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

MARCH 1936

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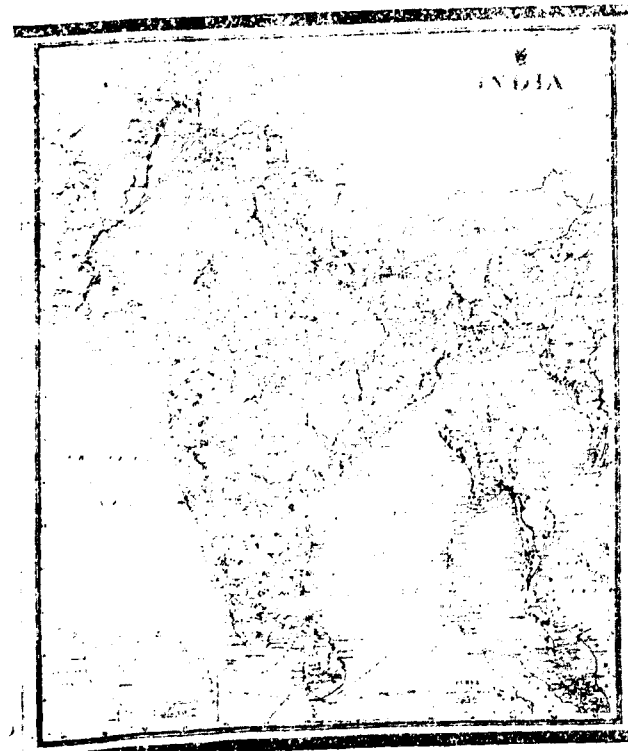
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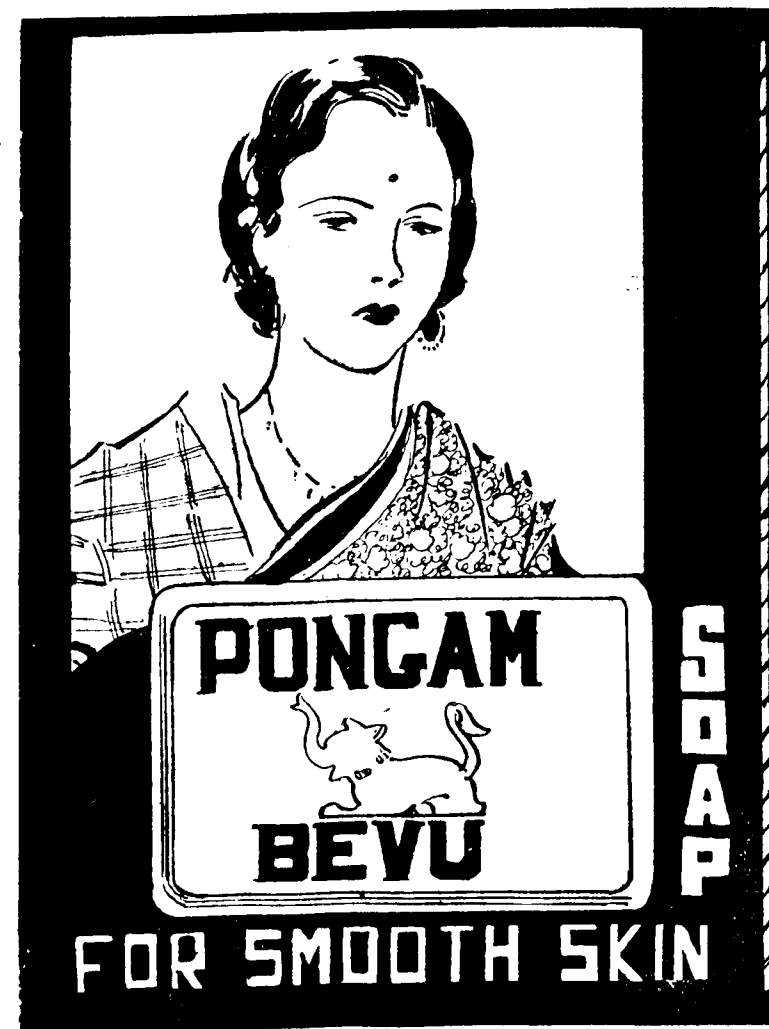
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THE SOUTH INDIAN TEACHER

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TENURE AS IT AFFECTS THE CHILD

[The following Article was submitted to the Journal of the National Educational Association, America, U. S. A. by the Chairman of the Association's Committee on tenure, Donald DuShane, Superintendent of Schools, Columbus, Indiana. Written by Stella Goldberg, a teacher of English in the Roosevelt High School, Chicago, Illinois. It is an outcome of the discussion of tenure at the League College held in Colorado last summer.]

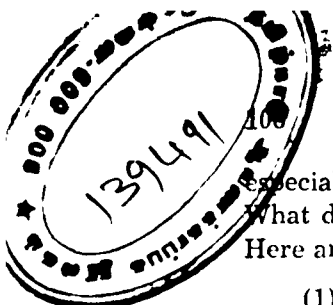
The effect of tenure, or its lack, upon the mental and physical health of the teacher, upon her personality, upon the continued development of her teaching ability, will without a doubt directly affect the mental and physical health of the child, the development of his personality in desirable directions, and his ability to acquire the knowledge, skills, and attitudes that are his due.

The following is a list of attainments which are usually agreed upon as the desired results of education upon the child :

- (1) Accumulation of the knowledge, skills, and attitudes necessary for the present and future adequate adjustment of the child in the society in which he lives.
- (2) Development, so far as possible, of a strong body.
- (3) Development of emotional stability, of poise.
- (4) Ability to think clearly about old and new situations, and to form judgments based upon this thinking.
- (5) Ability and willingness to act upon such judgments.
- (6) Development of character.
- (7) Development of ability for leadership.

Some of these minimum objectives are overlapping ; many others might be added to the list.

Whether or not the child will obtain these results from his education, will depend upon the adequacy of the educational system, and



especially upon its most important administrator, the classroom teacher. What does the teacher need in order to give these things to the child? Here are a few of the essential requirements:

- (1) Adequate preparation; continued inservice training.
- (2) Physical health.
- (3) Mental Health.
- (4) Participation as a citizen in the affairs of the community.
- (5) Obligation to present all sides of controversial issues.
- (6) Obligation to present truth to the pupils.
- (7) Consciousness that she will be supported in (5) and (6) by the school authorities.
- (8) Freedom and encouragement to take part in teacher organization work which will result in giving the child better educational advantages.

If a teacher has no tenure she knows that she may lose her position at any time, with or without notice; that she may be discharged for political reasons, often to make room for some political appointee; that she may lose her position for non-residence or because some less experienced teacher may be hired for less salary. She knows that her subject, justifiable though it may be, can be removed from the curriculum at the whim of the Board. She is also aware that she may be discharged to break her morale or that of the other teachers in her group. She may be discharged with the express purpose of increasing the teacher load to reduce expenses; and she may be discharged if she marries. Under such conditions what incentive has the teacher for continuing her training beyond the point demanded by the authorities? Why should she spend money and time developing her teaching ability when she has no surety of position? And just so far as the teacher does not continue developing herself to her potential capacities, so far will the child be deprived of that leadership and guidance which should rightly be his.

That economic insecurity undermines both physical and mental health is only too obvious. Nervousness irritability, and loss of disciplinary power on the part of the teacher brought on by the feeling of insecurity, directly affect the physical and mental health of the child. The harmonious relationship necessary between teacher and child is broken; many "problem cases" arise. Often the child through contact with even one such teacher suffers irreparable injury and develops a dislike for school and study that is sometimes never overcome and which may terminate his school career prematurely.

Can a teacher without tenure take active part in the affairs of the community? Usually not, unless he barter his political connections in order to keep his position, and even then he would be in danger because of constantly changing political alignments. It is only the most courageous teacher who, lacking tenure, will present his pupils all sides of controversial issues, especially those issues in which "the powers behind the job" are interested. How then can teachers so circumscribed lead their pupils to be clear thinkers—to be courageous and honest in their judgments? Most teachers know that no academic freedom is possible without tenure. Integrity of soul is sacrificed just where it is most needed, in the position of a teacher; the development of hypocrisy is the inevitable result.

Teachers are often blamed for the apathy of the general public in regard to political and social affairs, for the general lack of interest in educational affairs, for the high percentage of criminals among the young. These are largely the result of weak education which is directly caused by lack of tenure for all teachers. Encroachments upon the educational system will certainly not be vigorously fought by teachers who do not have tenure, and so both the child and the teacher suffer together. Since the child is our hope for a better civilization, the removal of anything that hinders his development is of paramount importance. When parents fully realize the ill-effects that come to their children from lack of tenure for teachers, there will be hope of concerted action which will provide tenure for every teacher in the land.

(Journal of the National Education Association, December 1935.)

THOUGHTS ON UNION RE-ORGANISATION

BY

S. T. RAMANUJA IYENGAR.

In view of vital issues being at stake for the successful functioning of the S. I. T. U., the time has come for the Union to tackle the question of re-organisation of the Union and perfecting its basis before developing its activities on many fronts. It is the purpose of this article to sum up the trends in the growth of the S. I. T. U. constitution, to point out the lacunae in the constitution and in the programme of work and to place before members some ideas on the changes required to make the organisation unambiguous in its ideals and effective in its work.

ORGANISATION

The Union was started in 1908, as a result of the memorandum of Mr. G. Manickam Chettiar, dated 21st March 1908, and the labours of the committee of which Mr. Theobald, was convener. It was started as a Union of Teachers' Associations with an Executive chosen from some circles into which the area of operations was divided.

In 1921, the Union changed its *Unitary* constitution in favour of a *federal* constitution with primary Teachers' Associations affiliated to District-Teachers' Guilds which in their turn are affiliated to the S.I.T.U. An Executive board consisting of the representatives of District Teacher's Guilds manages the Union and since 1925, a Working Committee is functioning within the Executive Board. This constitution has come to stay. Membership in the Union is primarily through school or college teachers' associations and secondarily only on the individual basis, which is fast dying out. It is thus clear that the Union wants every teacher in an educational institution to be a member of his school association, which is expected to be a useful adjunct to every good and well organised educational institution.

MEMBERSHIP OBLIGATIONS

Membership, as in all organisations which have to work, carries with it some financial obligation on the part of every teacher and Teachers' Association. In the early years, the obligation of a member was defined on the capitation basis in 1908, at 8 as per annum per teacher who was drawing a salary above Rs. 15 and 4 as per annum for every teacher drawing a salary below Rs. 15 per mensem. Since 1921, the capitation fee was abandoned and the *affiliation* fee was introduced with a mini-

mum of Rs. 2 for each Teachers' Association and of Rs. 15 for each guild. In 1925 at Srivilliputtur, an attempt was made to introduce life membership for a life payment but that was never put into practice. It is worth while noting that the capitation fee would bring the Union a greater income, commensurate with the needs of a provincial organisation, than the affiliation fee, which is not only less, but is not forthcoming because primary associations are either binami, or alive only on definite occasions, or moribund for many reasons.

ACHIEVEMENTS

The organisation thus ushered into existence has worked, in spite of a number of handicaps of the teacher, all these 28 years. Its achievements are worth noting, at least to show to the sceptic and the scoffer that good work has been done at considerable sacrifice of energy, time and money by its workers all along, without expecting any reward. Every year, a Provincial Educational Conference has been organised by a local Reception Committee at an expense ranging from Rs. 1,000 to Rs. 6,000 not to speak of the expenses of delegates. From 1908-1918, the Provincial Educational Conference was an auxiliary to the Provincial Political Conference. In 1909, the Union began to agitate for a *Provident Fund Scheme* and it has succeeded in its agitation. In 1910, the Union demanded *vernacularisation* of the school curriculum, and this agitation is continuing, though at present there is option to adopt the vernacular as medium of instruction and examination. In 1921, the Union sowed the seed for the S. I. T. U. *Protection Fund* and this has been brought into working order since 1927. From 1911-24, the Union was having publicity through the Madras Educational Review but, seeing that a journal of its own was necessary, the Union has been running the *South Indian Teacher*, since 1927. In 1921, it began to confer titles on distinguished and experienced educationists, showing that the teaching profession as represented in the Union is alive to the need for honouring its leaders, since 1931, the Union has been celebrating the *Education Week* as a social plan of the S. I. T. U. to educate the public in the needs of education. Throughout its career so far, the organisation has focussed opinion on current questions by the submission of *memoranda* issuing of *questionnaires* organising *deputations*, drawing up schemes and reports, doing *committee work*, holding *exhibitions* and *refresher courses* for teachers, promoting co-operative endeavours through *depots*, *banks*, and *tours*, and doing propaganda in its own interest and for the good of education through its meetings and conferences in every Union centre. In all its work, the Union has had the twin ideals of *organising the teacher* within the Union and *organising teaching opinion* on vital matters of education and educational politics.

Through such work, carried on from year to year, the Union has developed into a representative body drawn from all districts in the presidency, except some districts in the Andhra area; and it can to-day boast of workers who can hold their own with others in point of platform work and organisation of exhibition.

PROGRAMME

The Union programme of work to-day is expanding. Its membership is thrown open to men and women teachers of all grades and of all schools and colleges. The Union is thus a democracy of teachers. The affiliation fees it gets constitute the working fund of the Union. This fund, it is becoming clear, is inadequate for the work of the Union, for enrolling members, for forming new Teachers' Associations, for keeping in touch with affiliated organisations, for committee expenses, for representations, for publicity and for agitation. Work can be done only when the wherewithal for work—not for workers—is provided. No work can be done in a systematic way by honorary workers in a growing organisation. Workers have to be made full time and they have to be maintained by the Union in future. All these call for the levy of the capitation fee on every teacher and a readjustment of the financial relationship of the Union, the Guild, and the Teachers' Association. The augmenting of the working fund of the Union is thus an immediate necessity, as otherwise things would break down and work may come to a standstill.

Its publicity is done by the South Indian Teacher, a monthly Journal. Though improving in quality and in content, the S. I. T. is struggling. It is the teacher and the Teachers' Associations that have to stand by it. Others are helping but self-help is the best. A definite reserve for publicity purposes has to be built, through a joint stock company in which every Teachers' Association must be a member and contribute its share. This must become part of linked membership in the Union. No organisation can ever grow without the enforced discipline and backing of its members. The Publicity Fund of the Union is thus a vital need and if the South Indian Elementary Teacher in the vernacular is also to be published, the Union must make it obligatory on every teachers association to subscribe also, besides taking a share in the S. I. T. U. Printing and Publishing Company to be formed.

The Union's economic programme is getting organised. The Protection Fund is a benefit *cum* Profession Fund. The Benefit Fund caters to the needs of members at death or retirement. The Profession Fund stands for helping the teacher in distress and also the Union. It has been wisely ordained that membership in the Protection Fund is

conditional on membership in the Union. To derive help from the Protection Fund, it stands to reason that a member should continue to be in the Union and stand by it. The members of the Protection Fund are thus the vanguard of Unionism.

Of late, this fundamental aspect of the Protection Fund is being forgotten by some members of the S. I. T. U. Protection Fund but the Protection Fund management is devising ways and means to reinforce this basic ideal. It is the duty of the S. I. T. U. to see that this link between the S. I. T. U. Protection Fund and the Union is kept up. While the S. I. T. U. Protection Fund is a financial concern run on business lines by its members, there can be no two opinions, legal or moral, about the linked relationship between the Fund and the Union, under the existing rules of the Protection Fund. It is necessary for the members of the Union to make the Protection Fund stronger and more useful to its members in other ameliorative ways, like disability house-building, unemployment benefit and Debt relief schemes.

The Union's professional programme is easily the most vital aspect of the S. I. T. U. The members of the Union and the Teaching profession are labouring under disabilities of service which call for redress. The Union has recognised this and has created the *Vigilance Committee* to deal with this aspect of the Union work. The problem of the Vigilance Committee is the discovery of disabilities, giving publicity to them and combating them by persuasion, propaganda and resort to law. The work of the Vigilance Committee has not touched the fringe of the problem of teacher tenure for obvious reasons. But the work done has been effective so far as planning goes. The Vigilance Committee keeps a log-book of cases reported to it which is interesting reading. The Secretary, Vigilance Committee was responsible for the drafting of the Teachers' Service conditions bill, which has been the subject of discussion in the Union and the Guilds, by teachers and leaders of public opinion. Opinions on the bill have been gathered and it is noteworthy that the bill, except in details, has met with support from almost every one save some missionary managements who do not take the bill seriously. There are of course reasons why the Union Executive is going slowly forward. The inability of teachers to stand together and to make united demands, without fear or favour is one reason. The need to woo the electorate on this issue in the coming elections is another. But more than all these, the Union is not unaware of its limitations under the existing circumstances. Now that the general elections under the new reforms are coming on, it is the duty of the Union to make its voice felt among voters and candidates, and to cultivate political assistance of parties on this non-party issue. The Working Committee has also discussed a tenure plan drafted by the Secretary of the Vigil-

ance Committee as an administrative remedy and in the light of it submitted a memorandum to the head of the Department of Education. Resort to law has also been backed up by the Union. Thus the Vigilance Committee has chalked out a plan of publicity of disabilities, and shown there are legal, administrative and legislative remedies through which redress could be got. There is yet another remedy. That is the conversion of the S.I.T.U. into a Trade Union and registration of the same under the Indian Trade Union Act as a body of intellectual labourers. Some orthodox members of the Teaching profession are likely to be aghast at the suggestion of Trade Unionism for Teachers. But this organisation remedy is always there. In the west, there are Teachers' Unions registered as Trade Unions. In our own province, the position of teachers in aided schools and colleges is nothing but that of labourers, as per G.O. No. 180 dated 6-2-'30. If there are legal difficulties about the registration of the S. I. T. U. as a trade Union, they have to be got over. The transformation of the S. I. T. U. as a Trade Union does not necessarily mean the adoption of the extreme weapons of Trade Unions, but the development of the organisation on Trade Union lines with a view to get automatic redress in case of tenure disputes. The present Union will thus be a really organised Union with the ability to stand up against injustice, in the way peculiar to intellectual labourers. At any rate, if the administrative and legislative remedies are not forthcoming from the Department and the Legislative Council, the younger members of the teaching profession will have to think of changing the S. I. T. U. into a Trade Union or starting a Teachers' Trade Union separately. There is nothing sordid about Trade Union for teachers but the tragedy of the life of the aided school teacher calls for a remedy on these lines, if not now, at least in the future.

Another aspect of the programme of the S. I. T. U. is the evolving of the moral and merit Fund of its members. Very often the complaint is heard that teachers care only to agitate for security and salary. Such a complaint comes from ignorance of the work of teachers' organisations. The S. I. T. U. has been striving to define a code of conduct for teachers, as distinct from the code embodied in the Madras Educational rules. The S. I. T. U. bill visualises this in writing and envisages the strength at a future date of the S. I. T. U. eliminating professional misfits and professional misconduct of teachers. The S. I. T. U. wants the teacher to labour honestly in his vocation and serve all concerned in education in a spirit of service for its own sake.

HANDICAPS

But inspite of its programme of work, and the basic principles of its organisation, the Union is suffering from a number of handicaps. The

Department of Education does not extend to the Union that amount of co-operation and help that is due to an organisation of teachers. The Managements have their own lofty sense of their importance, and would not recognise teachers as partners in the work of schools. The parents are criminally negligent of pupils' and teachers' interests. The public are indifferent to the problems of schools. Legislators have their own political pre-occupations. Teachers are divided and a feeling of disaffection and discontent in their midst is growing.

LINES OF REORGANISATION

The need of the hour, especially on the eve of the Salem Conference, is a reorganisation of the S. I. T. U. on sound lines, based on clear objectives and plans of work. The Union has to be a Union of Teachers. and has uncompromisingly to enunciate its demands, unmindful of its repercussions on the present generation of teachers, who have, to suffer in order to improve the conditions of the profession. Its office-bearers must be those who will be true to the ideals and needs of the Union and not those who wish to use these offices, worthless though they may be from the monetary point of view, for their own ends. It must not be possible for either the Presidents of Guilds or members of Union executive or members of the Union to remain in the Union and work against the official policy of the Union, so long as it holds, as is evident from the recent elections to the University bodies. The time has come for the S.I.T.U. to introduce rules *re.* disaffiliation of offending organisations and expulsion of revolting members if the Union is to make any headway in organisation. The Union must emphatically claim leadership in education and undertake education of the teacher, the child, the parent and the voter, because education is the solvent of all ills and is the link of all the limbs of the nation. The Union has to inculcate service to the three estates of the school and to see that teachers are equipped for such service. It must conduct educational surveys in various Union zones to define the local educational needs and make the gratitude of the country flow towards it. It must organise itself effectively, if need be on a strict membership, so as not to have milk sops as drags in its march. It must develop self-assertion and ask for statutory safeguards for the teaching service, like salary standardisation according to zones by law, and security by collective agreement between the Union and the educational authorities. It must remove the lacunae in its existing constitution. Such are the absence of a list of effective members, absence of linked work, decay at the extremities, centralisation, absence of initiative in primary organisations, lack of discipline, lack of sustained work through paid workers, and above all poor finance incompatible with its already expanded programme of activities

All these have got to come, either by a written constitution or by evolved conventions observed by a set of teachers who will be wedded to Unionism, in whatever way it is defined and who have the morality and common honesty to stand up for their rights while doing their day to day work. In any case, if the Union is to have a future of service to teachers, its objective must be to get statutory recognition as a workers' Union and as a Public Utility Service; and its programme must be to develop the framework of its activities all these years, instead of embarking upon new and newer schemes. The teacher must be made a live professional animal. The Teachers' Associations must become power-houses of educational work. The Guilds must become live centres focusing educational opinion in the areas. The Union must be a co-ordinating agency, with effective contact within its limbs and responsive contact with others engaged in the advancement of educational welfare.

The Executive must have a dynamic programme on a single theme for each year—like Teachers' Registry, tenure, unemployment, elections, co-operation, curriculum, agitation for particular redress and so on. The President must be chosen for each year and change also, with a cabinet chosen by him so that the Union might march under varied leadership. Honorary Secretaries must have a permanent departmentalised Secretariat working from day to day. For at least a quinquennium more, the work of the Union must be organisation and education, of itself, so that the unedifying spectacle of members of the Union working against it in times of demonstration of professional solidarity might not repeat itself and the Union might grow from success to success, instead of making failures its stepping stones to success.

CHILDREN WHO SHOW OFF

By

MR. K. F. BRODRICK

It was disconcerting when Timothy began to show off before Aunt Agatha at lunch.

The way he did it was disgraceful. In the midst of a story coming from the aunt about old friends, I became aware that Timothy was sloshing his rice about and was following that by drumming his spoon on the table. Then, with a sweep of the hand, he pushed over his glass of water, and fled howling from the room.

"Why do children, so exemplary on most occasions, suddenly shame us like this?" The question was put by a neighbour while speaking of her little girl, who had made an unseemly din in her drawing-room when grown-ups were present, though she was usually quiet and gave no trouble at all.

THE REASON

Such behaviour is trying, but assertiveness is inborn in most children, and a love of being in the limelight is quite a common failing.

I imagine that something like the following was present in Timothy's mind when Aunt Agatha came to lunch, though the child could never have explained it, because what he was experiencing would be partly unconscious. "They are talking of something I don't understand," he would be feeling. "And it doesn't interest me, anyhow. I wish I could reach up to them, but I can't; yet Mummy should remember I'm here. I'm good and quiet, but nobody is speaking to me. I'm lonely."

So he decides to do something to alarm or to shock, and to force his presence on the company. Over goes the glass of water. But the child has not reached this point easily. He has really suffered. A burst of howling follows the unfortunate episode.

THE SEEN AND NOT HEARD THEORY

The limelight a child requires, at the start, is usually the eye of a devoted parent or Nanny, or he may have a certain set of people—the servants or neighbours perhaps—known to react satisfactorily to his fine behaviour.

The modern girl or boy has not learnt the Seen and Not Heard theory, which was drummed into their parents while young; and which was most unnatural. Mummy (who thinks so much about the upbringing these days) belongs to them. They want her all the time. Their behaviour is coloured by that desire.

Boys are often quicker to show off than girls when they are young. An only child will go further than one who has been taught some sort of balance by sisters and brothers, and such a youngster may find an admiring audience by creating a make-believe companion to whom he can talk, and who will shower on him approbation.

A child in a large family may try to make himself conspicuous. but, as a rule, carrying this to extremes will be jeered out of him from the beginning.

GOOD OR BAD ?

We parents may be disturbed when our children show off in stupid fashion before us or before our friends. It is never pleasant to see a youngster do this, even in good temper; but it is well to consider if the love of it is a bad or good trait in a character just forming.

It is not a bad trait, though we cannot lose sight of the fact that children who push themselves forward constantly, as if each would say, "Look at me," are potential neurotics. That is why it is important to understand the problem that showing off presents.

STUDY HIM

The child who will assert himself is revealing a healthy tendency. He may do great things presently if he has the chance. All the same, you must remember this tendency in your Timothy can lead him into undesirable ways, if you are not wise and watchful.

Of course, you will be. You realise that your child is sensitive and susceptible in early years. You know that you have to study him as an individual, and to understand him, and to treat him with patience and tact. If he refuses to eat his food, for example, you may be so worried that you will coax and plead. But if you know that he is aiming at publicity it is far better to show small notice, and presently to take the plate away.

That does not mean you cannot watch what he eats. The child's weight must be kept up, but give him proper clothes and fresh air and plenty to occupy his thoughts, and unless he is really ill, you will find that he will soon eat in a normal manner again.

When Timothy behaved before the aunt as if I had never taught him good manners, I was horrified, but I realised that I was more to blame than he was. It was hardly human nature for a virile child to sit sedately listening to anecdotes about grown-ups he had never seen.

More wisdom would have been shown on that occasion if I had left him with Jane in the kitchen (I have no nurse), and let Aunt Agatha see him after lunch, or I might have allowed him to play with his trains on the floor, and have his own meal later.

GOOD MANNERS

That is not to say that Timothy, or Kitty must not be taught good manners, and taught them thoroughly. Their make-up, however, has to be recognised, and if they do push forward to show off, a mother should always be matter of fact in the way she meets them.

You will not go far in correcting this fault if you show surprise or horror, or undue admiration, as they preen themselves before you. Advice and instruction have to be conveyed in a firm voice without fluster or sign of worry. This requires patience and perseverance. We have to watch, but must never make our watching too obvious.

Our task can never be easy with the child who, by nature, loves to make a sensation but you can prevent this becoming objectionable, if the difficulties are tackled early.

—*The Daily Mirror*, January 29, 1936.

EDUCATION OF EXCEPTIONAL CHILDREN*

By

MRS. MARJORIE BELL,

Assistant Director, National Probation Association, Inc., New York.

I shall speak from the point of view of the delinquent, the socially handicapped child who is often handicapped physically and mentally as well as socially. I think the label "delinquent child" is an unfortunate one because it seems to classify a child in an entirely false way, but it happens to be a convenient term to describe the child who presents a serious problem of adjustment. In speaking briefly here I am going to accept the idea that the "delinquent child" is the one who has come before the juvenile court.

The thing I want to emphasize, is the relationship between the school and the other agencies that are dealing with this problem of the delinquent child. The importance of the problem, I am sure, you already know, but the fact that there are about 200,000 children every year coming into the juvenile courts is some gauge of the extent of it. Those 200,000 are probably only a minor part of the whole group of children who are really in need of some type of special treatment and educational care.

We know from experience and from studies that have been made that the child who comes into the juvenile court as delinquent has already been known as a problem child in the schools. He has probably been recognized definitely as such for at least 2 years previous to the time when he comes into the court for some specific delinquency.

The juvenile court as a social agency is only about 35 years old. It started out ambitiously with the idea that the delinquent child should be separated in treatment from the adult criminal. If we could only say this is actually being done after 35 years, we should have some reason to be proud of its achievement. There are, perhaps, a half-dozen really good juvenile courts in the United States. There are some States in which there is no juvenile court procedure which justifies the name. There are children all over the country being treated almost as much like adult criminals as they were 35 years ago. Children are held in jails, children are tried—actually tried—like adult criminals, even though the

*At an exploratory conference on the co-ordination of effort for the education of exceptional children, held in Washington on November 1 and 2, 1934, the above contribution was made.

court itself may go by the name of "juvenile court." We are a long, long way from the realization of the juvenile court as a true social agency.

In the beginning, the juvenile court was expected to do a real job of caring for the child, supposedly as a parent would care for him on the happy assumption that the State would take the place of the parent in his training. We have developed the theory in the gradual progress of juvenile court work. At the same time the schools have undergone a development of philosophy in which they have become social as well as educational agencies, so that in a sense the two are meeting, each one being both a social and an educational force.

There are the extremists who believe that all problems of delinquency should be handled by the schools. There are the other extremists who, I am glad to say, are getting fewer and fewer, who think that all school problems—all problems centering, of course, in truancy and distinctly school-behaviour problems—should be cast upon the juvenile court, in order that the big stick of legal authority may be held over the child and may somewhat relieve the disciplinary strain in the school.

The question of how far the school can go in handling the delinquent child is partly a jurisdictional, partly a practical one, also partly a question of the whole philosophy of education. There is no limit, of course, to what the school can do from the educational angle through the early recognition of the unadjusted child, and through the use of all of the resources of the school, such as the visiting teacher service and the clinics. Most important of all are the attitude and approach to the subject on the part of teachers and principals. We are putting the burden of responsibility for adjusting the child more and more upon the school.

However, there are certain practical considerations which limit the programme of the schools in handling cases of delinquency. The juvenile court must have actual legal jurisdiction which could not be transferred to the school altogether without converting the school into another juvenile court. In that case, there would be no real differentiation of function. It is a handicap of the juvenile court as a social agency that it is necessarily a court of law, but in the last analysis we cannot get away from that fact. However, as it develops properly and idealistically, the juvenile court is trying to minimize that aspect of its work as much as it possibly can.

The relationship of the court and the school is one in which all of social work and education is concerned. This relationship has worked out in various ways in different communities, some successfully and some unsatisfactorily. I have visited many courts and schools through-

out the country, and I find that in a great many cases so far as the problem child is concerned the juvenile court and the public school are not working together at all. In the first place they are very often not evenly developed. That is you may have in many cases a lack of understanding on the part of each, of the proper function of the other, and back of that I think very often neither the school nor the court, nor indeed the community, has a clear idea of what it should do for the delinquent child.

The school, for instance, frequently complains that the court does not stand at back of the teacher in enforcing discipline when school problems are brought into the court. If the truant child is placed on probation instead of being sent to a truant school, the school may allege that the juvenile court is not fulfilling its function because it does not support the discipline of the school.

On the other hand, the court may fail entirely to see the school point of view. In one city the juvenile court announced that the school was to have nothing more to do with any cases of truancy, that by being brought into court they became court cases and were no longer school cases. There was, of course, an utter lack of co-operation, team-work, or understanding of the problem in that city.

Truancy is as individual as any other child problem, there being as many causes for truancy as there are truant children. But as a symptom of delinquency it furnishes a very good illustration of the need of the close co-operation of the two agencies, the juvenile court and the school.

One of the things in which I should like to see the Office of Education interest itself is the study in various communities of the working policy or relationship between the court and the school. Such a study would open the way for a much wider understanding of relationships among all the other agencies. It would make it possible for the court and the school to clarify their own particular problems, to define their respective functions, and to work toward a better cooperative programme

GLEANINGS

BROKEN HOMES MEAN BROKEN CHILDREN

NIGHT TERRORS AND SLEEP WALKING

"There can be no doubt that divided loyalties in the home too often are reflected by divided loyalties between home and school, and a development in the growing child of a low cunning or of a sense of bewilderment."

Even such small experiences as a fire or explosion, have a detrimental effect on the healthy growth of children. A child which had night-terrors and was suffering from sleep-walking, could give no account of why she was nervous and frightened and denied dreams. Then her mother revealed that when the child was two years old a gasometer had blown up, opposite the house in which they were living. With some difficulty, the child was induced to talk about fire, and then had a definite dream which woke her up screaming. But thereafter her sleep-walking ceased and she gradually improved."

DEATH SENTENCE

Speaking on the same subject Dr. Maria Montessori said:—

"The bored adult who says to a child 'You have done enough of that now. Stop,'—is pronouncing sentence of death on the hidden life of child's development.

"When sometimes the environment frustrates the inner functioning of the child the existence of a sensitive period may be testified by violent reactions, uncontrollable distress with no apparent cause which we class as temper, tantrums, or naughtiness."

(Sunday Times, March 1, 1936.)

PAINTING CURE FOR CHILD DELINQUENTS

SELF-RELIANCE AND CREATIVE POWER

A new theory as to the cause and cure of criminal tendencies among juveniles has been advanced by Dr. Harry M. Shulman, Director of the Hawthorne-Cedar Knolls School, New York.

The results of his experiments raise the hope that the juvenile delinquents of the future may be saved from a life of crime, not through the courts or by means of punishment, but with the aid of an ordinary box of paints.

His theory is that a great deal of juvenile delinquency is due to unexpressed talent.

"We have no intention of trying to make artists of them," he says. "They come in shy and with their whole personality repressed, and we have seen them paint their way to self-reliance."

COMPLETE FREEDOM

"We believe that creative activity fostered in the art classes helps to uncover a child's emotions and acts as a stabiliser."

The children, he says, are never urged to work nor punished for unruly conduct. Sooner or later, it is claimed, a sort of group spirit possesses them, and they feel they want to paint as the others are doing.

The Teachers College, Saidapet, Madras, and The Theosophical College, Madanapalli (Madras), are also doing good pioneer work in the field of adult Education, the former through its Free Adult Night School and its Travelling Library.

The Central Night Schools Association, Muzaffarpur (Bihar), is going ahead with its work in Night Schools for illiterate adults in that part of the country.

The Government of Bihar and Orissa have in a recent resolution, called the attention of managers of night schools in the Province to the desirability of defining the purpose of each school so that its curriculum can be better designed and better progress secured.

In the Central Provinces, the Department of Public Instruction is re-examining the problem of Adult Education.

In Burma, a Burmese Book Society has recently been formed with a membership of about 3,000. It is managed by an Executive Committee of 21 members of which the Hon'ble Home Member (Burma Government) is the President and the Director of Public Instruction, Burma, Member in Executive Charge.

No subscriptions are levied on members but each member has agreed to purchase copies of the publications published by the Society or under its auspices."

Mr. P. A. Inamdar, Director of Public Instruction, Idar State, North Gujarat, and a Member of the Board of Directors of the World Federation of Educational Associations, has formulated a plan for Adult Education in that State and issued detailed instructions to Adult School teachers for working it and has begun work on it in four villages.

The Travancore, Kolhapur, and Porbandar States are also considering schemes for the education of illiterate adults in their territories.

The Director of Public Instruction, Mysore State, where serious endeavours to tackle the problem of mass illiteracy have been made for years past thus remarks on the subject in his Decennial Report recently published:—

"When the country is making a rapid progress in the political field, it is quite essential that the voters should be educated so as to discharge their duties as citizens Adult Education has sometimes been given a narrow connotation as being merely intended to equip adults with a knowledge of the two R's but a more comprehensive content will have to be given and instruction provided in personal hygiene, sanitation and elementary principles of co-operation. The methods of teaching will have also to be improved and the powerful aid of the Cinema, and in the near future the Radio, enlisted in the cause of the education of the adults.

"The revival of adult education on sound and practical lines needs not only funds but a widespread organisation all over the State to combat against illiteracy. Local Education Authorities should set up unofficial organisations in each district, taluka, and, if possible, hobbies, subject to the final control of a Central Board. Each district organization should enlist the services of a Volunteer Corps of social workers and of paid workers also, train them in the field of Adult Education and village uplift work, and send them to villages to set up clubs in Central schools.

The work of these clubs should be directed towards the imparting of literacy and general knowledge and providing such recreation and amusements as will

induce the villagers to gather there regularly and willingly. The club should get special newspapers containing stories, news, information on such subjects as cultivation, cattle breeding, health, co-operation, etc., and arrange for lectures occasionally with magic lantern, for Harikathas and Cinema shows, and for enactments of dramas and farces, by a set of trained volunteers or by the dramatic associations in schools and colleges."

Among the Universities, the Agra University has recently adopted a scheme of University Extension Lectures; the University of Lucknow has also a scheme of Extension Lectures; the Annamalai University divides its B.A. and B.Sc. Pass and Honours classes into batches and places them under the control of a lecturer for Tutorial Classes and requires them to meet their lecturers once or twice a week; the Nagpur University is considering proposals for the Broadcasting of Lectures in the Province; and the Mysore University, under its Extension lecture scheme, arranged for 6 lectures in Kannada, 1 in Urdu, 1 in Tamil, and 10 in English during the year 1934-35 and the University Teachers' Association, Mysore, organised 3 Extension Lecture Camps in different parts of the State with a grant-in-aid for the purpose by the University. At these camps, lectures on a large variety of subjects were delivered—some in English but the majority in Kannada, the local language.

These activities are clearly indicative of the increasing attention that the subject is now receiving at the hands of Departments of Public Instruction, Universities, public leaders, and voluntary organisations and augur well for the spread of the movement.

The members present here will be glad to hear that, as in the year 1934, the World Association for Adult Education was kind enough to publish a summary of my last year's report to this section in its occasional News Sheet No. 8 for March 1935. We are, indeed, grateful to The Association for taking notice of our humble activity in the field. You will also be interested to learn that the National Adult School Union of England is now exploring the possibility of extending its beneficent activities to this country.

Before concluding this report, I cannot help noting the very great loss that the Adult Education Movement has suffered in the Bombay Presidency through the death of Mr. G. K. Devadhar, the founder of the Poona Adult Education League. He strongly believed that Adult Education of illiterate masses was one of the most crying needs of the country.

PROCEEDINGS OF THE HEALTH AND PHYSICAL EDUCATION SECTION, A. I. F. E. A.

BY

DR. G. F. ANDREWS, M.A., PH.D.
(President of the Section.)

The Health and Physical Education Section of the Conference met on Saturday, the 28th December 1935 at 10.30 A.M., under the presidency of Dr. G. F. Andrews, M.A., Ph.D., (Columbia), Assistant Physical Director to the Government of Madras. In the absence of both the permanent and local secretaries of the section, Dr. Kale acted as "emergent" Secretary.

Dr. Andrews, in his presidential address deplored the lack of attention paid to health and physical education; discussed the reasons for this state of affairs; pointed out the contributions of well organized programmes of health education and of physical education under trained leadership and suggested ways and means of making health and physical education play its due part in the education of the individual and in national reconstruction.

Mr. Khumbare in his paper on "School Health" supported the views on health education presented by the president and emphasized the need for consideration of the dietary problem of school children as well as of their rest and leisure. Mr. Narayana Pai presented a paper on "Physical Culture—Some Important Systems" and pleaded for attention being paid to the development of the "Body Beautiful."

After discussion on some of the aspects of the subject the following resolutions were adopted:—

1. That competent boards of studies should be appointed to draft courses of study in Health and Physical Education for incorporation in the curricula of elementary and Secondary schools;
2. That appointment in the navy and army should be thrown open to educated young men;
3. That Government should be requested to give grants-in-aid to private physical culture clubs or associations;
4. That new appointments of teachers should be made only to such as are qualified in sports and games.

The president in winding up the proceedings emphasized the "educational" aspect of health and physical education activities, reiterated that "muscle culture" is not the end and aim of Physical education, just as text-book instruction in physiology and hygiene is not health education and pleaded for a better understanding of the scope, aim and objectives of health education and of physical education.

Dr. Kale thanked the President and the audience and the session closed at about 1 P.M.

At the open session of the Conference where the above report was presented and adopted the following resolutions were also adopted:—

1. That 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;
2. That a school Health Service should be established in every province;
3. That there should be a Superintendent of Physical Education in every province.

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THE XXVII PROVINCIAL EDUCATIONAL CONFERENCE, SALEM

A meeting of the Reception Committee of the above conference was held at 6 p.m. in the London Mission High School with M.R.Ry. A. Ramaswamy Goundar, President, Salem District Teachers' Guild in the Chair. Mr. G. F. F. Foulks, M.L.C., Zamindar of Salem was elected Chairman of the Reception Committee and Mr. A. Ramaswami Goundar as Vice-Chairman of the Committee. Various sub-committees, such as, hospitality, exhibition, halls and conference, guide book and Directory, physical Education, etc., were formed for carrying on the work of the conference.

It was also resolved to publish a guide book for the information of the delegates containing information, general as well as Educational about the district.

Educational publishers and Scientific firms and others interested in inserting their advertisements in the guide book are requested to communicate with conference Secretaries for particulars. Educational Institutions in the province are once again requested to prepare exhibits and to send them in time to reach the exhibition Secretary. Any information regarding the above can be had from the conference secretaries.

The following are the resolutions received from the Reception Committee for consideration by the Subjects Committee at the XXVII Provincial Educational Conference to be held at Salem in the first week of May. Affiliated Guilds and associations are requested to send their amendments, if any, to the Secretary, Reception Committee in time.

I. Condolence :

(a) This Conference places on record its deep sense of sorrow at the demise of His Majesty the late King-Emperor George V (from the Chair).

(b) This Conference places on record its deep sense of sorrow at the demise of Mrs. Jawaharlal Nehru and conveys its sympathy to the members of the family (from the Chair).

II. Educational Reform :

This Conference appeals to the Ministry of Education in Madras to review the whole question of educational reform in all its stages and urges upon it the imperative need for taking organised teaching opinion into its confidence in the carrying out of any reform.

III. Educational Finance :

This Conference requests Government to re-organise educational finance to meet the growing needs of education and suggests the liberalisation of the Grant-in-aid Code, the formation of College and School Fee Funds out of the fee income, the insistence of a minimum endowment of at least Rs. 10,000 for each High School and a lakh of rupees for each College, and a compulsory contribution from every management to supplement the school funds.

IV. Educational Services in Non-Government Schools :

This Conference recommends to the Governor-in-Council that steps be taken to introduce in the Madras Legislative Council such legislation as is necessary for

the stabilisation of the service conditions and tenure of teachers in non-Government Schools.

V. Educational Literature :

This Conference deplores the lack of educational and professional guidance from the training colleges and the Department of Education and suggests that the Department in consultation with organised teaching opinion do issue informative pamphlets on modern and current questions relating to education and educational services.

VI. Elementary Education :

In view of the widening of the franchise this Conference invites the attention of the Ministry of Education to the urgency of the need of compulsory elementary education and recommends the reorganisation of primary schools in urban and rural areas on the following lines :—

- (a) The primary school course do consist of four years ;
- (b) The course of study do consist of the three R's, every-day Science, arithmetic of every-day life and local history and geography ;
- (c) The school age shall be from six to ten ;
- (d) Grants be based on the progress of literacy and on results ;
- (e) The hours of work be in two sessions in the mornings and in the evenings on the Shift System according to local needs ;
- (f) That in the interests of the maintenance of literacy day schools be supplemented by night schools where conditions demand them.

VII. Secondary Education :

This Conference is of opinion that secondary education be divided into well-defined stages with provisions for a liberal education during the first four years, branching off in the next two years into diversified courses to meet the requirements of cultural industrial, commercial or vocational education.

VIII. Educational Reconstruction :

While welcoming the recent pronouncements of the Central Board of Education, this Conference (a) draws the attention of the Government to the need for safeguarding the scope and extent for liberal education of the youth of the country ; (b) disagrees with the proposals to establish separate secondary schools ; and (c) welcomes the proposal to give a practical vocational turn to the present system of education.

IX. Educational Bodies and the S. I. T. U. :

This Conference is of opinion that organised teaching opinion as represented in the S. I. T. U. should be given separate representation as a constituency by itself on every educational committee and body.

X. Secondary Education Boards :

This Conference considers that the time has come for making secondary education boards statutory bodies with the powers to award recognition, to assess grants and arbitrate in cases of tenure disputes in educational institutions.

XI. S. S. L. C. Board :

This Conference is of opinion that as in the case of Syndic members of the Madras University, the members of the S. S. L. C. Board should not be examiners.

XII. Organisation and Registration of Teachers :

This Conference requests the Government to co-operate with the attempts of teachers to organise themselves under the S. I. T. U. and urges the formation of a registry of Teachers' Council to deal with the questions of recruitment of teachers and the professional conduct of teachers.

(Resolution from the Trichy District Teachers' Guild)

From Teachers' Association Board High School, Hosur.

XIII. Oriental learning and University Course of Study :

(a) That bonafide teachers possessing certificates of Proficiency in Oriental Learning be admitted to the B.A. examination without the production of certificates of attendance in a recognised institution.

(b) That the Entrance, Preliminary and Final in Oriental Titles may be treated as separate qualifications for Middle and High Schools and Colleges respectively.

(c) That the age limit be fixed at 20 instead of 25 for appearing for the Preliminary and Final examinations in private in Oriental Titles and certificates of proficiency.

(d) That the compartmental system of passing be introduced for the Oriental Titles Examinations.

XIV. Scales of pay and G.O. 4619.

(a) That teachers whose scale of pay is adversely affected by G.O. 4619 may be allowed to continue in their old scale and that the G.O. be restricted in application only to the new entrants.

(b) That the scale of pay obtaining in Government Service in the Educational Department may be made applicable to all teachers in local bodies and municipalities doing the same kind of work with the same qualifications so as to wipe off the existing insidious distinctions.

XV. Recruitment of Deputy Inspector of Schools :

That the Government be requested to select L.T.'s of at least 10 years standing employed in any recognised institution as Deputy Inspectors of Schools

From Teachers' Association, Theosophical College School, Madanapalli.

XVI. Physical Education in schools :

(a) That this Conference, in view of the need of increasing the physical fitness of Indian youth of both sexes, urges on the educational authorities the necessity of developing physical education, both theoretical and practical and making it integral in school and college curricula.

(b) That this Conference views with great surprise and disappointment the fact that, at the present stage of educational thought and practice in India, the terms of reference to the Sub-Committee of the Provincial Economic Council should be restricted to devising ways of introducing compulsory education only for boys of the school-going age in all villages and towns with a population of 5,000 and over, and recommends that primary education be made compulsory for both boys and girls of school-going age.

XVII. Service Conditions in Elementary Schools.

This Conference resolves to request the Government to bring the G.O. 5096/33 strictly into force with no exceptions and those teachers that have been excluded

from the privileges of the G.O. may now at least be included and paid from the date of its introduction. As regards pensionable teachers the difference of pay drawn before the introduction of scale and the pay fixed by the scale may be treated as personal pay without limitations to the maximum as is being applied in secondary schools.

This Conference resolves to request the Government to strictly adhere to the rules of the G.O. 5096/33 in adoption of scales of pay according to grades without any prejudice to some of the Secondary grade teachers who are now working on higher grade pay.

This Conference resolves to request the Government to insist upon District Boards, to sanction full pay for all leaves which are pensionable according to fundamental leave rules.

This Conference resolves to request the Government to equalize scales of pay for Secondary grade teachers of Elementary schools with those of Secondary grade teachers of Secondary schools.

This Conference further requests District Boards to show preference to Secondary grade teachers of Elementary schools, when Secondary grade vacancies in Secondary schools are to be filled up.

This Conference resolves to request the Government to insist upon this District Board for the introduction of Government scale of pay to Elementary schools in place of Director's scale.

This Conference resolves to request the Government to enhance the bonus of Provident Fund subscribers to 9½%.

This Conference resolves to request the Government to allow the exempted untrained teachers to draw, usual scale of pay adopted by the District Board, and further requests to pass orders, to refund the amount withheld for such teachers from the date of introduction of the new scale.

This Conference resolves to request the Director of Public Instruction, Madras, to grant permission to treat Saturday as half holiday for all Elementary schools in the District Boards.

SUMMER SCHOOL OF INDIAN MUSIC, MADRAS, '36

(Fifteenth Session)

The Fifteenth Session of the Summer School of Indian Music will be held this year in the Kellett High School, Triplicane, Madras. The Session will commence on the 29th April and close on the 9th June.

The Summer School offers a Six Weeks Intensive Course in Music and Music Teaching Methods. In addition to the Theory of Music, Vocal and Instrumental music will be taught. Practising classes will be held in the afternoons for the benefit of those joining the Course in Teaching Methods. An Orchestral section will be formed as usual and special training will be given to members. Kummi and Kolattam classes will be arranged for the benefit of women teachers. Special lectures on Staff Notation and Comparative Music will also be given. In addition to the Weekly Musical Evenings in which the students take part, Lectures on Music by distinguished Scholars and Performances by eminent Musicians will be arranged.

Four grades of Instruction (Elementary, Intermediate, Advanced and Honours) in Theory, Vocal and Instrumental Music will be provided for, as usual.

It is hoped to arrange for the following Instrumental classes :—

Veena, Violin, Gotuvadyam, Flute, Sitar, Dilruba, Tawoos, and Mridangam.

Persons of both sexes will be admitted. Beginners will be admitted to the Elementary course. Those who have already studied and practised music will be admitted to the Intermediate or Advanced course according to their proficiency. Only students who have passed the Advanced Examination of the Summer School or some other examination equivalent in standard to this will be admitted to the Honours course.

The fees for the session are as follows :

Theory and Vocal Music :—Rs. 6 for Elementary and Rs. 7 for Intermediate ; Rs. 8 for Advanced and Rs. 9 for Honours.

Instrumental Music :—Rs. 6 for Elementary and Rs. 7 for Intermediate ; Rs. 8 for Advanced and Rs. 9 for Honours.

Students must bring with them their own instruments.

Training Course Fee : Rs. 5.

N.B.—Only those who are eligible for admission to the Honours course will be admitted to the Training class.

Orchestral Class Fee : Rs. 3.

N.B.—Regular students of the Advanced and Honours classes in Instrumental music will be admitted to this class without any fee.

If desired, arrangements can be made for Men students in the Y. M. C. A., Esplanade, Madras ; and for women students in the Women's Hostel in Triplicane. Mofussil students may make their own arrangements in Madras, if they choose.

All applications should be sent to the undersigned together with the Registration fee of Re. 1, so as to reach him on or before the 25th April 1936.

P. SAMBAMOORTHY,

8, Dewan Rama Iyengar Road, Vepery, Madras.

PROVINCIAL PHYSICAL EDUCATION CONFERENCE

At a Committee Meeting of the Provincial Physical Education Association, Madras, held on Monday, the 2nd March at the Y. M. C. A. College of Physical Education with Mr. H. C. Buck, M.A., M.P.E., President of the Association in the Chair, it was decided to hold the Provincial Physical Education Conference this year with the Provincial Educational Conference at Salem in the month of May.

Details of the programme were discussed and it was decided to call for papers and resolutions on Physical Education to be presented at the Conference. It was also proposed to organize a Physical Education Exhibition to be included in the Educational Exhibition of the Provincial Educational Conference. Mr. P. M. Joseph, B.Sc., M.Ed., of the Y.M.C.A. College was requested to be in charge of the Exhibition. Mr. D. Samuel, M.A., Physical Director of the Salem College will be in charge of the local arrangements, and Dr. G. F. Andrews, M.A., Ph.D., Assistant Physical Director to the Government will be responsible for the demonstration of Physical Educational Activities.

An eminent educationist is being requested to preside over the Conference.

All those interested are requested to contribute to the success of the Conference by sending in papers and resolutions to Mr. C. A. Abraham, B.A., Physical Director, Madras Christian College, who is the Secretary of the Provincial Physical Education Association. Further particulars can be had from the Secretary.

March 6, 1936.

H. C. BUCK.

THE LATE DR. S. J. THEODORE

At a public meeting held in the Anderson Hall, Madras, on Friday, March 6, it was resolved that a Memorial Fund should be raised for the benefit of the widow and the two small children of the late Dr. S. J. Theodore, Vice-Principal, Madras Christian College, whose sudden and unexpected death on February 27th has left his family ill provided for.

A representative Committee was appointed and now appeals for donations to the Fund which is to be called Theodore Memorial Fund.

Dr. Theodore's brilliant academic gifts and achievements, his personal character and his wide influence for good, his magnificent service in the Madras Christian College, the Madras University and in numerous other institutions in Madras are well-known. They are sufficient to commend this appeal to our readers. We would further emphasize the urgency of the need for which the Fund has been started and ask that donations which may be sent either to the Editor of *The Madras Mail*, Mount Road, Madras, or to the Bursar, the Madras Christian College, Esplanade, Madras, may be sent promptly. All gifts large or small will be acknowledged directly and through the Press.

Signed on behalf of the Committee of the Theodore Memorial Fund.

O. F. E. Zacharias,
S. Parthasarthy,
Joint Secretaries.

Sir Muhammad Usman, K.C.I.E., Chairman,
E. J. Bingle, Treasurer,

PAY OF ELEMENTARY SCHOOL TEACHERS

Mr. M. S. Sabhesan, Secretary, the South India Teachers' Union, 41, Singara-chari Street, Triplicane, writes :—

Teachers in elementary schools will feel thankful to Diwan Bahadur Gopalaswami Mudaliar for having brought to the notice of the public the unfortunate delay in the payment of salaries. He wanted to know from the Hon'ble Minister for Local Self-Government whether it was a fact that the teachers in elementary schools in the district of Bellary had not been paid their salaries for several months and what amount was in arrears in the case of those teachers. He also wanted to know why such arrears were allowed to accumulate and what steps were proposed to be taken to remedy this state of affairs. The reply of the Hon'ble Minister brings no relief to the teacher. The member was told that the salaries were paid up to the end of October 1935 and that the delay was due to want of funds. With regard to the steps proposed to be taken, it was stated that the request of the President of the Board for the grant of relief in the matter of repayment of loans was under consideration and that the Board had been authorised to increase the Education Tax from $1\frac{1}{2}$ pies to $2\frac{1}{2}$ pies. How to keep wolf from the door till then?

This distressing state is not peculiar to Bellary alone. Cases of such irregular payment have been brought to the notice of the Legislative Council frequently and every time the reply given does not hold out any hope of the Government doing the needful in time. It is unfortunate that no hon'ble member has chosen to put a supplemental question and thus bring to light the circumstances under which teachers are constrained to do their duty. If this should be the condition of the elementary schools under Local Bodies it is easy to imagine that the conditions of service in aided schools must tend to become worse. How can teachers in elementary schools be expected to go on with their day-to-day work when their salaries are not paid? Can these teachers command any credit in the locality? How will they be in a position to give sound instruction to children? The advice of the men-in-power that they may find compensation in the gratitude of children will not certainly enhance the prestige of the authorities.

Politicians and authorities refer to wastage in elementary education and they do not hesitate to attribute it to the indifference of the teacher. May we ask whether anything has been done all these years to give relief to teachers in distress when the attention of the authorities is invited to such irregular payment? So long as authorities consider it prudent and expedient to allow the local bodies to have their own way, they will themselves become a party to the serious but preventible wastage. The abolition of Taluk Boards was sometimes advanced as a reason for irregular payment. But the condition of the Taluk Boards and the consequences of the abolition of the same could not have escaped the notice of the authorities. The plea of want of funds is indispensable and it is sure to give a handle to the Managers of aided schools who are very often placed in a very difficult situation owing to unexpected reduction in the teaching grant. It is necessary that such instances of irregular payment should be brought to the notice of the public and we hope that the authorities will take such immediate action as may be necessary to maintain the prestige of school administration. With ample resources at its disposal, it should not be impossible for the Government to free itself from the red tape and to restore confidence in the minds of teachers. The time has come for the Government to consider very seriously the question of the present system of dual control and divided responsibility in respect of elementary schools under Local Bodies. We appeal to the press and the public to champion the cause of poor teachers in elementary schools.

FROM OUR ASSOCIATIONS

TRICHINOPOLY DISTRICT TEACHERS' GUILD

Second Quarterly Meeting—29-2-1936—11 a.m. to 3 p.m. 4 to 6 p.m.

The second quarterly meeting of the Guild was held under the auspices of the Teachers' Association, Board High School, Kulitalai, on 29-2-'36 at Kulitalai.

96 delegates and a large number of visitors, including representatives from Longmans, Green & Co., were present, besides local women teachers. Mr. V. Saranatha Iyengar presided.

After prayer and welcome addresses by the local school boys and teachers, resolutions were passed touching the demise of His Majesty George V, Mrs. Kamala Nehru and Mr. H. Champion—from the Chair.

Mr. M. S. Ramaswami Iyer, M.A., L.T., Headmaster of the Board High School, welcomed the delegates.

The President delivered his address on the theme "The Problem of the Junior Schools in India". Mr. E. R. Srinivasa Iyengar, Joint Secretary, read the minutes of the last meeting which were adopted. The Secretaries' statement as approved by the Managing Committee, was next presented.

The following resolutions were passed :

1. This Conference deplors the attitude of the Government towards the S. I. Education Week and its ban on expenditure in connection with it and requests the Government to co-operate with the S. I. T. U. and District Guilds in making the Education Week more effective.

2. This Conference considers that a Harijan Higher Elementary School is necessary in Trichy Town and suggests that the existing Paddison Elementary School at Varaganeri be raised to the status of a Higher Elementary School to cater to the needs of Harijan pupils in their own locality and resolves to address the Labour authorities in this behalf.

3. This Conference resolves that a memorandum of the Trichinopoly District Teachers' Guild regarding the grievances of District Board, Municipal and aided schools masters in the district be presented to the authorities concerned at an early date.

4. This Conference protests against the raising of the minimum to 40% in English at this late hour and requests the authorities not to enforce it for the S. S. L. C. Public Examination, March 1936.

5. This Conference requests the District Board and the Municipalities in the District and other school authorities to treat the days on which the guild meeting is held as holidays and requests the Executive to interview the authorities concerned in this behalf.

6. This Conference recommends to the school authorities and the Teachers' Associations to support the S. I. Elementary Teacher, the forthcoming vernacular organ of the S. I. T. U.

7. This Conference views with alarm the tendencies on the part of authorities to close down schools on financial grounds only.

8. Resolved that it be a recommendation to the Executive of the S. I. T. U. that it is necessary to appoint hereafter a whole time paid touring secretary whose work shall be exclusively the strengthening of the S. I. T. U. organisation in all ways.

Then the following discussion took place on Elementary Education. Mr. S. T. Srinivasa Iyengar initiated the discussion and the following resolution adopted for the XXVII P. E. C. on the subject as under was discussed.

In view of the widening franchise, this Conference invites the attention of the Ministry of Education to the urgency of the need of compulsory Elementary Education and recommends the reorganisation of primary schools in urban and rural areas on the following lines:—That the primary school course do consist of four years; that the course of study do consist of the three R's, every day science, arithmetic of every day life, local history and geography; that the school age be from 6 to 10; that grants be based on the progress of literacy and on results; that the hours of work be in two sessions in the mornings and in the evenings on the shift system according to local needs; and that in the interests of the maintenance of literacy, day schools be supplemented by night schools where conditions demand them. Messrs. Arunachala Sastri, G. Krishnamoorthy Iyer, M. M. Balakrishna Iyer and S. T. Ramanuja Iyengar participated in the discussion. It was resolved to refer the resolution to affiliated Elementary Teachers' Association with a view to elicit their opinions and report on the same at the next meeting.

Mr. N. S. Narasimha Iyengar then initiated a discussion on the new Middle Schools Geography Syllabus and moved the following resolution:—

This Guild is of opinion that the new middle school geography syllabus issued by the Department for Forms I, II, III is a distinct improvement upon the old, in that it gives a new orientation to the teaching of geography through practical, observational, outdoor work and through the study of human occupations in natural setting; and that for the successful treatment of the syllabus, it is incumbent on the part of managements and educational authorities to make adequate provision for such work.

The resolution was by consent adjourned for consideration at the next meeting at Karur.

After lunch and national songs by girls of the local Board Schools, Mr. S. R. Avadhani gave a short discourse on the Red Cross Movement.

Mr. Thomas Srinivasan of the St. Josephs College, delivered a thought-provoking lecture on some ideas re: Secondary Education.

Mr. L. R. Natesa Iyer read out the recommendations of the Central Advisory Board of Education, consideration of which was also adjourned to the Karur session.

The Chairman made his concluding remarks and appealed to teachers to diagnose the diseases of the educational system and discover remedies for the same.

Mr. S. T. Ramanuja Iyengar thanked the Kulitalai Teachers' Association for its invitation and hospitality and moved votes of thanks to the lecturers, the speakers, the President, the members and visitors and appealed for funds, for members and for the cultivation of the Union and Guild spirit.

The meeting then terminated.

S. T. RAMANUJA IYENGAR,
Secretary, Trichy Guild.

S. I. RY. INDIAN SCHOOL, GOLDENROCK

The Annual Sports and the Prize distribution of the above school was conducted on Saturday the 7th March 1936.

There were 20 events for boys and 12 events for girls and the standard of their attainments can be favourably compared with that found elsewhere in the district.

Captain T. J. Robson, the President of the Railway Schools, Goldenrock, who presided on the occasion expressed that he was very much impressed with the efficiency. He congratulated the Headmaster, the staff and the pupils on the excellent arrangement and the efficient conduct of the function.

The Pachaiyappa Teachers' Association, Chidambaram, in its meeting held today (9-3-'36) protests against the sudden increase of minimum in English paper of the S. S. L. C. Examination from 35% to 40% as it is unfair to the candidates taking the examination this year; and believes that 35% in English is the only workable minimum for the subject.

THE SOUTH INDIA TEACHERS' UNION

Notice is hereby given to the members of the Union that the Annual meeting of the Union will be held at the time of the XXVII Provincial Educational Conference about the 7th May 1936 at Salem.

M. S. SABHESAN,
Secretary.

WORLD FEDERATION NEWS

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

According to advices from Tokyo, Japan, a great committee was organized there in January to prepare for the Seventh Biennial Conference of the World Federation of Education Associations, to be held in that city in August 1937. Under the auspices of the Japanese Education Association, the committee includes all the international cultural associations of Japan.

The National Education Association of the United States, a charter member of the World Federation, will hold its annual convention in Portland, Oregon, U. S. A., from June 28 to July 2, 1936. President Agnes Samuelson announces four evening sessions devoted to: "Democracy in Education; The Conservation of Youth; Moving into New Frontiers; International Friendliness." In the Pacific Northwest are many educational institutions offering summer courses and making possible a combination of convention and summer-school attendance.

Pan American Day, April 14, has been fixed by proclamations of the President of the United States, and of the Presidents of the twenty Republic of Latin America. The Pan American Union, Washington, D.C., U.S.A., will furnish gratis materials on which Pan American programmes can be based by educational institutions, chambers of commerce, women's clubs, and other civic groups.

The Easter Conference of Handicraft Teachers of England will be held in Rochester, Kent, April 11-15, 1936. Particulars can be had from Mr. E. Holden, Secretary of the Educational Crafts Section of the World Federation, whose address is Hillcroft, Lonsdale Road 2, Gloucester, England.

President Franklin D. Roosevelt has written to Uel W. Lamkin, Secretary-General of the World Federation, endorsing strongly the observance of World Goodwill Day as sponsored by the Federation. The letter says, in part: "My understanding is that in a wise, practical way your organization is engaged in fostering the good neighbour policy, the value of which I have had the occasion to emphasize."

The World Federation has prepared a Certificate of Award to be issued to schools holding programmes on May 18, 1936, in recognition of outstanding interest in World Goodwill.

The National Congress of Parents and Teachers of the United States will hold its 40th Annual Convention in Milwaukee, Wisconsin, U. S. A., from May 11 to 15, 1936. The theme of the Convention will be: "Relation of the Home to Character Formation." Particulars can be obtained from the Headquarters of the Congress, 1201, Sixteenth Street, Northwest, Washington, D.C., U. S. A.

Industrial Education Magazine, published in Peoria, Illinois, U. S. A., in its issue of January 1936, features "The Place of Educational Crafts in the Post-Primary School," a paper read at a meeting of the Educational Crafts Section of the World Federation in Oxford, England, last summer, by Dr. Frank Smith of the University of Leeds. The magazine has also an excerpt: "Skill is more Than Habit" from another paper read by E. Healy, M.A., of Rotherham, England.

THE TEACHERS' BOOK-SHELF

Swayamprakasa Vijayam (Tamil) by Varakavi Tiru A. Subramania Bharathi, published by Sri Turiyanandaswami with Forewords by Diwan Bahadur K. Sundaram Chettiar Avl., Retired Judge, High Court, Madras, and Mahamahopadhyaya Doctor V. Swaminatha Iyer Avl. Price Rs. 2-8-0.

This book contains the life history and teachings of His Holiness Sage Swayamprakasa Brahmendra Saraswatee Swamigal who has taken up his abode in a cave in Dattatriya hill near Sendamangalam, Salem district.

The book is written in simple lucid Tamil. Books like these under review containing the history and teachings of great sages are very rare in our Tamilnad. The history and teachings of His Holiness Sri Ramana Maharshi of Tiruvannamalai have been published. The present book is perhaps the one other of the kind in Tamil. There may be in our Tamil land hidden from the sights of ordinary mortals and unknown and unheard of, many a sage who lead retired lives and to very few is given the rare privilege of meeting such holy souls and being benefited by their sacred teachings. The lamp of Hindu Dharma has been certainly kept up by the influences, known and unknown, of such holy men. To those who have had no such opportunity of close contact with such holy souls, publications like these afford unique opportunities.

His Holiness, though a product of English education, renounced the world at a very early age resigning a lucrative Government job, entered the 4th Ashrama directly from Brahmacharya and took upon himself the vow of Avaduta and Mouna having been duly initiated previously by a great Guru. After having wandered from the Cape to Badrinath in the Himalayas, he has at last chosen to reside in seclusion in the hilly cavern near Sendamangalam. He has been provided with an Ashramam by the munificence of devotees and admirers like Diwan Bahadur K. Sundaram Chettiar. Hundreds of admirers resort to the cavern to pay homage to him. The life story reads like a romance in many parts. To this are added a number of appendices containing the Sage's teachings about Hindu Worship, Questions and Answers on religion, intricate doctrines of Vedanta, the Story of his Guru, His Holiness Sadasiva Brahmendra Saraswati, Dattatreya Avatara, Essence of the Teaching of the Gita, etc.

In fact the book, whose get up is also very good, can very well form a good text book by itself about the teachings of Vedanta and Hindu Religion in essence.

The entire proceeds go to the Ashramam and as such every true lover of Hindu Dharma is bound to support the cause by patronising the publication

A. N.

The Complete English Course. Edited by Mr. K. Srinivas Kini, B.A., L.T. Published by Messrs. Basel Mission Book Depot, Mangalore. Part I, As. 12; Part II, Re. 1.

This course in English is issued in two graded parts. The extracts selected are good specimens of Modern English. Each selection is followed by a word list, explanatory notes and questions. Exercises on grammar are set on the prose passages and the scheme followed for grammar study closely follows the grammar syllabus of the high schools. Suggestions for Library work are also given at the end of each lesson. These features make the selections really the complete course.

Man and His Markets, a course in Geography by Lionel W. Lyde, M.A., (New and Revised Edition) Price 3sh. Published by Messrs. Macmillan & Co., Ltd.

Those who have read the author's book '*Man on the Earth*' will find in this new book a companion volume treating of the chief necessities of human life, and of the growth of economic activities in relation to environment. The chapters on the birth of a City, Bread and Milk, Flesh and Fish, Coal and Iron, Cotton and Wool. Some important markets, etc. are all very interesting containing valuable information which bears most closely on our daily life. In writing this book the author says he was guided by two considerations: 'that the matter must be at once valuable and interesting, and that it must be presented in such a way as to appeal primarily to the reason and imagination.' He has done it in a wonderfully successful way by treating of such topics as boys hear constantly discussed at home and see them referred to in the daily newspapers.

There is an additional chapter in this new and revised edition dealing with Modern Developments like motor and hydro-electric industries, civil aviation, wireless, etc. Text-books like this on Geography are sure to interest boys and create in them a new outlook.

V. B.

THE S. I. T. U. PROTECTION FUND

(List of names continued.)

- 1255. Mr. A. S. Guru Rao, Assistant, Hindu High School, Ambur.
- 1256. " S. Srinivasa Iyer, Assistant, Hindu High School, Ambur.
- 1257. " T. G. Radhakrishna Iyer, Teacher, George Middle School, Kallidaikurchi.
- 1258. " V. S. Mahadevan, Assistant Board Higher Ele. School, Kadambarcoil.
- 1259. " T. S. Ramaratnam, Assistant Board Higher Ele. School, Kadambarcoil.
- 1260. " V. V. Krishnamurthy, Assistant, Board Higher Ele. School, Kadambarcoil.
- 1261. " R. Thandavarayan, Assistant, D. R. Secondary School, Conjeevaram.
- 1262. " S. Jayaram Pillai, Headmaster, Board High School, Chandragiri.
- 1263. " S. Komaraswami Pillai, Assist., B. H. E. School, Mallasamudram.
- 1264. " A. Arunachalam, Asst., B. H. E. School, Mallasamudram.
- 1265. " A. Arputhaswamy Pillai, Asst., St. Joseph's High School, Chingleput.
- 1266. Miss R. Namagiri, Asst., Municipal High School, Coimbatore.
- 1267. Mr. E. N. Subrahmanyam, Lecturer, Theosophical College, Madanapalle.
- 1268. " N. E. Ganesa Sastri, Theosophical College, Madanapalle.
- 1269. " H. Sunder Rao, Lecturer, Theosophical College, Madanapalle.
- 1270. " K. Audivaraha Ayyangar, Asst., Tirthapathi High School, Ambasamudram.
- 1271. " T. Chidambarayya, Asst., Municipal High School, Tadpatri.
- 1272. " P. S. Venkobachar, Asst., S. S. R. Rao Ele. School, Triplicane, Madras.
- 1273. " P. Ramaswami Iyengar, Asst., Board High School, Dharmavaram.
- 1274. " K. Krishna Rao, Asst., Board High School, Penukonda.
- 1275. " S. M. Albeez, Asst., Muslim High School, Triplicane, Madras.
- 1276. " C. Rathakrishnan, Asst., T. T. V. High School, Madras.
- 1277. " K. V. Rama Ayyangar, Asst., T. T. V. High School, Madras.

41, Singarachari St., Triplicane,
Dated, 15th March, 1936.

M. K. RAMAMURTI.
Hon'y. Secretary.

EDITORIAL

WHAT IS THE POLICY?

The volume of "Education in India in 1933-1934" is an interesting publication. Mr. Statham who is responsible for this is a familiar figure in Madras. It is well known that, everything he touches, he adorns. The Report contains information on varied aspects of education in our country and an attempt is made to present to the busy reader the several difficulties in the Indian Educational Problem. One would expect a report of this nature to indicate plainly what policy the Government has resolved to pursue in regard to the educational system and what steps it proposes to adopt to achieve the end. A student of Indian Education is apt to gain the impression that the report is far too vague. He would like to have facts placed before him without any special pleading. It is no great compliment to our system that a comparison of the present with the conditions, say, twenty years ago, will show "in what an entirely different position education now stands in India from what it did only a short time ago". In a period of twenty years, it is natural to expect an increase in the number of depressed class pupils and an improvement in Women's education. We fail to appreciate fully the extent of the progress referred to in the following curious statement: "Physical instruction and athletics have developed out of all recognition and movements like the Olympic organisations, the Boy Scouts Movement, the Girl Guides Movement, the Red Cross Movement etc., have taken firm root". One would also like to know what part the department of education in different provinces has played in the widening of village life and in the organisation of schemes for rural uplift and village broadcasting referred to in the report.

We are anxious to know from the authorities whether the problem of mass education has been considered in all its aspects during the year under review and whether a clear policy has been enunciated. It will be of great interest to us to know how the financing of education has been tackled so that wastage arising from a policy of drift and doles may be avoided. The report may also be expected to tell us as to how secondary education is proposed to be reorganised. These problems are not certainly of recent origin and they are as old as the introduction of western education in our country. There is no point in saying that such questions are engaging the attention of the Central Advisory Education Committee. It may be that, in regard to Elementary education, the problem of wastage arising through stagnation and premature withdrawal may be very serious. But, can it be maintained that the quantitative expansion of mass education should therefore be regarded as of no con-

sequence? If stagnation be really due to the indifference and incapacity of the teacher as is mentioned frequently may we ask how the government proposes to improve the conditions of service and secure a better type of teachers. Why should the species of lower grade elementary teachers be still allowed to be in charge of instruction when better qualified teachers are easily available?

The reference in the report to the policy of concentration and consolidation in Madras is rather amusing. To an interpellation in the Legislative Council requesting the Hon'ble Minister for Education to furnish details regarding concentration, there was the astounding reply that no information could be given. But, in this All-India Report we are told that "the large fall in the previous year in Madras, for example, was mainly due to a deliberate policy of providing a better and more economic distribution of schools."

One would certainly expect the Educational Commissioner to explain to us more fully with reference to appropriate statistics how the consolidation scheme has been consistently worked out in Madras and how far the scheme has proved financially encouraging. If mere increase in the number of schools be no index of progress, it is difficult to establish that a mere decrease in the number points necessarily to efficiency. Administration reports have frequently made mention of the ephemeral nature of several elementary schools; and thousands of such schools had been closed in the previous quinquennium. What then is the significance of the decrease in the number of schools?

The importance of the principle of compulsion is attempted to be minimised in this report and the soundness of the policy of adopting Universal compulsion is seriously questioned on account of the evil of "wastage". In Madras we find only 26 urban areas and 7 rural areas comprising 104 villages have adopted the principle of compulsion. The Punjab shows 57 urban areas and 2,908 rural areas with 6,238 villages under compulsion. That there is no advantage in adopting the provision for compulsory attendance when the wastage does not show any downward tendency in compulsory areas is an ingenious but a laboured attempt. How could wastage be avoided in the light of the following observation quoted in the report? "Compulsion in most areas exists only in paper and the school-boards have definitely shown their reluctance to enforce compulsion by putting the full machinery of the Act into operation." Much is made of the Madras Amending Act providing for a modified form of compulsion and one will be tempted to ask whether this measure is going to be anything more than a paper measure.

There is a good deal of beating about the bush in the sphere of education and we should like to invite the attention of the public to the

statement in the report that "*the absence of a forward policy in regard to compulsion would appear to be mainly due to financial stringency and to a feeling that the application of compulsion is not the immediate cure for many of the existing defects in the present system of mass education.*" This is a significant statement and any one interested in education will not therefore take seriously any argument against the usefulness of compulsion. Compulsion is in force all over the world except in a few backward areas and the public would like the authorities to face the financial problem squarely. To face the situation is to take the only right step to eliminate wastage and to promote expansion. The tendency for window-dressing will persist so long as a definite policy in regard to the educational system is not enunciated. We have been all along treating the symptoms and the time has come for us to go to the root of the question.

WHY NOT ONE PRINCIPLE?

The G.O. relating to the prescription of Text-Books comes into force this year. This is not the occasion to go into the merits of the G.O. but the circumstances which are supposed to have led to the issue of the G.O. reflect no credit on the parties concerned. Much has been said about the objectionable practices in the prescription of books in schools under local bodies in particular. Whatever may be stated in justification of the G.O., the fact remains that the expert teacher on the spot who alone should be considered ultimately responsible for the selection of books is not in a position to exercise his healthy influence and this is sure to prove detrimental to education in the long run. This G.O. which prohibits the change of text-books within a period of five years except under certain conditions, will act adversely on the intellectual growth of pupils. The G.O. amounts to a declaration of a Book-holiday and it will not take a long time before it comes to be realised that book-production is seriously curtailed. It is amusing to notice the peculiar argument in the proceedings of the Director, permitting a change of books this year. Whether the book is intended for one year or for five years, the teacher should certainly give the same careful attention to the prescription of books. Wide latitude should be given to the teacher in respect of book-prescription.

One reason for the issue of the G.O. is reported to be a desire on the part of the authorities to prevent unnecessary expenditure by parents. We were told that representations were received from the public pointing out the evils of frequent change of text-books. We are for the moment prepared to assume that the Government has done well in taking this line of action so as to give immediate relief to parents. May we appeal to the Government to adopt the same principle of interference

to remove in the interest of education the several hardships under which teachers labour? They have represented in all constitutional ways that the salaries are very low, that the low salaries are not paid regularly, and that the contract serves no useful purpose. The Government have been requested to fix the scales of salaries of teachers in aided-schools after an investigation of the problem by an independent committee. We have yet to hear whether the Government has begun to move in the matter. Even in schools under local bodies, the salaries are kept in arrears and complaints of arbitrary action regarding promotion are becoming more frequent. Why should not the Government make its intention clear to the management and take action against the local authority or the management? Quite recently, the Director of Public Instruction in Cochin placed a similar problem before the Legislative Council and was able to get its support to his proposal for the regular payment of salaries. Unfortunately in our province, the teacher comes in only for unfair criticism and perhaps it is not for him to plead anything in extenuation of the shortcomings attributed to him. We have nothing to complain about the solicitude on the part of the Government for the point of view of the management but we shall be perfectly justified in urging that the teacher also should be heard. If a G.O. on Text-Books be necessary in public interests, why not a G.O. safeguarding the interests of the teacher? Take again the reference to the Primary Education Committee. This contains certain suggestions regarding teaching grants. A manipulation of the procedure in regard to the grants is presumed to be effective in stimulating the teacher. Grants are paid to the managing committee or to the Teacher-Manager and there is no condition imposed on the manager in regard to the salary of the teacher and its payment. It may be taken for granted that his position will be the same whatever procedure may be adopted in regard to grants. Let the Government realise that the teacher is an important limb of the educational system. It will not then hesitate to adopt measures of relief which will undoubtedly accelerate the progress of sound education in our province.

LIBRARY SERVICE

Teachers in the mofussil should feel grateful to the Syndicate of the University of Madras for the readiness with which it has agreed to extend the benefit of the University library to the graduates in the mofussil. The library facilities which teachers can command in their schools are not worth mentioning. It is no exaggeration that several schools have been expecting their library to grow with the help of specimen copies received from the publishers. Very few schools can afford to acquire modern books on general pedagogy and on the methods of teaching the several subjects. Books on the measurement of intelligence are appear-

ing rapidly but it is not for the teacher in South India to have a look at them. How can a teacher be up-to-date if he be denied facilities for acquainting himself with modern developments in education? A routine-minded teacher can hardly stimulate the pupil and his instruction is bound to be of a stereotyped nature. The decision of the Syndicate has brought the well-equipped library to the very door of the school and even the humblest teacher can have access to the latest book on any topic. It is for him to show that he has not lost his taste for books and it should not be said of him that he is no better than the much abused student in regard to the study of books. Teachers in our schools who should have understood the librarian of the University by this time may take it for granted that they may easily get from him all information regarding the conditions of borrowing. They can inform the librarian of the topics in which they are generally interested and he will be glad to select suitable books and make them available. We hope teachers will take advantage of this valuable opportunity and we also appeal to the managements to render such help as will enable all teachers to derive the utmost benefit from the library.

THE NEW EDUCATION FELLOWSHIP

An All-India New Education Fellowship was organised on the occasion of the First All-India Educational Conference. Dr. Rabindranath Tagore is the president of the Fellowship. Arrangements are being made to hold the First All-India New Education Fellowship conference at Gwalior in December this year. With a view to strengthening the Indian organisation an International delegation of New Educationists is proposing to visit India in the coming autumn. The delegation will be headed by Mrs. B. Ensor, President of the English Branch of the Fellowship and will include the eminent educationist Professor Pierre Bovet of Geneva and his wife. In their provisional itinerary, they propose to stay in Madras for about six days towards the end of October. We trust Madras will avail itself of this splendid opportunity to have the benefit and advice of the leaders of the Great Educational movement whose ideals are slowly and surely permeating the educational policy of all the nations of the World.

The Seventh World Conference of the New Education Fellowship will be held in Cheltenham, England (July 31st to August 14th) this year. Elsewhere we enclose a descriptive leaflet of the conference. We are informed that an International Arts and Crafts Exhibition will be held and that the Exhibition will include one hundred children's paintings from each of the Fellowship countries. The South India Teachers' Union has been asked to help the organisers of the Exhibition by sending them children's paintings and drawings. We shall be

very glad to undertake to transmit to the New Education Fellowship authorities such exhibits from our schools. Exhibits however should reach us before the 15th May 1936.

BALAR KALVI

We are glad that the South India Teachers' Union has succeeded in its efforts to publish "*Balar Kalvi*" a journal in Tamil, devoted to the classroom problems of teachers in Elementary schools. Its main objective will be to make available to elementary school teachers such literature and ideas as may broaden their outlook and promote their efficiency. The first issue contains an interesting article on story telling and another on the Teaching of Nature Study. The article on 'The Teaching of Numbers' will, we are sure, be read with great interest. "Hobbies as instruments of education" is the subject of a brief article which gives some useful suggestions regarding stamp collection. It is an interesting feature of the journal that it is planning to publish a series of "Safety First" pictures. We hope the journal will supply a long-felt need and receive the support of teachers and others interested in Elementary Education. Its subscription has been fixed at Rs. 2 per annum and we hope that our local bodies and Managers of aided schools will be pleased to take advantage of this opportunity and make it possible for the teachers in their schools to have the benefit of this journal.



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