of 4 or 5 standards from the former is no more truly literate than the boy who finishes from the latter type of school. Such a boy has scarcely mastered even the mechanics of reading; as to reading with comprehension, he is very far from it. The best of existing schools fails to make any boy literate because though he may be able to read the 5th standard text of 30 pages with great fluency he is far from understanding the meaning of it. He is unable to read with speed and comprehension *any new matter, outside his well-thumbed text*. In short he is no more truly literate than he was when he entered the school. The problem of relapsing into illiteracy does not exist at all. It is merely the invention of some highly imaginative person to account for the inability of the ex-fifth-standard boy to read with comprehension.

No close observer of the conditions in even the best elementary schools can possibly arrive at the conclusion that the pupils in it learn anything. Pupils in poor schools, in multiple-class single-teacher schools learn nothing because the teacher does not teach at all. Pupils in schools where teachers do teach don't learn anything because there is teaching and teaching but every kind of teaching does not result in learning. The sole criterion of a good method of teaching is that it should result in learning. Mere exertion on the teacher's part which does not result in learning on the pupil's part is wasted effort—more it is particularly harmful because it will result in wrong attitudes and harmful mental sets in the pupils.

Before discussing methods it is worthwhile making sure whether the essential conditions conducive to learning are present in any school. Lest this essay become unduly long, I confine my discussion to the learning of reading only. Reading is a complex act. It does not consist of merely the mechanics of reading the conversion of written symbols into sound. This is the least part of it. Far more important is the acquisition of the ability to comprehend what is read and of the ability to gain necessary information from what is read for immediate recall as well as delayed recall. Most important of all, particularly for our rural population, is the acquisition of a taste for reading. What is the most vital condition necessary for the mastery of this complete type of reading? Obviously an ample supply of suitable books. Children cannot learn to read without books. A taste for reading cannot be acquired unless the child has a plentiful supply of interesting books to read. Is this vital condition provided in our elementary schools? Far from it! I have yet to see a lower elementary school with any books other than the text-books; I have seen many schools without even these, the teacher merely borrowing the reader from some pupil in his class when he does teach at all. Before recommending a new school for recognition it is the universal custom among inspecting officers to insist first on a building, then on furniture, thirdly on pictures and maps *but never on books*. If the first three requirements are supplied the question of providing books for the children is never raised. Whether it is an aided school or a Local Board School the management is compelled thus to spend say Rs. 500 on a building; Rs. 75 on furniture, Rs. 50 on maps, pictures etc., say Rs. 25 on sundries—total Rs. 650 *but not a pie on books to read!* Imagine a farmer spending all his capital on expensive land, and farm buildings, and neglecting the necessity for ploughs, manure, and seed!

Even to master the mechanics of reading and writing the child must have at least a copy of the reader and a slate. What means are taken to ensure that each child has these on entering schools? Has any one taken statistics to see how many children have books and slates and how long after entering school they were supplied with them? Here are some figures of typical rural schools:—

Serial Number	Number of boys without books only.				Number of boys without slates only.				Number of boys without both slates and books.				Remarks and Total on rolls.
	IV Standard	III Standard	II Standard	I Standard	IV Standard	III Standard	II Standard	I Standard	IV Standard	III Standard	II Standard	I Standard	
School 1	3	1	3	0	3	2	4	0	0	0	2	24	51 one teacher
	6	4	9	32	6	4	9	32	6	4	9	32	
" 2	0	0	0	0	1	0	1	0	0	0	0	4	51 one teacher
	5	8	8	30	5	8	8	30	5	8	8	30	
" 3	3	7	0	7	.	.	2	5	.	.	.	10	56 two teachers
	3	7	10	36	3	7	10	36				36	
" 4	.	.	.	.	.	.	.	.	.	.	.	14	97 two teachers
												73	
" 5	2	6	6	0	2	7	5	.	2	3	4	28	64 two teachers
	7	9	13	35	7	9	13	35	7	9	13	35	
" 6	0	2	4	24	.	1	.	25	.	.	.	25	64 one teacher
	4	8	8	44	.	8	.	44	.	.	.	44	
" 7	5	2	4	20	3	3	4	10	.	.	.	20	78 two teachers
	11	6	20	41	11	6	20	41				41	

The denominators show the number on the rolls of each class.

These figures were taken in January from schools chosen at random. On an average therefore each child may be presumed to have been attending school for about five months without the necessary tools for learning. This is the condition in schools which are within a radius of five miles of a town with a bookshop. The parents attend the weekly shandy at this town. What of schools which are 20 miles or more from the nearest bookshop? The other day I entered one of the largest schools in the City of Madras and found more than one third of the pupils in standard I without reading books two months after the reopening of the school. That no "Educationist" ever mentions this as a cause of inefficiency of elementary education means that the universal opinion is that the absence of books and slates is a cause too negligible to be worth mentioning! I disagree and think that one of the prime causes of the in-

efficiency of our elementary schools is this absence or gross insufficiency of a supply of books and other essential instruments of learning. Any scheme for raising the efficiency of our schools must first provide means for making good this vital deficiency.

What is the difference between a teacher teaching one class and a teacher teaching two or more classes at the same time?

The difference is great and will tend to increase efficiency only if the single class is really homogeneous. Homogeneity means that all boys in the class have the same capacity for learning and are of the same initial standard of attainments. If this is possible in our rural schools certainly it will be a desirable end to aim at. We have therefore to see,

(1) Whether homogeneity sufficiently perfect as *per se* to raise the rate of learning without change in the conditions and methods of teaching is possible of attainment in any school and specially in rural elementary schools.

(2) Whether the most advanced practice in other countries is based on homogeneity as a prerequisite condition for increase in the efficiency of teaching and the rate of learning.

If the answer to both is in the affirmative then it will be worth while making any amount of effort to achieve homogeneity; but if the answer to both is in the negative the sooner we divert our attention to other schemes the better.

To believe that it is possible to secure homogeneous classes and to keep them homogeneous for any length of time is to betray an ignorance of psychology and its implications for pedagogy. "Indeed, it is soon found that if two children are started at the same level they will very soon cease to remain so." Even in Secondary schools where admissions are made at the same time, where attendance is regular and promotions strict, where in fact all conditions for homogeneity are present we do not get homogeneity in any class. Further in these schools confining a class with the next higher or lower scarcely decreases homogeneity—so great is the overlap in attainments as well as in initial natural capacity.

Further to obtain a homogeneous class the first requisite is a thorough testing of the intelligence of children; and then we have to pick all those of the mental age and put them in one class. This alone is not enough because all of the same mental age may be of different educational ages. So we have to ascertain by testing the educational ages and then put in one class all of the same intelligence and educational age.

How is this homogeneity to be obtained in schools which have only one section in each class or standard? Let us take the first standard

of an elementary school. Every child has to be admitted if older than say 5 years. Such a group will be a pure unselected group and as such their I. Q's may range from 20 to 180. Out of some 200 or so children of the first standard in my experimental schools I have come across two so mentally deficient that without any mental test they could safely be classed as feeble-minded. So, to obtain even the approximate homogeneity necessary for methods which use the class as the unit of teaching, this unselected group will have to be divided into at least three groups, Bright, Average and Slow and placed under three separate teachers.* In how many schools is this possible? Even in America, the land of wealth and educational experiment, Terman says "In a typical one-room school enrolling seven or eight grades of the multiple track plan does not seem feasible as a formal system at all". Granted a homogeneous class, how long will this class continue to be homogeneous? Presuming all are equally regular in attendance at school what other conditions affect learning? The following quotation will be to the point:—

"Mental age is not the sole condition of learning though it is the single most important condition. We have seen that children of the same mental age vary somewhat in their ability to perform given tasks. The human mind is far too complex to be completely inventoried by a single figure representing the general level of intelligence. We find cases of very marked special ability or disability in the feeble-minded, just as we find them in children of every other quality of general intelligence. Moreover, differences in temperament, interest and control, which are not intellectual traits, are found among persons of equal mental age, and they too exert an influence on learning by determining attitude. Sensory defects and physical defects sometimes play a part, also, in producing differences in improvement among those of the same degree of general intellectual capacity."

Add to all this the following conditions which prevail in our elementary schools:—

- (1) Admissions have to be made to classes in elementary schools at all times of the year.
- (2) Attendance is extremely irregular.
- (3) A large proportion of children are not equipped with books and other material even for months after admission.

* L. M. Terman says, "It is the conviction of the writer that, ideally provision should be made for five groups of children: the very superior, the superior, the average, the inferior and the very inferior. We may refer to them as classes for the 'gifted', 'bright', 'average', 'slow' and 'special' pupils. For each of these groups there should be a separate teacher and a specialised curriculum."

(4) The impossibility of testing the intellectual capacity of elementary school pupils in India.

(5) The ignorance of inspecting officers of valid, reliable methods of testing attainments.

Under these conditions it is nothing short of ridiculous to talk of securing homogeneity.

Yet the expert in India ignores some of these conditions and thinks the others can be removed out of existence by a stroke of the pen. Take the case of admissions in Elementary schools at all times of the whole school year. He says,

"The third important point to note is that you must get all your beginners at the same time, at the beginning of the school year, start them together and keep them—allowing for individual differences as far as you can—together. No system can be built up if the admission of beginners to class I is allowed to take place at any time. There can be no compromise on this. A way must be found over all difficulties. The most common difficulty is the custom of waiting for an auspicious date. A definite order by the competent authority will help greatly in getting over this. Quite often too an auspicious day will be found at the required time if the alternative is strictly enforced, i.e., that admission of a boy will *not* be allowed except at the appointed time. Once again get it clearly into your mind that there can be no exception to this rule."*

The British have one most enviable quality. They believe in removing an obstacle once and for all, thus smoothing the way for posterity. They prefer to remove an obstacle in the path of progress instead of going round it. This admirable quality no doubt has enabled them to build a glorious and lasting Empire. But, when the obstacle is some Indian Semi-religious custom, getting round it is better and quicker than trying to remove it. If the efficiency of elementary education can improve only by changing Hindu Custom of putting the child to school at whatever part of the year it reaches the age for the 'Aksharabyasam Ceremony' then elementary education is destined to continue at its present level for centuries to come.

* Dippie—"Suggestions for primary school teachers." Take the sentence from the above quotation. "You must get all your beginners at the same time, start them together, and keep them—allowing for individual differences as far as you can—together." How in the name of common sense can you, with such an unselected group, allow for individual differences and yet keep them together! One can start a Derby winner and the Dhoby's donkey together and keep them together—but if you allow for individual differences how can you keep them together on the course?

geneous groups. This ideal pupils-teacher ratio varies with different individual work methods. The Dalton plan failed in our schools partly because most of our High School classes have 40 pupils per teacher. In the child centred schools Rugg says specifically that even 20 pupils per teacher are too many. With the methods I have devised one teacher can successfully look after the most heterogeneous group provided the daily attendance does not exceed 35. And in our elementary schools—particularly in rural parts the pupils to teacher ratio is hardly ever 35 to 1 except in a few schools under very badly managed Local Bodies.

The following are the vital conditions found in our elementary schools.

(1) Admissions have to be made throughout the year. Were a teacher of a rural school to refuse admission to any child the downfall of the school would begin from that date.

(2) Owing to (1) promotions will have to be made throughout the year if unnecessary retardation is to be prevented.

(3) Owing to (1) the first standard is bound to be most heterogeneous in age, in attainments, and innate capacity.

(4) Owing to very irregular attendance in rural areas even groups which are to begin with the homogeneous in innate capacity and level of attainments will very soon cease to be so. If methods of teaching with the class as a unit are used each boy will have large gaps in his foundation of knowledge. Eg., suppose a boy is absent when lessons 5 and 6 are taught; on the day he attends lesson 7 is being taught and so he never learns what was contained in lessons 5 and 6. These gaps in the tool subjects will mean that he will be permanently incapable of following succeeding lessons and will therefore be compelled to repeat another year in the same class.

(5)-(a) A large proportion of the pupils are not provided even with a Tamil reader for months after admission.

(b) The Tamil text is of inadequate length. Properly taught it can be finished in two months. There is no other book to read in 99 per cent of elementary schools. Thus even reading-skill cannot be developed for want of sufficient reading material. This deficiency is greatest in Standard I. My method of teaching Tamil provides for this.

(6) Generally elementary school teachers are of such a low level of intelligence that they are incapable of any initiative. It is utterly futile to give them a model lesson and say to them "That is how a lesson should be conducted. Prepare your future lessons after that model."

They will do nothing of the kind—not from laziness, but from sheer incapacity. I have so far seen from the two High Schools which were resectioned according to intelligence that generally most boys with I. Q. below 85 are unfit for promotion. As far as the evidence I have of the classes at Pasumalai and Sholavandan, I can definitely say that few boys with I. Q. below 90 will be capable of fourth form work. It is chiefly from the ranks of these boys that elementary school teachers are recruited. The Indian I.Q. of applicants for admission to a training school (Higher Elementary Grade) was found to be 87. I have found in my experimental elementary schools (often in Secondary schools also) that the teachers cannot prepare assignments when given a couple of sample assignments. We have therefore been preparing all assignments and issuing printed copies of them to the experimental schools. If this is done most of them faithfully follow instructions.

Referring to the Elementary School curriculum, in my previous article I said to the Elementary School teacher "Aim lower and go higher". Now I say to the same teacher "change your method of teaching. Plural-classes are not the sole nor even the main cause of inefficiency. With individualised instruction plural-class schools can be more efficient than one-teacher-to-each-class-schools with group-instruction."

We have got to admit that by no manner of means can we in this country get rid of the single teacher school for centuries to come and therefore homogeneous grouping in schools is impossible even if we have the tests and the men necessary to administer them. How then is the level of efficiency of our schools to be raised?

Even in America, the land of educational experiment, it was soon discovered that schools with one teacher to each class were no more efficient than multiple-class-teacher schools. What steps were taken in those countries to raise the efficiency of schools? Lewis M. Terman, one of the foremost psychologists of the world sums this up in these words:— "Solution of the problem of individual differences may be sought in either of two directions: (1) in the individualisation of instruction or (2) in the formation of more homogeneous classes for group instruction. It is well to note that, apart compromises and mixed procedures, these two alternatives exhaust the possibilities."

As regards homogeneous grouping I have already shown it is impossible of attainment to any degree in our elementary school system. I tried it in two large High Schools for nearly a year. The best that could be done was to divide each class into two sections, superior and inferior. Each of these sections within one month after the introduction of individualised instruction, divided itself into at least three very distinct groups each separated from the next by about three whole lessons in the detailed text in English or Tamil. As a whole the superior section is not only about 3 months ahead of the inferior section but on every test does better. The superior learn with ease and forget with difficulty; the inferior learn with difficulty but forget with ease.

However, let us for the sake of argument, grant that homogeneous grouping is possible. What is the trend of the most advanced practice in countries in which perfect homogeneous grouping is possible and has been tried combined with group teaching methods? Has the method which deals with the whole class as a unit of teaching been found satisfactory? The answer is obvious. Group teaching has been found so unsatisfactory, so productive of misfits and mal-adjustment that the most advanced practice is based on individualisation of instruction with or without homogeneous grouping generally with no attempt at homogeneous grouping. The Dalton Laboratory Plan is the one method of which teachers in this country have some theoretical acquaintance. What are the chief characteristics of this method? Of course heterogeneous grouping and individual instruction. What is the basis of the Project method? Again heterogeneous grouping and individualised instruction. Take the latest most advanced, so advanced as to be Utopian even for America, method—the child-centred type of school. There is not the slightest at-

tempt at any homogeneous grouping in these schools but we find the most heterogeneous groups both as regards age, development, and attainments in the same room under the same teacher.* Is not the Montessori method based on individual instruction? Any one who has made the slightest attempt to keep in touch with modern developments in educational practice must be aware that the tendency is to individualise methods of instruction.

When the most advanced practice seeks after individualisation of instruction and when in addition, conditions in this country make any other method of teaching impossible it is, it seems to me, the height of folly to attempt with infinite labour and expense to achieve an imperfect homogeneity so that we may not be compelled to alter our methods of teaching. Any amount of labour and expense would be worth while if there were any guarantee of final success; but our attempts to secure homogeneous classes would only take us to the point where other countries began to realise that even with homogeneous groups class instruction failed to achieve what was expected of it and therefore to experiment with individualised methods of instruction. Why should we take exactly those identical steps? The superiority of human beings lies in their power to benefit from the knowledge gained by past generations and to start from the point where they left off. Let us therefore skip the stage which was found unsatisfactory, viz., the stage of homogeneous groups with group teaching and begin at the later stage of development which has been found satisfactory, viz., individualised methods of instruction with or without homogeneous grouping.

If therefore it is our real desire to raise the efficiency of our elementary schools then we should realise what are the things that really matter and provide for them. What is the main characteristic and common feature of the most advanced methods which have been found satisfactory in other countries "the Dalton laboratory plan", "the child centred schools", "the project method", "the Los Angeles adjustment plan in rural and village schools", "the Montessori method", "the movement towards individual work" in the infants' departments of the English public elementary school system etc.? The main common characteristic is "individual instruction". For the successful application of this method one condition is the most important consideration and this is not homogeneity but the pupils-to-the-teacher-ratio. So long as the number of pupils a teacher has to look after is strictly limited the individual method succeeds far better with the most heterogeneous groups than the method of class-teaching can possibly do with the most homo-

* Rugg—The Child-centred School.

THE SCHOOL PATROL

SAFETY IN RELATION TO SCOUTING, GUIDING AND FIRST AID

BY

MR. A. S. TROLLIP,
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The directing of students in properly leaving and approaching school and in crossing dangerous street intersections is of great importance in bringing their studies into closer relationship with the practical problems of living. For this purpose the School Patrol has been created.

The first School Patrol in India was inaugurated in December 1935, at the Antonio Da Silva High School, Dadar, (Bombay). Since that day it has been in effective daily operation in directing and controlling the student body from and to school along the marked crossings. In response to many requests, the following short write up is given with a view to assisting teachers in adopting the School Patrol, as a standard part of the school instruction in Road Safety.

THE ORIGIN OF THE SCHOOL PATROL.

The School Patrol made its beginning in Chicago in 1921. As a result of its utility, patrols are now being used in about 1,800 cities and towns in the United States and it is estimated there are 200,000 boys serving on these patrols and protecting the lives of 5,000,000 school children. In every town in which the School Patrol has been operating a reduction in child fatalities has been reported. As an evidence of its accomplishment, the case of Des Moines in Iowa may be cited. There are 22 schools in which there are School Patrols, and during the past three years, no child attending those schools has been hurt while going to or from school whereas last year 29 children from the other 30 schools not having patrols were injured by automobiles while the children were on their way to or from the schools.

FUNCTIONS.

The function of the School Patrol is to instruct, direct and control the members of the student body in crossing the dangerous streets at or near the school. The object of the Patrol is not to control vehicular traffic, but when a member of a Patrol raises his hand, he does so :—

(1) To warn approaching motorists that the children have left the curb ; and

(2) to invite the motorists' courtesy in the matter of respecting the rights of safety of pedestrians at recognised crossings.

The Patrol consists of a Captain and a sufficient number of members to take care of crossings and to provide for reliefs and substitutes in case of absence from duty. There are usually two Patrols per crossing.

The Patrol requires careful instruction and supervision in his duties of guiding the children across the street.

The duty of the Patrol is to see that no pupil crosses anywhere else than at the recognised crossing and then only in accordance with the Patrol's signals.

Members of the Patrol are appointed by the Principal of the school. Ordinarily they are boys and girls selected from the higher standards. Their service is entirely voluntary and approved by the parents.

All members of the Patrol should be fully cognisant with the Indian Highway Code.

The standard insignia for Patrol members is a white Sam Browne Belt made of 2 inch wide material and the School-badge worn over the left breast.

PATROL STATIONS.

Patrol students should be stationed at dangerous corners. In addition one Patrol student should be assigned to a position in front of each entrance which leads to the street. The duty of a Patrol so stationed is to see that no pupil crosses the road except by the patrolled crossings.

The captain should not be on duty at any point, but should be free to visit the various Patrol students to see whether all members are on duty and are working according to instructions.

ASSEMBLY OF PATROL STATIONS.

The Patrol assembles within the school grounds. After being called to attention, dressed by the right, numbered, inspected and allocated to stations, the members are marched off by the Captain to their Patrol stations, in accordance with physical drill routine.

In crossing the road to take up their positions, Patrol members should always do so in accordance with the practice advocated by the Safety First Association viz., the Patrol members take their posts 10 or 15 minutes before the opening of the school in the morning and remain on duty until after the last bell. At either noon or afternoon dismissals they

leave their classes one or two minutes before the dismissal bell, and remain on duty while the children are leaving.

PATROL STATIONS AND SIGNALS.



The Patrol member stands on the curb, or edge of the road if there is no pavement, and holds back the students by extending his arms at a low enough level, to suit the children's heights, in order to bar their progress across the road.



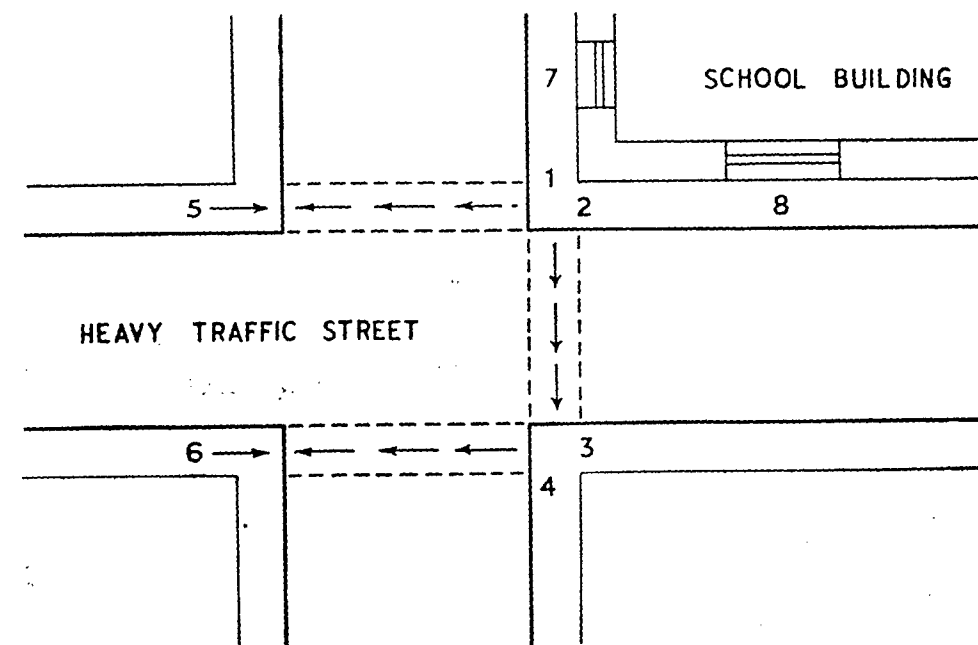
When he sees a gap in the traffic he motions for the children to cross in a group and at the same time raises his hand—the one nearest the direction of vehicular traffic to warn approaching vehicle drivers and cyclists that the children have left the curb, and to invite the courtesy of drivers and cyclists in the matter of respecting the rights of safety of pedestrians.

If the Patrol member's view of approaching traffic is obstructed by parked cars, he may step a sufficient distance into the street to obtain a clear view. After the children have crossed, he returns to his station on the curb. As soon as traffic approaches the crossing the Patrol member bars the crossing to the students. (Fig. 1).

It is important to remember that the function of the Patrol is *not* to control vehicular traffic.

At cross roads where traffic is controlled by a Traffic Policeman, the Patrol directs the crossing of the children in accordance with the directions of the signal of the Policeman.

When the traffic is so heavy that there are no gaps through which the children can safely cross under the direction of the Patrol, the assistance of the Traffic Policeman should be obtained, at least during the hours when children are going to and from school.



In the diagram below, the dotted lines mark imaginary pedestrian lanes across the streets. Arrows show where pupils cross. Note that it is unnecessary for any pupil to cross at the point where no dotted lines or arrows are shown. This means that all children cross the "heavy traffic" street at one point—a crossing where the vehicular speed should be low.

Patrol No. 1 directs pupils across to No. 2 who directs pupils to No. 3. No. 4 directs them to No. 6. Patrols Nos. 3, 5 and 6 might be eliminated on a lightly travelled intersection or at one where children do not cross in great numbers.

Patrols Nos. 7 and 8 are stationed at the outer edge of the pavement facing the school entrance to direct children to the corner and prevent them from crossing between corners.

When the pupils are returning to school, the situation at the corner is simply reversed. Patrol No. 5 directs pupils to No. 1. No. 6 directs to No. 4 and No. 3 directs them to No. 2. In this case Nos. 1, 2 and 4 might be eliminated if only three patrols are to be used.

Patrols Nos. 7 and 8 take positions directly across the street from the points where they are stationed at dismissal time.

The diagram should be studied thoroughly and used as a guide by the Captain, the senior pupil in charge of the Patrol, in assigning Patrols to their places.

CO-OPERATION OF PUPILS.

To be successful, the School Patrol must have the respect and co-operation of the entire student body. They should be taught that Patrols are authorised to direct them and that they must obey the Patrols. Any case of a pupil not crossing the streets as instructed should be reported by the Patrol to the Captain, or senior member of the Patrol, who will refer the matter to the Principal.

BENEFITS TO COMMUNITY.

The educational authorities recognise the outstanding and unique value of the School Patrol. The benefits may be stated as follows:—

First:—The Patrol provides protection for the student body of the school. It carries out into the street the theories and admonitions of classroom safety and puts them into actual practice. It guarantees that at least when entering the school and when coming out the children will be compelled to cross streets cautiously.

Second:—The Patrol helps to educate the students of the community in road safety. It is believed that there is nothing which drives home to the child's mind more effectively the necessity for road caution than a properly functioning school Patrol. Few children can, day after day, come into contact with the Patrol members at the curb and fail to connect the curb with danger and the necessity for caution. Children in schools having Patrols, *Think First* before crossing streets alone.

Third:—The Patrol helps to build character. While it is generally recommended above that only children of good standing be admitted to the Patrol, this is only a general recommendation. Some teachers have placed "problem boys" on their Patrols with the results that the deportment of these boys was very much improved.

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BUT EXAMINEES ALSO VARY

F. W. Chambers describes a New Method of meeting the difficulty of variability of Examiners.

We have heard much of the variability of the examiner ; but the child examinee is equally variable in his performances. And corrections for both types of frailty must be sought if justice is to be done. In two examinations which I have recently conducted, we tried to deal both with the examiners and the children ; and some account of what we did may therefore be of interest.

The examinations were for the award of Secondary and Central school places in two large country boroughs, which I will designate A and B respectively. In A, the whole age group was examined, some 4,500 children. In B, entry was optional, and from an age-group of some 1,500 children, 968 presented themselves.

SAMPLE PAPERS FOR PRACTICE

In each case, the details of the examination were discussed with bodies on which the Education Authority and these were represented. In particular, the range of work to be covered was agreed ; and in each case, upon this agreed scope, sample papers were prepared and discussed. These were circulated to the schools at a later date for practice purposes, the idea being that every candidate would come to the actual examination with some knowledge of its procedure.

For each Authority, of course, different papers were prepared, but their general character was the same. They consisted of two papers in Arithmetic, one for Mental work with 25 questions, and the other in Mechanical work with 10 questions. For English, we gave five short papers, each of seven questions, based upon quoted paragraphs, and designed to test a child's understanding of English and his range of vocabulary. The answers to the English questions were of the objective type, and the element of personal judgment did not enter into their marking. There was in addition a Dictation test.

THE SCHOOL'S RECOMMENDATION

While these preparations were going on, and before the sample papers were sent out, the schools were asked to rank their candidates in order of fitness for further education of the Secondary school type. The use made of these rankings will appear later.

In describing the actual processes of the examination, it may simplify matters if I deal mainly with what happened in Borough A. There the first examination which like all others was conducted in the candidates' own schools under the supervision of interchanged teachers, was taken by 4,325 candidates, or 94 per cent. of the age group. The test was got through during one morning and shortly afterwards the marking began. It was done by teachers of the schools concerned, each department supplying one marker. In two days, the 80 markers marked and re-marked the 4,325 papers, and we were then ready to calculate an appropriate age allowance and to prepare a First Mark List.

EXEMPTIONS FROM SECOND TEST

In accordance with the agreed scheme, the school's ranking of each of the first 80 boys and 80 girls on the First Mark List was scrutinised, and in 92 cases, where they were highly ranked by the schools, they were excused further examination. Their schools thought well of them ; they had done well in the first test ; there was no need to expose them to the risks of a second examination. On the marks gained in the first test, these 92 children were placed on the Final List.

The remainder of these "top 80's," together with the candidates occupying places 81 to 500 on the boys' or girls' list, were called up for the second examination. To these were added 99 children who, though highly ranked by their schools, had apparently failed to do themselves justice in the first examination and who as a consequence had come below the first 500 on one list or the other.

THE SECOND EXAMINATION

Altogether, with absentees from the first examination, 1,309 children were eligible for the second, and of these 109 did not present themselves. The second examination was similar in scope and difficulty to the first, and it was conducted under the same conditions. To the marks gained, the appropriate age allowances were added ; and we then had in respect of some 1,100 candidates two performances to consider.

There was in respect of the children in the higher ranges of marks very little difference in their average marks. 265 girls, for example, all of whom scored an average mark of 80 marks or over on the two tests, had an average mark of 95.3 on the first and 95.9 on the second. The distribution curves for the two examinations were similar : averages and distributions suggested that the results were comparable.

ASTONISHING VARIATIONS

Curves and averages, however, present only general pictures ; it is the child's own performances which, so far as his future is concerned, are of importance. Were the individual performance in the two tests as consistent as the average marks and the distribution curves would suggest ? An analysis of the individual marks showed an astonishing variation in the marks gained in the two examinations. Here is a brief summary of what was found in the case of girls :—

Maximum Mark in each examination.	.. 160
16 girls scored the same mark in both examinations.	
114 girls had a difference of from 2 to 6 marks.	
113 girls had a difference of from 6 to 20 marks.	
12 girls had a difference of 22 marks.	
5, a difference of 24 marks.	
3 had differences ranging from 26 to 32 marks.	
2 had a difference of 40 marks.	

In Borough B. much the same sort of thing occurred. The first and second examinations were taken by 552 children. Their average mark in the first examination was 94.2 ; in the second, 94.8. Their individual variations, however, were considerable :—

20 had the same mark in both papers.
104 had a difference of from 1 to 3 marks.
178 a difference of from 4 to 9 marks.
189 a difference of from 10 to 19 marks.
54 a difference of from 20 to 29 marks.
6 a difference of 30 to 39 marks.
1 a difference of 40 marks.

In Borough A. 109 girls did better on the first examinations than on the second ; 145 did better on the second than on the first.

A DEVICE TO ENSURE FAIR PLACING

The possibility of this variation had been foreseen in preparing the scheme. Under it, all cases of wide variation were referred to the Examination Board to decide in each case, in view of the school's ranking, whether one or other of the contrary results could be taken as a trustworthy guide to the child's real ability. Where the ranking was very high and the difference in marks was very wide, the higher score was credited to the child, and he was placed on the Final List on that mark.

A girl, for example, ranked second in her group of 61, scored 103

marks in the first test, and 135 in the second ; she was placed on the Final List at mark 135. A boy, ranked first in 50, scored $107\frac{1}{2}$ and $131\frac{1}{2}$ in the two examinations he was awarded the mark $131\frac{1}{2}$. In cases where the school ranking was not high, the candidates showing wide differences were referred to a third examination, and were placed on the Final List on the average of their two best performances. Such was the procedure in A.

In B, all candidates showing wide differences were referred to the third examination, irrespective of their school ranking. In both boroughs, candidates showing little difference in their two results were placed upon the Final List on their average marks.

A THIRD EXAMINATION

And so we came to the third examination, taken in A, by 108 candidates from the first and second examinations and by 19 children absent from the earlier, and specially recommended by the Head Teacher. The third examination was conducted under the same conditions as the two earlier ones, and then with some degree of confidence we were able to complete the Final Order of Merit.

Some were then on a single mark ; these were they who, highly ranked by their schools, got into the first 80 places at the first examination. Some were there on the higher of two marks gained, their school's ranking being high. And most were there on an average mark, either the average of their marks in the first and second examinations or of their two best performances in three tests.

A lot of trouble, you think ? Well, let us look at some of the individual results.

A girl ranked fourth in her school scored 61 marks in the first examination, and was well down below the 500th place. Under the scheme she was referred to the second examination, when she scored 93 marks she confirmed her school's estimate of her ability. She appeared on the Final List on 93 marks which brought her within the range of awards. On the average of her first two marks, she would not have been outside.

A boy ranked fourth by his school out of 71 candidates scored in successive examinations $66\frac{1}{2}$, $96\frac{1}{2}$ and $92\frac{1}{2}$. The average of his two higher scores brought him within the list of awards. A boy ranked fifth out of 45 scored 115, 90, and 125 in the three tests ; the average of his two higher scores brought him out high up on the list. In these and many other cases the children would have suffered if the proceedings had been less drawn out.

The variation of performance is, after all, only what those who know children would expect. A sleepless night, an aching tooth, a turbulent tummy, a domestic upset, a hundred things may affect a child's fitness. Unfortunately in many examinations he gets no second chance; in ours he did, and the results appear to justify us.

It will have been noted that school ranking had a real influence at all stages of the scheme, and it may be of interest to note the extent to which the results of the examination agreed with the Head Teachers' estimates of their pupils' relative abilities. An analysis of the school rankings of 240 boys and the 240 girls at the top of the Final Lists in Borough A, and therefore within the range of awards, showed these results:—

SCHOOL'S RANKING

	1st	2nd	3rd	4th	5th	Other
Boys	35	29	25	21	15	115
Girls	34	26	27	19	17	117
Total	69	55	52	40	32	232

Altogether, 82 departments had candidates in first 240 places of one list or the other, and 69 of these were represented by their first choice.

In Borough B, 27 departments presented candidates. Twenty-one of them had their first choice in the first 80 places on one list or the other, and the other 6 had their first choice within the next 80. In 9 departments the whole of the "first 10" in order of ranking secured places in the first 160 on the final list, and no department was unrepresented.

Certainly the schools did their ranking well. I know no way in which a quantitative value can be given to such ranking, for standards necessarily vary, but I am convinced that there is no better check upon the variability of performance by the candidates than the previously expressed judgment of their schools.

—*Teachers' Word and School Mistress*, July 22nd, 1936.

ORAL READING IN EDUCATION

BY

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The art of reading is broadly divided into two distinct types—oral and silent. Oral reading, sometimes called 'loud' or 'talking' reading, is the automatic association of the printed symbols with the corresponding sounds. In other words, it is turning of print into audible sounds and is used in the sense that blind Milton's daughter "read" to him. In the process of oral reading about a dozen of the vocal organs combine to produce the sounds. On the combination of greater or less number of these organs depend the various types into which oral reading is again sub-divided. Thus inner-speech reading, lip reading, and loud reading represent the various types.

Inner-speech reading is the internal pronunciation of the words. When a person is said to read in the sense of inner-speech, he produces neither the sounds nor moves his exterior vocal organs. He appears to read nearly silently while in reality there is in his throat a sort of movement which goes on undisturbed during the process of inhalation and exhalation. This is a near approach to silent reading, but there is the likelihood of this movement sometimes becoming so marked as to be spread over into lip reading and finally into loud reading. Another defect is that it always lags behind the eye.

Lip reading, on the other hand, is loud reading without producing much noise. It is the result of Psycho-physical law of dynamo-genesis by means of which every mental state tends to express itself in muscular movements. Suffice it to say here that this has all the disadvantages of loud reading.

The one which our institutions foster in its children and the one into which we sometimes burst out is the pernicious habit of loud reading. Unfortunately this happens to be the very one which is most defective and renders positive harm. It begins with the pial school and sometimes grows with one's life-time of mental growth. The almighty pedagogue seated on his pedestal in the pial school drills this unwholesome habit into the unwilling heads of his children. He is an adept in the alphabetic method of teaching and reads from his book, of course pointing to a head, *thala* (head). Each child, who has been commanded to open the

same lesson and to follow him pointing each letter as it is pronounced, follows producing a volume of voice close on the heels of its master. All the children in the class simultaneously read as if it were in a chorus. Each word is thus repeated making each time a terrific noise. The teacher and the children seem rather to bark alternately at the printed matter than read the same. Experience proves that it is impossible to stand near such a class without being bored by repeated gusts of noise. Proceeding a step forward we come to the Elementary school stage. Here as well as in the succeeding Secondary school stage, reading is done by turns. Usually in the language classes the teacher gives a model reading. Then one of the pupils reads aloud the lesson while the teacher and the rest of the pupils in the class listen, their eyes following the corresponding lesson in their own books. Any mispronunciations, any stumbings, and any other mistakes committed by the reader are sometimes corrected by the pupils and always by the teacher. In the non-language classes also some teachers are in the habit of either themselves reading or making the pupils read, a new lesson before explanation commences. Our schools are therefore responsible for fostering oral reading habit early in the life of a child.

Most of our pupils come from uneducated homes, or from homes uneducated along the lines of beneficial reading habits. Sometimes of a morning and an evening when the child reads his lessons at home, the parents not knowing what amount of harm they are doing to the child, insist on his reading the lessons aloud. This is a piece of service in that it keeps the child's mind engaged. But it is going to form in the child a habit which is detrimental to his well-being. Our homes too are in part responsible for the formation of this habit.

There are other occasions when the pupil comes across instances of loud reading. Out in our villages and quite frequently in the towns it is not unusual to find during the greater part of the day the leisured few congregate at their village temple or savadi to while away in tireless gossip their days on earth. Part of their daily programme here will be to listen to the portions of the Scriptures or an interesting story read out to them by one of the members. Another common case is in our very houses. The Guru in his official visits to our several houses invariably reads aloud as part of his worship with the family portions from his Scriptures to the awe-stricken inmates seated all around him. A third instance which we sometimes come across in the streets deserves to be mentioned. A cunning shop-keeper proposing to sell as many wares as possible reads aloud funny stories and other portions from a book in order to attract the guileless passers-by who may eventually turn to be his ready customers. In this way one may multiply instance after instance almost to *ad infinitum*.

What effect has all this on the child? The answer is simple. It tends to form in the child a definite habit. The harm rendered by this habit is far greater than the use of it. Mr. Gray, the author of *Remedial cases in Reading, their Diagnosis and Treatment*, after a series of experiments, found that the maximum rate of loud reading is about the minimum rate of well practised silent reading. This retardation is still better expressed by Mr. Quartz who found that when a loud reader is pronouncing the word at the beginning of a line, his eye is on an average 7.4 words in advance, in the middle 5.1 words, and at the end 3.8. In a line the eye is on an average 5.4 words ahead of the voice. If this be so in the case of a single line, what amount of retardation will there be in the case of a lesson or a big book? This then is an alarming waste of time without profitable returns. What amount of time a loud reader is wasting in the span of his life is unimaginable! To business-like modernists who look upon time as mere money or as life itself, this is a horrible waste and loss.

Equally irreparable is the mental deficiency. An exercise in loud reading deadens as it were, for the moment, the effective use of one's brain; and constant practice of the same produces a sort of mental setback which we may even call, mental paralysis, if there is one. Psychologists tell us that, "Injury to the cortex in the inferior parietal convulsions contiguous to occipital visual centre produces a peculiar type of sensory aphasia known as alexia, or inability to recognise printed words. This word-blindness is not due to any defect in vision; the patient can see the words quite clearly, but they are quite meaningless." The inability to read quickly and comprehend immediately even by normal pupils is probably due to alexia. Once such a defect is formed, not all the phosphates in the world are sufficient to restore the mind to its pristine original activity.

Loud reading acts yet on another vital organ—the lung. A loud reader's lungs are always at stake. One school of thought expresses that occasional exercises in loud reading are good in that they give sufficient exercise to the child's lungs. So far we have no quarrel with them, but, when the habit is so emphasised and words used repeatedly as to form a set habit in the child, it is simply a step to wrecking his health. Reading should not exhaust, but help the child to conserve energy for more serious efforts of the body and mind. The Special Committee appointed by the National Educational Association of America appears to have listed Health as the first of the objectives, not only of Secondary Education but of education in general. In U.S.A. where the Committee operated, schools hardly ever adopted the principle of physical development of the individual until very recent times. In a country like ours, where the

nation's health is nothing to be proud of, where economic disabilities are seriously undermining the physical condition of the people, the method of teaching languages and other subjects through the medium of loud reading classes has to a greater or less extent its telling effect on the child's health.

Its suppressive influence is felt in a still wider scale. Most of our pupils happen to leave our institutions after primary, elementary, or high school education. These children when they go back to their homes rarely carry with them a reading habit. The fact is that the difficulties involved in reading are not overcome at school and reading is not made easy for them. They have not acquired at school a desire to read books for the sake of pleasure and joy. The loud reading along which line they are brought up creates in them an active distaste for all reading. They acquire such a feeling of dislike for reading that they will have difficulty all through school life. This is the reason why our children when they leave a primary school and sometimes even an elementary school, do not continue to put in the 'daily dozen' of reading. What is still worse is that, far from having a desire to buy a book of their own, they lapse into illiteracy. Reviewing a leading article by Sir George Anderson, Educational Commissioner with the Government of India, the Rev. A. E. Harper says, "Even Primary Schools that have succeeded in teaching large numbers of children the mechanics of reading, have failed to teach them the habit of reading for pleasure and information. 'They teach people *how to read* but they do not teach the *to read*.' The methods of teaching are so inefficient that relapse into illiteracy occurs after two, three or even four years in school. Surely there is no greater waste than this."

At school what is technically known as a reading lesson as has been observed is always a lesson in reading aloud. No doubt, at the early stages of learning of read, the teacher should give the child words and give them in abundance, for the best way to give is to give them through reading. This trains the child in the proper kind of accent, intonation, and expression. The mechanical difficulties in the use of vocal organs must be overcome and the child should be made to ring like a good rupee when it reads. Another advantage is that this is the type of reading which appeals to the child's ear as well as to the intellect. The full beauty of poetry—its musical qualities, and rhythm wedded to the meaning—can only be realised when it is read aloud. Prose passages likewise are rendered more beautiful and certainly more convincing by reading aloud. This in a nutshell is the school aim of loud reading.

A great deal of investigation and research revealed the fact that about ninety per cent. of a pupil's knowledge in each of the subjects he

studies is that which he gains from reading. Reading thus constitutes a magnificent educational apparatus. Reading is essential and good reading is an asset. It cultivates almost every faculty of the mind. It forms as much a part and parcel of education as physical vocational, or any other educational aspect. It is even more important than any other branch, or—it may not be too much to say—than all other branches taught at school, college, or university. "The highest school and the University," says Carlyle, "can do no more than what is begun at the primary school—teach us to read." This then is the high purpose with which our institutions are charged and for which they stand.

There is a place for oral reading in our schools. But it should go so far as to teach the child pronunciation and elocutionary skill. Anything beyond it is harmful and must be dreaded. Actual reading skills are cultivated by silent reading methods which enhance the pupil's rate score, memory score, and index of memory score. Throughout the West there are institutions which have been holding reading clinics in which children's difficulties have been diagnosed. They use Pressey and a score of other tests to measure the rate of reading, vocabulary and comprehension; and Green-Noar, Sangren-Wilson, etc., to test the ability to interpret stories, to select important facts in informational material, and to understand matter read. At one or two centres in our country, systematic tests are conducted and reading skills are improved. Our schools which have not so far taken cognizance of the fact must organize remedial reading programme, for, "The only medicine for suffering, crime, and all other woes of mankind," says Prof. Huxley, "is wisdom. Teach a man to read and write and you have put into his hands the great keys of wisdom box . . ."

MADRAS UNIVERSITY LIBRARY IN THE MAKING

BY

MR. C. SUNDARAM, B.A.,

Head of the Reference Section, University Library, Madras.

GENESIS

The Madras University Library owes its origin to a legacy of Rs. 25,619 bequeathed to the University by the Will of late Mr. W. Griffith, dated 9th September, 1897. On realising this amount the University decided to establish and organise a library. The legacy of Rs. 25,619 was increased by a grant of Rs. 1,00,000 made by the Government of Madras in August 1907 and by an annual grant of Rs. 6,000 made by the University. A Committee was instituted on 5th December, 1906, to manage this library and it began to function on 9th February, 1907, with an establishment of an Assistant Librarian on Rs. 50 and an attendant on Rs. 15 per mensem to do the "clerical work connected with the University Library." For a number of years, the library had an inert and passive existence owing to the want of technically qualified full timed librarian.

LIBRARIAN

The appointment of the present Librarian, Rao Sahib S. R. Ranganathan, took place in January 1924. Soon after his appointment he had to go to foreign countries to receive training in Librarianship. On his return in July 1925, he found himself in charge of a library of 33,000 books in alphabetical arrangement of authors with a pastedown author catalogue and a staff educationally unequal to the task lying ahead. Here was problem enough for a librarian keen on doing justice to his calling.

REORGANISATION

The first problem envisaged was to undo the alphabetical arrangement of books on the shelves and to put them in classified order to enable the library to know what it had on a given subject. The next problem was to strengthen the resources of the library by filling up gaps in the collection and placing the library on a sound financial basis to keep it up-to-date in its collections.

To this end a non-recurring grant of a lakh of rupees was obtained from Government and was utilised in acquiring back volumes and com-

pleting the sets of scientific periodicals. Then, in course of time the recurring annual grant from Government was raised to Rs. 43,500 thus enabling the library to acquire about 4,000 volumes a year and to maintain about 1,300 scientific periodicals current. The present budget provision is Rs. 82,000.

A technical section consisting of four graduates was formed to classify and catalogue the books in cards on the most up-to-date methods.

CLASSIFICATION

The Librarian worked out an entirely new system of classification and experimented on it with amazing success in classifying the resources of the library. The Scheme is called "Colon classification" because of the part played by the symbol ":" in the notation. This was later on published in book form in 1933.*

As a first step in classifying the books, the entire resources of the library which were in one alphabetic sequence were split up into twenty-seven sequences constituting the twenty-seven main classes of the Colon Scheme, the books in each class being arranged in alphabetic order of the authors. Then, detailed classification in each main class was proceeded with in the order of the popularity of the subjects. Simultaneous with the classification of books the call numbers were then and there marked against the related entries in the pastedown catalogue, which had to be maintained in working order till a classified card catalogue could be made ready. Thus a minutely classified arrangement of books on the shelves with call numbers marked in the existing author catalogue to facilitate the location of books on the shelves was accomplished in seven years.

CATALOGUE

A classified catalogue for the library was the next desideratum. Rules for a classified catalogue had to be framed before actual cataloguing could be taken up. Accordingly, cataloguing rules adapted to the needs of a classified library were evolved and codified and were later on embodied in a book published in 1934.* The entire stock of 33,000 books already existing at the time of the appointment of the Librarian in 1924 to which were added about 4,000 volumes every year were catalogued in the course of about ten years. The old pastedown author catalogue has been completely dispensed with. Its place is now taken by a classified

* Ranganathan (S. R.): *Colon Classification*. (Madras Library Association Publication Series, 3.), 1933.

* Ranganathan (S. R.): *Classified Catalogue Code*. (Madras Library Association Publication Series, 4.), 1934.

card catalogue with alphabetical index. Profuse cross references for subjects are given in the classified part of the catalogue in red cards so as to assemble together all printed materials available in each ultimate class. The index part contains in one alphabetical sequence names of authors, editors, translators, titles which are not self-explanatory, topics which cannot go into any one class and the names of the classes in the Colon Scheme.

RESOURCES

The stock of the library by the end of 1935 was 93,000. All these books are of a select nature and of high standard, since the object of the library is to cater to advanced study and research. There are also current about 1,300 scientific periodical publications indispensable for research. There is an adequate equipment of reference materials. Collected works in mathematics, physics, and chemistry are nearly complete while those in the natural sciences cannot be said to be so. The resources in Sanskrit and English literature are also full. Psychology, education and geography which have made tremendous progress in recent years have also been strengthened. In addition to these collections in the central library, there are also libraries attached to the various departments of research.

The Carnegie Endowment for International Peace have been generous to select the Madras University Library as one of the deposit stations in the world for their International Mind Alcove. This is one of the most popular collections of the library.

The library has, at present, no manuscripts section. But it cannot afford to omit the mention of two monumental Mss. in its possession. They are (1) the unpublished notebook of S. Ramanujam, F.R.S., the world renowned mathematical genius, and (2) the Mss. of the Indian Ephemeris of the late Swamikannu Pillai.

PRIVILEGES

Side by side with the gradual growth of the resources of the library, the privileges to use the library were also gradually extended. For the first few years after the inception of the library it did not lend books. Fellows of the University, members of the staff of affiliated colleges and registered graduates only were allowed to consult the book in the library premises. The general public was admitted in 1914. In the same year teachers of colleges, graduates and research students resident in the city were allowed to borrow books. In 1921 the loan privilege was extended to the under-graduates studying for an Hons. Degree in the City of Madras. In 1926 the library began to deliver books at the residences of

the graduate members of the library in the city on a quarterly subscription of a rupee. In 1928, the privilege was further extended to the teachers of the affiliated colleges in the mofussil and to all the undergraduates in the City irrespective of the Degree for which they were studying. From 1936, graduates of the University resident in the mofussil have been allowed to borrow books as an experimental measure.

HOURS OF OPENING

Just as on the side of loan privileges, there was gradual liberalisation, one can see in the working hours of the library also the same feature. Till the year 1924, the library was working on week days between 10 a.m. and 5 p.m. and on Saturdays and Sundays from 7 a.m. to 2 p.m. while on Fridays the library was completely closed. In 1926 the library was made available to the public on all days except Fridays from 7 a.m. to 6 p.m. in summer and from 7 a.m. to 5-20 p.m. in winter. In 1929 the library began to be open on Fridays also, that is, the library was open throughout the day without interval on all days of the year. From 1934 the library has been thrown open from 7 a.m. to 8 p.m. (i.e. for 13 hours a day) as an experimental measure.

ISSUE

In the early stages of the development of the library, the issue records were maintained by the day book and ledger system. But, as the issue increased by leaps and bounds from 1925 onwards, the system involved a lot of mechanical, unintelligent and ungainly clerical work coupled with enormous waste of human energy without proportionate satisfaction in library service to the clientele. It was also realised by experience that only personal contact of the library staff with readers would lead to satisfactory service. With this end in view, issue records were simplified by the introduction of the card charging method in 1927. Open access system followed in 1929. The economy of work thus effected released some members of the staff from the counter for other work and rendered possible the formation of a Reference Section, which is destined to play a very important role in the effective utilisation of library resources in accordance with the spirit of modern librarianship.

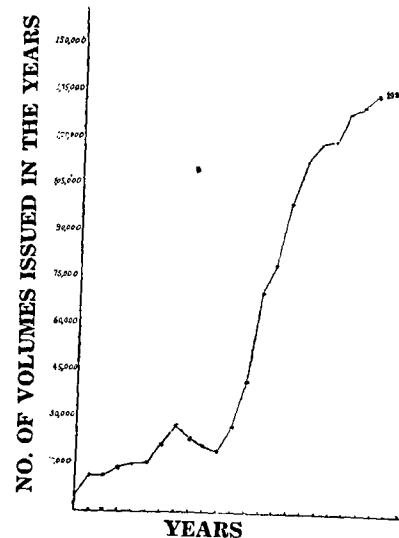
The library has, at present, on its roll about 1,500 members. The latest annual issue is 1,35,000. The accompanying diagram gives a graphic representation of the increase of issue in the Madras University Library.

REFERENCE WORK

Reference work is a special feature of the Madras University Library. The Reference Section consists of four graduate members fully equipped with library technique, bibliographical knowledge and skill in the use of library apparatus. Their work during the thirteen working hours of the library every day is so arranged that at least one member

is available for the service of readers during the light hours of the day and from three to four members during the rush hours. They are to come

— MADRAS UNIVERSITY LIBRARY —
GROWTH IN THE NO. OF
VOLUMES ISSUED



into personal contact with the readers, inquire and elicit their requirements and expeditiously help them to find out their reading materials or bibliographical information. Besides this, they instruct the readers in the use of library apparatus to enable them to help themselves so far as their elementary requirements are concerned. Newly enlisted members and fresh men of the University are systematically initiated in the use of the card catalogue and in following the arrangement of books on the shelves. This facilitates the Reference Section to intensify reference work and to help research men in the deeper aspects of their work.

BIBLIOGRAPHICAL SERVICE.

Another work to which the Reference Section is committed is bibliographical service to the readers. This service is either voluntary or on specific request. The former is anticipatory in nature. Contemporary happenings and topics of the hour are seen reflected in the reference questions. These questions are to be met by the Reference Section. To mention some, the Ethiopian Tangle, Failure of democracy, Dictatorship in Europe, and Nazi movement are all some of the questions anticipated and met successfully by the Reference Section with ready made lists as far as the resources of the library could permit.

On specific requests from interested workers both in the City and in the mofussil, bibliographies are prepared and furnished. For example, a

bibliography of Bhagavat Gita literature and one on Tirukkural and Tiruvalluvar literature published in all languages throughout the world were supplied by the library to Saraswata Niketanam, Vetapalem, Guntur, and to Tiruvalluvar (Tamil poet) Centenary Celebration Committee, Madras, respectively on requests from them.

TOPICAL SEQUENCES

It is also usual to form topical sequences whenever any university or public lectures take place. Books and periodicals containing articles germane to the subjects of the lectures are collected in a prominent place in the library with an appropriate legend describing the collection, so that readers constituting the audience may without loss of time get at these books to make collateral reading. Lists of books kept in the Topical Sequence are also distributed to the audience in the lecture hall. Similarly, examination sequences are also opened annually for the benefit of the undergraduates appearing for the university examinations. In the opening of topical sequences and preparation of bibliographies, the Reference Section gets the co-operation of the Shelf Section.

BOOK SELECTION

Book selection work is also done mainly in the Reference Section. Being a premier section having ample opportunities of coming in contact with the elite of the clientele and of knowing intimately the reference demands on the library, this section is entrusted with such a vital piece of work. But it is done every day as a pick-up-work during the odds and ends of time when there are no readers in the stack room in the most imperceptible manner and without in any way clashing with the primary work of the section, viz. service to the readers.

SHELF SECTION

Just as the Reference Section was the outcome of the growth of functions in the Issue Section, Shelf Section was also the outcome of the same in the Reference Section. In the early stages of its formation, the Reference Section, besides the items of work done by it now, was attending to the maintenance of the shelves, maintenance of the sequences of books in the stack room, effecting periodical changes in the location of sequences, advising the Binding Section as to the nature of binding and tooling, putting shelf labels and signboards for the guidance of the readers and such other odds and ends of work. This in the long run proved a great distraction and handicap to reference work proper. Hence, the Shelf Section was formed in order that these pieces of work might be attended to effectively leaving the Reference Section to concentrate its attention on reference work and the gradual intensification of the same. In addition to the above-mentioned pieces of work transferred from the Reference Section, the Shelf Section attends to the display of the latest

additions to the library and the control of the records relating to the stock, viz. accession register and shelf register cabinets. The Shelf Section assists the Reference Section also by co-operating with it in the opening of topical sequences and in attending to elusive and long range reference questions involving undisturbed and protracted hunt for information.

PUBLICITY.

To attract readers to the library, we send every week lists of recent additions for announcement in the dailies and for notice boards in local centres like colleges, schools, hostels, learned associations and institutions. Statistics relating to issue and readers is sent for publication in the dailies every month. A short account of the library and its work is sent for insertion in the calendars of the constituent colleges and in local directories. Whenever any changes in the work of the library take place or a new feature is introduced, the matter is announced in the papers. Before the closing of colleges for vacations like Michaelmas, Dussera, Christmas and Summer, we announce in the papers and also send to the notice boards of the respective institutions announcements to the effect that the library is kept open throughout such holidays as otherwise students are likely to presume that the library also has got holidays. As indicated elsewhere we send bibliographies for circulation among the members of the audience in university lectures and public lectures. This also has a publicity value.

Besides publicity of the above type, the members of the staff meet privately those in their neighbourhood who are eligible to use the library, talk with them and try to convert them into regular readers or borrowers in the library. Thus every member of the staff is doing his mite to broadcast the library idea and increase the members on the rolls of the library.

STAFF AND ORGANISATION

The library began with two members on its staff in 1907 and accreted two more in 1914. At the time of the appointment of the present librarian in 1924 there were seven. Ever since that period almost every year saw some progressive measure or another introduced resulting in the gradual development of the library in all directions. Increase of work involved increase of hands. Increase of hands led to division of labour. New sections were formed. Functions grew and got divided and subdivided so much so that there are now twenty men on the superior staff and nine on the menial staff. They constitute the Administrative Section, the Technical Section, the Shelf Section, the Reference Section and the Issue Section.

It is realised that the library has now reached a stage when the sections can be stabilised and be made to specialise in the respective pieces of work assigned to them. Towards achieving this a Library Manual has been written by the Librarian.* This manual is based on his experience in organisation during these twelve years. It gives a detailed description of library organisation with elaborate instructions for the conduct of the routine work of every section.

STAFF COUNCIL

Having become a complex organism with immense potentialities for further growth, the library cannot go on without a staff council for the amicable settlement of intersectional matters. The staff council of the Madras University Library was started in 1930 for this purpose and it has produced wonderful results. It is owing to the influence of the staff council that several improvements were made in the day to day administration of the library to secure economy and efficiency leading to proper rounding off of all work within the prescribed time limit. It has also helped the administration in the framing of time schemes for every piece of work and in the proper correlation of the work of different sections by drawing up correlation tables and fixing the junction moments when two or more sections are concerned in the performance of a piece of work. In fact, the monthly meetings of the staff council may be likened to the monthly inspection, clearing and oiling of the mechanism of the University Library to facilitate its smooth running.

EXTRA-MURAL WORK

The Madras University Librarian was allowed by the University to be the Secretary of the Madras Library Association in which capacity he has done yeoman's service to the cause of librarianship. He was allowed to conduct the Summer School of Library Science under the auspices of the Madras Library Association till 1930. From 1931 the University has been conducting that Course with the Librarian as the Director.

The Librarian has written in the course of the last few years four books on the library profession which have been published by the Madras Library Association. They are :—

1. <i>The five laws of library science</i>	1931
2. <i>Colon classification</i>	1933
3. <i>Classified catalogue code</i>	1934
4. <i>Library administration</i>	1935

* Rangarathan (S.R.): *Library Administration*. (Madras Library Association Publication Series, 5.), 1935.

Besides he has also contributed many articles in periodicals.

Under the auspices of the University, he gave a series of lectures on "School Library Hour" in December, 1935. A similar course of lectures was delivered under the auspices of the Madras Library Association in 1934.

Members of the staff have also been contributing articles to journals on the library profession.

NEW BUILDINGS.

The library has hitherto been working under very defective housing conditions. From its inception up to the year 1928, it was located in the premises of the Government Connemara Public Library Buildings. Then it was transferred to the Senate House where it is at present working. The construction of a new building for the library was projected as early as 1911. After a long-delayed and chequered career the construction is nearing completion. The estimated cost of construction and equipment comes to about Rs. 13,00,000. By the time this account of the Madras University Library is printed, it is hoped that the library will have occupied the new buildings.

There is provision in the new buildings for the following :—

1. A four-tier stack room with four and a half miles of shelving, capable of accommodation 3,00,000 volumes.
2. A reading room with 100 seats.
3. A research reading room with 20 seats.
4. A ladies' reading room with 15 seats.
5. A manuscripts reading room with 15 seats.
6. A periodicals room with accommodation to display 1,500 periodicals.
7. A seminar room.
8. An exhibition room.
9. Three administration rooms, with accommodation for a staff of twenty-five.

LOOKING FORWARD

Looking back through the period of the last twelve years in the history of this library, those in the library profession can very easily realise how eventful these years have been. In a country where enlightenment and strong public opinion in favour of libraries have not spread, the achievement of these twelve years have to be considered as an achievement of a century. The path to this progress was never strewn with roses. Every bit of progress was accomplished against odds and at considerable sacrifice on the part of those that have been responsible for rearing this institution to its present state.

Now we have reached a point in the progress where we have to consolidate our gains and look forward to a future when all avenues of library activity can be explored for the educational betterment of our land. Is the prospect bright? No. It is as sombre as it has ever been. How can we expect the older generation of to-day, who have not had the advantages and privileges that modern libraries offer, to sympathise with the aspirations of modern librarianship? We have to recognise the stern fact that library movement also, like all other new movements of the past, should pass through the critical preliminary stages. Hence without being disheartened we should, with unflinching faith in our ideals, persist in our pioneering work of bringing India under library cultivation if we are to keep pace with the progressive countries.

The ideals striven for by librarians in America are aptly indicated in the following words of A. B. Bostwick :—"The difference between the library of to-day and that of 50 years ago may be summed up in one word 'Socialisation' by which is meant the study of the reader as well as that of the book and especially the adaptation of the one to the other. The modern librarian in the United States conceives the total population of his town as potential readers of his total book stock as intended to be read. He regards the inactive readers and inactive books as a reflection on his administrative ability and he endeavours to reduce both groups to the minimum."¹ Nearer home Rao Sahib S. R. Ranganathan has in his well known book "The five laws of library science"² enunciated our ideals and the outlook necessary for achieving them. It has been and will be the chief aim of the staff of this library to bring into effective operation the Five Laws of Library Science and all their far reaching implications.

So with fervent hope, we look forward to the days when the University will give us facilities to adapt to the university needs and to bring into effect the ideals adumbrated in the words of Bostwick and in the five laws of Library Science. Given the proper encouragement and facilities, this sapling planted in Madras and so fondly reared can be made to grow into an Yggdrasil penetrating its roots all through and extending its branches all over the province. May God vouchsafe to this library and its workers a favourable future!

1. Bostwick (A. E.) Ed.: *Popular Libraries of the World*. (American Library Association.), 1933.

2. Ranganathan (S. R.): *The Five Laws of Library Science*. (Madras Library Association Publication Series, 2.), 1931.

THE S. I. T. U. PROTECTION FUND

The Eighth Annual Meeting of the General Body of the S. I. T. U. Protection Fund was held on Thursday the 7th May, 1936 at the College Buildings, Salem, with Mr. M. S. Sabhesan in the chair.

Sixty-six members were present.

Notice of the meeting was read by the Secretary.

Then the Minutes of the last General Body Meeting were read by the Secretary and adopted by the General Body.

Then the 8th Annual Report was presented by the Secretary and a few questions were put by Mr. B. R. Subramanya Iyer which were answered. In answer to the questions, he was told:—(1) It was not the object of the Board to transfer the profits on sale of securities to the Working Fund. (2) The items, Fines and 25% interest on ordinary and special loans were transferred to the Working Fund in conformity with the practice of the previous years.

Another member suggested the desirability of indicating in the report the rate of interest earned by the various deposits and Mr. S. Srinivasa Iyer of Vellore was told that there was never any intention in carrying the profits on sale of securities to the Working Fund and assured that it would not be done. Mr. C. S. Rangaswamy Iyengar raised a doubt that according to bye-laws on ordinary loans 1/4th of the interest and penalty alone should be carried to the working fund and questioned the appropriateness of carrying the entire fines to the working fund. In answer to some further questions the Secretary told the General Body that though there was no definite rule authorising inclusion of the entire fines, he was following the practice of the previous years to add the entire fines to the working fund. In the light of the questions raised now, he suggested that the Board might consider the whole question and adopt for the future a definite policy which will not give room for doubt.

Mr. V. Jayarama Iyer moved that the question time be closed and then Mr. S. T. Ramanuja Iyengar proposed the adoption of the Report and the same was seconded by Mr. T. P. Srinivasa Varadan. The adoption of the Report was carried by an overwhelming majority, only two dissenting (Messrs. R. Ramakrishnan and A. Sundaresa Iyer).

The election of office-bearers was then taken up and the following persons were elected for the year:—

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

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

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

Other members of the Board:—

Mr. S. T. Ramanuja Iyengar, B.A., L.T., Trichinopoly.

Mr. S. Srinivasan, M.A., Madanapalli.

Mr. S. K. Yegnanarayana Iyer, M.A., Madras.

Mr. S. Srinivasa Iyer, B.A., L.T., Vellore.

Mr. K. S. Chengalroya Iyer, Krishnagiri.

Mr. E. H. Parameswaran, M.A., L.T., Ambasamudram.

The election of auditors was next proceeded with. Messrs. Arunajatai and Viswanathan were declared elected by a majority.

The budget was next placed before the General Body for its information.

Amendments were then taken up for consideration. Amendment 1 to Rule 9 regarding benefits given notice of by the Board was objected by Mr. S. Srinivasa Iyer of Vellore on the plea that in case the amendmnet was passed, it was wiping the Transitory Rule and all those admitted according to the Transitory Rule would cease to be eligible to the enjoyments of the membership and its rights thereon, though Mr. S. K. Yegnanarayana Iyer cited the parallel of the University and the deletion of the Transitory Rule might not interfere with the rights of the existing members admitted when the Transitory Rule was in vogue, was not agreed by Mr. S. Srinivasa Iyer and so it was decided to consult legal opinion in the matter.

Amendment No. 2 to Rule 14 was also objected by Mr. S. Srinivasa Iyer who opined that the waiving the rule might mean authorising the Board to excuse the payment of the entire dues to the Fund and so it was withdrawn.

Then amendment No. 3 to Rule No. 18 was placed before the General Body and amendments to these amendments were then formally proposed and seconded. The President ruled out these amendments to amendments as out of order as they were really substantive propositions and not amendments to amendments. The house wished to have the matter considered on a comprehensive manner at a later meeting and hence the amendment was withdrawn.

Amendment No. 4 to Rule No. 21, viz., "Omit 'and' in line 7, Rule 21 (b); and add after (7) 'be the person to sue and to be sued in all matters affecting the Fund and 8'," was accepted unanimously.

Mr. B. R. Subramanya Iyer's amendment to add at the end of the last para in Rule No. 23, viz., 'It shall be the duty of the Secretary to answer all interpellations on matters connected with the Annual Report and financial statements under consideration and any other matter concerning the Protection Fund, provided notice of such interpellations reaches the office of the Fund at least 7 days before the date of the ordinary meeting. It shall also be open to members to put any supplementary questions arising out of the answers given.' was ruled out of order by the President along with the amendment to the same given notice of by Mr. R. Ramakrishnan.

Mr. B. R. Subramanya Iyer then moved his next amendment to Rule No. 24, viz., add 'or any resolution' after the words 'any amendments to Rules' in the first line of the second para of Rule 24, and 'or resolutions' after the word 'amendment' in line 2 of 2nd para of Rule 24"; and Mr. S. Natarajan on behalf of Mr. L. R. Chandrasekara Iyer, who was not present, moved the amendment given notice of by the latter, viz., "Remove the full stop after the word 'meeting' in line 4, para 2, Rule 24 and add the following: 'provided that in the case of a resolution of which notice is given by a member, it shall be considered if 20 members present at the meeting are agreeable to its consideration. It shall be declared carried notwithstanding anything to the contrary in the rules if not less than two-thirds of the members present should vote for the resolution.'" The resolution thus amended was carried.

The meeting then came to a close at 6-45 P.M.

M. K. RAMAMURTI,
Hon. Secretary.

NEWS AND NOTES

MADRAS UNIVERSITY LIBRARY IN ITS NEW HABITATION

BY

RAO SAHEB S. R. RANGANATHAN,
University Librarian, Madras.

The Madras University Library will begin its service to the public in the New Buildings at 12-30 P.M. on Friday the 4th Sept. 1936. It is hoped that the graduates and the students of the University will turn up in large numbers and encourage the staff to develop a greater vigour and enthusiasm to make their service more prompt and more exact. Nothing will give greater pleasure to the staff than to see all the varied rooms of the New Library Buildings ever thronged with people, earnestly seeking knowledge with the aid of the resources of the library. And nothing will give a greater solace to the books than to be handled, thumbed and read by eager readers. They are loathe to be confined to the shelves, unsolicited by any reader.

TO WHOM OPEN AND WHEN

Any student or graduate of the University has the proud privilege of entering the palatial new buildings at any time between 7 A.M. and 8 P.M. on any day of the year—be it a Sunday or a week-day or a public holiday—and have, at his disposal, a choice collection of a hundred thousand volumes. There are specially trained members of the staff—the Reference Staff—to receive them, guide them, help them, discuss their book needs with them, and interpret the books to them. On the mere formality of filling up an application card and making a cash deposit of Rs. 20—which is returnable at a week's notice—they can take three volumes at a time for reading at home. This privilege is now open not only to the students and the graduates in the City but also to the graduates living in the mofussil. As the mofussil stations do not yet possess libraries, as in the West, this is a unique and comparatively cheap opportunity for the graduates of the University, wherever their vocation might have stationed them.

THE NEW BUILDING AND ITS PARTS

The New Building is to the north of the Senate House on the Marina. There are two blocks—a north block and a south block. The library is housed in a portion of the ground floor of the south block. The entrance to the library is at the north-east corner of the south block. As one enters, one immediately passes by the counter through a turnstile and gets into the main reading room, which is a beautiful hall nearly 100 ft. by 30 ft. The southern half of this hall is for the readers, while the northern half is occupied by the administrative and technical staff. The two halves are separated by a row of shelves containing ready reference books. A turn to the left leads through a short corridor, at the end of which another turn to the left leads into a big periodicals room in which all the 1,000 and odd periodicals current in the library are on view and await perusal. This room also is about a 100 ft. long and 24 ft. wide. Both in the general Reading Room and in the Periodicals Room, table lights with separate switches are provided at most of the seats. The two rooms can together accommodate about 150 readers. In addition there are also

two other smaller reading rooms, for ladies and for serious students who desire to work in the library for long hours and from day to day, undisturbed by the huge traffic that is inevitable in the two larger reading rooms.

TWO MILES OF BOOKS

The Stack Room, which is the hub of the library has got its entrance just facing the entrance to the Periodicals Room. On entering, just to the right are the catalogue cabinets, mutely disclosing the resources of the library both in a classified and in an alphabetic manner. Just at this point will be found a member of the reference staff eager to take the newcomer on hand. The first row of shelves in front contains the Recent Additions not yet released for loan and the various books of ready reference, making in all about a thousand volumes. They also contain the recent additions released for loan and the books returned, in the day, by readers and awaiting further circulation quite reluctant to go back to their place in the shelves. A few steps to the left will disclose a long gangway 130 ft. long, from which branch off twenty-one cross gangways each 30 ft. long and lined on each side by eight bays of bookshelves. Any reader may get into any gangway whose signboard interests him and help himself freely with as many books as he desires, under guidance if required. Including the ground floor there are four such tiers in the stack room, the topmost tier being reserved for manuscripts. They house nearly two miles of printed books, excluding manuscripts. Care has been taken to arrange the books in such a way that nearly ninety per cent. of the visitors will have their wants ordinarily satisfied, without the necessity of going to the upper floors. For, the upper floors are used for housing the huge runs of about 1500 learned periodicals which are normally in demand only by those engaged in extending the domain of knowledge by research. Even in the ground floor, literature, history and other humanities which are used by a comparatively larger number of readers are housed in the first few rows, so that the average reader need not despair at the mention of two miles of books. These two miles are nothing, however, when compared with the fifty miles of the British Museum Library or even with the fifteen miles of the University Library at Cambridge. Further, each gangway, each bay and each shelf plank are amply guided. In fact, the stack room is provided with about 6,000 tell-tale guides. To add to that, there are human guides ever ready to help the visitors.

ROOMS FOR EXTENSION WORK

There are also an exhibition room and a seminar room, which will be brought to service from time to time to establish pleasurable contact between the readers and the books in every possible way.

A VITAL LINK

The University hopes that its alumni will use its library as one of the many links that it has with them. Though it is a link of comparatively recent origin, it hopes that it will be a pleasant, serviceable and lasting link. It is a link that is unique in the relation between a University and its students. It is a link that provides for the constant and never-ending exchange of life-blood between the two; it is a link that enables the University to ensure that its earlier effort with the undergraduates reaches its progressive fruition; and it is a link that enables the alumni to march onward in the path of self-education. May I appeal to those who are not members to become members immediately and to those who are members to forget and forgive the inconveniences to which they were put in the temporary habitation of the library and to visit the library more frequently hereafter and to use its resources more fully than hitherto.

SERVICE TO THE TEACHER

In particular, I should like to appeal to the brother members of the teaching profession throughout the province. The Library has nearly 5,000 volumes of a choice nature on Psychology and Education. Surely this cannot be said to be inadequate. There are nearly a thousand graduate teachers in the city. Can it be imagined how distressed these 5,000 volumes to feel with their monthly new recruits, when not even a hundred of these thousand teachers care to be in touch with them. A post card will bring to their hands a copy of the rules and application card. A call at the library at any hour between 7 A.M. and 8 P.M. on any day with a cash deposit of twenty rupees will entitle them to take three volumes at a time, as often as they like.

TEACHERS IN THE MOFUSSIL

This privilege is no longer confined to the teachers in the city. The books are now ready to travel by train and come in three's to every graduate teacher, no matter where he lives. The library staff will be glad to do everything possible to select books to suit the requirements of each one of the three thousand graduate teachers in the mofussil. The to and fro charges can be considerably reduced and be made almost negligible, by all the graduate teachers in a particular centre returning all their books in one parcel and asking for the books wanted by them to be sent by the library in one parcel. In the present state of our schools few of them are able to own the books so indispensable to the profession. Here is an opportunity for the teachers to overcome this handicap and get what he needs from the large collection which the University has built up.

LEAGUE NEWS

INTELLECTUAL CO-OPERATION

League of Nation's Efforts to Promote A League of Minds

There is perhaps no greater example of the constructive work, which the League of Nations has, as one of its functions, than the meetings which have been held in Geneva soon after that memorable session of the Assembly which strikingly illustrated the weaknesses of the political strength of the League.

Among these various meetings, including the Economic Committee, the Advisory Committee on League of Nations Teaching, Reporting Committee of the Malaria Commission and Mixed Committee on Nutrition, there is one which specially goes to the root causes which prevent international co-operation, and make even the political work of the League difficult.

Viewed against the background of the recent meeting of the Assembly, the organisation for Intellectual Co-operation of the League of Nations presents a remarkable picture of an institution which, partly because of its representative character, and partly because of its all-inclusiveness, in fields of work of an intellectual type as a strength of a few other bodies of the League have.

The Intellectual Co-operation Organisation does not consist of Government representatives, but includes representative men and women of different countries, persons who have outstanding authority in arts, letters, scientific thought and philosophy, persons who in every way would be considered as intellectual leaders of the world. Thus, Einstein was an early member of the Committee of this Organisa-

tion as also Madam Curie before her death. Thomas Mann and Paul Valerie brought their perception of life to it. Mr. Gilbert Murray and Sir S. Radhakrishnan have given their representative contribution to the building up of this institution. All types of civilisations Latin, Iberian, Teutonic, Scandinavian, and Indian bring their genius to this Committee of the League.

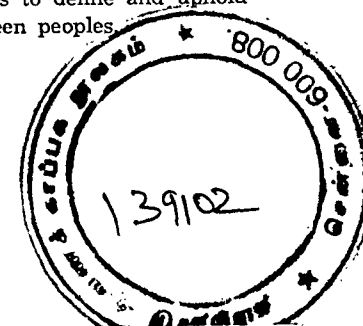
The Organisation seeks to assist scholars, artists and writers in their work. It assists students to discover the institutions or the persons in other countries able to help them in pursuit of study. It has defended the rights of authors and artistic performers and otherwise promoted the cause of libraries and museums in their relation to world co-operation.

It is not on the abstract side alone that this body has proved its utility. Unemployment among intellectual workers has seriously engaged the attention of the Committee of late and it has maintained the closest contact with organisations of students, teachers and University people generally.

During the past three or four years, this organisation has stimulated thoughts of international understanding through a series of "Conversations" which brought together distinguished representatives of thought in different parts of the world and gave them an opportunity of exchanging views on some of the basic problems connected with international co-operation. One of these conversations, entitled, "East and West" brought Professor Gilbert Murray and Dr. Rabindranath Tagore on a common platform, so that while each represented the genius of his own country, also sought common points of agreement for international co-operative life.

A more specific effort at creating understanding has been made through conferences organised for dealing with a definite problem in the international political field. Three years ago, an unofficial conference was convened to discuss international economic policies and their relations to international life. The economists and financiers who assembled at this conference reviewed the economic policies which Governments had been adopting since 1930, and tried to discover what effect their continued use would have upon the ideals for which the League stands. Last year, another Conference was held to discuss the strength and weaknesses of the present collective system. Although these Conferences are entirely unofficial in character, their discussions and conclusions have none the less a real effect upon present-day thought on the subjects which were envisaged for discussion.

The present confused state of political affairs implies a lack of mutual understanding among governments and among the people they represent, a disagreement on fundamental principles so deep as to make one despair of bringing about a political and spiritual harmony in the world. It is in these circumstances that the Organisation for Intellectual Co-operation is of great importance. The troubled state of international life only makes it the more important that some bridge should be constructed between the different national ideals which are being set up. In spite of appearances to the contrary, in spite of a more and more marked tendency for the nations to withdraw within themselves, a vigorous movement is under way for increasing the number of ties between nations for grouping together without regard for national boundaries similar intellectual enterprises and similar groups of men of goodwill. The Committee on Intellectual Co-operation and the activities which it sets on foot reaffirm that with every fresh meeting and the recognition of common principles beneath national differences, it continues to define and uphold moral rules which should lie at the base of relations between peoples.



M.Ed. IN BOMBAY UNIVERSITY.

The Bombay University has recently instituted the degree of Master of Education for the encouragement of educational research. So far Principal K. S. Vakil, M.Ed. (Leeds), M.R.S.T., F.R.G.S., I.E.S. (Retd.) and Dr. G. S. Krishnayya, M.A. (Madras), M.A., Ph.D. (Columbia), both of the Teachers' College, Kolhapur, have been recognised by the University as teachers for the purpose of the degree.

The following are the Ordinances and Regulations:—

O. 1.—Every candidate for the degree of Master of Education must be Bachelor of Teaching of this University, or hold an equivalent degree of a recognised University, and, unless specially exempted by the Syndicate, must have been engaged in research in connection with the history, theory, practice or administration of Education, for a period of at least two years, under the guidance of a teacher recognised by the University for the purpose of this degree.

O. 2.—Two months before submitting the thesis the candidate shall forward to the Registrar, through a recognised teacher, a statement giving the title and a synopsis of the thesis, along with a fee of Rs. 75.

O. 3.—No further fee shall be charged to a candidate who re-submits his thesis for examination after due revision, under R. 7.

R. 1.—The Examination for the degree of M.Ed., shall be by thesis only.

R. 2.—The candidate may submit his thesis at any time during the year, subject to the provisions of O. 1 and O. 2.

R. 3.—The candidate shall submit his thesis in triplicate with at least one set of diagrams (if any).

R. 4.—The thesis shall be the candidate's own work carried out under the guidance or supervision of a recognised teacher and shall be either (i) a critical analysis of existing data, or (ii) a record, of original investigation, or (iii) a combination of these, and shall be accompanied by a certificate signed by the teacher under whose guidance he has been working, stating that the thesis is worthy of examination.

R. 5.—The Board of Studies in Teaching shall recommend to the Academic Council the name of one referee (who shall not be the teacher under whose guidance the candidate has been working) to whom the thesis shall be submitted and who shall, after consulting the teacher who has been guiding the candidate report to the University whether the thesis shall be accepted or rejected. The report of such referee shall be final. Every such report shall be circulated to the members of the Board of Studies in Teaching and placed before the Academic Council for information.

R. 6.—If the referee recommends that the thesis be accepted, the candidate shall be declared to have qualified for the degree M.Ed.

R. 7.—A thesis which has been rejected may be re-submitted after due revision, subject to O.2, O.3, and R.3 and R.4.

**RE-ORGANISATION OF EDUCATION
CIRCULAR OF THE GOVERNMENT OF INDIA**

(From the *Hindu* dated 11th July.)

The question of 'School Reconstruction and Unemployment' which was recently considered by the Central Advisory Board of Education has it is understood, been

referred to the local government and the University authorities for an expression of their views.

The Central Advisory Board in their recommendation to the Government of India reproduced a resolution of the Universities Conference held in 1934 to the effect that a practical solution of the problem of unemployment could only be found in a radical readjustment of the present system of education in schools in such a way that a large number of pupils would be diverted at the completion of the secondary education either to occupations or to separate vocational institutions. Similar opinions were given expression to by many eminent educationists and the Sapru Committee.

VIEWS OF THE CENTRAL GOVERNMENT

In inviting the attention of local governments to this matter, the Government of India state:—

"There is, first, general agreement as to the diagnosis of present troubles and discontents. The Hartog Committee were justified in observing that "the present type of high and Middle English school has established itself so strongly that other forms of education are opposed or mistrusted, and there is a marked tendency to regard the passage from the lowest primary class to the highest class of a high school as the normal procedure for every pupil." In consequence, large and increasing numbers of pupils prolong unduly a purely literary form of education with the result that not only do they congest the classes of universities and high schools alike, but they themselves become unfitted for, and indeed averse from, practical occupations and training. The statistics of 'over-age' pupils in the senior classes of high schools afford conclusive testimony to this contention. The root of the trouble, therefore, lies in the schools and the defects of the school system should undoubtedly receive attention.

There is also general agreement that a remedy lies in a reconstruction of the school system "in such a way as not only to prepare pupils for professional and university courses, but also to enable them, at the completion of the appropriate stages, to be diverted to occupations or to separate vocational institutions." For this purpose, each stage should, as far as possible, be self-contained with a clearly-defined objective. The present unfortunate tendency would thereby be corrected.

THE PRIMARY STAGE

In the opinion of the Board, "the primary stage should provide at least a minimum of general education and training which will ensure permanent literacy." Educational reports unfortunately disclose the distressing fact that, in many provinces at least, the primary schools are not such as to achieve this vital objective; and that lower primary schools (with only three classes in each), where a teacher (often none too well qualified) has, in the vast majority of cases, to deal single-handed with all those classes, are even less likely to do so. In certain provinces also, the distribution of schools is such that, while in some areas ill-regulated and uneconomical competition between an excessive number of schools persists, in other areas there is a grave lack of school facilities. As far as possible, each class of each school should contain its full complement of pupils, while no teacher should be required to teach more than one class at the same time.

Educational statistics also disclose the fact that in many provinces, the proportion of trained teachers is sadly inadequate and that the academic qualifications of many, even of those who have received training, are very limited. Even in

providing facilities for training which are admittedly inadequate, serious diffusion of money and effort is often caused by the maintenance of an excessively large number of minute training classes.

LOWER SECONDARY STAGE

The Board have proposed a radical departure by advocating a "lower secondary stage, which will provide a self-contained course of general education and will constitute a suitable foundation either for higher education or for specialised practical courses." In view of the fact that, over and above this stage, there is to be a higher secondary stage, the proposed secondary stage will be of shorter duration than at present and its object will be to provide a suitable measure of general education to pupils up to (approximately) 15 years of age. The completion of this stage will mark the main point of diversion from a purely literary form of education; it will be of special advantage in that it will not only take place at an age when pupils will have acquired a suitable basis of general training for their subsequent technical training, but also when they will not have become too old and 'set' to appreciate the value of practical training.

The Government of India welcome the recommendation that, "in rural areas, the courses at this stage should be attuned to rural requirements," and that the importance of rural reconstruction has thereby been emphasised. The progress of the countryside is dependent upon the support of an indigenous agency and cannot be promoted effectively by sporadic and largely inexperienced efforts from outside. It is unfortunate, therefore, that the trend of the present educational system is inimical to rural progress to the extent that many boys and girls, who might have provided that essential agency, are now led away to the towns in order to receive a purely literary form of education, and, by so doing, not only congest still further the high schools but also become very largely lost to the service of the countryside. The courses of instruction in vernacular middle schools should therefore "be attuned to rural conditions and requirements" and the teachers in those schools should be in sympathy and in close touch with the work of rural reconstruction. Such improvement in vernacular middle schools would also react favourably on the progress of primary schools in rural areas, as it is from them that the most suitable primary teachers are recruited.

PRACTICAL TRAINING

In the matter of practical training which would ordinarily follow the completion of the shortened secondary course the Government of India adhere to the opinions which they expressed in paragraph 9 of their previous letter:—

"Though, of course subjects such as manual training, drawing and nature study should be developed in all secondary schools and though pupils in these schools should be encouraged to take part in practical pursuits, it is debatable whether the inclusion of vocational subjects, along with literary subjects, in the ordinary secondary schools and colleges is the best means of achieving the object which the Universities' Conference had in view. To be successful, vocational training requires somewhat expensive equipment and, above all, experienced and practical teaching; it seems obvious, therefore, that resources should not be dissipated, but should as far as possible be concentrated in institutions designed for the purpose. Moreover, there is danger that haphazard intermingling of vocational and general study may defeat the very object which it sets out to achieve; pupils may be tempted by the bait of somewhat superficial and desultory vocational training to prolong unnecessarily their literary studies and thereby to drift

aimlessly into paths which are unsuitable to them. This danger should be avoided.

"It is on these grounds (among others) that the proposal of the Universities' Conference that vocational training should ordinarily be provided in *separate* vocational institutions also deserve attention."

The Board have endorsed these opinions by their recommendation that in the main, pupils should be diverted to occupations or to *separate* vocational institutions "at the close of appropriate stages."

It is of vital importance that the proposed scheme of practical training shall be well-devised and shall afford an effective substitute for the purely literary education which, in the case of many pupils, it will replace. An ineffective substitute would do more harm than good. The Board have, therefore, stated that "expert advice would be of value in organising the scheme of reconstruction outlined above."

EXPERTS FROM ENGLAND

These are comprehensive and far-reaching recommendations. The Government of India are naturally anxious that they should receive early and sympathetic attention from local Governments, primarily because of the recognised and pressing need for dealing urgently with the problem to which these recommendations relate. Some provinces, notably in the United Provinces, have already given practical proof of their realisation of the need for prompt action. This encourages the Government of India to hope that the initiative of the Board will stimulate effort in other provinces as well. In particular, where reconstruction involves preliminary exploration and planning, it is earnestly hoped that this task will be undertaken and completed as rapidly as circumstances permit. It was urged by some members of the Board that the Government of India should make a substantial grant annually to assist the provinces in educational reconstruction. It was pointed out, at the time, that, education being a transferred provincial subject, this was not constitutionally permissible and that, in any case, the Government of India's other commitments would not permit of such a step. But, while substantial or recurring financial assistance is not possible, the Government of India are willing, as an earnest of their practical sympathy with the scheme of reconstruction recommended by the Board, to render assistance to local Governments that may need it for a specific purpose. The suggestion of the Board, which, in their opinion, is likely to prove specially fruitful is the one for enlisting expert aid for the planning of vocational training. One provincial Government has already approached certain authorities overseas with a view to obtaining such advice. His Excellency the Governor of the Punjab also observed, in his last Convocation address to Punjab University, that "we have not the information necessary to reach sound conclusions as regards either the proper lines on which to develop technical education, or the industries which might absorb the students when trained." If the Government of Madras, etc., feel that they should take steps to elicit advice from persons who have "practical knowledge and experience of conditions in the West," the Government of India will be glad to help in the selection of such experts and will also defray the cost of their visit, provided that the amount involved is not large. The Government of India will be glad to hear, on or before June 15 next, whether the Government of Madras, etc., desire to avail themselves of this opportunity.

VIEWS OF LOCAL GOVERNMENT INVITED

The details of a scheme involving the use of the services of such experts will have to be worked out by each local Government to suit its own requirements. What

the Government of India contemplate is that each province should prepare beforehand, in consultation with those concerned, the data on which advice could be given. Local conditions and requirements will determine what the scope of this preliminary investigation should be. It is certainly not the desire of the Government of India that the whole field of education should be reviewed yet again. All that need be attempted will probably be the bringing up to date of information which would enable the experts to advise how the general educational foundation should be adjusted to the ideals recommended by the Board and a scheme of vocational training erected on this foundation. Considerations of economy, as also impossibility of securing a sufficient number of experts to visit each province separately at the same time, will probably necessitate regional grouping of provinces, which a limited number of experts may be able to visit within a reasonable compass of time in order to confer with the educational and other authorities and then frame their recommendations, as to how facilities for practical training can best be provided. These details will be worked out after the wishes of local Governments on the main proposal have become known to the Government of India.

The Board also made important recommendations towards relieving the strain of unemployment by the organisation of Unemployment Bureaux and by training masters who would assist pupils in the selection of particular courses of study. The attention of provincial Governments is directed to these recommendations and, in particular, to the subsequent recommendation that they should "explore the possibility of finding new avenues of employment and occupations." The report of the United Provinces Unemployment Committee contains valuable suggestion in this direction.

SUPPLY OF REPORT REQUESTED

The Board also considered a suitable procedure for the conduct of business on the basis of a memorandum prepared by the Educational Commissioner. A copy of the memorandum, together with the modifications made by the Board, is enclosed for information of provincial Governments (vide Appendix to Resolutions). The Government of India would be grateful if provincial Governments would forward to each member of the Board, and also to the office of the Board, copies of annual and quinquennial reports, of Government resolutions bearing on educational matters, of reports of educational committees and of such other documents as may be of special interest. A list of the names and addresses of members is attached to this letter. The Government of India adhere to their previous opinion that "it is essential to the effective working of the Board that its agenda should not be congested by excessive details and that its members should have ample opportunity of considering the broad outlines of the advice which will be tendered by them." They hope that provincial Governments will bear these considerations in mind in submitting proposals for review by the Board. Such proposals (together with explanatory memoranda) should be forwarded to the Educational Commissioner on or before July the 1st in each year.

Attention is also directed to the Committees which have been appointed by the Board. It is the intention of the Board to co-opt on each committee a few persons who are not members of the Board, but who possess special knowledge and experience of the problem which each committee will examine. The Government of Madras, etc., are requested to forward at their early convenience the names of two or three persons who would form a panel from which the co-opted members of each committee would be drawn.

A QUESTIONNAIRE ON ELEMENTARY EDUCATION

TRICHY DISTRICT TEACHERS' GUILD

At the last Provincial Educational Conference held at Salem the following resolution was passed: 'In view of the widening of the franchise, this conference invites the attention of the Ministry of Education to the urgency of the need for free compulsory education for all boys and girls of the Province and requests the Trichinopoly District Teachers' Guild to study the problem in all its aspects and submit its report before the end of September 1936.'

The following questionnaire is now issued to elicit the opinions of those who are interested in the problem.

1. Who is responsible for Elementary Education?
2. What should be the goal of Elementary Education?
3. Who is to finance Elementary Education?
4. Should Elementary Education be self-contained?
5. Should Elementary Education offer only the 3 R's?
6. Should it offer instruction in local arts and crafts?
7. What subjects should be taught in Elementary Schools?
8. What should be the duration of the Elementary school course?
9. What should be the minimum qualification of Elementary school masters?
10. What should be the hours of work in Elementary Schools?
11. What methods are necessary to ensure regularity in attendance?
12. Are text-books necessary for Elementary Schools?
13. What methods should be adopted in the teaching of children in Elementary Schools?
14. Should denominational institutions exist?
15. Should the administrative and academic side of the management be different?
16. What methods do you suggest for making compulsion effective?
17. What grant formula do you suggest to award grants to Elementary Schools?
18. Do you want to continue the Educational Council?
19. What amendments to the Elementary Education Act do you suggest?
20. What should be the nature of inspection in Elementary Schools?
21. Is there need for an examination at the end of Elementary School course?
22. What should be the minimum salaries of teachers in Elementary Schools?
23. What is the number of pupils in Elementary Schools in your jurisdiction?
24. What is the total strength in each standard?
25. What is the number of Elementary School teachers in your school?
26. What is the number of untrained teachers in your school?
27. Have you buildings of your own to house the Elementary School?
28. What are your receipts and expenditure in the Elementary School?
29. What is the average attendance of each standard?
30. What are the facilities for the education of the teacher in your school?
31. Are you for co-education?
32. What difficulties do you experience in the class room?
33. What suggestions have you got to make towards improving the efficiency of the school?
34. Are you in favour of instituting a license to open a school?
35. Are you in favour of additional taxation to finance Elementary Education?

36. Are you of the opinion that there is wastage and stagnation in Elementary Schools?

37. Are you in favour of penalties on parents for neglect of their children's education?

38. Are you in favour of consolidation before expansion?

39. Are you in favour of a local school programme for each locality?

40. What suggestions have you to make about the future lines of advance of Elementary Education?

May I request you to be so good as to send me your considered replies to the questions on or before 25-8-'36 so as to enable me to codify the views and present a report to the Guild at its meeting on 29-8-36.

Yours faithfully,

S. T. RAMANUJA IYENGAR,

Secretary.

Trichinopoly,

15-8-1936.

Name of Teacher
Association

School.

Address.

Date of Reply.

Station.

Signature.

FROM OUR ASSOCIATIONS

THE RAMNAD DISTRICT TEACHERS' GUILD

ANNUAL MEETING, SIVAGANGA

The annual meeting of the Guild was held on the afternoon of the 25th ultimo in the Rajah's High School, Sivaganga with M.R.Ry. A. M. S. Raghavan, Avl., B.A., L.T., President of the Guild, as Chairman, when 41 delegates from the various Teachers' Associations of the district were present. M.R.Ry. A. Narayanan Servai, Avl., M.A., L.T., Headmaster of the High School welcomed the delegates in a short speech, exhorting the Guild to be more alive to the interests of education and educators and to devote its special attention to the S.S.L.C. Scheme proposed to be introduced in place of the 1929 scheme.

The office bearers for the new year were elected, the President and one of the Secretaries being re-elected, with M.R.Ry. R. Sadhasiva Iyer, Avl., of the A. C. High School, Pallatur, being the new Joint Secretary in place of M.R.Ry. V. Aravamuda Iyengar of Karaikudi. Pallatur continues to be the Headquarters of the Guild for another year.

RESOLUTIONS

Annual Report.

1. That the Annual Report for the year just ended, as well as the Budget for the coming year, be adopted.

Disaffiliation.

2. That the Teachers' Association of the K. V. High School, Virudunagar, be disaffiliated, its arrears amounting to Rs. 24 be written off, and the same be communicated to the Secretary of the S.I.T.U.

Re: The S. I. T. U.

3. That, while the Guild regrets its inability to contribute anything towards the S.I.T.U. Building Fund, it appeals to all its members to contribute directly and indirectly towards the said Fund.

4. That the letter of the Secretary of the S.I.T.U. re: the Publishing concern, be recorded.

Salem Educational Conference.

5. That this Guild strongly condemns the Subjects Committee of the Salem Educational Conference in rejecting this Guild's Resolution (Printed as No. 21 in its List of Resolutions to be moved at the open Conference) as capricious, and is of opinion that the Secretaries of the Conference who surely knew their business having given it a place in the List of Resolutions to be moved at the Conference, it should have been allowed to be so moved, as it concerned the prestige of the S.I.T.U. and proposed to place its Executive above all controversy; and therefore requests the Secretary of the S.I.T.U. to let the Guild know the reason or reasons which made the Subjects Committee (of which the Executive of the S.I.T.U. were also members), reject it.

The new S.S.L.C. Scheme.

6. That the considered opinion of this Guild is that, for the purpose of a Secondary School Leaving Certificate Examination all the subjects (English, Vernaculars, Mathematics, Science, and History and Geography) should be compulsory: but to bring about the desired results of such a scheme of General Educa-

tion the Syllabuses in all the general knowledge subjects should be lightened considerably, and only men in touch with pupils of the Higher Forms and expected to know their capacities should have the framing of these Syllabuses.

District Sports.

7. That the annual sports in the district conducted by District Inter-School Sports Committee be held before the Dasarah holidays from this year, and the President of the above Committee be requested to comply with the request of the Guild in this matter in the interests of education.

Elementary Teachers' Conference.

8. That the Resolutions passed at the 10th Conference of the Ramnad District Elementary Teachers, held under the chairmanship of M.R.Ry. M. S. Sabhesan, Avl., M.A., Secretary of the S.I.T.U. on the 14th December last at Virudunagar, be re-affirmed for the serious consideration of the authorities.

Amendment to Rule III (i).

9. That Rule III (i) of the Guild be so amended as to exempt both Middle School and Elementary School Teachers' Associations of the district from paying the affiliation fee, the annual subscription being Rs. 3 in the case of both Middle and Elementary School Teachers' Associations.

After a sumptuous dinner to the delegates assembled, the Sivaganga School Teachers' Association playing the host, the Conference ended.

A. M. S. RAGHAVAN, B.A., L.T.,

President.

V. RENGASWAMI IYENGAR, B.A., L.T.,

and

R. SADASIVA IYER,

Secretaries.

MADRAS TEACHERS' GUILD

42ND ANNUAL MEETING

The 42nd Annual Meeting of the Madras Teachers' Guild was held on 15th August 1936 at the Kellet High School, Triplicane, Mr. M. D. Manickam presiding. There was a large gathering of teachers from all over the city.

The annual report for the year 1935-1936 presented by the Council of the Guild was adopted. The report mentioned in detail the activities of the various section of the Guild which consisted mainly in organising meeting and lectures on subjects relating to education. The Education Week was celebrated and the Guild organised an educational conference over which Prof. K. A. Nilakanta Sastri- gal presided. An Educational Exhibition was organised and it was opened by the late D. H. Boulton, I.C.S. The strength of the Guild stood at 628 at the close of the year under review. The financial position of the guild is satisfactory. A Music contest was held by the Women's Section in connection with the Education Week in October last. An appeal is made to the members to make liberal contributions so as to enable the Guild to have a building of its own. It was mentioned in the report that the Guild is considering the question of S.S.L.C results and that in the current year, the Guild has been asked by the South India Teachers' Union to investigate the problem of Secondary Education and the lines of its re- organisation.

OFFICEBEARERS

The following office-bearers were elected: Mr. M. D. Manickam, President and Messrs. K. Kuruvilla Jacob, M. S. Srinivasan and Miss K. N. Brockway, Vice-

Presidents; Mr. L. R. Chandrasekharan, Treasurer and Messrs. M. S. Sabesan and Syed Mahmood, Secretaries.

In representing the report, Mr. M. S. Sabesan, General Secretary, said that in view of the numerous criticisms regarding the S.S.L.C. results this year, a special meeting of the Headmasters of the City High Schools was held on the 23rd June last and a questionnaire was issued to all High Schools asking for information as to the percentage of passes in those schools in the previous years so as to collect the necessary statistics and consider what steps should be taken. He complained that replies were not easily forthcoming but as soon as they were received the Guild would consider them carefully.

The report was adopted.

Mr. T. P. Srinivasavaradhan moved the resolution "the Madras Teachers' Guild regrets that teachers in aided institutions are not in a position to derive such benefit from the provident fund as was expected at the time of the inception of this fund and resolves that the Council should arrange for a deputation of the guild to wait upon the Director of Public Instruction and to place the situation before him with a view to having suitable changes made in the scheme."

He said that there was no use of asking the Government to raise the rate of interest on post office cash certificates as money was available in the market at three per cent. There was enormous delay in purchasing cash certificates and delay in converting them into money. After a person retired from service for several months he was not able to get the certificates from the Government and for that period interest was lost and to a poor school master it would be really a great hardship. The Director of Public Instruction should be requested to see that certificates as soon as they matured should be returned to the teachers with the least possible delay. Again as soon as a person retired from service he became an ordinary investor and interest should be allowed from the date the District Educational Officer gave instructions for the closing of his account till the money was actually paid to the depositor.

Mr. S. K. Yegnanarayana Iyer seconded the resolution.

Mr. M. K. Ramamurthy said that the loss due to the low rate of interest given by the Government was considerable and efforts should be made to get an increase of the rate.

The resolution was carried unanimously.

With the Chairman's concluding remarks and vote of thanks proposed by Mr. M. S. Sabesan the meeting terminated.

PERIYAKULAM

**A SEND OFF TO MR. M. R. RANGASWAMI IYENGAR,
HEADMASTER, VICTORIA MEMORIAL HIGH SCHOOL,**

A special public meeting was arranged in the premises of the Victoria Memorial High School, Periyakulam by the school staff on 6-8-1936 to give a send off to Mr. M. R. Rangaswami Iyengar, M.A., L.T., who was under orders of transfer as Headmaster, Board High School, Uttamapalayam. Mr. S. Santhanakrishna Naidu Garu, B.A., Vice-Chairman and Government Pleader, Periyakulam presided over the meeting which the elite of the town had been specially invited. Tea over, a farewell address was presented to the outgoing Headmaster which contained a glowing tribute to his high qualities of head and heart.

Mr. P. S. Easwaramurthi Pillai, B.A., L.T. (Diploma in Physical Education), has succeeded Mr. M. R. Rangaswamy Iyengar.

THE TAMIL SCIENTIFIC TERMS CONFERENCE MADRAS

(Organised by the Madras Presidency Tamil Association, Tinnevely.)

AN APPEAL

Sir,

The rapid expansion of scientific knowledge, the enormous growth in the civilisation of the various countries of the world and the wonderful development of various systems of governments suited to the needs of the times have brought into play a fund of information and technical terminology which the foremost languages of the world have adapted and taken already into their own fold. Even our sister languages like Telugu and Malayalam have taken rapid strides in the proper direction while Tamil still lags far behind. Though the Tamil language is rich in its potentialities and has a vast literature of its own, yet, owing to the long neglect and apathy which it was its unfortunate lot to receive, it has not yet assimilated the terms specially required even for everyday use in modern life. Many attempts were made to restore Tamil to its pristine glory and to make it take its place in the forefront of the language. But all of them failed for want of sympathy and support. Now we specially appeal to the public to support the strenuous endeavours of the Madras Presidency Tamil Association to develop our mother tongue.

A list of Scientific Terms with their Tamil Equivalents was prepared by some experts and revised by Expert Committee, all organised by the Association. And this has been before the public for sometime. With a view to make the terms complete, comprehensive and authoritative the Working Body of the Association has taken the terms to be tentative and has invited various public bodies and persons to suggest variations or improvements thereto. Copies of the publication were freely distributed and are still being distributed to those interested in the line and suggestions for improvement were also invited with a promise to offer prizes to those who would suggest better equivalents. Many gentlemen have already sent in their suggestions and many more are expected to send their suggestions soon.

An expert Committee in which representatives of all such public bodies as the University of Madras, The Annamalai University, The South Indian Teachers' Union, The Tamil Sangams of Karanthai, Madura, Coimbatore, Satur, etc., etc., will find a place, is being formed and Swami Vipulananda has kindly consented to preside over the deliberations of the Committee. The Committee will sit at the Pachaiyappa's Buildings at Madras for a fortnight during the ensuing mid-term holidays and select the best terms suggested by the public and revise such other terms as may be found necessary. A public meeting will also be organised to celebrate the opening of the Conference on a grand scale. As the success of the attempt solely depends upon the interest evinced by the public we specially appeal to all lovers of the Tamil Language to sympathise fully with the movement, extend their patronage, become members of the Reception Committee and contribute their mite towards the success of the Conference.

... Yours sincerely,

(Sd.) T. S. Nataraja Pillay, B.A., B.L.,
(Advocate and President,
Pachaiyappa's Trust Board, Madras.)

6TH EDUCATION WEEK

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- (Sd.) Vidwan T. P. Meenakshisundaram Pillay,
M.A., B.L., Dip. Econ. (Advocate.)
(Sd.) S. K. Yegnanarayana Iyer, M.A., L.T.,
(President, South Indian Teachers' Union, Madras.)
(Sd.) M. S. Kotiswaran, B.A., L.T.,
(Secretary, Headmasters' Association, Madras.)
(Sd.) S. Anavaratavinayagam Pillay, M.A., L.T.,
(Retd. Reader, Tamil Research Department,
The University of Madras.)
(Sd.) Dewan Bahadur K. Devasikamony Mudaliar,
(Retd. Joint Registrar of Co-operative Societies, Madras.)
(Sd.) T. N. Seshachalam Iyer, B.A., B.L.,
(Advocate, and Editor, Kalanilayam, Madras.)

Madras,
August, 7, '36.

SIXTH EDUCATION WEEK

PROCEEDINGS OF THE FIRST MEETING OF THE CENTRAL EDUCATION WEEK COMMITTEE HELD ON WEDNESDAY, THE 19TH AUGUST 1936 AT 5 P.M. IN THE OFFICE OF THE UNION

The First meeting of the Central Education Week Committee was held on Wednesday the 19th August 1936 at 5 P.M., in the office of the South India Teachers' Union. Representatives of the South India Teachers' Union, the Madras Teachers' Guild, the Catholic Educational Council and the Women's Indian Association were present. Letters from associations assuring co-operation but regretting inability to be present at the first meeting were read. It was resolved to request His Grace the Archbishop of Madras to accept the chairmanship of the Central Education Week committee. Mr. M. S. Sabhesan was appointed convener of the committee.

It was resolved to celebrate the Education Week from Monday the 5th October to Sunday the 11th October 1936. It was also resolved that the central theme for the week should be "SCHOOLS AND CHARACTER TRAINING." The Central committee appointed a sub-committee to prepare the detailed day to day programme and also leaflets to parents, etc. These will be made available at cost price to centres celebrating the Education week if orders are registered before the 15th September 1936.

Rev. Fr. T. G. Duffy, on behalf of the Catholic Educational Council of the Madras Presidency, made a contribution of Rs. 10 towards the expenses of the Central Education Week committee.

The next meeting of the committee will be held on Wednesday the 9th September 1936 at 5-30 P.M., in the office of the Union.

THE TEACHERS' BOOKSHELF

Earth and Man. Book IV. An introduction to Science by Dr. Andrade and Dr. Huxley. Published by Basil Blackwell & Co.

Books intended for pupils in schools are ordinarily written to cover a syllabus presented by the Department, but the volume before us is unique since it suggests materials for a suitable syllabus. The entire series of which the present volume forms the fourth has been well-planned and the authors have done a great service to the cause of education and science. What is pointed out by them in the preface is clear from the manner in which the topics are treated. The authors intend to "present science not as a 'school subject' but as a living body of knowledge which is interwoven into everything around us, whether machine or manufactured articles or the play of natural forces, whether the life of the fields or the mysteries of the laboratories." This is really the point to be borne in mind in the teaching of science in schools and the present volume brings to the notice of pupils up-to-date information on the history of the Earth, the formation of rocks and Agriculture. The chapter on the improvement of living things takes the student to the recent developments in Biology and the last chapter on the history of science gives a panoramic view of the progress of science and the intimate relation between science and human destiny who will think that the topics dealt with in the series are far beyond the capacity of our pupils. The scope and point of view of general science are easily understood by a reference to the series including the present volume and it should be the aim of teachers in our schools to reach the standard. The numerous illustrations which have been specially prepared for the book are a special feature of the volume and it will be a great advantage if certain chapters are prescribed for detailed study under English. It is for teachers to make the best use of the series and they should arrange to keep sufficient number in library for the use of students.

The Homeland. Macmillan's Senior School Series. By H. J. Odell. (Geography Terminal books providing alternative courses for Third and Fourth years). Publishers, Messrs. Macmillan & Co. Price 1sh. 3d. 124 pages.

This small book on Great Britain (mainly England) is exceedingly valuable. Its outlook on Geography is unorthodox. The headings of chapters 'Where we live,' Finding the Way, How we live, Shelter, Clothing.....Power, Transport.... the Doorways.....London show a new approach to the subject. The information given is fresh, up-to-date (statistics) and novel. The chapter on Power is fine reading.

The language is simple, and can be easily understood. Difficult and unfamiliar terms and expressions have the attention of the student drawn to them in footnotes, things to do; other things to do. And the things to do are practical, simple ones which the reader can easily attempt.

C. S. R.

The Birth of England. Macmillan's Senior School Series. By Rosamund M. White, M.A., LL.B. Terminal Book B. From Stone Age to Norman Conquest. 109 pages. (1sh. 3d.)

The author's treatment of the subject is excellent. The language is simple and the few difficult terms employed are explained away, as in the case of other books in this unique series, in the footnotes. The subject matter is well chosen and includes a good many details (for example about the Roman occupation) not found in the older books. Quotations from original sources and from poems bearing on the subject matter have been judiciously introduced in the body of the text, with telling effect. It is a strikingly fine text book. I should like similar books to be produced for Indian schools on Indian History.

C. S. R.

The World Around Us. By H. W. Allam. Macmillan's Senior School Series. Pages 113. Price 1sh. 3d.

A clear sky on a moonless night has exercised man's imagination ever since his inquiring mind began to question. 'What' and 'Why'. And Proctor's famous book (read once again by me a week ago) gives an answer, understood and appreciated by people with advanced education. Mr. H. W. Allam had a more difficult task before him. He had to bring Astronomy to the senior pupils in English Elementary Schools. He has done it quite well. As in other books of this splendid series, this little volume is fine reading. The subject matter has been well-chosen and simply presented. The language, or rather the terminology is not simple, but every effort has been made to explain difficulties in the notes.

We in India have the constellations brought home to us as they appeared every month in the Indian sky by maps of the heavens printed in local magazines. One wonders how many really took the trouble of using them in scanning the sky. In this book, the appearance of the sky every quarter is explained clearly to the English boy and girl. The attempt to create a taste in this science so early in life is sure to create a taste for it in many of them in an impressionable age. The maps and illustrations in this and other books of the series are clear and telling and add considerably to the interest and usefulness of these volumes.

C. S. R.

The Complete English Syllabus. By Alys Mamour. Price 1sh. Published by Messrs. Macmillan & Co.

The complete English syllabus is designed to meet the needs of English pupils (ages 11 to 15 years) in all the branches of English. It is divided into five sections—Literature, Language, Study, Oral Composition and Written Composition. But rightly the author points out that 'Although for teaching purposes it is thus subdivided, the different branches of English must be regarded as separate subjects. Each is of importance only in so far as it contributes towards the whole.'

The course is a progressive one and is distributed over a four year work. It is praiseworthy that the selections, which are very wide, and well-chosen from the type of literature which will be most appreciated by boys and girls.

Most of the latest official suggestion of the Board of Education have been incorporated and we are sure this book will be of good help to all teachers of English and particularly to those in European high schools.

C. S. R.

not then think of passing resolutions urging that it should be consulted in regard to educational questions but it acts with the full knowledge that none can challenge its legitimate position in the body politic. The country needs today such a disciplined profession which will always have a sense of real values and will not hesitate to disseminate sound ideas regarding public education.

OUTLINE MAP

The Government of India has referred the recommendations of the Central Advisory Board of Education to the Local Governments for an expression of their opinion and have taken care to emphasise certain aspects in their lengthy letter. It is plain that the Government of India realises the imperative necessity of overhauling the system and adapting it to the modern needs. While the centre is so much pre-occupied with the problem of educational reconstruction, the extremities are rather cold and they are in no hurry to find a solution. Education has been a transferred subject for about fifteen years and the ministers in different provinces have had opportunities enough to give the country the benefit of their initiative and experience. In our own province the tours undertaken by the minister at the cost of the public exchequer do not form an occasion for him to explain to his countrymen how he proposes to act. It is very unfortunate that politicians belonging to all parties should choose to spend their time in the wasteful process of pointing to the mote in one another's eye. The man in the street is given plenty of materials from which he can infer that public life is not what it ought to be. There is a tendency on the part of our minister to wait and see what the Central Board will do. The resolution which is proposed to be issued is yet in the making.

The defects which are referred to in the official and non-official circulars and reports have not made their appearance all on a sudden and they are inherent in the system itself. They have been laid bare when it is found impossible to find employment for the numerous qualified people. Whether the system of education which is sought after solely for black-coated jobs is to continue any longer, is the primary question. Committees, Enquiries and Questionnaires cannot change the outlook of the people and it is for the politicians representing different shades of opinion to tell the people what they should be prepared to follow. The Government which is in possession of valuable information has, without any reserve, pointed out the necessity for radical reform but it is for the representatives of the people who in season and out of season complain bitterly about the defects of our educational system to sit down and consider the problem. It is for them to draw an outline map of our edu-

cational system so that the people may know how the system proposes to remove the defects.

Problems of finance and administration should be considered side by side and the men aspiring for power and position should go to the people and explain to them what is expected of them in order to make the educational system fruitful. What has been stated by Sir P. S. Sivaswami Iyer in the columns of our July issue about the lack of a definite scheme in regard to technical education is applicable to the sphere of education as a whole. He states as follows: "The Government cannot expect institutions of this kind (Aided Secondary Schools) to find still more funds for the purpose of giving technical education, if the whole of the educational cost is not found by the Government. Let me also add *that I have not hitherto seen any definite scheme of technical education formulated and announced by the educational department in connection with secondary schools.*" Nobody knows even after a hundred years of Western education what the educational policy or programme of the Government is. It is this lack of policy or programme that prevents any one interested in education from understanding the reasons for the different measures adopted by the Government from time to time. The letter of the Government of India invites the attention of the Local Governments to (1) the necessity for improving the quality of instruction in elementary schools through the appointment of properly qualified teachers and (2) the desirability of modifying the system "in such a way as not only to prepare pupils for professional and university courses, but also to enable them at the completion of appropriate stages, to be diverted to occupations or to separate vocational institutions." The whole question of educational reconstruction hinges upon the diversion of pupils at different stages from the purely literary courses for which they have no aptitude. There can be no two opinions about the need for diversion. Any reform which is proposed to be adopted should rest on a sound system of Elementary education which should "provide at least a minimum of general education and training or which will ensure permanent literacy." It should be distinctly understood that the problem of educational reconstruction should not be viewed from the angle of reduction in the total amount allotted for education. No one can be opposed to the idea of making the most economic use of funds but it will be a great mistake if any one should entertain the notion that the reform of education will result in the reduction of expenditure. As a matter of fact, no reform will be possible at the present moment unless the Government is prepared to spend more money, especially because the organisation of technical institutions will increase considerably the total expenditure. The time before us is short and a definite step has to be adopted. We

EDITORIAL

EXPERTNESS :

Teachers often complain that the authorities and the public are not keen on getting expert advice from the teacher with regard to educational questions. We have no hesitation in saying that this unnatural attitude is detrimental to the cause of education. One will, however, be tempted to ask whether teachers have shown any inclination to offer an expert opinion on educational matters in and outside the classroom. We frequently hear complaints that boys are required to purchase a number of note-books and books to no purpose. A reference to the load of books and note-books which a child carries to the school is made by public men on ceremonial occasions in schools with a view to emphasising the unreal or unpractical atmosphere in schools. What has the teacher to say in regard to such questions? A section of teachers may honestly think that it is none of their concern to go into the merits of such questions and may even prefer to leave those questions to be decided by others. It is this attitude that has undermined the position of the teacher. If the teaching profession be not regarded as an expert body whose advice should be sought as a matter of course, the blame is not altogether on the part of authorities and public men. A body which can wield its pen effectively and which can become vocal when its sphere of action is interfered with, will always be respected. The teaching profession can make itself heard if the public knows that it has an independent and well-informed opinion on educational questions. This expert position is possible only when a large number of teachers are willing to equip themselves properly for the responsible position of the teacher in the Twentieth Century either as assistant masters or headmasters or inspectors.

One common item of school activity about which there is a good deal of controversy is the *Homework*. There are people who maintain that *Homework* is essential. They would go so far as to set no limit to it. Others there are who question the soundness and need for homework from an educational point of view. Behind this vexed controversy, lies the deep-rooted conviction that the time spent by the pupil on anything other than the subjects for the public examination is a waste. Teachers may express their appreciation of the modern trend in Western countries that the whole child should be attended to but they are slow to apply it to their own schools. Mr. E. A. Loftus has, in his book on "Education and the Citizen," given us a few of the replies he had received to his question "What need is there for

homework?" Some seek to find a shelter by saying that it (*Homework*) is *customary* while a few others consider it *good for children to be occupied*. There are also persons who say "it is good for children sometimes to work out their problems alone." A reply which may appear curious is that "Boys and girls must be kept off the streets at night." It is not difficult to get behind the unconvincing answers and to point to the real purpose which the homework is intended to fulfil; and in the words of Mr. Loftus, "the demands of the school certificate examination make homework necessary as a supplement to the day's work." He refers with great feeling to the uneducational character of homework as follows:—

"What began as an institution for keeping pupils in the Boarding schools out of mischief in the evening class has developed into a tyranny functioning to enable Day schools, as well as Board schools, to gain examination results."

Homework may in itself appear as a trifle but the teacher who prescribes it has to bear many points in his mind. He has to take into consideration the age and health of pupils, the conditions at home of the pupils, the need for recreation and physical exercise, the evil effects of undue strain resulting from monotonous work and so on. Can anyone say that all these points are kept in mind while homework is prescribed? What should be the condition of the pupil if homework be prescribed by each of the several teachers with whom the pupil comes into contact? What makes the work of the teacher a subject of criticism or even ridicule with laymen, is the general feeling that the welfare of the pupil is being ignored altogether. It may be that parents are keen that their children should do well. But they are the very persons who are in the habit of complaining bitterly about the lack of imagination or sense of proportion on the part of teachers. The position becomes worse when the so-called homework is a mere copying of the notes dictated in the class by the well-meaning teacher. Just imagine the serious consequences to pupils who spend the evenings in squatting on the floor of a dark room and copying the notes in twilight.

What applies to homework holds good for other activities of the school. The why and the wherefore of every measure adopted by the school should be made plain to the public. A teacher who is keen on realising the responsible nature of his task and on maintaining his expert position cannot any longer consider school work a rule of thumb process. A mechanical teacher may teach a subject and cover the syllabus but he will leave no impression on the young living pupil. The moment the teaching profession in our province understands the obligations of a learned profession, it will feel a great change has come over it. It does

feel that the Government should at once discuss the problem with the representatives of the management, private and public, and find out the extent to which support from the managing bodies may be expected. It will pay in the long run if the Government should take the management into confidence and adopt a liberal plan of subsidy and aid. A concentration and consolidation of secondary schools will become necessary and the managing bodies may be induced to divert their resources to technical schools. There is also a need for the Government to take into confidence the teaching profession in deciding upon a plan of action. The general principles which ought to guide us in formulating an educational programme can be made acceptable only when an opportunity is given to the teaching profession to express its views. In the beginning, a supply of suitable teachers may not be available for service in technical schools and the example of Bulgaria may be followed with advantage in our province. When a number of secondary schools have to be amalgamated or transformed, a number of trained teachers may, for the time being, be thrown out of employment. Such of them as are inclined to become qualified for service in technical schools may be given facilities and special emergency training facilities may be provided to give the necessary training. In the period of transition, adjustment should be possible so that the change may be effected without causing unnecessary dislocation.

The Syndicate of the Madras University is reported to have suggested, perhaps with a view to divert pupils from the University classes, that the age of entrance for Government service be lowered. This novel suggestion may cause hardship while it may not help us to solve the problem. Now that the public examination is held by the Madras Services Commission for the recruitment of candidates to the Government service, it is a matter for serious consideration whether the public examination at the end of the secondary stage may not be abolished. There is much to be said in favour of the suggestion of the Syndicate that the University should conduct its own entrance examination. We appeal to teachers to consider the different points referred to in the letter of the Government of India published elsewhere and to help the authorities and the public with their views.

MADRAS AND BOMBAY.

Elsewhere we publish an announcement of the Bombay University regarding their M.Ed. degree, a research degree in Education. We invite the attention of our readers to the regulations governing the admission of teachers to the degree. We hate to make comparisons but we are compelled to draw the attention of our readers to the dis-

cussion in the Academic Council on Saturday the 29th on the subject of introducing a higher degree in teaching. Some years ago, the Senate suggested the introduction of such a degree and the Board of studies in Teaching brought certain proposals before the Academic Council last year. The proposals were referred back to the Board of Studies in Teaching. With some modifications, the Board brought the question again before the Academic council and that body, it is reported, has approved the proposals. The proposals include the institution of two degrees in addition to the existing L.T. An L.T., is to appear after a further period of training for one year to qualify for a higher degree which would entitle him to hold an administrative post like an Inspector or a Headmaster. A higher research degree is also proposed to be instituted and candidates will have to qualify for that degree after a course of training in the training colleges under University professors of Education. There will be no difference of opinion with regard to the need for a degree to be earned after a course of two years and if a referendum be taken, the opinion will be quite against the institution of a course of two years. The need for facilities for being up-to-date will always exist but the training college is not going to give any special training to the would-be Headmaster or Inspector. We welcome the idea of a research degree and there is great scope for original work. A provision for a research degree is sure to encourage the spirit of original work and a solution for the several problems of the classroom may be found. It will be beginning at the wrong end if the regulations should compel an L.T. teacher to attend a Training college or to work under the guidance of professors. In spite of the existence of five Training colleges in our province, it is not found possible for the teaching profession or the public to get from them any suggestion or result of practical use. Since the research work will have to bear relation to the experience of the classroom, it is very desirable to give a measure of freedom to the research-minded teacher who will certainly take advantage of facilities in the training college if they be available or if there be a need.

SIXTH EDUCATION WEEK.

The Sixth South Indian Education Week will be celebrated during the week beginning with October 5, 1936. A strong Central Education Week committee has been constituted and the committee is now drafting the day to day programme. The central theme for the week is "SCHOOLS AND CHARACTER TRAINING." A nation's future is known by its schools and a nation which is to progress has to

see that its children grow on healthy feet and carry a very high moral sense with a well-developed will. It is the duty of the schools to train the character of the pupils entrusted to its care. The theme, we should say, has been wisely chosen and the Week should give an opportunity to teachers, parents and all interested in the progress of the nation, to think seriously what the schools are doing to build up good character, and what should be done to enable the schools to discharge their duty aright. We would appeal to all school authorities to take immediate steps by forming Local Education Week committees for celebrating the Education Week (5th October to 11th October). The handbook of suggestions will soon be ready and copies can be had of the Convener, Central Education Week Committee, 41, Singarachari Street, Triplicane. (Single copy Annas Four. 12 copies Re. 1).

The September issue of the *South Indian Teacher* would be a double number. It will contain articles on topics relating to the Education Week. It will be issued on the 2nd October, so that it may be in the hands of subscribers on the eve of Education week. Non-subscribers requiring copies of the journal should register their orders. The price per copy will be Annas Twelve inclusive of postage.

We are glad to be able to announce that His Grace the Most Rev. Dr. L. Mathias, S.C., D.D., Archbishop of Madras has very kindly consented to be the president of the Central Education Week Committee.

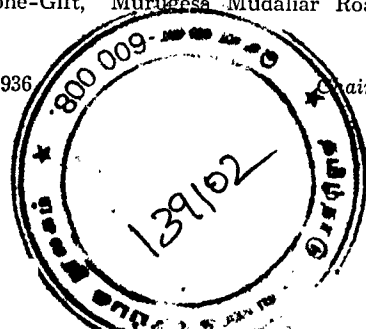
**THE LATE REV. FATHER BERTRAM MEMORIAL FUND
COMMITTEE**

AN APPEAL

The Father Bertram Memorial Committee desires to bring to your kind notice that, at the Sheriff's meeting held on the 25th July, 1936, it was resolved that steps should be taken to perpetuate the memory of the late Rev. Father Bertram, S.J., by commemorating, in a suitable manner, his eminent and varied services in the cause of education. It is desirable that the memorial should be such as would indicate the honour due to his great personality and also further the educational causes so near and dear to his heart. The committee requests one and all of you to make a liberal response to this appeal and send your generous contribution so as to make the memorial a great success. The final form of the memorial will be decided by the committee later. Remittances may be sent to Rao Bahadur R. Krishna Rao Bhonsle, I.S.O., "Stone-Gift," Murugesu Mudaliar Road, Tyagarayanagar, P.O., Madras.

Madras, 11th August, 1936

Chairman, F. B. M. Committee.



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THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND.

Dear Sir,

Some how, some day, each and every one of us would like to feel that our daily Bread did not come wholly from our daily efforts—that there is a Sum of Money saved for the rainy day or as a provision for our dependants in the event of any unforeseen risk on the life of the bread winner.

So many people think they will begin to make provision "After a while". But the "After a while" never comes unless we make an early start.

It is not the money you Spend now that will make you comfortable by and by. It is the provision that you make Now and during all the Nows of your PRODUCING YEARS.

Experience has shown that provision for old age must be begun early to be really successful.

Is there a better way of making this provision than insuring your lives—especially with a Professional Organisation like the S. I. T. U. Protection Fund?

Why don't you decide now to join?

The office of the Fund will be glad to furnish you further details.

Won't you write to the office at the earliest opportunity and join the Fund at least for one unit?

41, Singarachari St.,
Triplicane, Madras

Fraternally yours,
M. K. RAMAMURTI,
Hony. Secretary.