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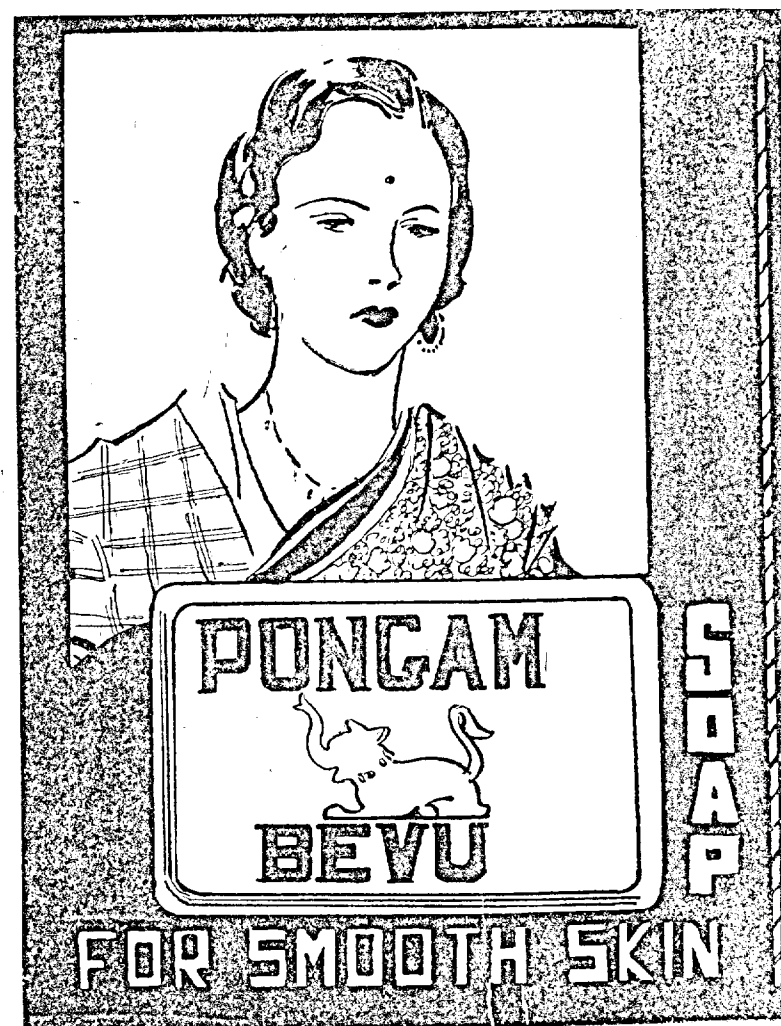
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CONTENTS.

	PAGE
THE TRAINING OF GRADUATE TEACHERS by Dr. G. S. Krish- nayya, M.A., Ph.D.	.. 51
A FEW SUGGESTIONS ON LANGUAGE TEACHING by Mr. A. S. Venkatraman	.. 57
MESSAGE OF ADULT EDUCATION by Rao Sahib S. R. Ranga- nathan, M.A., L.T., F.L.A.	.. 60
ALTERNATIVE COURSES OF STUDY IN THE HIGHER FORMS OF THE SECONDARY SCHOOL STAGE by Mr. T. P. Srinivasavaradan, B.A., L.T.	.. 73
SOME SUGGESTIONS CONCERNING LEAGUE TEACHING by Jean Piaget	.. 77
ELEVENTH ALL-INDIA EDUCATIONAL CONFERENCE, 1935	82
XXVII PROVINCIAL EDUCATIONAL CONFERENCE	.. 88
GLEANINGS	.. 90
TIT-BITS FROM THE EDUCATIONAL WORLD	.. 92
THE SOUTH INDIA TEACHERS' UNION	.. 94
FROM OUR ASSOCIATIONS	.. 97
WORLD FEDERATION NEWS	.. 100
THE TEACHERS' BOOK-SHELF	.. 101
EDITORIAL	.. 102

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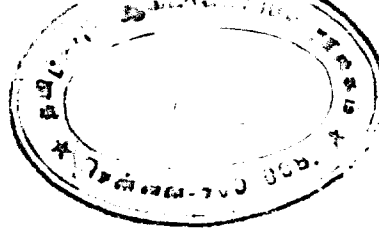
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THE SOUTH INDIAN TEACHER

Vol. IX.

February, 1936

No. 2.

THE TRAINING OF GRADUATE TEACHERS

(A Survey* Based on a Questionnaire)

BY

DR. G. S. KRISHNAYYA, M.A., PH.D.,

Teachers' College, Kolhapur

Scattered across the length and breadth of the country are 21 institutions for the training of graduate teachers. Ten of them are managed by Government; four are run as departments of universities; five** are financed by Indian States, and four are conducted by missionary bodies. Of these twenty-one, only six are meant for women students—two are provided by Government and four by Christian missions.

Representatives of these institutions have never met together to discuss matters of common concern. Through the sharing of experience and opinion much loss and inefficiency could perhaps be avoided. The world has accepted the value of group discussion but true to the conservatism of the profession, the trainers of teachers have preferred to carry on each in his own way and without the benefit of his neighbour's different experience. No doubt there are obstacles in the way, but they are no more serious now than were those at one time in the way of the universities getting together. As will be seen from the findings of the survey, there is such a variety of practice and opinion in the field that the periodical gathering of those involved in the training of teachers is likely to yield substantial results. It is possible that by joint discussion with others in the field, those differences might be reduced, and it is also possible that by the same process some of them might be strengthened and confirmed—which also being in the light of larger evidence and experience is much to be desired.

* Presented by the writer, as Secretary, to the Teacher-Training Section of the All-India Educational Conference, Nagpur.

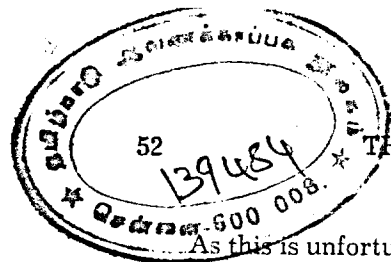
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THE QUESTIONNAIRE

As this is unfortunately not yet possible it was felt that it might serve as a partial substitute to have a questionnaire embodying some of the important matters sent round to the different training colleges in India. So a questionnaire was prepared and sent to the institutions which train graduates. The inter-university Board publication, which must be mentioned in this connection, containing Mr. Gordon's survey of the Training of Teachers deals with the facilities and requirements from the university's point of view. The Questionnaire was meant not merely to discover changes made since the publication of that survey in 1932, but much more definitely, first, to collect the experience of the colleges themselves, and secondly to obtain the opinion of the principals and staffs on present practice and possible alterations.

The Questionnaire consists of five pages dealing respectively with 1. The Training Course, 2. Practice Teaching, 3. The Practical Examination, 4. Staff and Students and 5. What the Training College can do. The matter contained in the Questionnaire will be evident presently.

Replies were received from eleven colleges. In view of the partial response it is theoretically impossible to arrive at any valid generalisation. Had all the colleges co-operated it might have been possible to pass beyond the present status of probability to one of certainty. Unfortunately it is not generally realised that it is just as possible to generalise about opinions held at a particular time as it is about conditions prevalent during a certain period. The former may not carry any certainty regarding the rightness or wrongness of a specific procedure but has great index value.

1. THE TRAINING COURSE

Subjects.—With data which is not exhaustive it appears that Principles of Education, Educational Psychology, Methods of Teaching and School organization represent the greatest common agreement. History of Indian Education, Current Indian Education Problems, Comparative Education, Modern Methods, Educational Hand-work, Child Psychology, Experimental Psychology, Educational Classics, Physical Education are required in one or another college but in no college are all of these to be found. Nor is any subject in this latter list taught in all the reporting colleges.

Fees.—In some Government Colleges no fees are charged, except for outsiders. The highest fee charged anywhere is at Benares, Rs. 200-8-0, and it is interesting to note that here they have the largest number of applications—10 times the required number. There seems to be therefore, no relation between cheapness and popularity!

Duration.—The duration of one academic year of 20 to 37 weeks is considered by some to be alright for teachers in service. If the course could be extended over another year, the following subjects and activi-

ties, we are informed, could find a place in some of the institutions:—Educational measurement, experimental psychology, class-room psychoanalysis, educational handwork, administration of education, modern experiments and problems, excursions, civics, and enrichment of the present subjects, foreign systems, and more practical work.

The difficulties in the way of having a two years' course are stated by some to be chiefly financial for the student and the management of his school. Some of the colleges will need more accommodation. One mentions, "Conflict between Universities and Departments of Public Instruction on the question of control" and "the unintelligent criticism of people who do not understand."

Post-graduate Degrees.—The pre-requisites for admission to post-graduate work mentioned as existing or as desirable are Vocational Tests, B.T. and three years' experience, sound scholarship, ability for research and successful teaching. Some Colleges are content with a B.T. or L.T. degree. Facilities do not exist in all the colleges for starting a post-graduate course.

Amongst subjects taken up or considered suitable for research are mentioned—Vocabulary Building Tests, Word Frequency in the Vernacular, Achievement Tests in the different subjects, Reading Interests of children at various stages, Investigation into Scholastic and Mental Tests of Boys, Place Names in Geography, Dates in History, Examination, Marking, Speaking Vocabulary, and Dacca which has had a post-graduate course for over four years has encouraged research to a remarkable extent and can claim 25 interesting studies.

2. PRACTICE TEACHING

The amount.—All the colleges replying require some amount of practice work, some as many as 60 periods and some as few as 12. In Madras no minimum is laid down by the University. In Baroda two months of intensive work is done by the students under training. The variation of practice work done by a student in a month ranges from 4 to 60 periods. Ideally, according to one, it would be desirable for a student to have altogether 3 months' intensive work, according to another 100 periods, but the rest would be content with 20 to 30 periods. Benares feels that no hard and fast rule can be laid down as it depends on the individual student-teacher. There seems to be no agreement either, as to when practice teaching should begin.

Supervision.—The College staff seems to share, in varying degrees, with the Head Master and the staff of the practising school the supervision of practice work in the majority of the reporting institutions. Practice teaching takes from one seventh to one half of the College working week.

Practising School.—The vast majority of the Colleges have their own practising schools, and in addition, have to use several other schools

in the neighbourhood—some as many as 9. Training Colleges engage from $\frac{1}{2}$ to $\frac{1}{12}$ of the total working week of the practising school or schools.

Subjects.—Students are required to practise teaching a maximum of 3 subjects and a minimum of 2 subjects.

Marks.—There is no agreement regarding the number of marks set apart for practice work or the ratio between marks for Practice Teaching and those for the practical Examination. In some institutions no marks are awarded at all but in others 100 to 300 marks are earmarked for the work of the year and the percentage in the total varies from 33 to 50.

Supervision Technique.—Regarding the nature of supervision, there is marked unanimity. In every case it is said to consist in approving the lesson plan, assessment, criticism and suggestion.

Co-ordination.—Continuity and efficiency in the work of the Practice School can be maintained, it is felt, by close co-operation between the staffs of the school and the College, by closely following the School Time-tables, by consultation with, and attendance of, the school staff and by having the practising school directly under the College.

Model Lessons.—Most of the Colleges arrange model lessons which are useful and should be continued. Some are not sure of their worth.

3. PRACTICAL EXAMINATION

Its Value.—Not all the Universities conduct a practical examination for the teaching degree. The few colleges who do not have a practical examination are against it as well as one or two others who consider it unreliable. The measures suggested for making the test more reliable are more thorough supervision and greater weight age for the year's performance. Those who once had a practical examination and have dropped it have done so owing to financial considerations, the numbers to be examined, the artificial conditions inevitable and the nervous strain of it all. Instead, they would recommend joint discussion of the staff and reliance on the year's work.

Marks.—From 100 to 300 marks are awarded at the practical examination by the Colleges which conduct a practical test. This represents from $\frac{1}{6}$ to $\frac{1}{2}$ of the total for the whole examination, and is independent of the results of the Theory examination. These marks are awarded on the basis of one and in some cases two lessons. There is difference of opinion as to whether a candidate should be passed if he has failed in his year's work, but the general feeling is that in borderline cases College marks should help.

Examiners.—Nowhere are there less than two examiners, and the number varies with the number of candidates. The number of external examiners is from twice to 5 times the number of internal exami-

ners. The examination lasts from 1 to 18 days and examiners are found to vary noticeably in their capacity. Some can examine 25 candidates a day and some are reported to be trusted with only 7. The remuneration varies from 1 Re. to 3 Rs. per lesson and in one case the examiner is reported to be treated as state guest, paid T.A. and given a cheque for Rs. 100 as well!

The Time.—The idea of having the examination a year later, in the teachers' own school, does not find favour. The best time is considered to be after the course and before the examination in theory.

4. STAFF AND STUDENTS

Pre-requisites.—Some of the pre-requisites for admission are admission tests, experience and minimum and maximum age. But they are not universally demanded.

Students.—The number of students varies from 30 in Baroda to 160 in Saidapet, Madras. Everywhere the colleges have more than they can conveniently accommodate. In Trivandrum it is half as many more. There seems to be great demand for training facilities and very inadequate provision. The number of applicants for seats in Training Colleges is from twice to seven times the seats available. Nor are all the students applying for admission, poor stuff. In the different colleges there are amongst others, some first and second class graduates and some M.A.s and some M.Sc's.

Staff.—All the colleges reporting have drawing and drill masters and in addition some have 7 and some 9 members on the staff. These members are taken from the ranks of teachers, headmasters and inspectors in varying proportions. There are still comparatively few with research degrees in the colleges, in many colleges none at all, in a few as many as two, in one case three. Contributing papers to conferences and journals is not uncommon though there are some colleges where the staff is not known to have published or presented in any articles. The writing of books is a rarer activity though in some colleges there are as many as four members who are authors. The Training College seems to be no congenial soil for research. After joining the Training College, very few have done research in education. In one instance four members are reported to have done research of some kind and in a few others two and in other case none at all. Lack of leisure and facilities are usually held responsible. The number of hours of work per week varies widely in the different institutions: in one it is two and in some over twenty, and in the rest between 12 and 20.

5. WHAT THE TRAINING COLLEGE CAN DO

Research.—All are agreed that the college should undertake research, but only a few are equipped to do so now. A few colleges have

already conducted research and experiments. Amongst the factors which are necessary are mentioned funds, leisure, psychological laboratory, apparatus, experience, bigger staff and a practising school under the college, but funds and leisure are repeated by the majority. The experiments and research considered suitable have been mentioned earlier but to them might be added the effect on children of noon feeding, the education of bright, subnormal and normal children, the relation of and growth, achievement tests and the relation of height and weight in Indian school girls.

Refresher Courses.—The majority of the Colleges are confident of their ability to conduct refresher courses, but some feel that the University should undertake it and some the Department.

Training of Head Masters and Inspectors.—The vast majority of the Colleges reporting consider it desirable to have a course of the training of head masters and inspectors, and about half of them believe that the Training College can manage it. Some need funds and staff for that purpose.

Contact with the Alumni.—All the colleges keep a record of their alumni, though not always a complete one. Amongst the suggestions made for keeping in closer contact are the maintenance of employment registers, the arranging of lectures, socials and Old Boys' Days and the publication of magazines. These measures are now tried in some institutions. Only a few colleges have their own journals but as many more are interested in the idea.

CONCLUSION

Time was when a questionnaire received no attention at all and all that was necessary to discredit it and justify indifference, was to call it "American." But now with the increasing realization of the need and value of collecting data and the consequent growing use of this technique in Britain itself, there is hope that soon the questionnaire method will be both understood and appreciated in India also. In several fields there is no other means available for getting together relevant information from a variety of sources, and if, in such circumstances, the response is partial, the possibility both of making surveys and reaching broad-based conclusions is obviously debarred.

While it is of value what the principals and the professors of Training Colleges have to say regarding present procedure and possible changes, it would be of no less definite advantage to know what the teachers under training think of the course and what suggestions they would like to make for its greater effectiveness. It is proposed, therefore, to issue a separate questionnaire for the purpose of making the students in Training Colleges vocal on this matter, and it is earnestly hoped that the opportunity will be utilized by all the training colleges.

A FEW SUGGESTIONS ON LANGUAGE TEACHING

BY

MR. A. S. VENKATARAMAN,

Chittoor

Being invited by the S. I. T. U. to contribute an article which will be of use to the Elementary school teachers, I feel it diffident to give anything really useful but my love of their cause urges me to express my humble views in a short compass.

It is evident that every teacher is a language teacher, and perhaps on that very account, not much of thinking has been done on how to teach a language to beginners. Every teacher teaches his vernacular or his mother-tongue but few teachers are trained for the task. And even in the higher classes, the teachers in charge of the subject are not a trained lot.

It is unnecessary for me at this stage to expatiate on the need for objectives in language teaching, much less on its value. But he who runs may read that in his mother tongue, a pupil should acquire an adequate mastery to express himself or herself freely and feelingly too, if the situation warrants it. While perhaps, a mere reading ability, or some speaking and writing ability may do in a foreign language, all kinds of ability should be developed in the mother tongue. The more one examines this question, the more is one convinced of the truth of the doctrine.

The objective being broadly stated, the method which would very well implement our ends, may be suggested. A haphazard, ill-defined, drifting and halting scheme cannot be expected to take us anywhere near the goal. One wonders if the Readers in the vernacular have been compiled so far on any definite, progressive, systematic, vocabulary scheme. It may be admitted that a scheme of a sort can be discovered in the readers in use. It may be either orthographical or phonetic, and may progress stage by stage. From easy to difficult spelling or pronunciation has been a motto at whose shrine many offerings have been made by its votaries or devotees. And the devotion has been so age-long and traditional that anyone who dares to suggest anything different is sure to be charged with heresy.

The orthographical or phonetic method no longer holds the field. The emphasis has now shifted to the vocabulary and the progress to it by stages. And this has to be selected, sorted and sized according to stages. On what principles and on what basis, is the question.

The progress of science and scientific spirit has made inroads into education, a citadel of conservatism, perhaps the last to fall into the enemy's hands, and the honour of taking the lead rightly goes to America. One hears a lot of comment, appreciation and denunciation of the word-frequency movement at this time, that it will be presumptuous for me to explain it now. Still let me add a note of explanation as it has to be adopted or adapted by our Elementary School teachers for their purposes.

It must be admitted that there are words which are more commonly used and those which are less common in use. Those less commonly used may as well be learnt at a later stage by advanced pupils or adults. Why bother the beginners with words which they cannot be expected to use in the first few years? Surely their minds can be reserved for better things! The words in more common use are known as high frequency words and those in less common use, are described as low frequency words.

It will be of interest to learn that Prof. Thorndike of Columbia University of New York City has compiled an interesting and valuable record, *The Teacher's Word Book*. From a count of words from 41 different sources, a list of 10,000 words have been made up. Among the sources, the more important ones are juvenile literature which accounts for 625,000 words, Elementary school text-books accounting for 300,000 words, cooking, sewing, etc., with 50,000 words, daily newspapers from which 90,000 words have been counted and correspondence accounting for 500,000 words.

A reference to the *Word Book* is interesting. On page 3 there is the word *all* against which is given 203 |a|. What does this mean? On the same page there is another word *ale* against which is shown 10 5b. What does this mean? It must be clear to any layman that of the two words *all* is in more common use and *ale* is less common. 203 or 10 is the credit-number. If it is 49 or over, it means that the word is in the first 1000 for importance. If a word is in the second 1000, it has a credit-number from 29 to 48. If it is in the third 1000, the credit-number ranges from 19 to 28. If in the 4th 1000, it is from 14 to 18 places. If in the fifth 1000, it is 10 to 13. The other 5000 words are those with credit of 9 (400 words), 8 (503 words), 7 (571 words), 6 (644 words), 5 (883 words), 4 (1045 words) and 3 (810 words). In the case of 5000 most important words, the credit-number is followed by a number and letter stating in which thousand and in which half thereof the word belongs. Thus 10 5b means, the word has an importance of 10, and is in the second half of the fifth 1000. Within the first 500 words, there is a further distinction into hundreds. Thus 203 |a| means that the word *all* has an importance of 203, and is one of the first hundred. Per-

haps there is no word more commonly used than *a* and its credit-number is 208 |a|.

The value of such a book cannot be over-estimated. It tells us how important a word is, and how appropriate its treatment will be at a certain stage. To the less experienced teacher, it is a ready reckoner which the expert has brought out after years of experience with pupils and books. To all it is useful as a record wherein it may be noted of any word when and where it can best be introduced by any teacher, say in a History, Geography or Science lesson.

Every Elementary school teacher will please remember how advisable it is for him to compile a list of the more common words in the vernacular and to introduce the pupils to them step by step. And if a body of enthusiastic teachers could gather together, make up a list from word-counts embracing as many sources as possible and prepare a *Word Book* on the lines of Prof. Thorndike's *Word Book*, that will perhaps be a worth while and valuable task that any teachers in our land have set their hands to, for years to come.

I do not claim any perfection for the list; in fact, I am one of its severe critics, so far as English is concerned, being as it is, an analytic inflexionless language. But as for our vernaculars, the position is different. They are highly inflected and so the unit of language is mostly the word. Of course the greater the sources we examine, the less the chances of reliability of the word-lists. But within certain limits and from the point of view of our Elementary schools, they are not open to question, and can be considered to be fairly reliable.

MESSAGE OF ADULT EDUCATION*

BY

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

University Librarian, Madras

While it would be difficult to justify the appropriateness of my presiding over this gathering, I am personally most happy to be in your midst to-day, for two reasons. In the first place, the farther I go from the day I had to sever connection with whole-timed formal teaching, the greater becomes my longing to be in an institution which is dedicated to that noble task and the stronger becomes the pull towards the vocation that had given me the first thrill in my life. The second reason is more profound. That is the great regard, reverence and admiration that has been induced in me by that great personality who is responsible for the founding and the maintenance of this school. This second reason makes me value this opportunity beyond measure.

Further, during the last ten years, when I had come under the wholesome, benevolent influence of Sir P. S. Sivaswami Ayyar, I have learned many things from him. But what is more important and enduring, I have learnt from him, though very imperfectly—and even that imperfect understanding has been of immense value—I have learnt from him a philosophy of life,—a way of looking at life, a way of living, a way of conducting and composing oneself which, perhaps, I might have missed but for his example and inspiration. This is an Association of the old students of the agency that Sir P. S. Sivaswami Ayyar had set up to make men of you. But, I claim, that I am a present student, a direct student of Sir P. S. Sivaswami Ayyar and that he is continually making a man of me. Hence, the transmission of cultural heritage which is one of the functions of education, and which has been established between us, is even more intimate and pleasurable. My claim to be one of this Old Boys' Association is not, therefore, altogether unwarranted.

PERPETUAL EDUCATION

Now that I have established oneness with you, let me think loudly with you about some of the ideas that come uppermost in my mind, when I am in this sitting. Since, I am one of you, I am sure I can depend on your indulgence, even if I may appear to be talking shop—

* Presidential Address to the Old Boys' Association of Sir Sivaswami Ayyar's High School on the 12th February, 1936, the Founder's day.

why appear?—it is shop. The one idea that comes uppermost in my mind is "Education." Two reasons for that. As I said at the beginning, my first love was formal education and my present interest is in what I usually call, generalised education, universal education and perpetual education. But I may give you this much of consolation. I do not propose to discuss with you to-day any aspect of formal education. That would be shop beyond endurance for many of you. But, the other thing—perpetual education—is, I believe more tolerable, because it is more human and because it is one in which one and all of us, whether of the teaching profession or not—can, with pleasure play the role of educator as well as educand.

THE VEDIC CONCEPTION

As a matter of fact, my main theme to-day is this. Our education will be imperfect and truncated if we do not play both the roles—of educator as well as educand—with equal intensity. According to our Vedic Authority, there are four stages in the process of education. The first stage is represented by *Adhiti*. That corresponds to what I have called *Educand stage*. The fourth stage is represented by *Prachāra*. That corresponds to what I have called *Educator stage*. Again, it must be remembered that this analysis is only a process of abstraction to facilitate thinking. They are not mutually exclusive when conceived in time. On the contrary, simultaneity is the very essence of these stages. They are four parallel streams of force along which all humanity is dragged or, at any rate, should allow itself to be dragged if it is going to be happy—if it is going to be invested with humanism.

PARAMPARA TRADITION

Not merely holy authority but tradition also points to the same view of education. A perusal of Dr. Swaminatha Ayyar's *Life of Meenakshisundaram Pillai* will disclose how strong is the urge of the educated to educate others. Again, what is the force that creates apostles if it is not the force of this urge? Paul Brunton's *Search in Secret India* is so full of examples of this urge in the most evolved of mankind to find disciples to be started on the path of evolution. Look into Maclaurin's *Eastern philosophy to the Western mind* for a clear picture of the way in which this urge aims to perpetuate the essence of Aryan civilisation. This is one direction in which the urge works. It works vertically, so to speak, in time. It transfers wisdom from generation to generation. Its purpose is served if at least one continuous line of transmission is established running through all time. It does not very much mind how many in each generation are embraced by this line of transmission. All that it wants is a *parampara* to be established. But its task is very difficult. It is only in a few that this

'vertical urge' so to speak, finds an opportunity to fulfil itself. And those few are the sages, the *rishis*, the seers, the realised souls.

THE HORIZONTAL COMPONENT OF THE URGE

But there is another component of this urge to pass one's education on to others—the horizontal component, with reference to the time axis so to speak—the urge in the more educated to share their education with the less educated of their fellows. It is easier even for the ordinary man to have this urge developed fully and have it fulfilled. In one sense, its necessity is more obvious. Adam Smith was one of the first to enunciate, in explicit terms, the hygienic aspect of this necessity. "The public can impose upon almost the whole body of the people the necessity of acquiring the most essential parts of education, by obliging every man to undergo an examination or probation in them, before he can obtain freedom in any corporation, or be allowed to set up any trade either in a village or town corporate." His argument in support of this was somewhat as follows:—The crowding together of tens of thousands of illiterate poor was creating a host of unspeakable nuisance. For a time the black-coated gentry were able to maintain a safe distance from centres of dirt, disease and petty criminality. But they could not remain aloof for ever. Poverty rudely encroached in course of time. It brought disease and unsavoury sights to the doors of the vicarage and the manor. In their eagerness to defend themselves, the gentle folk hurried to their most trusted advisers like Adam Smith. He took advantage of this predicament of the well-to-do and even pleaded as follows:—"The education of the common people requires, perhaps, in a civilised and commercial society, the attention of the public, more than that of people of some rank and fortune."

HISTORIC DISASTERS AND ADULT EDUCATION

The economic aspect of the value and the urgency of adult education have been carefully examined by the Metropolitan Life Insurance Company. You can't have a shrewder business concern than this Insurance Company. If it pleads for the widest possible spread of adult education we may take it in all seriousness.

We are now painfully experiencing the political aspect of this necessity. Concentration of all knowledge and of all information in a few hands to the exclusion of others is as dangerous to a community as the concentration of all wealth in a few hands. Both will ultimately lead to an equally disastrous explosion, which, when it comes, will destroy, with blind partiality, the possessor as well as the dispossessed. That is how communities have ruined themselves. That is how empires have wiped themselves away. One great lesson that the forward communities to-day have learned from such historic disasters is to recog-

nise the benevolence that lies imbedded in what I have called the horizontal component of the urge—in ordinary parlance—adult education. Here, I may say that I am not unaware of the way in which these so-called forward communities parcel up humanity into nations—into forward nations and backward nations—and thereby repeat the old folly, perpetuate unequal opportunities for development and introduce a huge element of *certain* risk. All that I mean is that, apart from persistent international arrogance, tyranny and deliberate perpetuation of inequality, within each national barrier fuller play is given for the horizontal component of the urge or adult education, in many countries and it is realised that its full play is absolutely necessary. That accounts for the rapid development of the agencies of adult education in most countries of the world to-day.

AGENCIES FOR ADULT EDUCATION

Two classes of agencies for adult education stand out prominently to-day. One is some form or other of adult school, which either repairs and refits periodically the tattered literacy of the adults or provides them for the first time with that subtle but extraordinarily efficient tool, *viz.*, literacy. The second is that agency of perpetual self-education which has come to be denoted by the term "*library*." These two forms of agencies often appear as the components of one and the same institution or even as two different aspects of one and the same institution. If that is so, it is called a public library.

ADULT EDUCATION AND LIBRARIES

The notion that a library is for the few, for the gifted and for the ultra-literate, the notion that a library is a highbrow institution, the notion that a library is a place in charge either of able janitors, who fight against worms that desire to make books an article of diet, or of phlegmatic pundits who try to rescue books from the touch of the man in the street, or even of semi-literate men who can just read the backs of books and produce them on demand and maintain them in accurate alphabetic order, the notion that dis-associates the library from any form of adult education is anti-deluvian. On the contrary, the library is now a trinity of books, readers and the staff—books on all conceivable subjects, and readers of all conceivable age, status and intellectual grade and of a staff that loves men, that finds its pleasure in social service, that loves books and that delights only, when the right book is in the hands of the right reader and does not lie mouldering on the shelves. But, I do not propose to dilate merely on the library aspect of adult education—the horizontal component of the urge, I spoke of.

ADULT EDUCATION AND THE DUTY OF OLD BOYS

While the general planning of the agencies for the proper development of this horizontal urge is best done on a national basis, in its

actual working from day to day, this horizontal component has, in ultimate analysis, to work itself to its utmost capacity in each ultimate commune of a nation. This brings us to the responsibility which you, who have gained the status of Old Boys of this institution, owe to the less fortunate brethren of this locality, both in their interests and in a potential form in your own interests. Responsibility for the adult education of this centre comes to your shoulders whether you approach it from the general considerations or from the simple single consideration, *viz.*, one of your place who has enjoyed the fruits of education amply and intimately has given you a taste of these fruits by means of this Institution. Now is it not your turn to do similarly and do your own little turn to those who are in need of the same? At any rate, I may tell you how dear this subject of adult education in this locality is to the heart of Sir P. S. Sivaswami Ayyar. In this old age of his, I have seen him on many, many days spending all his thought on this question of how this school should fulfil itself through its alumni and its staff taking a real and full part in the adult education of this area. I have seen him planning the syllabus for the scheme. I have seen him discussing the man power necessary for the scheme. I may assure you, gentlemen, that of late—I could see him at close quarters only of late; but perhaps it has been so with him always—his mind is so fully charged with this vital problem of adult education in general and adult education in this neighbourhood in particular. As persons living in the villages which are as dear to you as to him, as persons who have derived educational benefit from his munificence, as persons who regard him as a model, as persons who, I believe, still remember or at least have heard of the inimitable way in which Professor Kuppuswami Sastriar, speaking from this platform, showed how closely Sir P. S. Sivaswami Ayyar answers Bharthrihari's description of an ideal man, you take it from me the greatest tribute you can pay to the Founder of your School is to give so many hours of your time every week to this noble cause of adult education, about which Sir P. S. Sivaswami Ayyar is constantly dreaming, reading, thinking, planning, hoping and yearning.

EDUCABILITY OF ADULTS

Now let us look into some practical questions. I shall consider seven issues:—

1. Are adults educable at all? Is it worth while?

Let Professor Thorndike, who has devoted a life time to a scientific investigation of the problem, answer. With respect to this problem, Professor E. L. Thorndike concludes that general ability to learn rises until about the age of twenty and then, perhaps, after a stationary period of some years, slowly declines; the decline is very slow, perhaps one per cent. per year, and it is probably safe to say that adults

under fifty should not be deterred from learning anything which they really need to learn.

FOLK HIGH SCHOOLS OF DENMARK

2. Apart from this laboratory investigation of Prof. Thorndike, is there any concrete example?

Let the achievement of Denmark through its Folk High Schools answer that question. The Folk High School is a distinctive type of educational institution for adults, indigenous to Denmark. In 1851, Kristen Kold, who had found teaching in the formal State schools intolerable, established the first successful folk high school. After 1865, the number of such schools increased rapidly, and by 1885 there were more than a hundred of them. In 1930, the enrolment was 7,000 students, almost half of whom were women. A few have been organised by the so-called "Inner Mission" religious movement in small cities and very recently the socialists have set up several in the larger cities, but on the whole they remain village and countryside institutions. Of the approximately eighty schools now existing about sixty are rural. The schools are small communities containing about a hundred students and four or five teachers with their families. The students live in the school. There is a five-month session for men in the winter and a three-month session for women in the summer. The schools are privately owned and controlled in many cases by the teachers, in some by religious organisations. In general, those owned by the teachers do the best work. The State recognises the schools and grants some financial aid either by supplementing teachers' salaries or by subsidizing needy students, without attempting political control. At present, it is said, the State subvention makes it possible for every Dane to attend a school. Since about 30 per cent. of the adult population goes through these schools, Denmark has the best educated village and rural population in the world. This fact is intimately related to the intensive development of farmers' co-operative societies in Denmark.

THE EXAMPLE OF DENMARK COPIED WIDELY

3. Has any other country repeated the experiment and found the result to be positive?

The Encyclopaedia of Social Sciences which is the latest of its kind answers like this:—Within the last two or three decades the folk high school form of adult education has taken root in Sweden and in Finland and has more recently been copied in America and to some extent in Germany. Similar institutions have also come into existence in England and in other countries.

ADULT EDUCATION AND ILLITERACY

4. Has adult education much chance to thrive in a country of illiterates like India?

The recent history of Russia—of post-war Russia—is a direct answer to that question. Perhaps, the most sustained and comprehensive attempt ever made to liquidate illiteracy is being carried on in Soviet Russia. According to the census of 1897 the percentage of illiteracy was 78. The modern movement, inspired by Lenin's dictum that without literacy "There can be no politics, there can be only rumours, gossip and prejudice," has set out to create the necessary foundation for the Soviet campaign of "political and economic enlightenment." Through the innumerable "liquidation points" which have been founded in community houses, factories, shops and village reading rooms, the Soviet Government is progressively reducing the percentage. The census of 1926 showed the percentage of illiteracy still persisting as 43.3. Lord Eustace Percy's Yearbook of Education for 1935 gives 90% as a measure of literacy of Russia in 1933. Thus, the more illiterate a country is, the greater is the urgency for adult education. Of course, the organisation of the work will have to be different in the initial stages, in a community which is largely illiterate. That our country can take to adult education profitably has been amply demonstrated by the Mannargudi experimental centre of the late Rao Saheb Kanagasabai Pillai.

ADULT EDUCATION NOT INIMICAL TO ANY CALLING

5. Will not adult education detract the adult from their avocation even as our formal school education has unfitted many of our young men for any work other than clerical?

It all depends upon how adult education is imparted. The experience of the folk high schools of Denmark would indicate a negative answer to this question. As a matter of fact, adult education was used by Denmark as a means of enabling the people to take to their avocation with greater keenness. For, the folk high schools grew out of a national need. Denmark had been ruined politically, economically and morally by the Napoleonic wars. At the mercy of the tyrannical landlords, the peasant farmers had become poverty stricken and morose. They had lost their market of wheat and hence were compelled to make radical adjustments in agricultural production. I believe, in this last mentioned matter, the peasants of this district are in a similar plight. The Danish farmers realised that the necessary adjustments could not be made by an illiterate population. Consequently, they undertook to educate themselves as adults, as farmers, as citizens impelled towards a new orientation. The world has seen during the last few decades how rapidly Denmark recovered from her old position and became prosperous by the very fact that adult education made her citizens more efficient workers.

Similar was the case in the early part of the nineteenth century in England. The industrial workers recognised the necessity of fur-

ther education not merely to render themselves more cultured but also to enhance their vocational opportunities and their efficiency in their calling.

THE PROBLEM OF CURRICULUM

6. What curriculum shall we follow?

The curriculum is not to be fixed *ex cathedra*. The content for adult education is to be fixed by individual and group needs. It may be influenced by the sponsoring agency, the local setting, the availability of teachers and the intellectual capacity of adult students. From the sociological point of view, the curriculum should be derived from the impending adjustments which adults are called upon to make in any cultural situation.

You can see how varied the curriculum has to be by a perusal of the following figures, which are taken from Robert Peers's book *Adult Education in Practice*. The figures relate to England and give the number of adult courses (1931-32), whose predominant interest was in the subjects noted against them:—

Economics and Industrial history	..	618
Political and social science	..	209
Psychology	..	212
Philosophy	..	137
Literature	..	576
Art	..	28
Musical appreciation	..	151
Elocution	..	99
Science	..	152

This table is intended merely to show the varied interests that are probable. It is not to be taken to represent the relative importance of the different subjects in our country, at present. The curriculum should be varied from locality to locality and from time to time. In the present state of our country, the demand by adults for elementary education in the ordinary subjects of school education may loom large. But very soon, it will begin to decline rapidly and shrink altogether.

The folk high schools of Denmark try to discover the occupational, social and spiritual interests of each individual and to release, clarify and integrate them. The curriculum generally covers four or five fundamental areas; the wealth of the northern culture, especially that of Denmark in world history; the life of the modern community, especially its social and economic aspects; and the great cultural meanings of life expressed in literature and modern science. There is no attempt to teach facts; the object is only to develop and suggest meanings.

MEASURES OF HETEROGENITY

That the interest and hence the curriculum should be very varied and undeterminable in advance can be seen from the following table of occupational distribution of 323 rural adult students in one of the districts of England.

Occupation.	Total.
Agricultural labourers	.. 32
Other labourers	.. 9
Farmers	.. 11
Small holders, etc.	.. 7
Gardeners	.. 12
Blacksmiths	.. 6
Railway workers	.. 10
Post office workers	.. 4
Clerks	.. 18
Teachers	.. 50
Clergy and professional men	.. 12
Shop keepers and shop assistants	.. 15
Joiners and carpenters	.. 7
Bricklayers	.. 3
Iron stone workers	.. 4
Engineers, electricians, etc.	.. 10
Home duties and domestic service	.. 99
Miscellaneous	.. 14
	323

Another feature of heterogeneity is shown by the age distribution of adult students constructed from a sample age survey of 32 University Tutorial Classes in England :—

Age distribution of adult students.			
Age group.	Numbers.		Total.
	Men.	Women.	
Under 20	5	10	15
20 — 24	24	25	49
25 — 29	39	31	70
30 — 34	45	32	77
35 — 39	31	31	62
40 — 44	28	18	46
45 — 49	27	22	49
50 — 54	24	13	37
55 — 59	9	10	19
60 — 64	4	6	10
65 and over	4	2	6
	240	200	440

PRINCIPLES OF ADULT PEDAGOGY

7. Lastly, what should be the technique of instruction? What should be the qualification of the teacher?

When the conditions are so variable, one pedagogical principle that can be enunciated is the general one that subjects should begin where interest is alert and acute. Find out in what direction, the adults' *Prema* runs. If necessary, adjust the *Prema* slightly, but only slightly, to make it run along desirable lines. The *Prema* will bring *Sraddha* in its train. When it appears, exploit the *Sraddha* diligently, so that it leads to *Kriya*. If you have succeeded in turning the folk to action, to study and to further self-education, you have reached the fruition of your effort.

INDIVIDUAL vs. MASS METHOD

This means any "mass methods" in adult education must fail. You will find the group failing to respond to your efforts at collective teaching. The more homogeneous the group, the more successful should your collective teaching be. The greater the divergence amongst members of the class, the less successful will the lecture be as an instrument, and the more will you be driven to adopt an individual, as opposed to a collective, approach.

TRADITIONAL INTERESTS TO BE EXPLOITED

There is one other principle that may be enunciated in general terms. The success of your work with adults will have to depend largely upon your tact, sympathy and resourcefulness. Remember, you have to establish relation with those who are apparently indifferent to all forms of education. You have to provide them with the kind of instructive occupation, that would retain their interest. Volume 9 of the *New Survey of London Life and Labour* (1935) goes to the extent of saying, that, in many adult education centres, it was quickly realised that anything in the nature of academic instruction must be avoided and that the way of approach had to be by providing facilities for boxing, games and physical exercises and for the pursuit of simple handicrafts in workshops. Clubs and Societies had to be formed to enlist the loyalty and activity of the members until they become in two or three years, the centres of the social life of the neighbourhood. You may have to do similarly in your own way. You may have to exploit many of the traditional interests of our folk—say *Bhajan*s, *Kalakshepams*, *Puranapravachanam*s and so on.

CONFIDENCE AND DISCUSSION

Class discussion must be frequently resorted to. It is in the period devoted to discussion that the adult expresses himself; and it is only

through expression that he can make ideas really his own. The thrill which the shy beginner experiences when he makes his first small contribution, if that contribution is wisely handled by the tutor, may provide the encouragement to real ultimate achievement. The success of the discussion will depend to a large extent upon the establishment of confidence between the tutor and the adults. To use the jargon of psycho-analysis every care should be taken not to set up the "inferiority complex" in the adult.

ALL, A MATTER OF PERSONALITY

This brings us to the all important question of personality—the personality of the teacher and the personality of the taught. Nothing whatever should be done to damage and smother the personality of the adult who seeks your guidance, either because he is less gifted or because he was denied suitable opportunities in earlier years. A smile can often achieve much more than a frown. It is respect and not overbearingness that will help the beautiful unfoldment of the personality of the adult student. And, of course, respect will beget respect. There is no greater reward for a teacher than the delight that he enjoys when the puzzled, worried, melancholy face of the student, be he adult or child, suddenly brightens up, adds an involuntary smile to the lips and renders the eyes radiant, as a result of some gesture, some suggestion, or some explanation on his part. That is why we have the old, old picture of the teaching profession as the noblest of professions.

No doubt, the same saying puts it down as the sorriest of trades. I shall be second to none in telling others that the most fatal thing that any community can do is to treat its teachers with disrespect, lower their emoluments in the most niggardly way, on the pretext that they still stick on and allow ultra academic considerations to weigh in the selection and advancement of teachers. That will only help to keep out from the profession all those that are most fit to be in it and to fill the profession with those who have the poorest personality, the poorest attainment and the poorest sense of value.

A UNIQUE OPPORTUNITY

When I say all that, I do insist that once you are face to face with the personality of the student, you should not forget that you are in the most privileged position; you should draw out the maximum possible delight from the situation, much more so if you feel that your share of the worldly goods is not sufficient to get you happiness in other ways. In that privileged situation, your personality must be at its best, must become radiant and magnetic, and must betray no trace of your cares, anxieties and disappointments of an earthly nature.

A TESTIMONY

As a student or as a teacher, you must have realised that so little is ever achieved by verbal transmission. A true teacher fulfils himself more effectively through that intangible influence that emanates from his personality and transforms the students and throws them into the most favourable mood for the creative unfoldment of their own personalities. I shall leave this most fascinating subject with the narration of but one testimony. The testimony is that of Dr. A. Allen Brockington, the famous headmaster, who had the privilege of shaping the renowned physicist Sir Arthur Eddington, when he was at school. In his recent book *Mysticism and Poetry*, Brockington gives a vivid picture of how a teacher influences the pupil in the most unexpected of ways. I quote him:—

One day I was wandering back to the place of the 'heavies' when I saw a major of artillery whose walk I recognised vaguely. He accosted me with "Hallo, Sir" and looking more closely I knew him. He was an old pupil of mine. I walked with him to his battery and we had a scratch meal together. He said he was enjoying every moment and told me that I was taking this war (Great War) too seriously."

"Isn't it serious?"

"Yes, of course, but I don't believe in taking seriously anything for which you are not responsible. I remember how you used to laugh. One of the things at school I remember best . . . We both laughed then, but you laughed more than I did."

I have not looked upon myself as a laughing person and he 'remembered that best'.

"What led you to that belief?"

"What belief?"

"In not taking seriously anything for which you are not responsible!"

"You did!"

"I am sure I never said so."

"Oh, no! But I learnt it from you all the same."

He learnt it from me!

The net result of my influence on him was something I had not thought of—a belief or conviction that I felt sure I did not hold. How is anyone taught anything? The imparting of information, the instruction in technique—these are temporary matters; the communication of beliefs is different. And here, before me, stood a man whom I had

known as a boy, and the belief that governed him was due to me, and it was a belief that I should have denied for myself. The effect of the belief was to enable him to enjoy his job. It was more ; he showed himself as one of the most alert, conscientious and fearless of men. The very morning of our meeting, he had returned from performing a task which earned him the military cross. And if you please, the fact I have laughed with him at school has led to this belief of his !

THE APEX OF THE ORGANISATION FOR ADULT EDUCATION

Lastly, the measure for the success of your effort is the avidity with which the adult, when he leaves your course, takes to further self-education through books and libraries—by the pressure of demand that the library of your old school feels from the adults of course, I need not add that it goes without saying that the school library should be thrown open to the adults unless there is a public library in the locality. What a large measure of success has been achieved in the field of adult education in England can be inferred from the fact, that Dr. Mansbridge, the pioneer of adult education in Great Britain had soon to found the *Central Library for Students*, which eventually was chartered, as the *National Central Library* and has become the apex of all the libraries of the realm supplying books for the perpetual self-education of adults, no matter where they may live and no matter what subjects interest them.

It is time that I conclude and I conclude with the prayer that God may endow the teachers and the alumni of this school with the faith, the will, and the zeal necessary to make this school not merely a source of lasting light to one and all of the souls in this neighbourhood, but also a bright beacon light showing to all other schools the way in which they should serve their areas, thus realising the long cherished wish of its illustrious Founder.

“ALTERNATIVE COURSES OF STUDY IN THE HIGHER FORMS OF THE SECONDARY SCHOOL STAGE”

BY

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At present there are three stages of education—Primary or Elementary stage, the secondary school stage, and the University. Our primary schools minister to the needs of childhood. The aim of education in this stage is the removal of illiteracy. Whether there should be alternative courses or not in the higher forms of the secondary school stage, let the post-primary education, i.e., secondary education about thirty years ago be considered first. As soon as boys left the primary schools, they joined the secondary schools, which coached up students for the matriculation examination. The education that was given then was predominantly literary and all the pupils had only this kind of education. The matriculation examination comprised of five divisions : (1) English language ; (2) Second language ; (3) Mathematics (including Geometry and Algebra) ; (4) Elementary Science (Physics and Chemistry) ; (5) History and Geography, (Indian History, English History and Geography). This scheme worked very well for a long time. When the high schools were started during the last quarter of the 19th century and during the first decade of the present century, only pupils belonging to the educated middle and higher classes of society joined them. Those pupils had an educational bias already. By environment and by birth, they were fitted to receive that type of education. The education that our ancestors had was only literary and academic. Vocational education in those days was tabooed. It was then thought that vocational education had no cultural value and that type of education was fitted only to less intelligent pupils. For a long time a high premium was placed upon ‘liberal’ education. Since pupils joining the secondary schools came only from a particular class of society with an educational background of the liberal type, no need was felt for the less intelligent pupils and for pupils coming from other strata of society with no educational background of that type.

The Matriculation examination commonly served two purposes. In the first place it served in practice as a leaving examination for the majority of pupils and was thus commonly regarded, though erroneously, by parents and the employers, as a kind of mechanical test of a good education. This habit had obviously undesirable results and led to a number of proposals to relax the requirements of the education, in order

not to penalise boys who might fail to pass in one subject. In the second place this examination was adopted by the Universities as an entrance examination. So far as the Madras presidency is concerned from 1900 onwards the number of failures in the Matriculation examination began to increase, for pupils from other strata of society were slowly coming in. The Matriculation scheme was found to be a failure, because of its rigidity. There was the uniformity of school-system from the elementary school to the University. Small schools in rural districts and large schools in cities were placed on the same basis, irrespective of the local conditions. A share of the responsibility for this rested upon the people themselves who were actuated by the kind of utilitarianism—their immediate aim being an easy life and the earning of a definite sum of money as salary. Our young men were eager to be employed in those days as clerks in Government offices and in business companies. They were successful then, but not now. The output now is greater than the demand. The type of education they had, fitted them only to become clerks in some office. Lord Snowden some years ago remarked about secondary schools giving only the so-called 'liberal' education as follows:— 'A scholastic education is apt to make a youth despise useful mechanical work. The products of our secondary schools are crowding the black-coated professions and occupations. Education is a failure unless it inculcates the idea that all useful work is honourable and that a true working engineer or carpenter or weaver is a more useful member of society than a commission agent. Society needs men and women of the highest mental attainments, but the members of such will always be small. The main part of the education problem is to fit the average person for the work of the average person.' Under the Matriculation scheme this was totally present. Sentiment and historical attachment stand in the way of progress. In trying to extol the past, the needs of the present generation are very often overlooked.

At present our scholars consist of boys with different grades of intelligence, coming from different communities and with different outlooks. The boys blindly enter on this uniform type of secondary education. How many of them are fitted for this course is open to serious question. Other countries have tackled the problem of secondary education to great extent successfully.

In England there are three types of post-primary education. There is a break at eleven and the boys enter the secondary school stage. The types are (1) schools of the kind now called 'Secondary' which give a predominantly literary and scientific curriculum to be taken by all the pupils upto the age of 16, with advanced courses for those who remain upto the age of 18; (2) schools of which the central schools of London and other large cities are best existing examples, where the curriculum is both less extensive and less academic than in the former type. Here boys pursue upto a maximum age of 16 courses which looked definitely

towards commerce and industry rather than towards the Universities; (3) the third type of schools consists of scholars with a still simpler and more practical curriculum for pupils who could not profit by courses of the kind given in the schools of the above types.

The curriculum of the central school is intended to be at once liberal and practical—liberal in so far as it contains all the useful elements of a general education, practical in that as the pupils advance through the course, their studies take a definite trend towards either industry or commerce. The curriculum of a particular central school has either an 'industrial' or 'technical' or else a 'commercial' bias. The nature of the bias is determined by the character of the neighbourhood, i.e., by the nature of the employment which awaits the majority of the pupils leaving the school. In some districts the circumstances make it desirable that the school shall have a dual bias. The curricula in central schools generally consist of courses planned for four years with a possible extension to a fifth year. During the first two years the course in all cases is quite general, i.e., upto the age of 13. It continues naturally at a greater rate and with a wider range of topics—the subjects of the primary school curriculum. English, Mathematics, Science, History, Geography, Music and Handwork are universal constituents. In a school with a technical or industrial bias, the courses in handwork, science and mathematics are fuller and as a rule absorb the time that would otherwise be given to a foreign language. In a school with a commercial bias, handwork and some other subjects are dropped out at the second year.

The third type of school is called 'senior school'. It consists of boys 11 plus and over who are left behind in the elementary school after the age after the school was creamed of its best scholars for the secondary schools, and of the boys of the second order of intelligence who were drafted to the secondary schools. The curriculum here is entirely different.

In Germany there are varieties of secondary schools and curricula. After the primary school there is the 'Middle school'. The scheme is very elastic. The idea is to give the pupils during the last three years of their course in the 'Middle school' a certain freedom of work within a school system by *grouping subjects as 'essential' and 'optional'* thus enabling the same school through the individual freedom of the pupils to adopt a variety of subject groupings and therefore to realise a variety of types of culture. While other countries are providing alternative courses in the secondary school stage to suit the different kinds of pupils, in our country and more especially in the Madras presidency, there is only one scheme for all the pupils embarking upon secondary education. The present-day secondary education is a failure is admitted on all hands. It is rigid and it is based on the supposition that all pupils have

the same mental attainments and have the same aim. It must be realised that the test of any institution or scheme must be its usefulness as an instrument. If it claims to live a life of its own and to grow according to the laws of that life, it must be the more prepared to justify that claim by showing that its growth enables it to fulfil larger purposes in each new generation than would be possible if it had been nicely adopted from the first as an instrument for narrowly defined object.

It is a well-known fact that about 35 per cent. of the pupils that appear for the S.S.L.C. or Matriculation come out successful. Enquiry into the subsequent careers of ex-secondary school pupils shows that only less than 10 per cent. proceed to Universities and about 5 per cent. to non-university training colleges. Most of the remaining go into commercial life or remain at home. Very few enter industrial life. Since it is not possible to ascertain at the age of eleven or twelve by means of an entrance examination what type of course will be most suitable for a boy upto at least 16, it is desirable to regard the period from 11 to 14, in Secondary schools as a testing period and to offer at about 14, some variation of the curriculum to pupils who are not 'University-going-type' and whose main requirement is to secure an education which will fit them to earn their living after leaving school. A differentiation in curricula to meet the needs of these pupils will benefit indirectly the abler pupils from the drag of the less brilliantly endowed.

The present secondary school stage may be divided into two stages—(i) Middle school stage and (ii) the High school stage. The Middle school stage should include forms I to IV. Some form of manual training should be made compulsory in all Middle schools. The curriculum in the Middle school stage should be compulsory. The High school course should be complete in itself and also of such a character as to make it possible for a pupil to advance to higher education whether of a general character or of a technical nature.

Schools in rural areas should have only such alternative courses of study as are likely to benefit the major portion of the pupils. Schools in urban areas should minister to the needs of pupils of 'University-going-type' and also to those of 'non-university-going-type'.

It is gratifying to note that the Central Advisory Board of Education has recognised the need for a radical readjustment of the present system of education in schools 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.

It is hoped that the provincial Boards in charge of secondary education will very soon evolve a satisfactory scheme of secondary education providing alternative courses of studies in the higher secondary stage.

SOME SUGGESTIONS CONCERNING LEAGUE TEACHING

JEAN PIAGET,

Director of the International Bureau of Education, Assessor to the Advisory Committee on League of Nations Teaching.

Teaching on the League of Nations, together with an adequate idea of international relations, should be imparted in such a way as to awaken keen interest in the young; it would be better to leave young people entirely alone than to create in their minds an association of ideas between the League of Nations boredom or between international relations and instruction received unwillingly.

Long association with young workers (in Switzerland and France)* involving the study of the psychology of young students attending optional classes has brought home to us certain dangers which should be avoided at all costs.

Young people are usually very willing to leave primary school for work: they are glad not to be treated any longer as children but as men and women responsible for their own acts. Many of them—and often their parents as well—feel that they will learn nothing new by attending general continuation courses but will merely mark time. They are often tired, for various reasons, of lessons and text-books, and dislike the idea of going back to them.

It is therefore important:

(a) That League teaching and "an adequate idea of international relations" should be given in optional talks by those who have a real gift for teaching and are thoroughly familiar with their subject and with the environment from which their hearers come; or in the absence of such persons—who usually require a thorough psychological and technical training in addition to special ability to teach—at broadcast meetings where young teachers or voluntary workers who take a real interest in young people should listen with them to lectures by a very able speaker and should lead one or more discussions on the subject after each lecture.

(b) That the audience should not be treated as a class of school children, but as a gathering of young citizens who are presumed to be desirous of understanding the affairs of their country, of taking an interest in its future and a working for its welfare.

* Our talks with leaders of the Worlds' Alliance of Young Men's Christian Associations, Worlds' Alliance of Young Women's Christian Associations, Young Catholic Workers, etc., and our reading have shown that most workers of whatever nationality, display the same general characteristics.

(c) That textbooks should be replaced by attractive well illustrated books on the subject, or, if none are available, by short multigraphed notes until such time as a reliable writer has produced a suitable book, or by such pamphlets as accompany courses of broadcast talks in some countries (for instance, the United Kingdom).

These are not only the indispensable conditions, however, and the following observations are also the outcome of direct experience. Young people leaving primary school (and perhaps in many cases secondary school) look back with distaste on lessons in civics, which are too theoretical, too abstract and too often described national institutions as perfect or, in an event, as sacrosanct. Nor are they interested in history when it is taught as the story of a past that is over, is dead; on the other hand they are interested when it is taught as a sequence of events with causes with effects—often brizzling with formidable problems—for which some solution had to be found, a solution that was sometimes good and sometimes bad—a sequence which is not complete, in which they have some responsibility. They do not care for subjects remote from their own lives, but they are in fact interested in any subject—even in uninviting subjects—if the teacher can link it up with their lives. They quickly tire of the monotonous and perhaps even more of the disjointed. They cannot for long keep their attention from wandering unless they themselves are actively occupied. They are more sentimental than they like to appear and very apt to become enthusiastic over a great cause, a noble character or a fine life. They like people to have confidence in them, they like appeals to their youthful order, they like to be credited with intelligence with goodwill to be allowed to help in work thought to be difficult; they are capable of making a sacrifice once they realise its utility or nobility.

It is therefore important;

(d) That instruction on the League and on international relations should go hand in hand with a thoroughly lively study of the institutions of the affairs of their native land, that this study should be extended to an international institution. (For instance, after a description of the health services of the country as they affect the daily lives of the hearers, they should be told about some of the characteristic work of the Health Section of the League. After a visit to a Public Library and a description of the catalogue or a visit to a museum one or two of the activities of the intellectual co-operation organisation should be described. After a talk on National Defence and the Great War, they should be told about the collective campaign against War, the obstacles encountered and their reasons, the covenant of the League, the Pact of Paris, the Disarmament Conference, etc.). Care should be taken to explain that National and Inter-national institutions, however admirable, are by no means perfect and that it is for the citizens of the future to

improve them. They are preparing themselves for this work by learning all about these institutions.

(e) That an attempt should be made to interest young people in the main features of the history of their own country, of which they know little, and in some of their features of the history of other countries, of which they usually know nothing. These two subjects should be treated as inter-dependent (for the method, see above). This also will often lead up to the League of Nations when international relations are involved. Young people should also be interested in the history of civilisation, the broad outlines of which should be studies in connection with visits to ethnographical and fine arts museums and public libraries and with concerts by voluntary performers or broadcast music. (It might be advisable for young people living in towns to go singly or in small groups, a special subject for study being recommended in advance.) A special place should be given in history of civilisation to the immediate past and to the present. It should include the history of labour, economic history, scientific history and the arts, religion, etc. (There is naturally matter in these two history courses for several sets of talks, some of which might take place concurrently as complementing one another.) Care should be taken, in teaching both national history and the history of civilisation to link up the past with present-day situations and problems, and constantly to appeal to the intelligence, reason, imagination and common sense of the young: "This is the problem: what would you do? What else could have been done? What are the advantages and disadvantages of these solutions?"

(f) That international relations should also be approached from the geographical standpoint: economic interdependence, travel, etc. Young people who are not interested in history will probably take an interest in geography.

(g) To avoid isolated lectures on subjects having little connection with one another. (except where advantage is taken of the presence of a distinguished traveller or foreign visitor, or when an expert is asked to speak on some subject about which the young hearers want to learn.) The courses should not be too long or too short and there should be plenty of variety. No attempt should be made to cover every branch of knowledge: the ideal to be aimed at should be a few subjects well handled beginning with personal studies or talks.

(h) Lecturers, masters and group leaders should not fear courteous or even heated discussion; they may even provoke such discussion themselves. Objections are only dangerous when listeners keep them to themselves or only confide them to ignorant persons. Leaders should not be afraid to show enthusiasm—without, of course, trying to force such enthusiasm on others—nor to discuss in a tolerant spirit the urges of the young.

(i) Though it may be somewhat difficult to secure the active participation of the young people themselves in the instruction we advocate, we believe that such participation is essential to success. Different listeners may be asked to compose explanatory diagrams, draw maps, various illustrations and caricatures, or to reproduce by drawing, modelling or paper-cutting, or any other means of which they are capable, certain objects connected with the course and observed in the museums. Some listeners may be capable of undertaking simple research work in the Public Library and to make summaries of this information for their comrades. The master or group leader should endeavour to give scope to all talents and aptitudes; he should never discourage a willing pupil, but should try to stimulate latent capacity. Thus, often without his knowledge, he may create in the minds of some listeners a permanent interest which will brighten their leisure hours throughout their whole lives.

The young unemployed have, alas, much time upon their hands: a leader who succeeds in persuading these young people to create, make or discover something useful to their comrades or to the community will have done a good deed. The interests should never be fictitious or artificial, but should flow from the work in common. (For instance, one group of girls took much interest in seeking out on the spot, by means of a copy made by one of them of a part of an old plan of their town, certain streets and houses that had been mentioned in a series of talks on history.) Most young people of the working classes are interested in economic questions or questions connected with the organisation of labour; they will therefore doubtless take a special interest in many subjects connected with the work of the International Labour Organisation; some may be led to collect useful facts, thus accomplishing an intelligent and necessary task. The families, particularly unemployed fathers, may be encouraged to help in these researches.

In the work we have under consideration it would be a pity to neglect the young people's love of play-acting. Histrionic talent may be utilised in two ways: (a) in the form of mimed or spoken and practically spontaneous play-acting, illustrating some specific event or idea (this is particularly useful in classes of youngsters between the ages of 14 and 16) (b) by occasionally organising a really fine show with costumes and scenery, all made by the young people themselves. (This idea is suitable for classes of young persons of 16 to 18 years of age and over.) The ingenuity shown by the girls in making costumes, practically without spending a penny and by the whole group in getting together properties and scenery, the judicious choice of the young actors for the various parts and their understudies—in short the gifts of organisation displayed, will surprise the master or group leader. According to the series of talks chosen for illustration by the play, it is quite feasible to prepare (in the form of a slightly abridged simplified translation) some

ancient drama, a miracle play or farce of the Middle ages, a foreign play revealing the mentality or customs of another people, etc. Inhabitants of the neighbourhood or town may be invited to the show, a nominal entrance charge being made to cover the small costs of costumes and scenery. (We have ourselves seen a play produced by young working boys and girls who had prepared it entirely themselves under the management of an unemployed painter. They had even dyed the very common place materials used for the costumes, as pretty shades were unobtainable in the quality of material used. The production almost amounted to high art. The whole neighbourhood was interested in this effort).

Boys and girls of the working classes seldom know anything about psychology, but they soon get interested in its elementary and practical aspects, and their thirst for knowledge rapidly increases.

In this connection, it will be useful to include in the courses for young unemployed persons a few simple subjects concerning their attitude towards foreign peoples, for instance. The lecturer might try and get them to discover the frequency, cause and strength of their prejudices, the reasons of intolerance, the great difficulty everyone experiences in getting to understand another person.

One subject to be touched on would be that of over-simple points of view; to these young persons, people, events, ideas and opinions are either black or white—they know no half-tones; and that is a serious disadvantage to them in the conduct of their lives.

It is doubtless impossible to find a sufficient number of masters possessing, in addition to all the knowledge and qualifications necessary for the organisation of these courses, the indispensable moral force and elasticity of outlook. Fortunately, clubs or study groups can in many cases take the place of courses. Young intellectuals, or other willing helpers attracted to this work, which is as delicate as it is meritorious and absorbing, may become leaders of these clubs or study groups. Often a man or woman of good intellectual standing who studies the subject with the members of the group, obtains documentary material for it and discusses points with its members can do a great deal of good. Since, owing to the very organisation of these clubs or groups, there can be no distasteful idea of school classes—for their members can scarcely be treated as "pupils"—these members will come to relish their task, and thus the essential condition of success; that the programme be very elastic and the teaching free of all pedantry—will assuredly be fulfilled.

ELEVENTH ALL-INDIA EDUCATIONAL CONFERENCE, 1935

Resolutions Passed, Nagpur, December 27-30, 1935.

I. GENERAL SESSION.

1. This Conference places on record its sense of profound sorrow at the death of Mr. G. K. Devadhar, Mr. J. P. Cotelingam, Veda Shastra Sampanna Pandharinath Shastry Ghate, Rai Bahadur Ishan Chandra Ghosh and Rao Bahadur P. V. Seshu Iyer.

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

3. This Conference recommends to the Government of India that there should be at least one representative of the All-India Federation of Educational Associations on the Central Advisory Board of Education.

4. (a) This Conference, recognising the invaluable pioneer work done by Dr. Maria Montessori, in the study and practice of the education of little children, and in the training of mothers and teachers, enthusiastically welcomes the idea that Dr. Montessori should be invited to visit India and conduct a course of training in her methods at some convenient centre.

(b) With the object of enabling the visit to materialise soon, and of making it as widely useful as possible to India, this Conference urges its constituent organisations and individual members throughout the country to render all possible assistance, both in work and money, to the organisers of Dr. Montessori's visit.

(c) This Conference further requests the Central and Provincial Governments and educational authorities of British India and Indian States, to give active help in the promotion of this excellent object.

(d) This Conference authorises the Executive Committee of All-India Federation of Educational Associations to appoint a committee to co-operate with the organisers of the visit.

5. This Conference requests the Central Advisory Board of Education to obtain from the Railway Board railway concessions to teachers travelling for educational purposes.

6. This Conference authorises the President of the Council of All-India Federation of Educational Associations to put himself in touch with the Broadcasting authorities of the Government of India in connection with arrangements for Broadcasting Educational Talks.

7. This Conference invites the attention of educational authorities to the great value of Broadcasting for educational purposes and recommends a liberal supply of wireless sets to institutions.

8. This Conference is of opinion that the educational authorities should offer all reasonable inducements in the way of scholarships, special leave, deputations and other means, to promote exchange of Professors, Lecturers, Principals of Colleges, Headmasters of High Schools, Inspectors of schools and other educational officers between institutions or Education Departments in the various provinces of India.

9. This Conference is of opinion that an Education Week be observed in all the provinces and states of India for the purpose of acquainting the public with the work of schools and their needs.

ELEVENTH ALL-INDIA EDUCATIONAL CONFERENCE 83

10. This Conference is of opinion that Arbitration Boards to adjust differences between managers and teachers of non-Government educational institutions should be established in all the provinces of British India.

11. This Conference is of opinion that alternative courses of studies should be introduced in secondary schools to suit the needs of various kinds of pupils.

12. This Conference is of opinion that provision should be made in every school for aesthetic education.

13. This Conference is of opinion that facilities should be created to have schools for the deaf and dumb, and the mentally defective, in all the provinces and states of India.

14. This Conference recommends to the local authorities to make provision for the free supply of milk to poor children in elementary schools.

15. This Conference is of opinion that definite efforts should be made in all stages of education in India to teach inter-caste, inter-communal and inter-racial unity.

16. This Conference requests the Executive Committee of the All-India Federation of Educational Associations to investigate the possibility of adopting a common language and a common script for the whole of India.

17. This Conference approves the Children's Charter for India as drafted by the Council of the All-India Federation of Educational Associations and recommends its recognition and adoption by the people of British India and Indian States.

18. This Conference approves the Teachers' Charter for India as drafted by the Council of the Indian Federation of Educational Associations and recommends its recognition and adoption by the people of British India and Indian States.

II. CHILDHOOD AND HOME EDUCATION.

19. This Conference recommends to local authorities that special schools on modern lines should be started for the benefit of infants.

20. This Conference deplores the lack of sufficient literature on educational subjects in modern Indian languages.

III. PRIMARY AND RURAL EDUCATION.

21. In view of the widening of the franchise this Conference invites the attention of the Central and Provincial Governments of British India and the Indian States to the urgency of the need of compulsory elementary education of children throughout the country.

22. This Conference recommends that the organisation of primary schools in towns and villages be based on the following general principles:—(a) the primary school course to be ordinarily of four years; (b) the course to be simplified and closely related to the environment of the child; (c) with a view to cope with the growing demand for primary education the shift system or part time instruction to be introduced where school conditions permit it and financial and other conditions demand it.

23. This Conference invites the attention of educational authorities of provinces and states to the advisability of devising necessary measures for the maintenance of literacy among the children who stop their education at the end of the primary stage.

IV. SECONDARY EDUCATION.

24. This Conference requests the Central Advisory Board of Education to invite the attention of Provincial Governments and Governments of Indian States to the need of fixing adequate scales of salaries for secondary teachers in non-Government schools and of ensuring reasonable security of tenure.

25. This Conference is definitely of opinion that secondary school education should be divided into well defined stages complete in themselves; and should have arrangements for diversified courses which would equip the pupil, along with the cultural education, to meet the requirements of modern industry and commerce.

While welcoming the recent pronouncements of the Central Board of Education on this subject; (a) this Conference draws the attention of the Central and Provincial Governments to the need of safeguarding adequately the scope and extent of liberal education of the youth in this country under the proposed reconstruction scheme; (b) this Conference disagrees with the proposals to establish separate secondary schools and special examinations for recruitment to the various subordinate services; (c) this Conference recommends that selected Indians closely connected with educational work in this country and possessing requisite educational qualifications be sent abroad for additional training, in order to ensure that necessary expert advice be available in the matter of vocational training and guidance.

26. This Conference is of opinion that in secondary institutions, (a) arrangements should be made for imparting instruction and training in such subjects as civics and aesthetics and (b) full use should be made, as far as possible, of such modern aids to education as visual instruction and motion films.

27. This Conference invites the attention of educational authorities to the need of teaching Geography in such a manner as to promote the proper understanding of foreign races and peoples.

28. This Conference brings to the attention of various agencies engaged in the plans of educational reorganisation, the need of reorganising the courses of general and cultural education in our schools, in the light of the modern social and cultural needs of the country.

V. UNIVERSITY EDUCATION.

29. This Conference is of opinion that temporary inter-change of teachers among the different Universities of India will be a most effective means of promoting better understanding and goodwill among the peoples of different provinces and will also be of inestimable educational advantage.

30. This Conference requests the Government of India to establish an Indian Library Bureau at the Headquarters for the periodical publication of bibliographies of various subjects.

31. This Conference requests the Indian Universities to pay special attention to the improvement of the standard of instruction in the modern Indian languages of their respective areas and also to take steps, to publish a series of research papers and books in them, so as to enable them to serve as vehicles of modern thought.

32. This Conference recommends that conducted tours of students in India and abroad should be encouraged, and appeals to the universities and colleges to make provision for such tours.

33. In view of the valuable services rendered by aided colleges this Conference requests the Provincial Governments to increase their grants-in-aid so as to enable them to maintain their efficiency.

34. This Conference is of opinion that Military Science be introduced as an additional subject of study in the Universities.

35. This Conference recommends that there should be in each province a University Grants Committee on the same lines as the University Grants Commission of Great Britain.

VI. VOCATIONAL EDUCATION.

36. This Conference is of opinion that manual work of some kind suited to local needs should be introduced in the existing primary and secondary school curricula.

37. This Conference is of opinion that technical, vocational and industrial schools should be established wherever possible, to provide for the needs of those who possess especial aptitudes for, or are in need of, a particular career.

38. This Conference welcomes the proposal of the Central Advisory Board of Education to give a practical vocational turn to the present system of education and recommends that in order to enable provincial authorities to proceed with the working out of the proposal an annual provision of a sum of not less than a crore of rupees be made by the Government of India in its Budget, for subventions to the provinces which are prepared to introduce the proposed reform.

39. This Conference requests the Government of India to organise, at the Headquarters, a Federal Vocational Bureau, with a view to assisting Provincial Governments in making due provision for vocational guidance to pupils, at the end of each stage of their education.

VII. ADULT EDUCATION.

40. That in view of the coming Constitutional Reforms this Conference invites the attention of the Government of India to the urgency of the problem of illiteracy of the mass of the population which is likely to stand as a serious obstacle to their success; and requests the Central Government to organise a definite programme of adult education in collaboration with the Governments of Provinces and States as well as private agencies.

VIII. EXAMINATION.

41. This Conference requests the education departments of various provinces to standardise intelligence tests in the languages of their provinces.

42. This Conference is of opinion that there should be no external public examination at the primary stage.

43. This Conference requests the Examination Committee of the All-India Federation of Educational Associations to consider and report on the subject of external public examinations in secondary schools.

IX. HEALTH AND PHYSICAL EDUCATION.

44. This Conference is of opinion that every city should have at least one properly equipped gymnasium furnished by the Municipal Board, and that every town and village should have adequate provision for playgrounds for children.

45. This Conference is of opinion that a school Health Service be established in every province and state.

46. This Conference is of opinion that there should be a Superintendent of Physical Education in every province and state.

X. MORAL AND RELIGIOUS EDUCATION.

47. This Conference regards training for democratic citizenship as the most important part of moral education; and is of opinion that, in any contemplated reorganisation of the educational system, it is imperative that such training should be ensured for all students, (1) by means of a re-orientation of the curricula of schools and colleges and of public service examinations, and (2) through the promotion of activities, such as the scout and village uplift work movements, which definitely encourage a sense of social responsibility and provide practice in self-government.

48. This Conference is of opinion that it is inconsistent with the nature of moral and religious life, and educationally unsound, to give direct instruction in morality and religion in schools and colleges, unless it is given in a spirit of perfect tolerance and due opportunity is given for various views to be heard.

XI. TRAINING OF TEACHERS.

49. This Conference recommends that there should be post graduate research degrees in Education in all the Indian Universities.

50. This Conference is of opinion that arrangement should be made for Research work in all the Teachers' Training Colleges.

51. This Conference recommends to educational authorities that training colleges and normal schools should arrange for refresher courses for the various types of studies.

52. This Conference recommends to educational authorities that special arrangements are desirable for training the teachers of Indian languages and Classics.

XII. EDUCATIONAL EXPERIMENT AND RESEARCH.

53. This Conference requests the Education Departments of Provinces and States to undertake and encourage educational research.

54. This Conference requests the Educational Experiment and Research Committee of the All-India Federation of Educational Associations to make arrangements, for the periodical publication of the results of educational experiments and research in India, to the extent it may be possible.

XIII. INTERNATIONALISM AND PEACE.

55. This Conference is of opinion that a study of International Relations and World Peace be included in the curricula of Training Colleges and Normal Schools.

XIV. RESOLUTIONS OF COURTESY.

56. This Conference expresses its sense of gratefulness to the Governments of the States of Hyderabad, Travancore, Gwalior, Kashmir and Jammu, Bhopal, Cochin, Kolhapur, Benares, Dewas Junior, Aundh, Orchha and Raigarh for deputing delegates to partake in its deliberations.

57. This Conference appreciates the support of the Departments of Education of the Provinces of Burma, Bengal, Behar and Orissa, United Provinces of Agra and Oudh, Central Provinces, Berar, Assam, N. W. Frontier and Bikaner in bringing the Conference to the notice of all teachers under their jurisdiction and in granting to those in Government service facilities for participation in its deliberations.

58. This Conference expresses its appreciation of support of the Universities of Calcutta, Bombay, Allahabad, Punjab, Aligarh, Nagpur, Annamalai and of the Corporation of Calcutta in deputing delegates to represent them at the Conference.

59. This Conference authorises the Secretary, All-India Federation of Educational Associations, to communicate the resolutions of the Conference to the authorities and persons concerned and take such steps as may be necessary to give effect to them.

60. This Conference accepts the invitation of Gwalior State to hold the next All-India Educational Conference at Gwalior during the Christmas Week of 1936.

61. This Conference conveys its sense of gratefulness to Rt. Hon'ble Srinivasa Sastri for his opening the eleventh All-India Educational Conference at Nagpur.

62. This Conference expresses its sense of gratefulness to Mr. Syama Prasad Mookerjee, M.A., B.L., Bar-at-Law, Vice-Chancellor, Calcutta University, for his guidance and tact in presiding over the deliberations of the Conference and for his strong advocacy of the objects of the Federation in his Presidential Address.

63. This Conference records its appreciation of the spirit of comradeship and co-operation displayed by the delegates from various Provinces and Indian States, and congratulates the organisations concerned on their hearty and sincere response.

64. This Conference conveys its sense of appreciation and gratitude to the Reception Committee, the volunteers and the workers for their cordial welcome and admirable arrangements.

65. This Conference records a vote of thanks to Principal P. Seshadri for his eminent services as the President of the general sessions and public lectures.

GLEANINGS

FORCE, THE WEAKEST WEAPON

At the Joint Conference of the Educational Associations, England, Mr. Ernest Raymond (author of *We the Accused*) said his subject was "Set Free the Child Slaves"! "His view of education was not producing a gentleman, as the public schools seemed to think. Its final bloom should be a very noble gentleman, but it was no good trying to produce the bloom until they had got the only possible root—a free, fearless, independent and highly critical mind. It was impossible to graft gentility on to tamed ignorance, because where tamed ignorance existed they were bound to have intolerance and many another dull, unconscious brutality.

"Education was not necessarily 'producing a good citizen'. Producing a good citizen too often meant taming that lovely thing—a fresh, new mind—to our snobbery, our dullness, our timidity, our fear of thought, our terror of the herd. Taming him with stripes till he was a blunted man and sycophantic soul like themselves. They would get much nearer the mark if they said that the business of education was to produce rebels! Men who would willingly conform to what little is sane in society, but who would rebel healthily and indignantly against all that was cruel and stupid and tyrannous. Thus the half of education should be to teach disobedience! Obedience willingly given was a lovely thing, but obedience exacted by penalties was an ugly thing, because its other name was servitude.

"But children must obey, you say. Granted, but they always will, once their instincts are enlisted and guided by reason. The danger lies in their very willingness to obey. And that's why we have got to be very careful what we do with their willing obedience. The child is to be fitted for society, forsooth! That's about one-third of the truth; the other two-thirds is that we should set about fitting society for the child. But none of this does the average schoolmaster see. *He would break a difficult boy as a horse-trainer breaks a circus pony, though with less gentleness, perhaps, because a horse is a sensitive animal.* Except in enlightened schools, what are the methods of 'producing good citizens'? Flagellation or social ostracism. Some find it difficult to believe that eight-tenths of our punishments are as unnecessary as they are futile. Futile because force in the long run always defeats its own ends. Force is always the weakest weapon in the world."

DULL-WITTED SLAVES.

"As long as we dragoon children into conformity, as long as we exalt discipline too high above independence, so long shall we produce dull-witted slaves. By intolerant and retributive methods we shall produce intolerant and retributive little authoritarians—little budding Fascists. We see them everywhere. One step by a brave man from their accepted codes, and he is outside their pale. It is the English form of lynch law. In America, Judge Lynch. In England, Lynch Esquire, Old Etonian, Old Harrovian, Old What-you-will. Can such men save the present world? No. The world is astir with disruptive forces, and the new balances can be found only by free, original, clear-thinking, bold and adventurous minds. In the material world mechanisation, radiation, and economic integration have made all your maps ridiculous; in the spiritual world psychology and glandular psychology have made all your old taboos, all your old penal methods, ripe for review. And can our traditional methods of dragooning children to fit a collapsing society produce men able to cope with such a world? Obviously not. Then as long as we continue them, we are educating for catastrophe," he concluded.

(*Schoolmaster and Women Teachers' Chronicle*, January 9, 1936.)

THE TEACHERS' PROVIDENT SOCIETY—ENGLAND

The T. P. S., besides being the landlord of the N. U. T., is the Union's most powerful ally. To the enhanced status and emoluments which the N. U. T. has gained for its members—and which incidentally all teachers enjoy—the T. P. S. is able to guarantee a future free from financial worry.

The pioneers who founded the Teachers' Provident Society over fifty years ago were confident that if they could secure the same voluntary service with regard to finance as is so generously given by teachers on behalf of their colleagues in the educational world it would be possible to offer to teachers life and sickness cover on terms unobtainable elsewhere. That their efforts have met with abundant and increasing success is endorsed by the fact that to-day 688 local secretaries are rendering that true Friendly Society service, of which they have such good reason to be proud, and for which 97,000 members, on whose behalf they work, are exceedingly grateful. With no large offices to maintain: no agents to pay on a commercial basis; no shareholders receiving dividends for their financial foresight in the past; no directors receiving handsome fees for their service, the Teachers' Provident Society is able to distribute the whole of its profits among its members in the form of lower premiums and higher bonuses.

REMARKABLE BENEFITS.

Space does not permit of a detailed explanation of (a) Medical Benefit (help towards payment of doctor and dentist), (b) Sick Pay, (c) Life Assurance, (d) Thrift Endowments, (e) Annuities, and (f) Advances on Mortgage, but a specimen combination will suffice to show how a member of the Union may make that wise provision for the future that will enable him or her to secure that independence which is so well worth having. For less than 30s monthly a member of the Union (age 34 next birthday) may obtain:

s.	d.	Medical Benefit.
1	0	£3 3s weekly Sick Pay.
9	0	£300 Life Assurance, Maturity Value at
18	0	60, £463 16s. (bonus current rates).
0	4	Management Fee all benefits.
28	4	

Dual membership (N. U. T. and T. P. S.) is well worth having, for the membership of both bodies desiring an advance on mortgage may receive in all approved 100 per cent of the Surveyor's valuation or the purchase price (whichever is the lower) provided that the advance does not exceed £800. Over 100 dual members have already taken advantage of this valuable concession, which is due to a special arrangement with the N. U. T. Another privilege, of which a large number of members have availed themselves, is that of securing recuperative rest, so essential after a long illness, at either Golding House, Matlock, or the Anchorage, Bournemouth, for a nominal charge of two guineas weekly.

There are still a "happy few" living to-day who can proudly boast that they have devoted a lifetime to furthering the aims and aspirations of the founders of the T.P.S. and of these some are still actively engaged in its administration at Hamilton House. Such names as F. C. Blackburn, R. J. J. Campbell, T. J. Fox, J.P., W. H. Hartwell, and T. Tilley are "household words," with all the members of the Society. The future rests with the present members, and from the influx of new entrants, which has numbered over 6,000 per year for the past four years, one looks forward optimistically to the day when the T.P.S. will be able to claim that every member of the Union is enjoying its benefits and privileges."

(*The Schoolmaster and Women Teachers' Chronicle*, January, 16, 1936).

TIT-BITS FROM THE EDUCATIONAL WORLD

By

ANGLER .

THE MADRAS GOVERNMENT AND THE EDUCATION WEEK

The attitude of the Madras Government towards the Education Week initiated and worked up by a non-official agency like the South Indian Teachers' Union is in strange contrast to that of Bengal. It is refreshing to find the Government of Bengal, inaugurating the week in Bengal and inviting the co-operation of the public in the task of enunciating educational theory and directing educational effort. In Madras, however (no one knows why) the Government not only is against expenditure by local bodies on the Education Week celebrations but spreads a wet blanket influence by doubting the value of such a celebration! It is worth stating for the edification of Government and the public that the S. I. T. U. Education Week celebrations have been expanding in quality and quantity since their inauguration on 26-10-1931. The celebrations have drawn all concerned in education on a common platform to draw public attention to the need for making education a matter of equal concern to all parties. The response has been splendid, from the Governors of the province, the educational advisers of Government, the Departmental officers, the leaders of the community and the authorities of schools. What Government would have celebrated at an expense of over Rs. 10,000 for a provincial celebration, the S. I. T. U. has been able to celebrate at much less expense through the co-operation of its net work of organisations. During these celebrations, scout rallies, sports, children's treats, parents' meetings, elocution contests, excursions, educational exhibitions and teachers meetings have taken place. Are these of doubtful value to education? Is expenditure on such things from public funds unjustifiable? Every country is devoting all its attention to the problem of education, as education is a progressive subject. It is true the last word on education can never be said. But it is passing strange that an education week celebration should be denied a grant from public funds on grounds which are open to dispute, whether by argument or examination and enquiry. It is the duty of the Legislative Council to take up this question during the Budget session.

SENATE ELECTIONS AND THE S. I. T. U.

The S. I. T. U.'s role in the Senate elections now impending has been the subject of interested comment in some quarters. It is needless for the Executive to offer any further defence of its position but for the narrow way in which its adverse critics have been going about the matter. It is stated that a certain candidate has been going about misrepresenting the Union. In setting up candidates, the Union has as its aim the idea of securing opportunities for service to as many teachers as possible. The Union seeks to secure opportunities for the teaching profession to express its opinion through accredited representatives.

The Union is greater than an individual and the task of the Union is to raise itself and the teaching profession by organisation and discipline in its ranks. When even the masses are voting for principles, the Union has no doubt that the intelligent classes in its ranks will not be misled by the unfortunate self-importance of certain candidates. If individuals succeed as against the Union, it will not only be

a betrayal of organisation by the captains of Education but a blow to the Union. Let us therefore vote for the success of Union—which means organisation.

THE S. S. L. C.

It is understood that the Department has applied for the suspension of the 1934 scheme for another year. It is hoped that orders would emanate in time for schools to organise work.

THE ELIGIBILITY RULES

Early this month schools were circularised that the University of Madras has decided for purposes of eligibility to admission to University course, the minimum marks in English would be 40%. Though this decision was taken as early as April 1934, it is somewhat strange that an official notification from the Department should come in February 1936. Schools had made their selection of pupils believing that the minimum for eligibility would be only 35%. This surety will have the result of lowering the percentage of eligibility from each school. The public often judge the schools from the results. Would the Director of Public Instruction be pleased to request the University authorities to bring into force their decision with effect from the examination to be held in March 1937?

ELEMENTARY EDUCATION

It is understood that the Committee appointed by the Government met twice and have decided on the lines of enquiry. It is reported that their enquiry would extend to (1) need for revision of the curricula, (2) an examination of the present methods of allotting grants and (3) the desirability of opening part-time schools.

SOUTH INDIA TEACHERS' UNION

A meeting of the Working Committee of the South India Teachers' Union was held on Saturday the 8th February 1936 in the office of the Union.

The following resolutions were passed:—

"The Working Committee of the South India Teachers' Union has learnt with profound sorrow of the death of His Majesty the King-Emperor Geogre V, and it begs to convey its sincere condolences to the members of the Royal family."

Resolved to start a Joint Stock Company called "The South Indian Teacher Publishing Company, Limited"; and that shares be thrown open to the Union, its affiliated associations and members of the Union directly or indirectly.

Resolved to publish under the auspices of the Union a journal in Tamil called "ARAMBA KALVI" for the use of teachers in Elementary schools, and to fix Rupees Two as subscription per annum.

Resolved to form an Editorial committee consisting of 15 persons, with Mr. M. S. Sabhesan, as publisher and Mr. S. Natarajan, as Managing Editor.

Resolved to frame a questionnaire on Secondary Education and issue it to associations and bodies and then draft a report for being placed before the Working committee.

Resolved that Messrs. M. S. Sabhesan, T. P. Srinivasavaradan and S. Natarajan do form the committee for framing the questionnaire with Mr. T. P. Srinivasavaradan as Convener.

"The Working Committee of the S.I.T.U., deeply regrets that a ban on expenditure by local bodies in regard to the celebrations of the Education Week should have been placed by the Government and requests the Government to reconsider the decision and lift the ban. The Working committee further requests that, in view of the fact that other provinces like Bengal and Indian states like Mysore have begun to appreciate the usefulness and value of the Education Week Celebrations following the example of Madras, the Madras Government be pleased to co-operate with the S.I.T.U., and help it with advice and funds in order to make the Education Week Celebrations more effective and valuable."

"The Working committee is of the view that the immediate goal of Elementary education in the province should be compulsory and free education for all boys and girls alike."

Resolved to request the affiliated guilds and associations to collect 2 annas per member every year towards annual contribution to the Union. It shall be the duty of the Guild to collect the same and remit it to the Union every year.

That Mr. M. S. Sabhesan be requested to go into the Rules Committee's Report, incorporating the above and other necessary changes and that the entire redrafted copy of the rules be circulated to the Working committee and be placed before the agenda of the XXVII Provincial Educational Conference to be considered by the Working committee in Easter week.

Resolved that Messrs. S. Srinivasan and S. T. Ramanuja Iyengar be requested to draw up a memorandum regarding service conditions, official representation of the Union, Secondary Education Act and Compulsory and Free Education for submission at the next meeting of the Working committee.

Resolved that the South India Teachers' Union be registered under the Societies Registration Act of 1860.

Resolved to recommend to the Guilds and associations the suggestions to prepare the manuscripts for books for children for presentation to the S. I. T. U. free of copyrights.

UNION PROPAGANDA IN ANANTAPUR

Realising the need of more active co-operation on the part of District Teachers' Guild with the S. I. T. U. and taking advantage of a longer Christmas vacation for our school, I chalked out a programme of tour in the Anantapur District in the second week of January 1936. According to the programme I visited between the 8th to 13th instant, Tadpatri, Dharmavaram, Penukonda, Hindupur, and Anantapur, and apart from personal interviews with each member of the respective high school teachers' associations, had talks with the associations, in which special stress was laid on their need for greater activity, greater co-operation with their central professional organisation, i.e., the South India Teachers' Union particularly by joining the Protection Fund and subscribing to the "SOUTH INDIAN TEACHER" and by supporting the recent election programme of returning the candidates to the Senate and Academic council.

Everywhere there was keen interest. The Headmasters and registered graduate teachers have agreed to support the candidates. Dharmavaram and Anantapur, the only schools not subscribing to the "SOUTH INDIAN TEACHER," have promised to subscribe from this year and 18 members have been newly enrolled to the Protection Fund.

I take this opportunity of thanking all these associations for their splendid response and co-operation.

(Sd.) C. RANGANATHA IYENGAR,

20-1-'36. Secretary,

Anantapur District Teachers' Guild.

PROVIDENT FUND & LEGISLATIVE COUNCIL

In the Legislative Council, Mr. G. Rameswara Rao, M.L.C., was responsible for some questions to the Hon'ble the Minister for Education on the working of the Provident Fund scheme in aided schools.

The following are two of the questions raised by him.

1. Is the Hon'ble Minister for Education aware of the widespread grievances among the Aided Secondary School teachers in this Presidency about the inordinate delay in the disposal of applications for permanent closure of their Provident Fund accounts by the Inspecting officers, and about the investment of Provident Fund amounts in the Post Office Cash Certificates and the absurdly low rates of interest on these investments?

2. Considering the very low rates of interest at which the Provident Fund amounts of the teachers are compelled to be invested in Post Office Savings Bank and various other grievances regarding the administration of the Provident Fund, will the Hon'ble Minister kindly constitute at a very early date a Committee consisting of the Director of Public Instruction, a senior District Educational officer, the Accountant General, Madras, a representative of Aided School Managers and the President of the South India Teachers' Union to consider in detail the whole question of investment and administration of the Provident Fund, by a thorough inquiry into the matter and to make recommendations to the Government before 31st March 1936?

The Minister is stated to have replied that he received no representation from aided school teachers on the subject. We give below extracts from a letter

S. U. No. 39/35 dated 21-5-1935, by the Secretary, South India Teachers' Union, to the Hon'ble the Minister for Education.

EXTRACT FROM THE LETTER OF THE SECRETARY OF THE SOUTH INDIA TEACHERS' UNION TO THE HONBLE MINISTER FOR EDUCATION

Sir,

I have the honour to communicate to you the following resolutions (1) G.O. on Text-Books, (2) relating to the Provident Fund for teachers in aided institutions and (3) G.O. 4619 passed at the Annual meeting of the South India Teachers' Union held on 20th April 1935 and to request you will be pleased to consider the request contained therein.

RESOLUTION PASSED AT THE ANNUAL MEETING OF THE S.I.T.U. HELD ON 20-4-'35 RE. PROVIDENT FUND FOR TEACHERS IN AIDED INSTITUTIONS

"Whereas the Working of the Government Provident Fund for teachers in non-pensionable service has resulted in many administrative delays in the investment of Provident Fund deposits and whereas the deposits are fetching a low rate of interest, this meeting requests the Government to prevent administrative delays, to raise the Government contribution from $\frac{1}{3}$ to $\frac{1}{2}$ of Provident Fund deposits to the credit of the member to compensate for the progressive lowering of the rate of interest and also to allow subscribers to the Government Provident Fund, the same concession to aided school teachers as has been given to teachers under Local Bodies in the matter of appropriation of Provident Fund deposits for payment towards insurance premia."

Note.—Considerable hardship is felt by subscribers to the Provident Fund on account of avoidable administrative delays in the working of Government Provident Fund for teachers in aided schools. Further the benefit which the Provident Fund is designed to confer on its subscribers will be appreciably reduced unless the Government contribution is raised from $\frac{1}{3}$ to $\frac{1}{2}$ or the Provident Fund deposit in the Savings Bank is treated as different from ordinary Savings Bank account and allowed a higher rate of interest.

You may be aware that the subscribers to the Provident Fund under Local Boards and Municipal managements are permitted to utilise their share of the deposits of Provident Fund amount for paying the premia on their life assurance policies. Such an arrangement helps the subscriber to provide for an unforeseen risk on his life. If similar facilities be granted to subscribers to the Government Provident Fund scheme for teachers in aided schools and colleges it may be possible for this large body of subscribers to make some provision against death while in service. Such a concession will thus serve a double purpose.

I have the honour to be,

Sir,

Your most obedient servant,

(Sd.) M. S. SABHESAN,

Secretary.

A copy of this letter was also sent to the Late H. Champion, then Director of Public Instruction. Mr. D. H. Boulton, Deputy Secretary to Government, Education Department has kindly acknowledged the letter addressed to the Minister in his letter No. 1404 C/35-1 dated 20th June 1935 and the letter to the Director of Public Instruction was also acknowledged in his letter No. R. C. 1166 dated 18th June 1935. It is rather surprising that the Minister should have stated in reply that he received no representation and that he was unaware of any wide spread grievance amongst aided secondary school teachers.

FROM OUR ASSOCIATIONS

THE RAMNAD DISTRICT TEACHERS' GUILD

Proceedings of meeting held at Sattur on 15-2-'36.

A meeting of the Ramnad District Teachers' Guild was held at 1 p.m. on the 15th instant in the A. V. Middle School, Sattur, with the President M.R.Ry. A. M. S. Raghavan, Avl., B.A., L.T., in the chair.

The Executive Committee of the Guild met at 12 noon to discuss the Resolutions to be moved at the meeting.

30 delegates representing 10 Affiliated Associations were present at the meeting which commenced at 1 p.m. M.R.Ry. Sreenivasachariar, Avl., B.A., L.T., Headmaster, A. V. Middle School, Sattur, in his welcome address dwelt upon the sad plight of teachers, especially in private aided schools, and suggested that teachers should try to manage Secondary Schools themselves.

The President in the course of his introductory remarks, dwelt at length on the re-modelling of the S. S. L. C. Scheme, the coming elections to the Senate, and other matters of immediate concern to the Guild.

RESOLUTIONS

1. CONDOLENCE

The Ramnad District Teachers' Guild places on record its profound grief at the loss of a wise and sympathetic sovereign in the death of His Majesty King George V.

2. This Guild records its sense of deep sorrow at the untimely death of Mr. P. A. Subramania Iyer, Headmaster, N. M. Elementary School, Tiruppattur, an enthusiastic member of the Guild and well-known public worker, and authorises the President of the Guild to convey its condolence to the members of his family.

3. LOYAL GREETINGS

This Guild offers its respectful and loyal greetings to His Majesty King Edward VIII on his accession to the throne of his forefathers.

4. S. S. L. C. SCHEME

This Guild is of opinion that, as the new eligibility rule of 40% in English announced by the University is a real hardship, this rule should not be given effect to, at least immediately.

5. It is the considered opinion of this Guild that the 1929 Scheme should be continued for another three years or until a new scheme which is a decided improvement on the 1929 scheme, is hammered out in consultation with the responsible Teachers' Organisations in the Presidency.

6. G. O. No. 471.

On representations made by teachers belonging to the various schools in the District, and in view of the fact that there have been no changes—capricious or otherwise—except at reasonable intervals in almost all the private aided schools, that public opinion has always served to act as a deterrent factor against such unreasonable changes, as well as in view further of the fact that the five-year rule

has the gravest defects of rigidity and monotony, not to mention others equally grave though not affecting the school-world directly, this Guild urges the desirability of reducing the terms to three years, which includes almost all the benefits claimed for the five-year rule without sacrificing unduly the benefits of elasticity, freshness and variety.

7. THE DEVAKOTTA TEACHERS' CASE

The Guild authorises its President to write to the Secretary of the Devakotta High School Committee for information regarding the circumstances under which the services of Messrs. G. Sankaranarayanaa Ayyar and T. S. Rajagopala Ayyar were terminated from and after the 1st instant and then take such further steps as are considered desirable in the interests of the profession and of sound education.

S. I. T. U. RE. UNIVERSITY ELECTIONS

8(a) While disapproving the manner in which the S. I. T. U. Working Committee has set up candidates for the Senate and the Academic Council during the coming elections to these University bodies this *Guild* urges all teachers to vote for the S. I. T. U. candidates in the coming elections with a view to strengthen its hands in the good work that it has done, is still doing and will have to do in the near future;

(b) and suggests that in future the S. I. T. U. should leave the choice of such candidates to the various District Guilds in the Presidency, each Guild selecting one (or two) from among its members and the S. I. T. U. drawing the required number of candidates by lot from among the names submitted to it by the District Guilds.

RAILWAY CONCESSIONS TO TEACHERS

9. The Guild authorises its President to press on the Railway authorities the fairness of granting the concession already shown to students, to teachers as well while travelling in connection with the conduct of District Sports, Excursions, &c.

After the usual vote of thanks to the President, and the Headmaster of the A. V. Middle School, the meeting terminated at 3-30 P.M.

A. M. S. RAGHAVAN,
President

V. RANGASWAMY AYENGAR,
V. ARAVAMUDHA AYENGAR,
Secretaries.

A SEND-OFF TO A RETIRING HEADMASTER

The Staff of the S.I.Ry. Indian Higher Elementary School, Golden Rock, presented an address of farewell to their retiring Headmaster, Mr. S. Natesa Ayyar last evening in the school premises.

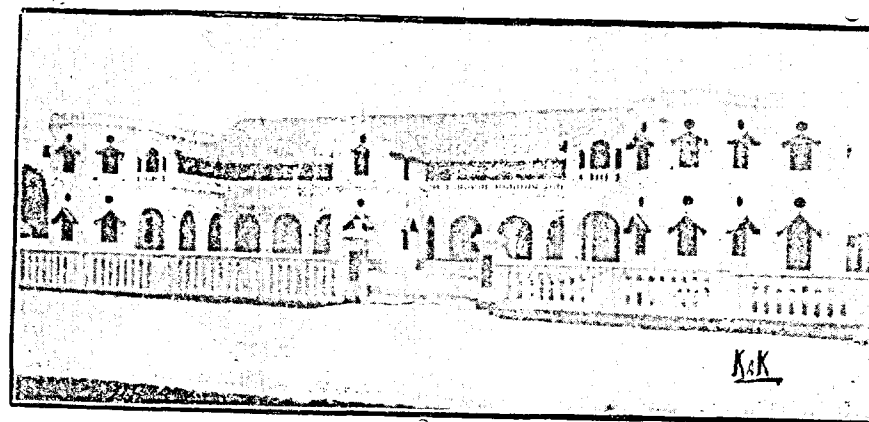
After lunch and a group photo, the address was read over and presented to him along with an ornamental silver plate as a souvenir. The Headmaster made a suitable reply thanking the staff for the honour done to him.

Captain T. J. Robson, the Executive Officer of the Colony and the President of the School who presided on the occasion complimented the Headmaster on his meritorious service of over 33 years as a teacher and as the first Headmaster of the first Indian School of the South Indian Railway, which ranks now as the fore-

most Elementary School in the Presidency in point of strength and efficiency. He wished the Headmaster long life, well-earned rest, peace and happiness.

After proposing a vote of thanks and the singing of the National Anthem the function came to a successful close.

Mr. S. Guruswamy Ayyar, B.A., an assistant of the school is promoted as the Headmaster of the school.



MUNICIPAL HIGH SCHOOL, COIMBATORE

SCHOOL DAY CELEBRATION

The Thirteenth School Day of the above school was celebrated with great eclat when the Hon'ble Mr. P. T. Rajan, Minister to the Government of Madras, presided. There was a large and distinguished gathering. Mr. V. Govindachari, Headmaster of the school, read the annual report which recorded the steady progress the school was making and how it catered to the needs of the backward community of the locality.

The school provides fee concession to as many as 43% of the pupils. The Hon'ble Mr. P. T. Rajan, distributed the prizes to the successful pupils. He then spoke to them on the need for discipline and fostering of team spirit and pleaded for a development of the road sense in the pupils.

The pupils then put on Board 'Demon Land' in Tamil.

With a vote of thanks the function came to a close.

WORLD FEDERATION NEWS

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS, 1201, 16th St., N.W., Washington, D.C., U.S.A., will hold its seventh International Conference in Tokyo, Japan, in August 1937. Those interested are invited to write for information and travel arrangements.

The Federation will publish shortly the first number of its magazine *WORLD EDUCATION*. Each affiliated organization is asked to send in 10 to 15 addresses to which it may wish the magazine mailed.

DR. PAUL MONROE, President of the World Federation, has suggested as a general theme for the Tokyo Conference "A Twentieth Century Programme of World Education." In carrying out this suggestion, it is not too early for the officers of each section of the World Federation to plan their programmes, secure participants to develop them, and give the topics chosen a wide publicity in the publications of the Federation, and in the educational press of their respective countries.

MR. F. MANDER, M.A., B.Sc., Past President of the World Federation and General Secretary of the National Union of Teachers of England, has been invited to be a guest speaker at the Meeting of the National Education Association of the United States in Portland, Oregon, next July. To Mr. Mander and his "engineers" belongs most of the credit for the perfect success of the Synchronized Education Conferences at Oxford last August. It was the finest and most generous welcome ever accorded to a meeting of the World Federation of Education Associations.

WORLD GOODWILL DAY, MAY 18, 1936, will be widely observed in the schools of the United States. Persons and organizations interested in this important movement for world understanding are invited to correspond with the Secretary-General of the World Federation, who will furnish at cost programmes, pageants, plays and other material for classroom and community exercises.

THE THIRD PAN-AMERICAN RED CROSS CONFERENCE held in Rio de Janeiro, Sept. 15-26, 1935, recommended that teachers and scholastic authorities exert efforts to bring about joint action of the family and the school so that children at their most impressionable age acquire habits of thought conducive to the understanding of justice and goodwill among the young people of all lands. It recommended the organization and development, under the auspices of public authorities, of reciprocal visits of students, inter-school correspondence, and exchanges of magazines and books, thus intensifying the moral and intellectual exchanges sponsored by the Junior Red Cross.

THE NEW EDUCATION FELLOWSHIP will hold its Seventh World Conference in Cheltenham, England, from July 31 to August 14, 1936. The theme chosen for the Conference is, "Education and a Free Society—a Discussion of the Foundation of Freedom and a Free Community." Information can be had from the Secretary, 29, Tavistock Square, London, W.C. 1, England, and from Progressive Education Association, 310 West, 90th Street, New York City.

RECORDS OF JANUARY FIRST 1936, show 144 organizations affiliated with the World Federation of Education Associations. Nineteen are from various parts of the British Empire.

THE TEACHERS' BOOK-SHELF

The Arithmetic of the Triangle. By S. W. Burnell, LL.B., B.Sc. Publishers, Messrs. Macmillan & Co., Ltd.

This is a neat little elementary book designed to meet the requirements of the alternative courses provided for the third and fourth years of senior school English pupils. Measurement of Angles, Triangles and Heights and Distances, Trigonometric Ratios and the method of calculating their values, the variation in sign and magnitude of the trigonometric ratios of angles in the four quadrants and simple cases of solution of triangles are dealt with in the book. The use of tables of Logarithms and trigonometric ratios is also explained.

Practical and graphical wherever possible is adequately given and the reader is made acquainted with the use of sighting rule, clinometer, Theodolite and other instruments used in surveying.

The treatment is simple and good. Each chapter ends with "some other things to think about and do" which will be surely appreciated by the pupils. The printing and the get-up of the book are excellent. It will be a useful introduction to beginners in Trigonometry.

V. A.

A new matriculation English Course. By Guy Boas and Cyril Aldred. Publishers, Messrs. Macmillan & Co., Ltd.

This is an excellently written text-book on English Grammar and Composition. The examples chosen are all representative of what the authors say 'of the living spirit of literature'. They are so interesting to read that unconsciously the reader is made to assimilate the grammatical principles which they are brought in to illustrate. Plenty of exercises are given and a very useful appendix suggesting many topics for essay, precis, questions on figures of speech, words and phrases, grammar and correction of sentences, style, analysis and parsing and selected question on those plays of Shakespeare most usually prescribed for Matriculation. The book serves quite well the needs of pupils preparing for the Matriculation Examination of English Universities. It will be found quite useful to all who teach English in the High school classes in India.

Modern Science. Book I Physics. 2sh. 6d. Book II Chemistry. 2sh. 3d. By G. W. Manfield.

These are two books of a series of Science text books, designed 'to train the pupils to take an intelligent interest in the science of everyday things.' The essential facts have been presented in a very interesting manner. These we may say treat of science in Everyday life and only such topics as have the greatest bearing on everyday life have been included and these are so treated as to enable the pupil to understand the science behind them. The treatment is such that the reader will be encouraged to learn more and to satisfy such a curiosity, a selection of suitable books to read and study is given at the beginning of each book. Each chapter is followed by a short summary and at the end of each book are given a hundred questions designed to test knowledge and to stimulate further study. The books are well written and neatly got up. We recommend that a good supply of books of this series be placed in the students' libraries of our schools.

EDITORIAL

THE CALL OF DR. TAGORE

Madras has never been known to encourage local talents or to express its appreciation when any useful line of activity happens to be successfully undertaken by any group. It is well known that the South India Teachers' Union was chiefly responsible for introducing the idea of the Education Week with the prime object of creating a public opinion in regard to educational matters. Ungrudging reference has been made in our column to the support extended to the Union by the Director of Public Instruction and his officers and by public men in connection with the Education Week. A good understanding has begun to grow and there is a natural desire on the part of local bodies to utilise this opportunity for winning public sympathy with regard to the programme of education. The Central Education Week Committee which consists of representatives of several associations has been anxious to make the teachers in Elementary schools also realise the value of coming into intimate touch with the public and a perusal of the leaflet prepared in the South Indian languages and intended for distribution among the parents will show how an appeal is made to understand aright the measures adopted by the local bodies and authorities for the progress of elementary education. While public sympathy is thus being enlisted through voluntary workers, it is surprising that the Government should have issued an order placing a ban on expenditure by local bodies in connection with the celebration of Education Week. The amount spent by Local Bodies has been so far insignificant and we fail to see the reasons which have induced the Government to take such a serious step.

We are not aware of any programme of the Government which aims at enlisting public sympathy. The Government have been constantly pointing to the lack of public opinion or sympathy as a serious obstacle to progress. One would expect the Government to jump with joy when a non-official organisation launches with the approval of the Departmental officers upon a programme of publicity involving no expenditure from general revenues. The Union hopes that the Government will consider the following resolution of the Working Committee of the South India Teachers' Union in regard to the Education Week on its own merits and co-operate with it so as to promote rapid advancement of education.

mittee further requests that, in view of the fact that other provinces like Bengal and Indian states like Mysore have begun to appreciate the usefulness and value of the Education Week celebrations following the example of Madras, the Government of Madras be pleased to co-operate with the South India Teachers' Union and help it with advice and funds in order to make the Education Week celebrations more effective and valuable."

It is refreshing to turn from Madras to Bengal where the Government seem to have taken the initiative into its own hand. Great leaders have found it possible to participate in the celebration. Will not the public opinion be stirred by the call of the great Indian poet, when he makes an eloquent appeal to liquidate the appalling illiteracy? Will not people begin to realise the folly of neglecting the medium of the mother-tongue? The duty before teachers in South India is clear. The need for publicity is more urgent now and they should be quick to realise that the progress of education in any direction is closely bound up with enlightened public opinion. They should therefore formulate a comprehensive and attractive programme so that they can carry with them the public. We have no doubt that, with the example of Bengal before them, the Government of Madras will take a different view of the Education Week and make it possible for the Union to do its bit for the province.

WHO WILL LISTEN!

The Director of Public Instruction is occupying a by no means enviable position. Representations from teachers employed in schools under Local Bodies should be reaching him in hundreds and they are varied in their nature. No one can deny that serious discontent is prevailing in schools under Local Bodies. It is very desirable that the complaints referred to in the representations should be examined carefully. Apart from the general hardship caused by the revision of the scales of salaries under G.O. 4619, the interpretation and application of the order have been keeping the wound open. Teachers who have been acting in a place for a long time are started on the initial salary of the scale and the concession of personal allowance is denied to them. That they have not been confirmed whenever chances arose is itself rightly regarded as a serious grievance. To say that they are not entitled to personal allowance or to any special consideration is to cause a number of deserving teachers great hardship. We hope the authorities will consider representations from such teachers with sympathy.