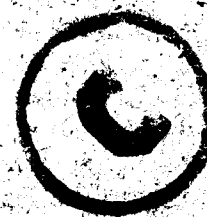


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# The South Indian Teacher

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



NOVEMBER 1937

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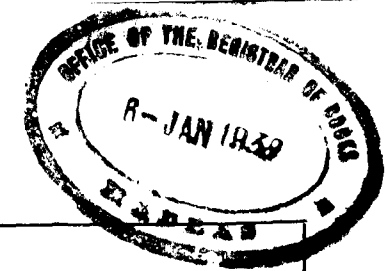
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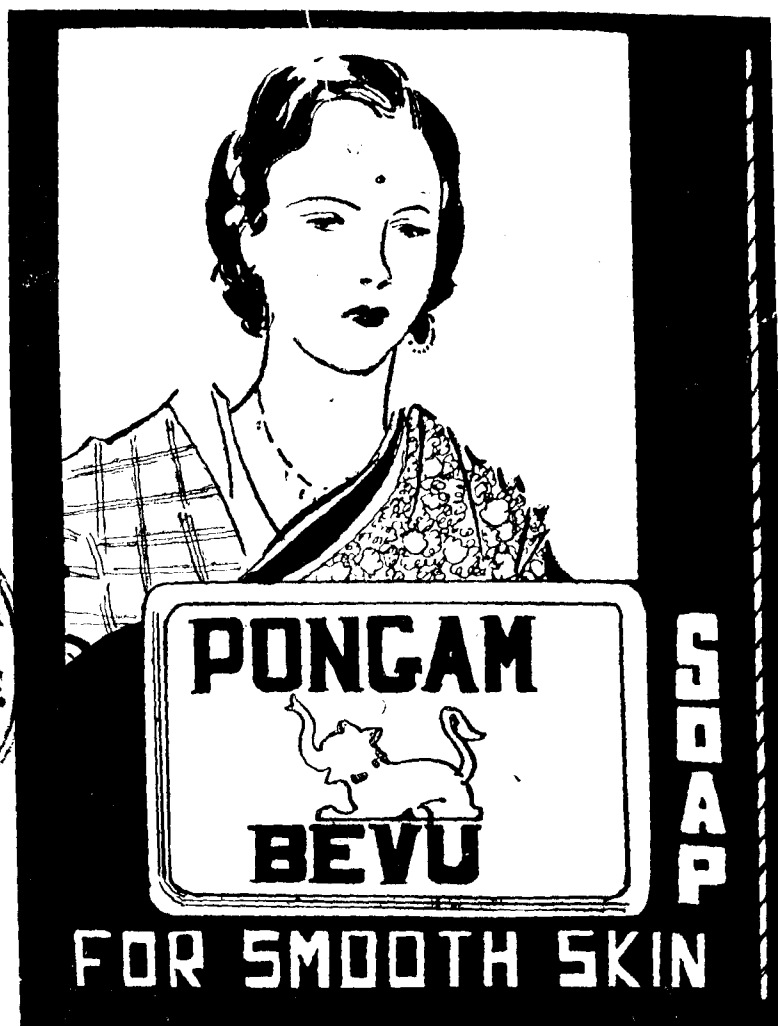
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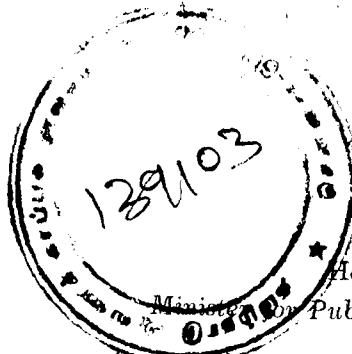
No. 11.

**A MESSAGE FROM L. ZILLIACUS, B.Sc., LL.D.**

*Leader of the N. E. F. Delegation to India.*

*Chairman, New Education Fellowship*

I am happy to have this opportunity to send a message to all the fellow Teachers whom I met during the Education Week in Madras, and also to all those who were unable to attend the Conference. My message is this: it is through us teachers that a new order of Society can be brought into being, a WORLD ORDER in which there will not be oppression or exploitation or domination. In spite of the misery that surrounds us and in spite of the victories celebrated by reaction and militarism, I believe that we, who are working for a different order, are, in the long run, irresistible. How long that run is, and what we have to go through on the way, depends on how effectively we translate our vision into practice rather than words in the immediate future. It depends, among other things, on how well we organise our forces. So, let us find each other all over the World, and let us join in active co-operation.



## WELCOME ADDRESS

By

Hon'ble Mr. S. Ramanathan,  
 Minister, Public Information, Government of Madras.

On behalf of the people of the Province of Madras, I have great pleasure in extending a hearty welcome to the delegation of the New Education Fellowship who have honoured us with their visit to our City to-day. The N.E.F. is, I understand, a world movement intended to educate the educators of children. It is broad based on an aspiration to develop a spirit of freedom and independence in the teacher as well as in the pupil. There is no doubt that in the world to-day there is a great danger of educational institutions being put to non-educational uses. Political and sectarian propaganda is sought to be carried on under cover of education. The N.E.F. is a timely move to save the children from this menace of futile militarism and regimentation. We in India are not free from the menace. The educational system now prevailing in our country is not a native plant rooted to our soil. It came as an exotic growth 150 years ago and was grafted widely throughout the length and breadth of our land. It was a costly experiment carried out with a reckless disregard of the consequences. I am not prepared to say it was a failure although we have grave reason to be discontented with the result. No system which has produced a Sir Radhakrishnan can ever be called a failure. But for every Sir Radhakrishnan whom the world has acclaimed with cheers there are tens of thousands who come up against the wall at the most impressionable and hopeful period of their lives. Bachelors and Masters of Science and Arts with brilliant records of scholastic career, are literally thrown in the streets without an occupation. Thousands of our young men forced to a life of idleness are eating away their hearts in sorrow. That is the tragedy of our educational system. How can we develop this system if it will only heighten this tragedy? How can we have free and universal education with such a prospect staring us in the face?

I am aware that the fault may not lie entirely with the educational system. The remedy will have to be sought along other lines as well, political and economic. But an educational system which at the end of an arduous and costly process produces men and women who feel so helpless and out of tune with their environment has something seriously wrong with its constitution and stands in need of immediate reform. I honour those who preach against the utilitarian ideal of education. But

if the object of education is the fitting of the pupil to the good life, are our graduates who seem so much at variance with their environment really educated?

That in substance is the problem with which our country is faced and I welcome the delegation of the N.E.F. who out of the richness of their experience and researches will surely have a valuable contribution to make to the solution of our educational problem. I feel gratified that the national branch of the N.E.F. in our country is led by such illustrious men as Doctor Rabindranath Tagore, the Poet of India and Sir Radhakrishnan, the Philosopher of India. I have no doubt under their inspiring guidance the N.E.F. Movement will spread in our country and the visit of the three distinguished educationists who belong to different parts of the world but are nevertheless brought together and toil towards a common object will help the formulation of proposals of reform which while remedying its defects will assist the growth of the educational system in our country. I thank the members of the N.E.F. Delegation for including Madras in their itinerary and I once again extend to them a warm welcome on behalf of the people of Madras.

**SIR S. RADHAKRISHNAN \****Vice-President of Indian Federation of the N.E.F.*

Sir S. Radhakrishnan said "I am one of those who, at Cheltenham, pressed on the three distinguished educationists who are in midst this evening, that they should include India in their tour programme, and I am glad they were able to do so.

"I am glad that the Minister did not make "a thorough-going criticism" of the system of education." They were all, he said preparing themselves for a democratic state, and the decisions taken at Wardha were more or less to implement that new outlook, so far as their lives and affairs were concerned. If they were to establish themselves as a truly democratic nation, it was essential that education should be widespread, free and compulsory. It also went without saying that education in the primary stage should be through the mother-tongue. He noticed, however, certain differences of opinion on other items of the programme; such, for instance, as the desirability of continuing the present system of education. It was essential that they should devise a system which would only give the boy and girl education, and yet not take them away from the soil and the environment in which they happened to be. The fundamental principles guiding the decisions arrived at Wardha, are that education must be free and compulsory, that it must be through the mother-tongue, and that, as the majority of the population of the country happened to live in villages, devoted to agriculture or some associated industry, they must see to it that those who received education are not unfitted for their particular vocations. As for the self-supporting character of the education, it is a matter of experiment and has to be considered further. This scheme does not mean that they would no longer prepare young men and women to be leaders of thought, of engineering, industry or teaching. It is for them to find out how best the details could be filled in, with reference to the scheme outlined so as to suit present-day needs. It is a happy sign that at a time when they are all trying to reconstruct their system of education, the Delegation was in their midst.

"In all parts of the world to-day, people were trying to revise the system of education. What was wrong with the old one? Had it not contributed to the increase of man's knowledge, of human daring and enterprise, skill and achievement and turned out thousands prepared to

stake their all and give up their very life for a cause or for an idea? Yet, in spite of all these, were not millions of gas-masks being distributed to men and women in the most civilised parts of the world to-day? What did that indicate? Educational institutions had been taking humanity at its most impressionable period and giving it a bend, a twist, and a bias, suppressing in the innocent boys and girls that native sense of universality which bound man to man, and made them traitors to the very humanity of which they were parts. Instead of civilising the barbarian, educational systems to-day seemed to be 'barbarising' civilised beings. He who would give a twist to one's mind did more lasting injury than he who would have twisted one's neck. How could there be peace, so long as such propaganda went on?

**THE MESSAGE OF INDIA**

India, to-day he said, was throbbing with new life and pulsating with new life and pulsating with new hopes. There were those who put before people ideas that subject nations could not shake off their subjection except through violence and untruth. But in their midst a man who told the country that the methods familiar in history were not essential for this country's salvation, that it could be achieved through Non-violence and Truth, and that even if the alternative was between Non-violence and Truth on the one hand, and the country's salvation on the other, he would unhesitatingly choose the former. Sir S. Radhakrishnan would ask the members of the Delegation whether there was one country in the whole world to-day which had a leader prepared to say what this great Indian was saying and living, "Truth and Non-violence are higher than even my country's freedom?" It was no use for the Delegation to merely study particular questions; they should study the deeper impulses and currents shaping the new India. That was the message which he would ask the Delegation to carry home to their countries, a message which they might not hear in any other country. A Lansbury or an Isaac Foot might speak of such things; but face to face with a crisis, confronted actually by such alternatives, Sir S. Radhakrishnan would challenge anyone to say whether there was one man in the world to-day, other than this great Indian leader, who would make such a choice?

Love of humanity and the freedom of the human personality, these Sir S. Radhakrishnan said, were the ideals of the new Education Fellowship. Such freedom was essential for civilised existence, and unless educational systems produced this result, they should be deemed failures. Educators were not those who merely fitted human being into a social machine; they were makers of men, free from fanaticism, religious or political, able to resist every kind of mental or moral tyranny and to raise above sectional, national view and take a rounded world-view.

\* From notes taken down when Sir S. Radhakrishnan delivered his Presidential Address at the Memorial Reception given to the Delegation at the Museum Theatre, Madras.

## REKTOR ZILLIACUS

*Leader of the N.E.F. Delegation*

Rektor Zilliacus conveyed his profound gratitude to the people and the Government of Madras for their kind interest in the work of the Fellowship. He also thanked the South Indian Teachers' Union, the organisers of the series of meetings and engagements of the Delegation for "the lot of silent work" they had done in connection with the Delegation's visit to Madras. The members of the Delegation had all been eager to see India, their eagerness, however, being tempered by a feeling of "humility and diffidence"; because, India was an ancient land, while their own land and civilisation were young; Indians had already built a great civilisation when their own ancestors were "a handful of savages preying hazardously on beasts of forests." Therefore, he felt, it would be presumptuous for the Delegation to think that they could teach something new in cultural values to India. They knew something of India previous to their visit; they had seen many delightful things about this land since their coming to this land; they had had "deeply moving and fascinating days" in Travancore; they had spent a large part of the time, while travelling from Travancore to Madras, reading newspapers of this land, and he was glad to see that in India there was a Press which gave "more attention and more space to educational matters, to social, religious and cultural matters, than any Press anywhere in the world." It seemed to them as if all India was chiefly concerned with education on lines that the Fellowship was striving along. The result of all these, he thought, was that they felt a mixture of elation and consternation—elation at the great interest shown in them and consternation at realising that they had very little to say which had not been better said here already.

Everywhere in the world, Rektor Zilliacus continued, there did seem to be, as the Chairman had said, dissatisfaction with the current system of education. That was not peculiar to their own times. "Great educational system will always arouse dissatisfaction because they will have always a tendency to lag behind the need for reform." The system and the curriculum, he said, should be suited to changing times: otherwise, education would be something divorced from life. The purpose was to effect "a renewal of education" guided by a fundamental outlook and spirit. Reactionary military States too effected such renewals with the single-minded aim of producing "the physically fit, efficient and hardy, the mentally obedient, the nationalistically and emotionally sturdy soldier-citizen." But no one here would like a "renewal" of education of such kind.

One aspect of the new education was to give every child, irrespective of its race, religion or social status, the best possible chance of an all-round harmonious development and the other aspect was to develop a sense of devotion to the concept of brotherhood of man. Since these two attitudes seemed to be growing in many parts of the world, the Fellowship felt that it was right. There was, therefore, hope for the movement.

But the speaker continued, while on the one hand he felt encouraged at the extent of the understanding of the ideals, he felt constantly discouraged by the relatively small amount of practice. Still, there were practical achievements to the credit of the New Education. In Travancore, they had witnessed an admirable example of school training aiming at making children masters of their environments and happier therein. One could not have too much education, if it be of the sort that would fit one to take one's part in life and not remove one from it. Another practical change being brought about was in the position of the teacher. It was being realised more and more that if the teacher was taken care of the rest would, in the long run, take care of itself. So, attention was paid, more and more, to the selection, equipment, and social and economic status of teachers and women teachers were being employed more and more for teaching children.

The Fellowship was made up of men and women from all parts of the world, brought together in the spirit of the brotherhood of man, and of co-operation with the desire of building, through education, happier and better men. Differences in educational practice in detail, experimentation and full freedom were allowed in regard to the organisations forming part of the Fellowship. They were glad that there were organisations in India through which the Fellowship could come into contact with those engaged in education in this country. He hoped they would have plenty of opportunities for discussion and talks, so that they could all make their contribution to the work they had before them.

## PROFESSOR BOVET

Professor Bovet said that it was with pleasure, not unmixed with a sense of humiliation that they might not convey anything new of value to India, that the Delegation came into this land. India had in it people to whom the world outside looked for example. New Education, he said, had a double aim,—the development of individual personality to the fullest possible extent and service of the community. "New Education" did not set out to establish that the old one was wrong. It merely sought to supplement the work of the old education. The two systems differed only in their vision of the child and the method of training the child.

The old system almost exclusively considered the child as a passive receptive being into whom knowledge had to be instilled, irrespective of its interests and its characteristics as an active organism. The child was deemed a bit of wax or clay to be shaped into given forms. The "New Education" sought to emphasise the vision of the child as an active being, with interests and an individuality to be developed. The child was not wax or clay, but a living thing responding to its surroundings. The child was also a young being and as play was the chief activity characteristic of a young being, play should be the preparatory exercise for the activities of adult life. This difference in point of view necessarily affected school and class room equipment, time tables, text books, control, discipline and curricula. The class room would be more of a laboratory or workshop with the discipline of activity and not of passivity. Text-books would be more of the nature of reference books than treatises. The curriculum would be suited to the tastes, needs and interests of the pupil. The type of teacher and the method of teaching too would have to be different. The present methods of repetition and memorising as the means of acquiring given knowledge would give place to the learning of subjects through the awakening of interests in the pupil. In short, the school would be an "Ashram" full of freedom, yet reasoned and disciplined life.

Professor Bovet, in conclusion, expressed his pleasure, at being able to come into their midst.

#### MR. SALTER DAVIES.

Mr. Salter Davies, speaking on the relation between education and industry, said that the subject was of first class importance to India "at this moment of crisis", and, in his opinion, on the wise handling of this matter depended the educational future of this country. There were two extreme views on the matter—the first, that education should prepare boys and girls for their vocations in life and everything else was waste of time, and the second that education was for life, not for livelihood. Both extremes, in his opinion, were wrong; wisdom lay in pursuing the middle path. It would be absurd to say that education should have no concern with anything but vocations, for no school could provide training for all the industries in which boys and girls might later engage themselves, and further no one could decide the future vocation of a boy or girl. Education should have regard for things other than vocations. At the same time, vocation was a real part of life and the education that was so out of touch with reality as to disregard the future vocation of the pupil, was in danger of proving futile. While

education should carefully consider vocation, specific preparation for particular occupations should be left to as late a stage as possible and the general education of boys and girls should receive attention. The chairman's statement that education should help a boy or girl to appreciate his or her environment was worth pondering over. That it was also the function of democracy to educate its people well was clear. He had no hesitation in saying that the government under which he would be most reluctant to live was an uneducated democracy. In certain countries of Europe to-day, the old verities were being denied. Truth was no longer regarded as Truth unless it served particular interests or convictions; beauty was not beauty unless it came from particular sources; music ceased to be sweet if it flowed from Jewish origins; love was sentimental foolishness except where it was indulged in by people of a particular creed or race. It was one of the tragedies of human life and thought that the narrower the creed the greater its appeal to the mass mind. "I do not think," Mr. Davies said in conclusion, "that we shall establish a successful educational system on a stable social or political basis until we get back to the religion of universality which recognises truth as truth, though the heavens fall, recognises beauty in any form in which it may be and refuses to allow the great precept 'Love your neighbour' to be limited by narrow doctrines, creeds or race." (Cheers).

A message from Mr. R. M. Statham, wishing the Delegation success in their tour was read out to the gathering by Mr. S. K. Yagnanarayana Aiyar.

With a Vote of Thanks to the Chairman, the Hon. Mr. Ramanathan, and the Members of the Delegation, the function terminated.

1. The above report of the speeches are reprinted from the "Hindu," 30th Nov., 1937.

### THE N. E. F. CONFERENCE AND EXHIBITION

(The most instructive part of the programme in connection with the visit of the Delegation was the opening of the Conference and the Educational Exhibition in the Christian College High School at 11 a.m. There was delightful music provided by Prof. Sambamurthi's group at the commencement.)

Opening of the Conference and Exhibition by the Hon'ble Mr. S. Ramanathan :—

The Hon'ble Mr. S. Ramanathan opened the conference and declared the exhibition open. Mr. Ramanathan referring to the exhibition said that he had the advantage of seeing the exhibits for a few minutes and was much impressed with their usefulness. They revealed the tendencies in English Education. "It is very fortunate" the Minister said that the visit of the Delegation synchronises with a critical moment in the development of the educational system in the province. There is a great consensus of opinion that great changes should be made in the system. The principal object is to make education free and compulsory. In the reorganisation scheme education only begins after the school going age is finished. The children will not be taught the 'Why' of things but the way of doing things. The question 'Why' was a big one, and it is not all individuals who are fitted for such exploration. But the question 'How' vitally concerns every individual and therefore the schools will devote themselves to teaching children how to do things, how to apply the great human heritage that we have inherited to lead better lives. There will be time enough, during subsequent years for the pupils to work out the details and I fancy that great scope will be given for individual differences, and there will not be a rigid system imposed from above. At such a time when great changes are in the air, I am gratified that we are having the valuable collaboration of the distinguished Delegation of the New Education Fellowship".

The Minister then declared the exhibition open.

### MR. SAUNDER'S SPEECH.

Mr. H. F. Saunders, the chairman, in his introductory remarks said none of them were satisfied with the present system of education in this country. The Delegation had not come so much to preach as for telling them what was being done in England and other countries of the World. In the field of Education some wanted to go back and others wanted to move forward. In any case he believed that changes should be introduced only after careful experiments. Above all they

must remember that they were dealing not so much with systems as with human beings.

### MR. HANKIN.

Mr. G. T. Hankin spoke about the several exhibits. He did not want to preach any lesson to anybody. "Take it or leave it" was his motto. The exhibition was entirely different from any that could have been shown ten years ago. It represented the modern point of view of the Board of Education in England. This Board published every ten years a report styled "Suggestions for Teachers" and allowed complete freedom to the teachers with regard to their methods of teaching.

At the elementary stage great emphasis was laid on Physical Education and Health. The three R's came next. It was his conviction that preaching was of no use. What was wanted was opportunities for children to grow and to learn.

In England the vast majority of children finished their school course at the age of fourteen and there was no examination at the end of that period. He hoped that a study of the exhibits would prove useful to Indians to work out a system suited to their country.

Answering some questions Mr. Hankin said that every school had its own time table and roughly speaking lessons in writing, arithmetic, and transcription a day would be a fair amount of work in a really good and advanced primary school. If the work of a class was not satisfactory the Inspector would say so in his report and the local authorities would bring pressure on the teacher concerned to make the necessary improvement. There would be three hours' work in the morning and two hours' work in the afternoon, and children were forbidden to work in factories during the period of school life. After school hours children would be engaged on playgrounds under proper supervision or in children's libraries.

Mr. N. Subramaniam proposed a vote thanks to the Minister, who then left the hall.

### MR. SALTER DAVIES.

Mr. Salter Davies speaking on 'Reorganisation of Education in England' said that in the old days the Elementary schools took in children of all ages from six upwards. Now they were having two divisions one for children whose ages were between 6 and 11 and the other for children above 11. The latter schools were called Central

Schools. But the reorganisation was not yet complete. They believed in co-operative activities and in many of their schools, they had adopted the group system of teaching History, Geography and other subjects. The children were active, happy and they enjoyed school-life immensely. He knew of children who regretted that holidays were so long. Such love for education would not stop even if the pupils stopped attending schools. Real education commenced after leaving school.

With regard to post primary education they had different schools to meet different needs. They had what were called Junior technical schools and Secondary Schools.

Mr. Salter Davies then answered a number of questions. In reply to one put by Mr. Saunders, the speaker said that they had a general examination which picked out pupils for secondary schools. The children who were not selected for the secondary schools went to the Central schools. Dull pupils were put in charge of specially qualified teachers. Some of the most interesting work was done by the so-called dull pupils.

Answering another question Mr. Davies said that generally speaking in Europe the educational fate of the child was decided at the age of ten. In England they tried to preserve freedom by giving scholarships even to adults for studying in the university. The defects of the examination were sought to be remedied by consultation of the head-masters of schools with higher educational authorities in special deserving cases.

Mr. N. Subramania Aiyar proposed a vote of thanks to the Hon'ble the Minister for opening the exhibition, to Mr. Salter Davies and Mr. Hankin for addressing the gathering and to Mr. Saunders for having presided over the meeting.

The morning session then came to a close.

#### GROUP CONFERENCES.

In the afternoon group conferences were held. Rektor Zilliacus initiated a discussion on "New Education within a rigid School system", Prof. Bovet on "Educational Aspect of Vocational Education" and Mr. Salter Davies on "Physical Education".

#### NEW EDUCATION WITHIN A RIGID SCHOOL SYSTEM'

The group meeting and discussion about 'New Education within a rigid school system' was initiated by Rektor Zilliacus. There was a complete freedom of discussion for the members of the audience. Questions were asked and answers were elicited from the distinguished guest. Rektor Zilliacus's observations were mainly confined to the practice of the New Education ideals in Finland. The teachers in that country seem to work under the same handicaps as we do here, though in certain respects we are better. Each teacher there had to handle a class of 40, 50 or even 55 at times. Pupils there had no external examination till the matriculation standard. In certain countries there are external examination every year. This external examination was one of the restrictions imposed on the new methods of teaching.

#### INSPECTION.

The inspection of schools in Finland lasts quite a long time, as long as three weeks. Inspectors are much of the same frame of mind as they are here. There is no indication during the course of inspection of what their reports are likely to be. The reports are read out at the close of the long inspection before the council which contains parents as well. On the inspector's reports in the long run a great deal depends as for example the amount of the grant.

#### TIMETABLE.

The timetable has to be passed by the Central Board of education. The number of working days is 190 per year. There are six working days of six hours per day in the week. The first hour is usually devoted to individual work. Assignments are given in the various subjects. The backward pupils have to work extra time to finish the assignments.

#### LANGUAGES.

There was considerable discussion about the teaching of languages, the number, the standard aimed at and similar features. Finland is a bilingual country the two important languages being Finnish and Swedish. In addition to these two each child has to learn two foreign languages which thus make the number of compulsory languages to

four. (This is of special interest to us when Hindi is proposed to be introduced as a compulsory subject in our schools). The standard aimed at is, however, not of a high literary standard but just a working knowledge. Some of the pupils study as many as four foreign languages. A new language was introduced at the end of every two years. No doubt the numerous languages caused a considerable amount of strain to the pupils, but the wonder of it was that the pupils did manage with them. Such assignments were given as would necessitate reference to books in foreign languages.

#### EXAMINATIONS.

Examinations caused a considerable amount of strain to the pupils. The papers of the matriculation examination were of a high standard, and the making was very strict. There were as many as 30 oral examinations and five written papers. Some of them were for as long a period as 6 hours. The oral examinations were conducted by the school and the written examinations by the State. Pupils who failed in one or two subjects were required to study during the vacation and pass the second examination before joining the higher class at the beginning of the next session. The percentage of passes at the matriculation was 75.

The pupils were kept active by giving them opportunities of getting information from the library. They consulted one another freely and the teachers. There was no restriction on their movements. Each class from the fifth school year onwards except the matric conducted its own magazine. There was also the pupil's co-operative society. The social side of their activities also received attention. Pupils are entrusted with the work of keeping the rooms and floors clean, looking to the ventilation (a real problem in Finland) arranging for the lunches, washing and other work.

#### DISCIPLINE.

The pupils had councils which prescribed punishments for offenders. These punishments were often more severe than what teachers would impose. The speaker gave an instance. A boy had caused a severe injury to another on the head and the victim took a few weeks to recover. The punishment given to the offender was a sort of quarantine. He was not allowed to join the games. Nobody would speak to him. This continued for a fortnight. The parent of the boy bitterly complained that the school was reverting to medieval times in the matter of punishment. In answer to a question about the few boys who might refuse to have any share in the social work of the

school, Rektor Zilliacus replied that such a case was very rare indeed. The boy would have to face the odium of being exposed by the other pupils as an unsocial being. Further there was the community feeling. His own brethren have taken up their work. This feeling was strong enough to put down this undesirable tendency. During the past ten years continued the speaker he had only three such pupils to deal with and he advised the parents of the boys to take them away. There was a great deal of parental co-operation in all these matters. Parents' meetings were held once in three weeks. Exhibitions were arranged and there was also tea at such gatherings.

#### CO-EDUCATION.

They had co-education at all the stages in his school and he believed that life became richer by boys and girls studying together.

PHYSICAL EDUCATION<sup>1</sup>

Mr. E. S. Davies, in initiating a discussion on the subject said:—

The importance of Physical Education cannot be too strongly emphasised. The expression 'A Sound Mind in a Sound Body' may sound platitudinous or a common place and very familiar one. However, we cannot lose sight of the fact that children in our schools should have a normal and healthy physical development. This side of the child's education is looked after by the Physical Education which develops the physiological side of the child through formal exercises and games.

When I mention 'formal exercises', I do not mean "DRILL"—a set of calisthenic exercises done rhythmically. Much less do I mean military drill. What I mean by formal exercises is a graded series of exercises which will bring into action all the important muscles of the body—exercises that could be given to various age groups (children, adolescents, adults, old men etc.) exercises that are planned by physiological and medical experts. The syllabus of exercises published by the Board of Education in England is a valuable piece of document in as much as it embodies in it a number of varied exercises for the children, carefully selected and graded and I need not add very interesting to the participants. Formal activity has a place in the school programme. Free activity, major games and natural activities are not enough. There are exercises particularly suited for posture training and correction, control of abdominal muscles and control of other limbs, etc., etc. These exercises must necessarily find a place in the physical education programme. If they are embodied in a game, we could get the boys to do them in the play-way and get the benefits of the exercises too.

I am not in favour of 'Mass-Drill'. This morning I had a question on this subject. It will not find a place in any formal activity class. We may have 'Mass Activities' but not mass drill. No doubt Germany, Sweden and Czechoslovakia have a wonderful system of doing mass drill. But in England, we don't have them. Nor do we want them. In a mass demonstration a large number of children do really enjoy folk-dancing or other kinds of physical activities or exercises. But if mass demonstration is simply by going through a number of set exercises then it is a thing which should be deprecated strongly.

Closely inter-related with the formal activities I mentioned above, the children should have games—major games—Rugby, Hockey,

Cricket, etc. A very sad remark I have to make in this connection. "Too much importance is given to games in some Schools. Schools are built by their games. When I was in Australia, I was surprised to see the interest evinced by the parents in a boating race.

Games like football have lessons to teach the boys. Team-spirit, co-operation etc., are developed. These if developed on the field have a great transfer value. Thus character training can be done on the games field. But here comes this question "Can we do the training of the children for good-citizenship through class-room teaching or can we do it through games?" I think we should have both. Competitive side of games is grotesquely painted. A particularly good batsman is boomed up. Inter-school competitions are given over importance. Games should be given; but no very high place should be given to games; nor should any importance be given to individual players. It must be in the school programme as a useful activity—not more.

## QUESTIONS.

*Dr. Andrews:*—In giving exercises to the children, a syllabus cannot be comprehensive. Must it not include exercises suitable to the various ages, if it should be comprehensive?

*Answer:*—Yes. And the exercises should be graded.

*Mr. Krishnamma:*—The central schools work from 11 O'Clock to 15. Do they begin exercises at 11?

*Answer:* Yes. They have quiet exercises.

*Mr. Krishnamma:*—I speak as a headmaster and as an inspector. Is it important to have exercises in a Mass form? Can we have any exercise as a class-room exercise?

*Answer:*—My experience in my own area of Kent where there are 1½ million children in school, is as follows:—There are a dozen physical advisors, men and women, who are also trained teachers. They are men with extensive training. They are attached to several areas or to some technical colleges, secondary school etc. The advisors hold classes for the teachers in their area. These classes are immensely popular. The teachers if they find it necessary do give some class-room exercise.

*Mr. Krishnamma:*—In a class of 40 boys some of them are lazy and sleepy after some work. How to combat this?

*Answer:*—Desks and tables of the class-room should be portable. They must be capable of being removed or shifted easily. Then the class room can be used as exercise room. Desks can become improvised obstacles, horses etc.

*Dr. Andrews:*—Most of our boys do have a regular syllabus of play activity. The children prefer play activities to exercises—(Drill). Which would you give the child?

<sup>1</sup> A report of the discussion by Mr. T. Srinivasagopalan, B.A., L.T.

*Answer:*—Exercise of any form—exercise or play—may do harm to the individual. The teacher should exercise his judgment in this matter. A class of 40 is not an unit, but 40 different units. Exercises should be graded and suited to the need of each child. Formal exercises should not be violent. The selection of the exercises should be left to the good sense of the teacher.

*Mr. Buck:*—Some boys exhibit remarkably good spirit of sportsmanship while on the field. But in the Examination Hall, they do not show the same spirit. Will it not be well if we taught those boys on the ground to obey the rules not out of fear or punishment, but because a rule is a rule and must be obeyed?

*Answer:*—Anything that you teach must have an effect on the boy. You must impress on the boys the importance of co-operation, social spirit, etc., even on the field.

*Mr. Buck:*—In the New Education, psychological principles should be used for teaching physical exercises. Formal exercises are psychologically bad, though automatically and physiologically they are good. Will you have a formal exercise if it is psychologically bad?

*Answer:*—I do not understand you.

*Mr. Buck:*—Trunk bending can be done in two ways:—

A. Play-way (psychologically sound).

B. As a formal exercise done rhythmically (psychologically unsound) will you have 'B'?

*Answer:*—In England, children prefer the 5 minutes of exercise to the regular class-room teaching. Formal exercises are easy of introduction because they do not devour much time by way of organisation.

*Mr. Buck:*—What is your idea about individualistic exercises as Dandahls, Asanas, etc., which have only exercise value. Are the teachers to teach them also? They were originally taught by Drill Sergeants in England. No teacher would like to be called Drill Sergeants.

*Answer:*—Physical Education was in the hands of Drill Sergeants long ago and it certainly suffered. Now it is in the hands of experts who have a knowledge of psychology.

*Mr. Buck:*—If you have intelligent leadership, then the various play activities and other exercises will begin the physical education programme. When you want to standardise such activities and want to put them up in the form of a syllabus, it becomes a problem.

*Answer:*—We must wait till all our physical education teachers are fully qualified. Start with the younger teachers. Educate the public. Then this problem can be combated.

*Mr. Krishnamma:*—Whom will you select for a Teacher Training College Course?

(a) One who looks physically strong? or (b) One who has a certificate that he has played for the College Team?

*Answer:*—In America, there are institutions which recognise a certificate of proficiency in games to a very great extent. This is however a very foolish importance. A boy is admitted into an University simply because he would bring credit to the University in the field of sports. This is a mere prostitution of ideals and a scandal.

*Mr. Krishnamma:*—I am sorry my question is not answered. A and B are both equally qualified educationally. Which of the two will make a better teacher?

*Answer:*—Not either. I would rather select one who has a "Sympathetic understanding"—one who will understand the mind of the child.

*Mr. Buck:*—One who has a sympathetic understanding should certainly be given a preference to a player who may not be a good teacher.

*Answer:*—Yes.

*Mr. K. S. Venkataraman:*—In giving boys formal activities, will it not be good to give the boys a programme of natural games activities instead of formal exercises?

*Answer:*—Play-way is good. After all formal exercise is free exercise and none too rigorous. It does not leave out particular or group of muscles.

*Dr. Andrews:*—Is exercising the muscles important or strengthening the vital organs?

*Answer:*—Both. You cannot neglect either.

*Mr. A. K. Sitaraman:*—Do you have separate Physical Instructors or do the class room teachers do it?

*Answer:*—Teachers of physical education are also teachers of general education. Some are full-timed and some are part-timed. The advisor fills in partly the place of a teacher in each school.

*Mr. A. K. Sitaraman:*—Is the Physical Instructor of a school under the guidance of the advisor?

*Answer:*—Yes.

*Mr. A. K. Sitaraman:*—Do you have formal exercises (Drill) for children between 7 and 11?

*Answer:*—Yes. But it is all in the play-way, graded exercises suitable to the age of the children.

*Reporter:*—Can you suggest any game suitable to the rural areas of India?

*Answers:*—I can't. You can have recourse to educational films. I have seen one. It was a school with 30 children. Headteacher was an old woman. The film showed how the small sloping playground was used well by the children under the guidance of the organiser. The children did enjoy the games and exercises, such as vaulting, jumping, obstacle races, vaulting over, etc. Even in small area, a great number of minor games could be played by the children. Baseball, stool ball, etc., are good examples.

*Mr. Buck:*—We have a game having modified forms of cricket and baseball. This is good for rural areas. There are some good indigenous exercises, but they are all labelled, and so are not spreading.

*Mr. K. S. Venkataraman:*—How many hours of physical education has the child per week?

*Answer:*—At least one period a day.

*Mr. T. Srinivasagopalan:*—Your schools work from 11 to 15. If your school has a strength of 500 boys how many teachers of physical education will you have?

*Answer:*—Two. We limit the size of schools to 500.

*Dr. Andrews:*—A is strong. B is weak. Both are educatively on the same level. A though strong has no desirable attitudes. B has. Will you promote A?

*Answer:*—I will try to persuade him and win him over to the side of physical education.

*Dr. Andrews:*—If he really is bad?

*Answer:*—I won't send him out.

*Mr. A. K. Sitaraman:*—If he is well at games, but very poor in studies?

*Answer:*—I won't be harsh upon him.

Mr. Salter Davies thanked those present. With a vote of thanks to Mr. E. S. Davies, the session concluded.

## AT THE TRAINING COLLEGES

### SAIDAPET

The New Education Fellowship Delegation visited the Teachers' College at Saidapet where the Principal, staff and teachers of the college welcomed them.

Dr. R. L. Zilliacus, Chairman of the Delegation, and Prof. P. Bovet, a member, who arrived first, were received by Mr. N. R. Krishnamma, Principal of the College. Prof. Bovet was accompanied by Madame Bovet and the visitors were shown round the various departments of the college and the Model School.

Later, Dr. Zilliacus and Prof. P. Bovet addressed a large gathering of teachers and students on "Education for citizenship" and "Peace through schools," respectively.

Mr. N. R. Krishnamma, who presided, welcomed the delegation and said he was glad that the College was the first educational institution visited by the Delegation in Madras.

Dr. Zilliacus said the New Education Fellowship delegation was happy to be in India and he and Prof. Bovet were very glad to meet a homogeneous audience of teachers and students who were undergoing training in teaching.

### NOTHING NEW TO TELL

The members of the delegation, he added, were a little disturbed at the realisation that they had nothing new to tell the students, nothing which they had not been hearing constantly from their teachers or were not already practising. Yesterday, he said, he read some of the newspapers produced here which contained a good deal of information about the new education movement, and he had read a Government order giving an exposition of the new education.

And while inspecting the Teachers' College he had had evidence of the practical application of some of the most interesting ideas on new education and the delegation was happy that people in different parts of the world and independent of each other had reached the same conclusions and had developed the same outlook on education.

### EDUCATION FOR CITIZENSHIP

Education for citizenship was an aspect of education which had been on the whole neglected all over the world until recently. Towards the

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end of the last century individual teachers had their eyes opened to the needs of the individual children. Great educationists had been calling upon teachers to "turn the telescope about and look through the other end" as Locke observed, and to look at the child rather than on the subject.

Then there was a new school movement which set out to study the needs of the growing generation, to promote other aspects of education than the purely intellectual side and even in regard to intellectual education to aim at developing habits of study, habits of independent judgment, independent thought and the ability to deal with matter and take matter from different sources and extract the essence from it. The effort was to give the child much more than information.

The Great War and the horrors which men passed through showed that something was wrong with education and that that defect in education had led to the catastrophe of the War.

The question, therefore, was how education could help the new generation to build up a world where there would be more happiness and justice than before, and the idea of using the schools to produce better citizens and a better world was born.

#### EMPHASIS ON SOCIETY

Since the world war the emphasis had shifted very much from the individual to the society. In some countries the individual counted for nothing. In Germany and Italy where the educational system had been recast with the main object of producing citizens strong in body, with a mind trained to blind obedience, without independent thought and tastes, men in whom the emotional side would be charged with intense patriotism and with belief in unquestioning and blind devotion to the leader of the country.

The educational system under dictatorship was logical, consistent and tremendously effective up to a point.

He hated military dictatorship but he recognised that the countries under such dictatorship were taking seriously that side of education which the democratic countries had neglected.

Training students for citizenship had three aspects, the practical, intellectual and emotional aspects. In progressive schools now the old rigid rules were dispensed with and people were grouped together. The students worked together and were given practical experience in co-operation and citizenship.

The intellectual side of education for citizenship was promoted partially by habits of mind and partially by information. The study of imme-

diates surroundings and of industrial, social and cultural enterprises and of the organisation of government was necessary.

The study of current events was more and more coming into use in schools and great care was being taken to see that no propaganda was being carried for any particular point of view. The newspaper was being used as the chief source of information and care was taken to get newspapers representing various points of view.

#### EMOTIONAL ASPECT

The emotional aspect of education for citizenship was of paramount importance. If children were given real information about the world, about various people and about the unfortunate sections of society, the social consciousness of the children would be roused when they grew to be citizens and they would then try to improve social conditions.

School masters could do a great deal by themselves, being good citizens. They should inculcate in students the idea that it was the duty of every person to be an active and interested citizen.

They should rouse social consciousness and the feeling of sympathy and compassion for the less fortunate sections of society. Teachers should feel that they were citizens not only of their own groups, whether they were religious or economic groups or States with their own political boundaries, but were citizens of the whole world.

The world was coming close together and various parts of it were becoming so inter-dependent that all people had to work together.

#### PEACE THROUGH SCHOOLS

##### Prof. Bovet's Lecture

Professor P. Bovet next addressed the meeting on "peace through schools." He remarked that some might consider curious that he who came from Europe should speak about peace through schools (laughter). He was really sorry at the state of affairs which might cause that surprise. For 20 years now they had been speaking on this subject and studying this problem in Europe. He should admit that much had not been achieved as a result of such study. But what they had been trying to do would be interesting.

During the great war for the first time this problem of promoting peace through schools received serious consideration. It was said by some that because the boy had in him an instinct for fighting, the urge to fight, it was impossible to abolish war. But other people said one means

of abolishing war was education. Considering the instinct for fight one found that boys fought merely for the pleasure of it.

#### INSTINCT FOR FIGHT

It should be recognised that there were deviations of the instinct for fight which were taking forms quite different from the crude form which manifested itself in pre-adolescence. For instance, when two lawyers were "fighting" each other in a case the fight was raised to a high level. Thus the deviations showed that there was a possibility of educating the instinct for fighting.

India had shown to the whole world the possibility of using the fighting energy to subdue the animal energies. There was a fight which was a fight against fight. In ahimsa there was a good deal of fighting power used in a non-violent way against an adversary in the fighter himself.

Looking into modern wars one found there was little of the fighting instinct in it. What moved the people on the front was something different entirely from the fighting spirit. It might be a sense of duty or a sense of fear, but there was little of the fighting instinct in modern war.

Prof. Bovet admitted there had been a great disappointment in the effort to promote peace through education.

Concluding, Professor Bovet said he was glad to inform the meeting of the deep concern of schools in Europe to bring about world peace. They were eager that Indian schools should help them in achieving something better, during the next 20 years than they had been able to achieve during the last 20 years.

#### HISTORY IN SCHOOLS

Mr. G. T. Hankin, His Majesty's Inspector of Schools in England, who next addressed the meeting, said that for many years he had been working on the question of getting history text books which could help towards mutual understanding among the nations. He believed that the best that could be done to encourage international understanding was to endeavour and see that the text books on history in all the schools of the

The truth about history was very difficult to discover in the world and the people who had done best to overcome this difficulty were the Scandinavians, namely the people of Norway, Sweden, Denmark and Finland. The historians of those four great countries had come together and discussed the text books of all the four countries. The French world spoke the truth (laughter).

and the Germans were trying to do the same thing about the history of their countries during the last 100 years, but when the historians of these countries met together there arose 30 points of difference (laughter).

#### STUDYING HISTORY

He believed that the most healthy way of beginning to get some international understanding was by the study of history from the point of view of what was called objectivity, finding truth regardless of one's prejudices and feelings.

Mr. Hankin next referred to the educational exhibition to be held at Madras (a short description of which appears elsewhere) and said that this exhibition would illustrate various activities in English schools for children from the years of 7 to 11 and 11 to 14.

Mr. N. R. Krishnamma proposed a hearty vote of thanks.

#### MESTON TRAINING COLLEGE, ROYAPETTAH

At 3 p.m., Rektor Zilliacus delivered a lecture on "Education for Citizenship" at the Meston Training College, Royapettah. The Rt. Rev. E. H. M. Waller, Bishop of Madras, presided. Rektor Zilliacus referred to the school curriculum in Germany, Italy and Russia having been recast in order that the schools might produce the kind of citizens the regime wanted. It was up to them to take up the challenge of countries under dictatorship. He pleaded that students should be allowed to discuss current events and draw their own conclusions therefrom. It was only through schools that they could hope to make the growing generation realise that they were all fellow-citizens, to whatever nationality they might belong. If they failed to do so, the future generation would also have to face the horrors of war and problems similar to those with which they were faced.

Prof. Bovet spoke on 'Peace through schools and referred to the question of the proper teaching of History. He appealed to teachers to endeavour to work for peace and world brotherhood through schools.

The Lord Bishop of Madras in his concluding remarks said that the difficulty was not with children but with parents. It was necessary that they should tell parents that education did not consist entirely in passing examinations, but that children should be given sound training for citizenships that would make them fit to serve humanity.

## GROUP DISCUSSIONS

## 1. MECHANICAL AIDS TO EDUCATION

The group discussion in the Hindu High School, Triplicane, was led by Mr. G. T. Hankin on "Mechanical aids to Education." He said that during the last ten years he was more conversant with the classes than with examinations. Confining his remarks to the intellect for the moment he would say that what was of importance was the attitude of the pupils towards knowledge and not the amount of information which they stored in their brains. He was absolutely unconcerned about what the pupils would remember, say, after six months.

## BROADCAST

Speaking about the various mechanical aids to education, Mr. Hankin said that the Broadcast was a powerful instrument of education in modern times. About the use of Broadcast in schools there were differences of opinion. In this connection he recalled the opposition to printing when it was invented. It was feared and rightly that printing would deprive many people of their livelihood; but it was realised by many that printing was a great instrument to extend knowledge. The same might be the opposition to Broadcast. He would suggest two hours a week in schools for listening to Broadcasts. Just as pupils had to be trained to read, they had also to be trained in 'listening.'

## FILM

The next mechanical aid was the film. He would prefer the silent film to the talkie as an instrument of education. There were excellent films to-day for teaching History and Geography.

## LANTERN PICTURES

There was a wrong notion that pictures exhibited to pupils should be big; but it was not so. Smaller pictures and still pictures could be used effectively in schools. There was a discussion about the use of the optical lantern in day time. Attention was drawn to the existence of a cheap form of optical lantern called the Sun Lantern invented by Mr. B. Narayanaswami Aiyar of Kumbakonam. Mr. Hankin expressed his appreciation of such a device.

Speaking about text-books Mr. Hankin said that it was also a mechanical aid. It helped the pupils to enlarge their conceptions and contacts.

A number of questions were then answered. Mr. Hankin said that a really good wireless receiving set could be bought for 30 shillings. Manual work was provided for all pupils in England between the ages of 7 and 14. Each school chose the subject suited to its environment.

Rev. T. R. Foulger, the Chairman thanked Mr. Hankin for his interesting talk.

## 2. VALUE OF EXAMINATIONS

At the Madras Christian College High School, Rektor L. Zilliacus spoke about the Examination problem. Miss E. McDougall, Principal of the Women's Christian College, presided.

Rektor Zilliacus said that there was a kind of examination in the days of their forefathers, but that was not the same they had in vogue at the present time. In those days the examination was a purely personal thing. In those days a master accepted a pupil and instructed him when being satisfied that the pupil would be benefited. That was a personal choice. Nowadays pupils were either made to pass or fail by masters who did not even see them.

## DOMINATED SCHOOL WORK.

He next said that the main dissatisfaction with the examination system was that it dominated the whole work of the schools. Examinations tended to narrow down results. They were trying to examine on things on which students could not be examined. There was a tendency to cheat in examinations. Besides, there were serious accusations against the present-day system of examinations that they vitiated the whole attitude towards study. But examinations had also been defended, ordinarily, examinations gave somewhat reliable results of the candidates' merits.

## ESTIMATE OF PUPIL'S PROGRESS

He next said that besides tests they should interest themselves in some sort of estimate of the pupil's progress in other lines. That, he thought, was being done in all parts of the world in building up a cumulative record. Cumulative records had taken many forms in different places. In schools in Kent, there was the card system which gave almost all the particulars of the aptitude of a boy or a girl. He did not believe that they could abolish examinations by being dissatisfied with it. He did not think there was any chance for that. It was of no use hoping for a sweeping change. They wanted to build up something that would

make external examinations superfluous. He would recommend a united stand against the introduction of any more external examinations. He also suggested the separation of the school leaving examination from the university entrance examination.

He next answered a few questions.

A vote of thanks was proposed to Miss McDougall and Rektor Zilliaceus.

### 3. NEW EDUCATION AND THE CHILD'S INTERESTS \*

BY

Prof. P. Bovet,

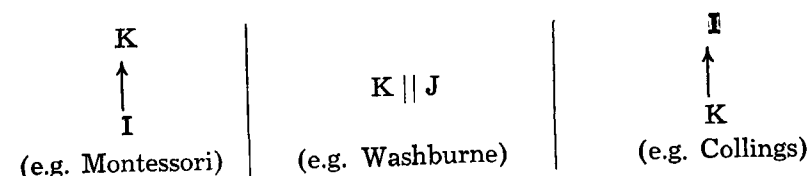
*Prof. of Psychology, University of Geneva.*

We all agree that there is nothing absolutely new in New Education and that there have been New Schools in olden times. It is not a question of dates. New Education may be described roughly as an education in which account is taken of the actual living interests of the child. (That is why Claparide calls it Functional education, a term borrowed from biology, the science of life.)

When faced with this definition a great many people all over the World have made the same objection, of course, they say it is all right to teach the child what he wants to know, but there are some things which he ought to know by all means, even if he does not feel that he needs them, 'they insist on the importance of some items of knowledge of some definite skills which can but be imparted to the child by the School.' All New Educationists will agree that they are right, provided this emphasis laid on knowledge does not obscure the essential importance of a right culture of the child's interests. New Schools may be classified, I submit, according to the relative position, they give to these two goals of school activity. The imparting of knowledge and the fostering of interests. The most conservative among New Schools make knowledge the ultimate aim and use the child's interests as a means to attain that aim. The more radical schools reverse the position: Knowledge must be acquired in order that the child may satisfy its wants and interests, Knowledge and skills are concerned as subservient to culture. (I know of no better and more typical example of this kind of schools than Collings' book, "*An Experiment with a Project School Curriculum*"

\* Lecture delivered at the Group Conference held at the St. Paul's High School, Vepery, Madras, on 1-11-37. Mr. C. J. Varkey, Parliamentary Secretary, presided.

which tells of the activity pressed during four years by a rural school in Missouri.) Half way between these two categories of schools you have those which while not willing to admit that Knowledge is more valuable than culture, still do not feel bold enough for a radical venture; they solve the question by putting Knowledge *and* culture side by side as two distinct goals, neither of which a teacher is permitted to lose sight. (The best known example of this type of school is Winneka, where Dr. Washburne devotes the morning to what he calls the *Minimum Essentials* of knowledge and the afternoon to *Social Activities* which directly answer the interests of the child.



In most schools where syllabuses and examinations are insisting on knowledge and skills almost exclusively, the teachers will have to take special care in order to preserve some hours in the weeks, or some minutes in the hour for an activity which shall provide immediate food for natural appetite of the child's mind.

### II. CENTRES OF INTERESTS.

If the child's interests are to be given a central place in the new school, how are we to select among them interests which shall permit us achieve a revised programme for each successive class and standard? Here again the answers given to this question lead us to distinguished more conservative and more radical solutions.

The most radical solution is the one to which I have already alluded in telling you of Colling's rural school in Missouri; the teacher seems to have no other concern than just to follow the children's interests as they manifest themselves along the School year, mostly prompted by current events; i.e., their immediate neighbourhood. One cannot help feeling that it requires a very skilful teacher to achieve a success by this radical method. The conservative solution consists of course in having a graded programme of interests decided upon by the responsible school authorities. In the German School of the Herbartian age, for instance, all children were supposed to be successively interested by Robinson Crusoe, by the Bible patriarchs by German epic legends, by the feudal Empire and so on, the sequel being, as you see of a more or less historical nature. In Vienna and in Prague more recently a kind of geographical extension has been resorted to: first the child and its

home, then the child and its village (or Town quarter), the child and its province, the child and its nation, the child and the World. The Russian method of so called complexes took its inspiration from the Marxist history of labour; home activities, rural trades, Town artisans, manufacture, Industrial revolution.

But this last example points out to the danger of all these methods: a logical order may be very satisfactory to an adult mind and not correspond at all to the child's actual interest; boys may show themselves interested in engines and automobile at an age when they were supposed to be interested in rural crafts.

That is what gives its whole value to an intermediate method in deciding upon the interests which are to be in the centre of a school curriculum. A Belgian Physician, the late Dr. Decroly (one of the founders of the N. E. F.) has chosen as central interests four *permanent* needs of the Child. They may best be remembered in recalling four frequent complaints of the little ones: (1) I am hungry (alimentation) (2) I feel cold—in our Countries!—(Clothing and housing). (3) I am afraid (protection). (4) I am bored (Activity: work and play). Around those four needs and interests, Decroly gathers information abundant enough to satisfy any inspector.

| Interests                                                                           |                                                        |                                                         |
|-------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------|
| Decided upon arbitrarily by school authority. (Herbartians, Vienna, Soviet Russia). | recognised as permanent needs of the child. (Decroly). | manifested fortuitously by the child. (E. c. Collings). |

Instead of recommending the classical Herbartian stages (which, as I discovered to my surprise, are well known in Indian Training Colleges), Decroly insists that every subject should furnish an opportunity for Observation, Measure, Association in Time and Space, Concrete and Abstract Expression. This may seem a bit pedantic too. But let us translate every one of those words.

|                |    |                             |
|----------------|----|-----------------------------|
| Observation    | .. | Object lesson.              |
| Measure        | .. | Arithmetics.                |
| Association :— |    |                             |
| In Time        | .. | History.                    |
| In Space       | .. | Geography.                  |
| Expression     |    |                             |
| Concrete       | .. | Drawing, Modelling.         |
| Abstract       | .. | Language: Reading, Writing. |

The whole elementary school curriculum is connected with the child's permanent interests.

### III. THE DECROLY METHOD.

(A good book on the subject is Amelio HAMAIDE. *The Decroly Class.*)

The Decroly Method is wonderfully supple. I have seen it applied in countries as widely differing from each other as Switzerland, Spain and Turkey. When I talked about it in South Africa and in Australia, I found that it has been tried there also with success. After the death of our friend, the Minister of Public Instruction, Bovesse, has introduced it as the method of Belgian Elementary Schools. May I give you some details about the way it works.

Suppose we take the first need alimentation in a class of little ones. "What did you have for your breakfast?" asks the teacher. They are sure to know what they had; there will be no immediate opportunity for observation. But perhaps they have not noticed what their father has taken. "Well, observe it to-morrow." "How much milk did you drink?" "One cup". "How big is the cup?" "How many cups does the pot hold?" "How many sips do you take out of your cup?" "How many spoons full?" "Observe and." "Where does the milk come from?" "From the 'Dairy.'" "Where is the dairy? Are there other dairies in the neighbourhood? Go and see. And to the dairy? From the Station and to the Station?" The whole problem of furnishing with milk a great city like Brussels is raised by such associations in Space.—Associations in Time open new perspectives "Did the Romans drink coffee for their breakfast? Why not?" Marco Polo, Arabia, Vascode Gama, India, will preferably be mentioned here, concrete expression, clay modelling or drawing of a cup or a cow etc., accompanied, to begin with, the names CUP, COW.

You see the Richness of the method, how far it may lead into economical geography, the history of things, essay writing etc. On one of my visits to Brussels the subject being Protection, the little ones were studying the defensive natural weapons of different kinds of animals, whilst in the upper forms they drew pictures of medieval castles and higher still discussed the League of Nation Covenants and Collective Security.

Two big charts are to be seen in every Decroly classroom. One is the map of the World. Every time a place is mentioned in connection with a subject a label is pinned to that place. Our breakfast lesson would have pinned the word Coffee in Java, the name of Vascode Gama on his landing place in India. The other is the time chart, where countries are figured by columns, antiquity, the Middle ages, the Modern Era having each its column. Here again Vasco and Marco Polo would

have had their labels pinned. From time to time a review is made of a country or an epoch and scattered items of knowledge are studied in relation to their space or time frame.

The Decroly Method requires no expensive apparatus. Constant appeal is made to the collecting instinct of the children. In the junior classes three big boxes dedicated to the animal, the vegetable and the mineral kingdoms receive from time to time the contents of the boys' pockets. Later on pictures are assembled, taken from illustrated papers, and classified according to Time and Space and the four permanent needs. Later still documents, articles, statistical figures are brought together and arranged in the same way. The child's interest and initiative is constantly fostered. A permanent relation is established between home and school. Even if you look at it from a purely academic point of view, the results are astounding.

And something of the kind can be achieved everywhere without any revolution in the curriculum.

### MODERN TRENDS IN EDUCATION

The New Education Fellowship Delegation concluded its programme in Madras city with a lecture on "Modern trends in education" delivered at the Madras Christian College School by Rektor L. Zilliacus, Chairman of the Fellowship. Dewan Bahadur E. E. Runganathan, Vice-Chancellor, Madras University, presided.

The Chairman observed that the members of the Delegation had placed the citizens of Madras under a deep obligation by their helpful advice on educational problems.

Rektor L. Zilliacus thanked the organizers of the reception and the public of Madras for the excellent arrangements made in connexion with their visit.

Referring to modern trends in education Rektor Zilliacus said that one noticeable feature was the great increase in public interest in educational matters and the increase in educational facilities offered everywhere in the world.

### PASSIVE LEARNING.

There was manifest in all parts of the world a desire to substitute the active education of learning for the purely passive receptive learning in the schools. The project method, the Dalton method of teaching, etc., proved this fact. There was a desire to give pupils an all-round development and hence the arts and crafts had come to play a greater part in education than 15 or 20 years ago.

The tendency was to base primary education more and more on the development of the senses and the activity of the hand both in useful work and in making things that were beautiful and expressions of the artistic side of the human nature.

There was an increasing tendency towards holding conferences and the availability of a large amount of literature on the subject of education was a marked feature. Another noticeable trend in modern education was the urge for closer co-operation between parents and the teachers and the development of a spirit of mutual trust and fellowship, and even of affection.

The increase in the employment of a large number of women teachers was a marked feature of the trend of education. Personally, he thought that women were better fitted to teach small children than men. The importance of teachers was also being realised in all parts of the world, and the need to raise their status and economic conditions

and give them freedom and responsibility in making experiments in education, was being felt to a greater extent than before.

There had also been a revolt against the idea of imparting education on the basis of a factory for the manufacture of specific products.

#### TO DRAW EDUCATORS TOGETHER.

The New Education Fellowship, the speaker continued, had been trying to draw together educators of all countries so that they might get to know all points of view and this tendency to come together was an important feature to-day. The tremendous progress in primary education was a noteworthy feature in Western countries. There was a general desire to train the future generation for the life outside the school or the college.

There was a noticeable tendency to separate the school leaving certificate examination from the university entrance examination as different purposes were served by the two examinations.

The tendency to run education by the State, especially primary education, was marked in many countries and in some countries primary education under private auspices was being discouraged.

Concluding, the speaker observed that there was now a different concept of the purpose and function of education and the educational system was more and more looked upon as part of a whole process of building up an organised society and emphasis was laid upon the understanding of the social, economic and spiritual conditions of the times and making the pupils useful citizens.

The chairman said that some of the tendencies referred to by the lecturer were also noticeable in India; but much of the talk here was done by laymen. The teachers must organise themselves and express their views. The South India Teacher's Union was doing splendid work in this direction.

For any real educational reform to be possible the chairman continued, there must be close relationship between the teacher and the parents. The pupils must be trained to be independent as well as co-operative. Though the methods might change according to the needs of the time, they should steadily keep in view the broad and fundamentally ethical view of education.

Mr. M. S. Sabhesan thanked the Delegation for the valuable suggestions offered by them during their stay in the city. He also thanked all those who had rendered help in various ways and contributed to the success of the visit of the Delegation.

The leader and members of the Fellowship left Madras at 1 p.m. for Bangalore. A send off was accorded to them at the Central Station.

#### INAUGURATION OF THE NEW EDUCATION FELLOWSHIP GROUP IN MADRAS

A local branch of the New Education Fellowship was inaugurated by Rektor Zilliacus, Chairman of the N. E. F. Finland on Saturday the 30th of October 1937 in the Christian College High School. Mr. N. Subramania Aiyar explained the objects of the organization. This international organization was founded in 1915 as a non-political non-sectarian movement to unite the members to tackle the problems facing human society and to help boys and girls to become more responsive to the requirements of a changing world. It was the one permanent organization of the world having 51 national sections. The Fellowship sought to review the systems of education in every part of the world so that every child irrespective of race, creed or nationality might rise to his or her full personality. Education was a continuous process in life. The Fellowship maintained a critical attitude towards all aspects of life and integrated those which were vital to its aims. It carried on activities of an international character among which were the triennial world conference, annual regional conferences, the question of the training of teachers, and the curriculum. There were information bureaus in different parts of the world.

The New Education Fellowship in India was started in 1935. Dr. Rabindranath Tagore is the President and Sir S. Radhakrishnan its vice-president. The Fellowship in India organised annual meeting of all sections. It conducts an All-India Magazine in English.—The New Education and three magazines in the vernaculars. Experiments on matters of interest and research were carried. In addition to the magazines, books, and pamphlets were also published. There were local groups of the Fellowship in Lahore, Aligarh, Mysore, and Nagpur.

Rektor Zilliacus inaugurating the local group explained the working of the central international organisation. It did not want to try and persuade people to join the organization, but it was keen on seeing that new groups were formed by people who believed in and wanted to set up a new education in some form or another. The Fellowship was an international body with autonomous educational associations. Each group was running its own affairs. What united all the groups into an international organization was the spiritual attitude towards education and the common ideals of the whole of life. "Education is an experiment of life" continued Rektor Zilliacus. Every section had a right to send to the international governing body called the International Council of

## THE SOUTH INDIAN TEACHER

the Fellowship one representative for thousand members. This governing body of the International Council was the final authority in shaping the policy of the Fellowship, and organising conferences. The governing body being unwieldy there was a small executive body which was looking after the work of the central organisation.

The object of the fellowship as was stated by the previous speaker was to work gradually to give an opportunity for every boy and girl all over the world to learn and to grow his or her personality, and to enable them to be loyal to the society. In order that the children might be given facilities for growing physically and mentally, it was necessary that they should take an interest in their environment and the conditions of their schools and homes. Since education was a process lasting through life, they had also to study the conditions under which their fellow citizens lived. Referring to the conditions under which children were working, Rektor Zilliacus referred to the words of a French Member of the fellowship. They were discussing the question of teaching religion to children in schools, and then the Frenchman said "you must give them boots to wear in winter before they can think of religion" Teachers must be passionately interested in social justice and social progress, though no political propaganda was required of them among the children.

At the present time some groups of the fellowship were working under great difficulties, principally in countries where there were dictatorships. So they had to be cautious in their organization. In some other countries there was a great deal of poverty among the people. There were small groups as in Bulgaria with 100 members and at the other extreme they had 10,000 regular subscribing members in the United States of America. The work of the Fellowship in matters of educational research and experimentation had been carried on with such energy and success during the past years that money was simply pouring in for the conduct of research from the public bodies of many countries. The advice of the Fellowship was often sought by education authorities. But whether small or big, the sections worked successfully through the energy of a relatively small number of workers. The fellowship also tackled particular questions. At first a few members brought forward a certain point for discussion and then more members joined in it. Then a conference was held and the results of the investigation spread to a great number of people.

"Our organization has a peculiar advantage" continued Rektor Zilliacus, "over the other organizations in the world and that is everywhere, our sections contain representatives from all members of the

educational system, of educators, and of people interested in education.

In fact a local section can be recognised only if all the stages of education are represented on it. There were parents, lawyers, journalists and other professors represented in the organisation. The fellowship consisted of persons of all religions in the world. Thus different points of view were discussed and better understanding of nations was possible." The speaker concluded by referring to the war menace, and the contribution which the New Education Fellowship might make to the peace of the world. He welcomed the Madras group of the New Education Fellowship to the ranks of the other groups.

## EXHIBITION ILLUSTRATING TENDENCIES IN ENGLISH EDUCATION

(By the Board of Education)

### *Plan of Exhibition*

- Bay 1.*—PRIMARY EDUCATION, NURSERY AND INFANT STAGE.  
Buildings—The Nursery class—Health—Manners—The Three R's—  
Safety First.
- Bay 2.*—PRIMARY EDUCATION, JUNIOR STAGE (7-11).  
Buildings—Health—Individual activities—The Three R's and on-  
wards—Collective activities—Which path next?
- Bays 3 and 4.*—POST-PRIMARY EDUCATION, SENIOR ELEMENT-  
ARY (11-14).  
Transport—Buildings—Nutrition—Physical Education—Work in the  
classroom—Broadening interests—The Arts—Boys' handwork—  
Collective activities—Rural interests.
- Bay 5.*—SECONDARY EDUCATION (11-12).  
Buildings—Health—The classroom—Collective activities—Activities  
out of school—Future careers.
- Bays 6 and 7.*—FURTHER EDUCATION.  
Buildings—Preparation for technical instruction—Specialised in-  
struction begins—Special trades (boys)—Special trades (girls)—  
Art in relation to Commerce and Industry—Professional Art  
Training—Training for Textiles—Training for other industries—  
Training for Agriculture—Non-vocational classes (urban)—Non-  
vocational classes (rural).
- Bay 8.*—SPECIAL SERVICES AND GENERAL STATISTICS.  
The blind and partially sighted—The deaf and partially deaf—The  
mentally defective—The physically defective—The English educa-  
tional system—Finance—Central and Local Authority.

### SOME NOTES ON THE EXHIBITS.

This small exhibition of some 250 photographs and diagrams, arranged in eight bays each containing six screens, is designed to illustrate the tendencies that are apparent today in the public system of Education in England. Each bay or pair of bays is devoted to some section of that system and each screen to some aspect of the section. The outline above serves to show the general plan, but some short notes may also prove useful.

## THE FREEDOM OF THE LOCAL EDUCATIONAL AUTHORITY AND OF THE TEACHER.

It is impossible in such an exhibition to do more than indicate tendencies. The freedom of the Local Education Authority combined with the freedom of the teacher gives such variety to buildings, equipment, timetables and curricula, that only a general view can be given of the direction in which educational thought is moving. No effort has been made to procure anything exceptional or startling. A few inspectors were asked to give the names of districts where good work was being done and the Authorities were invited to supply photographs—an invitation to which a generous response was forthcoming. But it would certainly be possible to find equally good if not better work in areas that are not here represented. Others, of course, would not produce so good an impression.

The freedom of Local Education Authorities manifests itself for example in the type of buildings they erect. These are shown in the various bays, usually on the first screen. Generally speaking it may be said that schools are becoming more spacious though less lofty. More attention is paid to lighting, ventilation and washing facilities. Playgrounds and playing fields are provided on an increasingly generous scale. The screens devoted to Health will make this clear. Perhaps the most interesting examples are in the Infant and Senior Elementary Schools.

In actual practice the architect must plan to meet the needs of the curriculum. It is therefore the changes in the curriculum that have largely determined the type of building. The new edition of the Board of Education's "Handbook of Suggestions for Teachers", just published after an interval of ten years, shows how rapid change and development have been in the English philosophy of Education. Indeed the "Handbook", founded as it is on the best practice of the schools, may almost be said to be illustrated by this exhibition.

One central idea pervades the "Suggestion"—that the child is to be regarded as a living organism. The problem of Education is approached from the point of view of the development of the individual child. Particular stress is laid on the need of adapting the curriculum, methods of teaching and organisation to suit children whose needs and abilities vary widely. The child, it is stated, requires for his development as an individual a suitable environment and appropriate forms of activity.

### PRIMARY EDUCATION

The architect does his best to provide a suitable environment; his plans are approved by the Central Authority; the Local Education Autho-

rity with the aid of grants from the centre is responsible for the erection of the buildings. It is for the teacher, with the aid of the facilities thus offered to him, to assist in the development of that living organism, the child. Accordingly in the first bay, in the photographs which illustrate the training of the very young in personal hygiene, in individual effort and in co-operation with one's fellows, the teacher is hardly noticeable, remaining in the background and gently guiding the child in its free activities. Family influences are not excluded but rather welcomed, particularly at the (non-compulsory) nursery stage. In the Infant school also health and manners are all important. Here a beginning is made with the three R's, in ways that will arouse interest and not detract from the enjoyment of the daily round. A whole screen is devoted to the problem of "Safety First". Children from the Infant stage are trained to cope with the dangers of modern traffic, and facilities must be provided, at times when the school is closed, for the play which forms so important a part of their education.

From the Infant school the child passes to the Junior school where the trend of our modern educational thought becomes even more clearly marked. The training of the body and of the mind, individual activities, collective activities, all must be allotted their due place if boys and girls are to develop into worthy citizens of a democratic state. The details of the pictures on Screen 4 illustrate modern methods of teaching the three R's and of laying the foundations for more serious study of Geography and History, while encouraging individual initiative. The teaching of Art is perhaps the most noticeable example of the value now attached to self-expression.

The last screen in Bay 2 calls attention to a world-wide problem, the choice for each individual of the type of education most suitable for him. In England we are committed to, at all events, a preliminary selection at about the age of eleven, and the most efficient methods of selection and differentiation are a constant source of discussion and experiment.

#### POST-PRIMARY EDUCATION

Two bays are devoted to Post-Primary Education. The "Hadow" reorganisation is still proceeding and legislation to raise the school leaving age to 15 has now been passed. It is in this section of our system therefore that experiment is most needed and variety most valuable.

Even in this densely populated country the collection of all children between 11 and 14 into schools of appropriate size, specially intended for them, involves problems of transport which are being solved in a number of ways illustrated on Screen 1.

Screen 2 contains two timetables intended to illustrate the differences in allocation of time which exist in schools intended for the same age range and which are encouraged within broad limitations. It would be contrary to the whole spirit of our system to lay down that one timetable is obviously good and one obviously bad. Before passing judgment it would be necessary to know the buildings, the teachers, the home surroundings and the probable future occupations of the pupils. A timetable that seems dull and uninspiring may be redeemed by the personality of the teacher and by the methods employed.

Method is not easily illustrated by still photographs. But it may be said that even in classroom subjects there is a movement against "chalk and chat", endlessly applied to whole classes. As far as possible children go their own pace and work individually. The revolt against regimentation can perhaps be most clearly seen in the teaching of Art and in the Physical Education classes. But this does not imply a revolt against a belief in honest, steady work without which intellectual training is stultified.

The range of activities, individual and collective, that is shown represents what is being done in certain schools. Not every school models in clay, nor does every school have a school council, nor does every school send children regularly to the Town museums or organise school journeys, or combine its artistic work to produce an historical pageant. There are still schools badly housed and ineffectively staffed, where ideals are lacking and where life is a dreary round of toil. But almost everywhere there is apparent a desire to encourage individual efforts as well as a community spirit, to keep in touch with reality and to link the work with the world outside. Once again the "Suggestions for Teachers" crystallises the best in modern practice. Not many years ago the school was a place where the children had mainly to sit and listen. Now it is becoming a centre where they also move and express themselves in a variety of activities. These necessarily vary with the district. Hence a special screen has been added, dealing with Rural interests.

#### SECONDARY EDUCATION

The world of Secondary Education has been affected by that trend of thought which is transforming the Elementary schools. But the restraining influence of tradition, and the effect of the examination system are powerful, as well as the needs of those who will pass to some form of higher education. The timetables on Screen 1 are only illustrative; so great are the variations from school to school that they can hardly be termed representative. On the later screens the increasing belief in individual work is indicated. Out-of-school activities have long been a

feature of the Secondary schools. The growing importance attached to Art and Music is a comparatively new development.

#### FURTHER EDUCATION.

The organisation of further education is necessarily complicated, to provide for the needs of those who embark upon it at various ages. Hence the diagram on Screen 6. The variety of technical instruction vital to a great manufacturing country is so great that only a few types can be illustrated. One of the most interesting features of the system to-day is the growing importance attached to Art in relation to Industry and Commerce.

The prominence given to non-vocational instruction on Screen 5 and 6 in this bay is justified by recent events. The trail was blazed by voluntary organisations such as the Workers Educational Association and the Women's Institutes. Now Local Educational Authorities are helping generously to provide the instruction that workers desire in their leisure time. Such instruction may be far from academic and its recipients may have had little formal education. It is not a question of what people ought to want, but of what they prefer. The increase in leisure has made it necessary not only to see that education during childhood will result in lasting interests and occupations, but also to provide further opportunities as the adult develops tastes and predilections.

#### SPECIAL SCHOOLS

Of the schools provided for those who have been handicapped by mental or physical deficiency it is needless to say anything. The first four screens of Bay 8 may give some idea of the methods adopted in these institutions to fit these unfortunate one for the life they will lead in later years.

#### GENERAL STATISTICS

The last two screens are devoted to diagrams and statistics. They are intended to answer the questions "How many pupils and students are involved?" "How much does all this cost?" "How is the cost divided between the central and the local authority, between rates and taxes?" They raise also for the educationist the vital question "How is it possible with 316 Local Education Authorities and with thousands of teachers claiming freedom in curriculum and method, to secure uniform progress throughout the country? How indeed can uniformity of aim be secured in the midst of all this diversity of practice?"

It is impossible to estimate exactly the amount of control exercised by the central Authority, the Board of Education, but there are the fol-

lowing factors to be taken into account. The grant system ensures that expenditure shall be approved centrally if it is to be recognised for grant. A backward Authority has always to face the possibility of the withdrawal of grant if it does not reach a certain level of efficiency. The organisation of the Inspectorate ensures that both Local Authorities and teachers shall know what is being done in the most advanced districts. A centralised inspectorate not under the control of the local administration enjoys a very special relation with the teachers. An Inspector speaks from width of experience rather than as a superior officer. Moreover the teachers, through their various associations, enjoy the benefit of discussion with teachers from all types of schools, with inspectors in a non-official capacity and with educationists not actively engaged in teaching. All these forces are constantly acting and reacting upon the work of the schools.

Whether the balance which has been established in England between Parliamentary control and central direction on the one hand, and local initiative and freedom on the other, is appropriate and will be permanent, will always remain a fair matter for discussion. The fact remains that under the present system England is alive with numberless experiments, encouraged from above and only checked if obviously unpractical or unsuccessful. Tendencies in educational thought can be noted, but no rigid rules of educational practice are to be found. For that reason it is hoped that this exhibition may be of interest even to those who are facing somewhat different problems under somewhat different conditions.

The following ladies and gentlemen were kind enough to have the members of the delegation as their guests during their stay in Madras :—

#### HOSTS.

Miss M. Gerard,  
Diwan Bahadur S. E. Rung-  
nathan,  
Mr. and Mrs. E. W. Legh,  
Rev. T. R. Foulger,  
Rev. D. Chellappa.

#### GUESTS.

Mr. and Mrs. E. Salter Davies,  
Dr. L. Zilliacus,  
Prof. V. Madame Bovet,  
Mr. G. T. Hankin,  
Mr. E. W. Franklin.

### THE WARDHA EDUCATIONAL CONFERENCE\*

(What ultimately became a momentous session of the Educational Conference was held at Wardha on the 22nd and 23rd of October under the auspices of the Silver Jubilee of the Marwadi Shiksha Mandal. Gandhiji was in a weak state of health, and it was feared that he may not after all be able to stand the strain. The Convener or the Secretary of the Conference, Sjt. Shriman Narayan Agrawal, lay ill with enteric fever. And suggestions were therefore made that the Conference might be postponed until December. But Gandhiji resolutely rejected the suggestion. Sjt. Aryanayakam bore the brunt of the arrangements, Gandhiji conserved his strength by taking long periods of silence, and the Conference did come off with results which, I can say without fear of contradiction, satisfied all. The proceedings were studiously businesslike, no time being wasted on the election of the President, thanks to the Chair, introductory musical programme, etc. The speeches were almost all in Hindi or Hindustani, with but four exceptions. On the first day the Conference met in the morning from 8-30 a.m. to 11-30 a.m. and 2-30 p.m. to 5 p.m., on the second day from 8 a.m. to 11 a.m. and 2 p.m. to 5 p.m. After the first day's proceedings the Conference converted itself into a committee to express its opinion on the following propositions originally formulated by Gandhiji :

"1. The present system of education does not meet the requirements of the country in any shape or form. English, having been made the medium of instruction in all the higher branches of learning, has created a permanent bar between the highly educated few and the uneducated many. It has prevented knowledge from percolating to the masses. This excessive importance given to English has cast upon the educated class a burden which has maimed them mentally for life and made them strangers in their own land. Absence of vocational training has made the educated class almost unfit for productive work and harmed them physically. Money spent on primary education is a waste of expenditure inasmuch as what little is taught is soon forgotten and has little or no value in terms of the villages or cities. Such advantage as is gained by the existing system of education is not gained by the chief taxpayer, his children getting the least.

2. The course of primary education should be extended at least to seven years and should include the general knowledge gained up to the matriculation standard less English and plus a substantial vocation.

2. For the all-round development of boys and girls all training should so far as possible be given through a profit-yielding vocation. In other words, vocations should serve a double purpose—to enable the pupil to pay for his tuition through the products of his labour, and at the same time to develop the whole man or woman in him or her through the vocation learnt at school.

Land, buildings and equipment are not intended to be covered by the proceeds of the pupils' labour.

All the processes of cotton, wool and silk, commencing from gathering, cleaning, ginning, (in the case of cotton), carding, spinning, dyeing, sizing, warp-making, double twisting, designing and weaving, embroidery, tailoring, paper making, cutting, book binding, cabinet making, toy making, gur making are undoubted occupations that can easily be learnt and handled without much capital outlay.

This primary education should equip boys and girls to earn their bread by the State guaranteeing employment in the vocations learnt or by buying their manufactures at prices fixed by the State.

4. Higher education should be left to private enterprise and for meeting national requirements whether in the various industries, technical arts, belles-lettres or fine arts.

The State Universities should be purely examining bodies, self-supporting through the fees charged for examinations.

Universities will look after the whole of the field of education and will prepare and approve courses of studies in the various departments of education. No private school should be run without the previous sanction of the respective Universities. University charters should be given liberally to any body of persons of proved worth and integrity, it being always understood that the Universities will not cost the State anything except that it will bear the cost of running a Central Education Department."

The next day the draft resolutions of the Committee were placed before the house and discussed and ultimately passed. Here is the text of the resolutions :

"(1) That in the opinion of this Conference free and compulsory education be provided for seven years on a nation-wide scale.

(2) That the medium of instruction be the mother-tongue.

(3) That the Conference endorses the proposal made by Mahatma Gandhi that the process of education throughout this period should centre

\*From *The Harijan*, October, 30, 1937.

around some form of manual and productive work, and that all the other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.

(4) That the Conference expects that this system of education will be gradually able to cover the remuneration of the teachers."

Thereafter a Committee was appointed to prepare a planned syllabus on the lines of the resolutions, to submit their report to the Chairman of the Conference within a month.

### THE PRIMARY QUESTION

Gandhiji, after thanking all those who had come in response to the invitations, said whether he was there as Chairman or member, he had invited them in order to listen to their opinion and advice on the propositions he had formulated (See above), especially of those who were opposed to them. He asked for a free, frank and full discussion, as he regretted his inability to meet the friends outside of the pandal for reasons of health.

The propositions, he said, referred both to primary education and college education, but they would largely have to address themselves to a consideration of primary education. He had included secondary in primary education because primary education was the only education so called that was available to a very small fraction of the people in our villages, many of which he had seen during his peregrinations since 1915. He was speaking exclusively about the needs of these rural boys and girls, the bulk of whom were illiterate. He had no experience of college education, though he had come in contact with hundreds of college boys, had heart-to-heart chats and correspondence with them, knew their needs, failings, and the disease they suffered from. But they might restrict themselves to a consideration of primary education. For, the moment that primary question was solved the secondary one of college education would also be solved.

### EDUCATION THROUGH MANUAL TRAINING

He was deliberately of opinion that the present system of primary education was not only wasteful but harmful. Most of the boys were lost to the parents and to the occupation to which they were born. They picked up evil habits, affected urban ways, and got a smattering of something which may be anything else but not education. The remedy, he thought, lay in educating them by means of vocational or manual training. He had some experience of it having trained his own sons and the

children on the Tolstoy Farm in South Africa, belonging to all castes and creeds, who were good, bad and indifferent, through some manual training, e.g., carpentry or shoe-making which he had learnt from Kallenbach who had training in a Trappist monastery. His sons and all these children, he was confident, had lost nothing, though he could not give them an education that either satisfied himself or them, as the time at his disposal was limited and his preoccupations numerous.

The core of his emphasis was not the occupations but education. Through manual training—all education, of letters, history, geography, mathematics, science, etc., through manual training. It might be objected that in the Middle Ages nothing else was taught. But the occupational training then was far from serving an educational purpose. In this age those born to certain professions had forgotten them, taken to clerical careers, and were lost to the countryside. As a result, go wherever we might, it was impossible to find an efficient carpenter or a smith in an average village. The handicrafts were nearly lost, and the spinning wheel being neglected, was taken to Lancashire where it was developed, thanks to the English genius of developing crafts to an extent that was to be seen to-day. This he said irrespective of his views on industrialism.

### TAKLI—A PRODUCTIVE TOY

The remedy lay in imparting the whole art and science of a craft through practical training and there through imparting education. Teaching of takli spinning, for instance, presupposed imparting of knowledge of various varieties of cotton, different soils in different provinces of India, the history of the ruin of the handicraft, its political reasons which would include the history of the British rule in India, knowledge of arithmetic, and so on. He was trying the experiment on his little grandson who scarcely felt that he was being taught, for he all the while played and laughed and sang.

He was specially mentioning the takli in order that they might put to him questions about it, and as he had much to do with it, and seen its power and its romance; also because the handicraft of making cloth was the only one which could be universally taught, and because the takli required no expense. It had more than proved its worth. The constructive programme, to the extent it had been carried out, had led to the formation of the Congress Ministries in seven provinces, and their success also would depend on the extent to which we carried it out.

He had contemplated a seven years' course which so far as takli was concerned would culminate in practical knowledge of weaving

(including dyeing, designing, etc.). The custom for all the cloth we could produce was there ready.

He was very keen on finding the expenses of a teacher *through the product of the manual work of his pupils, as he was convinced that there was no other way to carry education to crores of our children.* We could not wait until we had the necessary revenue, until the Viceroy reduced the military expenditure, and so on. He asked them to remember that this primary education would include the elementary principles of sanitation, hygiene, nutrition, of doing their own work, helping parents at home, etc. The present generation of boys knew no cleanliness, no self-help, and physically were C 3. He would therefore give compulsory physical training through musical drill, etc.

#### THE ONLY WAY

The speaker had been accused of being opposed to literary training. Far from it. He simply wanted to show the WAY in which it should be given. The self-supporting aspect had also been attacked. Whereas, it was said, we should be expending millions on primary education, we were going to exploit the children. It was also feared that there would be enormous waste. This fear was falsified by experience. As for exploiting or burdening the children, he would ask whether it was burdening the child to save him from a disaster. Takli was a good enough toy to play with. It was no less a toy because it was a productive toy. Even to-day children helped their parents to a certain extent. The Segaon children knew the details of agriculture better than he, for having worked with their parents on the fields. Whilst the child would be encouraged to spin and help his parents with agricultural jobs, he would also be made to feel that he did not belong only to his parents, but to the village and to the country and that he must make some return to them. That was the only way. He would tell the Ministers that they would make children helpless by doling out education to them. They would make them self-confident and brave by their paying for their own education by their own labour.

This system was to be common to all—Hindus, Mussalmans, Parsis, Christians. Why did he not lay any stress on religious instruction, he was asked. Because he was teaching them practical religion, the religion of self-help.

#### COMPULSORY ENLISTMENT OF SERVICE

The State, continued Gandhiji, was bound to find employment, if they needed it, for all the pupils thus trained. As for teachers, Prof. Shah had

suggested the method of conscription. He had demonstrated its value by citing instances from Italy and other lands. If Mussolini could impress the youth of Italy for the service of his country, why should not we? Was it fair to label as slavery the compulsory enlistment of service of our youth for a year or longer before they began their career? The youths had contributed a lot to the success of the movement for freedom during the past 17 years, and the speaker would call upon them to freely give a year of their lives to the service of the nation. Legislation, if it was necessary in this respect, would not be compulsion, as it could not be passed without the consent of the majority of our representatives.

Gandhiji would therefore ask them to say whether this imparting of education through manual training appealed to them. For him to make it self-supporting would be a test of its efficiency. The children ought at the end of seven years be able to pay for their instruction and be earning units.

College education was largely an urban proposition. He would not say that it was an unmitigated failure, as primary education was, but the results were fairly disappointing. Why should any one of the graduates have to be unemployed?

Takli he had proposed as a concrete instance because Vinoba had the largest amount of practical experience in it, and he was there to answer their objections, if any. Kakasaheb would also be able to tell them something, though his experience was more theoretical than practical. He had especially drawn Gandhiji's attention to Armstrong's *Education for Life*, especially the chapter on "Education of the Hand". The late Madhusudan Das was a lawyer, but he was convinced that without the use of our hands and feet our brains would be atrophied, and even if it worked it would be the home of Satan. Tolstoy had taught the same lesson through many of his tales.

#### BASED ON NON-VIOLENCE

Gandhiji concluded by inviting the attention of the audience to the very fundamentals of his plan of self-supporting primary education: "We have communal quarrels—not that they are peculiar to us. England had also its Wars of the Roses, and to-day British Imperialism is the enemy of the world. If we want to eliminate communal strife, and international strife, we must start with foundations pure and strong by rearing our younger generation on the education I have adumbrated. That plan springs out of non-violence. I suggested it in connection with the nation's resolve to effect Complete Prohibition, but I may tell you that even if there was to be no loss of revenue, and our exchequer was full, this education would be a *sine qua non* if we did not want to urbanize our

boys. We have to make them true representatives of our culture, our civilization, of the true genius of our nation. We cannot do so otherwise than by giving them a course of self-supporting primary education. Europe is no example for us. It plans its programmes in terms of violence because it believes in violence. I would be the last to minimise the achievement of Russia, but the whole structure is based on force and violence. If India has resolved to eschew violence, this system of education becomes an integral part of the discipline she has to go through. We are told that England expends millions on education, America also does so, but we forget that all that wealth is obtained through exploitation. They have reduced the art of exploitation to a science, and might well give their boys the costly education they do. We cannot, will not, think in terms of exploitation, and we have no alternative but this plan of education which is based on non-violence."

The subject was then open to discussion.

#### THE S. I. T. U. PROTECTION FUND

We regret to have to announce the death of Mr. V. Raghavachari, Teacher, Kumbakonam (Re. No. 445) on 19-10-1937 at the early age of 40. His nominee will be paid a sum of Rs. 285 on receipt of the claim papers.

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**INCOME AND EXPENDITURE**  
**THE N. E. F. CONFERENCE AND DELEGATION RECEPTION**  
**INCOME.**

|                                                 | Rs. | a. | p. |
|-------------------------------------------------|-----|----|----|
| By Exhibition :—                                |     |    |    |
| Gate Collections                                | 16  | 0  | 0  |
|                                                 |     |    |    |
|                                                 | 16  | 0  | 0  |
| By Conference :—                                |     |    |    |
| Collections through Reception Committee Members | 691 | 0  | 0  |
| Gate Collections                                | 43  | 0  | 0  |
| By Excess of Expenditure over Income            | 734 | 0  | 0  |
|                                                 | 156 | 14 | 0  |

906 14 0

(Sd.) S. K. YEGNANARAYANA IYER,  
(Sd.) K. KURUVILLA JACOB.  
*Secretaries*

Examined and found correct subject to the fact that I have  
lections Rs. 59. (ii) Postage Rs. 75. (iii) Contingencies Rs. 15 and (iv)  
ing Bills for Rs. 213-10-0 and Audit Bill for Rs. 25 are outstanding

6, Sunkurama Chetty Street,  
G. T. Madras,  
27th November 1937.

**ACCOUNT OF**  
**COMMITTEE (29-10-1937 to 2-11-1937).**  
**EXPENDITURE**

| To Exhibition :—                                        | Rs. | a. | p. |
|---------------------------------------------------------|-----|----|----|
| Rent for M. C. C. School hall for 4½ days including     |     |    |    |
| Electric Charges                                        | 67  | 8  | 0  |
| Wages for peons for packing and unpacking exhibit cases | 12  | 8  | 0  |
| Printing Charges                                        | 42  | 14 | 0  |
| Taxi-hire and Petrol charges                            | 37  | 8  | 0  |
| Chart                                                   | 7   | 0  | 0  |
| Postage                                                 | 10  | 0  | 0  |
|                                                         | 177 | 6  | 0  |

| To Conference :—                     | Rs. | a. | p. |
|--------------------------------------|-----|----|----|
| Printing Charges                     | 259 | 4  | 0  |
| Taxi-hire and Petrol charges         | 149 | 8  | 0  |
| Postages                             | 70  | 3  | 6  |
| Contingencies                        | 15  | 0  | 0  |
| Stationery                           | 10  | 0  | 0  |
| Lunch on Saturday 30th Oct. 1937     | 50  | 5  | 6  |
| Wages for peons.                     | 9   | 0  | 0  |
| Bank Commission                      | 0   | 6  | 0  |
| Rent and Chairs for Museum Theatre   | 22  | 8  | 0  |
| Orchestra                            | 15  | 12 | 0  |
| Garlands                             | 10  | 0  | 0  |
| Conveyance                           | 7   | 6  | 0  |
| Badges                               | 5   | 3  | 6  |
| Social on Saturday 30th October 1937 | 50  | 0  | 0  |
| Clerical Charges                     | 30  | 0  | 0  |
| Audit fee                            | 25  | 0  | 0  |
|                                      | 906 | 14 | 0  |

(Sd.) S. MADHAVA RAO,  
*Treasurer.*

accepted, in the absence of clear details, the figures for (i) Gate Col-  
Stationery Rs. 10 as certified by the Clerk and the Treasurer. Print-  
and pending payment.

(Sd.) V. SOUNDARARAJAN,  
B.A., G.D.A., R.A.,  
*Registered Accountant.*  
*Auditor.*

## EDITORIAL

**The Andhra University.**

Thanks to the energetic efforts of Dr. C. R. Reddy, the Vice-Chancellor of the Andhra University, generous philanthropists and patrons of learning are responding magnificently to his appeal for funds to the University. His Exalted Highness the Nizam of Hyderabad, with his characteristic generosity has made a princely donation of Rupees one lakh to the funds of the University. From time immemorial, the rulers of Hyderabad have been doing their best to foster the growth of Andhra culture and learning and this gift, coming at a time when the University sorely needs it, has laid the University and all the Andhras under a deep debt of gratitude, which they could only repay by making the University a true light of culture and learning. H. E. Highness's gift has been truly described as an inspiring gift. For, it brought in its wake another royal gift of Rupees One Lakh from His Highness the Maharaja of Travancore and his illustrious mother, Her Highness the Maharani. Their Highnesses have in recent years done great services to humanity and have shown an abiding interest in the development of learning and the promotion of arts. They have only recently established the Travancore University and done their best to enable it to serve the needs of Travancore. And now, they have given Rupees One Lakh to the Andhra University. We hope that the inspiring example of these noble scions of old royal families will be followed by many and the Andhra University will, unhampered by want, be able to carry on its work.

**The Wardha Scheme.**

All eyes in India are turned towards Wardha. In all the provinces the Government were saying that they would like to introduce compulsory and free elementary education. But they are all faced with the problem of finance, an insurmountable problem particularly to India with the vast millions to be educated. At such a crisis, Mahatma Gandhi has come out with a solution and a way out. At the conference convened at Wardha, towards the end of October, he outlined his proposals for introducing free and compulsory elementary education. According to him, elementary education, which would include secondary education, should extend for a period of seven years, and the courses of study would centre round an occupation or a productive vocation. He hopes that the core of emphasis will not be the occupation, but education *through* handicraft. All subjects such as letters, history, geography, mathematics, science, etc., are to be taught through a handicraft. He

hopes that, if a child be educated through a productive vocation, he would become an earning unit at the end of his school life. He will not only be able to pay for the education he had received, but would leave the school as an earning unit. He would be self-supporting not only after school life but even as a student. Gandhiji is keenly alive to the urgency of making elementary education compulsory and is equally aware of the inadequate resources of the state to find the money. He therefore believes that the only way to carry education to crores of our children is to find the remuneration to the teacher through the product of the manual work of his pupils.

A considerable volume of objection to this aspect of the scheme has been appearing in the press. The idea that the teacher should get his remuneration paid out of the work of his pupils is described by many as very repugnant. Public health and Medical relief are quite important for the well being of the nation and the resources of the State are not at all sufficient to provide adequate medical relief. No body suggests, that the sick and the invalid should, after treatment at a hospital, work on a productive occupation to pay for his medical relief. Why then, import such an idea in the matter of educating the children of the land, who are the assets of the country?

Educationally the scheme can be hailed as a sound scheme, which, without resulting in any wastage of effort either on the part of the learner or the educator, can ensure a complete education or the education of the whole man or woman. Instead of making the educational process centre round a project, which may after all be a play, Gandhiji attempts to make it serious, by centering it round a vocation which in the end would also bring money. If the remuneration of the teacher be associated with the proceeds to be realised from the sale of articles made by pupils, the school would tend to become a factory with young children under 15, slaving for the teacher. In a scheme to be introduced throughout the country, it will be a short-sighted policy for the State to attempt to work the scheme on the assumption that thousands of workers with a spirit of sacrifice should be forthcoming. The State should step in, take charge of the materials made, market them and earmark the earnings to the education account, the teachers being paid their remuneration directly from the State.

We await the details of the scheme from the committee appointed for the purpose, which we expect, will throw more light on the scheme. We hope that teachers will study the scheme carefully as educators first and consider what steps have to be taken if the large number of existing teachers should be called upon to carry out the scheme.

**Our Regrets.**

We are deeply sorry for the delay in the publication of this number. The financial resources of the journal are not very strong and the Union finds it difficult to cope with the large amount of work that the publication involves without additional funds. It takes this opportunity to appeal to all its subscribers to make each one responsible for enrolling at least two subscribers. With the issue of the December number, we shall be completing the 10th year and the growing child needs nourishment from more hands than hitherto. We appeal to all our subscribers to help us in securing more subscribers.

The proceedings of the Education Week will appear in the December issue. Reviews of books which could not be published in this number for want of space will also appear in the next issue.

## The South India Teachers' Union

41, SINGARACHARI STREET,

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30th November, 1937.

To

THE SECRETARY,

*Affiliated Association.*

Dear Sir,

*Sub :—XXIX PROVINCIAL EDUCATIONAL CONFERENCE.*

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Under the revised rules, the nominations for the Presidentship and the resolutions for the Conference have to be sent direct to the Secretary of the South India Teachers' Union, and I request you will be pleased to send your nominations and resolutions so as to reach the office of the S. I. T. U. on or before the 15th of January 1938.

Your attention is invited to the revised rules of the Union in connection with the Conference to be found in page 271 of the May and June issue of the *South Indian Teacher* (Vol. X, Nos. 5 and 6).

Yours faithfully,

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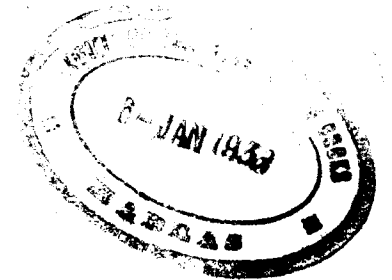
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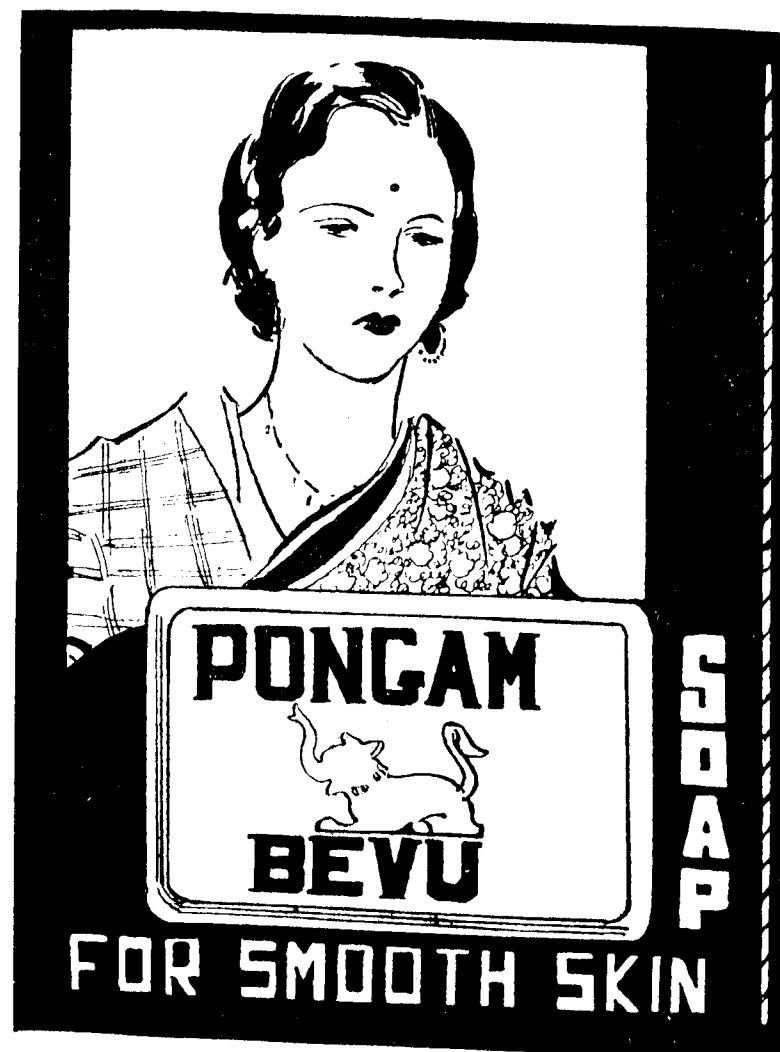
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## THE SOUTH INDIAN TEACHER

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December 1937

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### EDITORIAL

#### THE WARDHA SCHEME

All over the country the Wardha Scheme is being talked about. There is a consensus of opinion that a radical change from the present system of Education is necessary and that the Wardha Scheme should be given careful consideration. Even official reports of commissions and committees do not fail to recognise the need for a thorough overhauling of the present system in view of the rapidly changing conditions of modern life. But they often find it difficult to suggest measures which are likely to remedy the defects. They are always inclined to make much of the difficulties, such as the vastness of the country, the existence of diverse communities and large number of languages. The Committee appointed at Wardha has submitted its report and we should express the gratitude of the country to the Committee for the patient and careful manner in which it has tackled the problem.

This is the first time that a representative non-official committee has of its own accord taken up an educational problem for serious investigation and chosen to give a direct and unmistakable lead. It has taken pains to explain what the country needs to-day urgently and to indicate how it has become imperative for the authorities to deal with the situation effectively and in no half-hearted manner. Once, the need for a thorough over-hauling is admitted, it is wise statesmanship to act quickly and intelligently. There is a section of public men who may be convinced of the need for a great change but who may by temperament be slow to act. They think of effecting reforms through changes in the administrative machinery here and there. It is hence refreshing to have a report which attempts to give a shape to the spirit of nationalism that is becoming more and more manifest in our country.

The section of the report that is devoted to the basic principles places the case for reform in a clear and scientific manner and it should be admitted that the views mentioned therein rest on sound and well-accepted pedagogic principles. The 'literacy of the whole personality'

is a happy phrase that seeks to give the handicraft its proper place in the education of the child. One can easily think of many eminent authorities in Education in support of its view that "modern educational thought is practically unanimous in commending the idea of educating children through some suitable form of productive work". An eminent English physiologist, Mr. J. Sanders Arkwright, writes as follows in an article entitled *Manual Work and the Cerebral Mechanism*. (Quotation from page 124 of the *Activity School* by Dr. Adolph Ferriere).

"1. There is a definite relation between manual work and the cerebral mechanism.

2. There are in the brain certain centres which govern the various movements of co-ordination. As new movements are attempted new centres become active, certain nervous impulses become more or less habitual, so that new nerve paths are started and established and the connections between the various centres of the brain become clearer and stronger.

3. The progressively higher development of the brain depends upon establishing connections between the motor and sensory centres, the practice of manual work aiding so effectively in developing these highly specialised complex centres that it leads finally to brilliant intelligence and a well-balanced mind.

4. Progressive manual work for children from four to fifteen is thus not time lost, but constitutes on the contrary the true and only procedure for normal development since it opens up indeed the only road along which nature herself attempts to lead the child."

The report of the committee shows a clear insight into the conditions of Modern India and seeks to prepare the society for the future by making it possible for every educated man to be a worker. The Committee is perhaps much in advance of its time and the Indian public with its conservative outlook may not be prepared for such a radical change. It is however necessary to make it clear to the public the spirit of the committee. The report is not against cultural or intellectual education and the following observation of the committee leaves no one in doubt. "The object of this new educational scheme is not primarily the production of craftsmen able to practise some craft mechanically, but rather the exploitation for educative purposes of the resources implicit in craft work." The Committee tries to remove the misunderstanding in regard to *self-supporting* education and puts in a plea for accepting this principle as a matter of sound educational policy.

The entire report of the committee will be published in our next issue. We had in our previous issue referred to what struck us as rather

objectionable features of the scheme. We appeal to teachers and teachers' associations to study the report from all aspects and place their views before the provincial educational conference to be held at Mangalore. It will be desirable if those who have bestowed thought on this subject be invited to speak on the occasion of the conference. Teachers should bear in mind one or two points, at the present moment. The scheme contemplates a compulsory period of seven years for boys and girls on a nation-wide scale. Education through craft is another feature whose significance every teacher should understand aright. The scheme of the committee and the reorganisation scheme published some months back by the Government are poles apart. The question for the teaching profession is not whether the Government scheme could be improved or not but how we should get ready to work the Wardha Scheme when it happens to be officially accepted. A scheme which in the interests of the country is intended to be applicable to the whole nation, will have little effect if it is to be tried just as an experimental measure in a few schools. It may be expected that the Congress Governments may try their best to push the scheme as vigorously as possible. Whether the scheme is introduced all over the country or not, it is certain that the basic principle of education through craft will have to be emphasised hereafter. Teachers will have to consider therefore what should be done to make the existing schools pay heed to the spirit of the basic principle of the scheme. Secondly the need for equipping the teachers in existing schools cannot be questioned and as was pointed by Mr. Salter Davies in an interview, it requires well-qualified and skilled teachers to undertake the work of education through a craft. Thousands of teachers will be needed and the training institutions should be immediately reorganised to give the proper training to teachers in service as well as to teachers under training. There is no need to form opinions in a hurry but teachers should give the report the attention it richly deserves. It should be regarded as a duty and a privilege, for the profession to deal with the report in the spirit in which it has been prepared, and the South India Teachers' Union appeals to teachers to rise equal to the occasion and to place constructive suggestions before the public.

#### HINDI IN SCHOOLS

It is reported that Hindi may be introduced as a compulsory subject in certain selected schools in each district. We understand that the reason for this stay is the lack of qualified teachers. While we appreciate the difficulty, we feel that the proposal may meet with opposition. Schools which are selected by the Department for the introduction of

Hindi may argue that their students are required to carry a greater load. They will complain that the progress of their pupils in the other subjects in the curriculum is likely to be retarded. If it be the object of the Government to select those schools alone which are willing to try the experiment, the number will be few and compulsion will be only for pupils in such schools. There is no doubt that all points of view are being considered by the Government and that suitable steps will be taken to introduce Hindi as a compulsory subject in the middle school stage. We venture to make one suggestion in this connection. The Government may consider the advantage of introducing Hindi in the first form in all middle schools and this step will give some time for every school to make the necessary arrangements. It is a point for consideration whether one or two teachers from each school may not be invited to undergo a regular course of instruction in Hindi for six months, say, from January to June and thus become qualified to teach Hindi in the lower forms. There is much to be said for affording facilities to trained teachers to receive instruction in Hindi.

#### MANGALORE CONFERENCE

The attention of Teachers' Associations affiliated to the Union is invited to the circular issued to the affiliated associations from the office of the Union regarding the nominations for the Presidentship and the suggestions for resolutions. The nominations and resolutions are expected to reach the office of the Union on or before the 15th January, 1938. Our organisation which is required to attach great importance to constitutional procedure expects every affiliated association to be alert and to co-operate with the executive by exercising its privilege and offering its suggestions. These are days when we need a strong effective and well-improved organisation. Copies of the circular have been sent to every affiliated association whose name happens to be in the list furnished by the secretaries of respective Guilds. If any affiliated association has not yet received the circular, it should at once apply to the Secretary of the concerned District Teachers' Guild. It is essential that all limbs of the Union, such as the Affiliated associations, District Teachers' Guilds and the Executive bodies should be keen on shouldering their respective responsibility for the working of the Union and thus building up a professional opinion.

#### THE CALCUTTA CONFERENCE

The All-India Educational Conference will be held under the auspices of the All-India Federation of Educational Associations (to which

the Union is affiliated) at Calcutta during the Christmas. Dr. C. R. Reddy has been elected as the President of the Conference and about 12 delegates are expected to attend the Conference from South India and many of them will be the delegates of the South India Teachers' Union. The Exhibition is to be opened on 26th December and the Conference will be having its sessions on 27, 28, 29 and 30. Many are the subjects coming up for discussion and we should like to convey our best wishes to the Conference.

## AN EMINENT EDUCATIONIST RETIRES

The retirement of Mr. C. R. Narayan Rao, M.A., Offg. Principal and Professor of Zoology, Central College, Bangalore, marks the completion of a long and distinguished record of University service. To a very large circle of friends and students, his retirement comes as a distinct personal loss. Professor Narayan Rao has been associated with the Central College and with the Department of Zoology in particular for over two decades and a half and he has become so much a part of the laboratory that it is hard to realise that ere long the laboratory will miss his genial and charming personality.

To a casual visitor to the Department of Zoology, it may not occur that the tall, smiling and unassuming gentleman sitting quietly before his microscope in his room towards the western wing of the department overlooking the Botany Experimental Garden is the person who has given the best part of his life to the service of the Youth of Mysore in general and to the Zoology Department in particular. He has devoted all his energy and gifts in building and developing his laboratory which to-day occupies a position second to none in India.

Born of a respectable family at Coimbatore, Mr. Narayan Rao had his early education at Bellary under the late Mr. J. P. Cotelingam and entered the Madras Christian College for his University education. He came under the influence of Dr. Hendersen and had a distinguished record in the University. When the Government of Mysore contemplated the development of Science Departments in the Central College, Mr. H. J. Bhabha wrote to Dr. Hendersen to recommend to him an energetic young man to undertake the responsibility of organising the Biology department in the College. Dr. Hendersen's choice fell upon Mr. Narayan Rao and his confidence in the ability of his nominee is amply justified by the present position and status of the Department of Zoology, both as a centre of research and of teaching.

Professor Narayan Rao entered the University service in 1909 as an Assistant Professor of Biology and directed the studies in Zoology and Botany till the bifurcation of the Biology department into Zoology and Botany sections, the latter coming under the direction of Dr. M. A. Sampathkumaran. With the inauguration of the University of Mysore in 1917, Mr. Narayan Rao was raised to the Chair of Zoology which he has filled with marked dignity and conspicuous ability all through his service of 28 years, except for a short spell of a year and a half when he was away at Mysore as Principal of the Teachers' Training College. In 1930 he was appointed as the University Professor of Zoology.

As a teacher, Professor Narayan Rao has very few equals. It is a treat to listen to his discourses in the class-room and his lectures were always a liberal education to his students. He has the remarkable gift of completely divorcing himself at will from the atmosphere of the laboratory and his versatility would often find expression during his talks and conversations. To be in his company for an hour or so, is to pass through a discussion on Metaphysics or listen to his sometime uncommon view points on the political situation in the country and even pass occasionally into the realms of Scott's historical romances. Those who knew him would sometimes feel that he was unnecessarily caustic and cynical in his outlook. Though his students may not have had experience of his cynicism, I know of an instance when his cynicism reduced the spirits of his adversary to a zero. He was discussing with a prominent scientist the administration of a premier Research Institution in India and evidently the administrator could not agree with the Professor, and is believed to have turned cynical in his remarks. The Professor was not slow to rise to the occasion and said, "Sir, cynicism is a game at which two could play. Shall we talk of the weather instead of your administration?" Needless to say that the conversation ended in a mutual admiration for each other's gifts of cynicism.

It is difficult for those more recently familiar with the Zoology laboratory in the Central College to realise that 28 years ago the laboratory consisted of but barely four walls. The initial start of the department was very small and under those circumstances, Professor Narayan Rao was charged with the dual task of equipping the laboratory and establishing the tradition. His material contribution to that labour has been very substantial indeed. The volume of the original contributions to Zoological knowledge from the Department both by himself and by his colleagues under his direction and the growing popularity of the department among the freshers coming to the college every year bear ample testimony to the untiring services of Professor Narayan Rao.

Apart from his services in the University, Professor Narayan Rao has rendered invaluable service to the cause of Indian Science by sponsoring an all India Scientific Journal the "Current Science". During its short life Current Science under his Editorship has earned a place among the leading scientific Journals of the world and has besides placed Mysore on the map of International Science. In the words of a distinguished statesman of Mysore, Current Science and its achievements would make "the heart of every Mysorean well with pride".

During the early part of this year, Mr. E. G. McAlpine left the University as the Director of Public Instruction and Professor Narayan Rao was appointed to officiate as the Principal of the College. During his

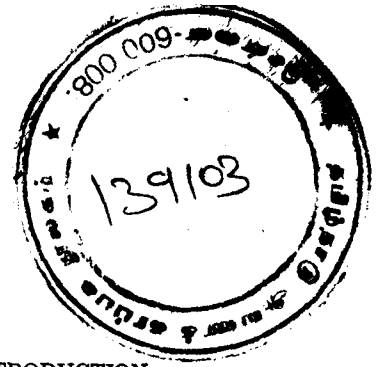
short, but nevertheless eventful period of Principalship, Professor Narayan Rao has introduced several reforms calculated to improve the lot of the students both mentally and physically. The Tutorial system based on the model of the Oxford and Cambridge Universities has come to stay in the College and the barrier that existed between the teacher and the taught has vanished and it looks as though we might make a very near approach to the ideal relationships of a Guru and a Shishya of Ancient India. The introduction of a free canteen to serve some nutritious food to the poor students of the college during lunch hour is another innovation during his regime.

Professor Narayan Rao's social qualities are equally great; they find their fullest expression, not only in his professorial and tutorial work but also in such institutions as the University Union of which he was the first President and of the Indian Academy of Sciences of which he is the Secretary. A happy disposition with a dash of cynicism, an even temper at all times and under all circumstances and an admirable capacity to understand and appreciate points of view other than his own characterised his association with his colleagues and students.

There are many other aspects of Professor Narayan Rao's long and fruitful association with the College which only increase our sense of loss sustained by his retirement. To his Professorial work he brought a discriminating perspicacity which was of the greatest value to his colleagues and students. In him the University Union found an excellent and constructive President and his students found in him a warm and generous friend and guide. Successive generations of students will certainly recall the many happy associations with their Professor both in the class-room and in the field during excursions. The University loses in his retirement an erudite Professor and his students a sympathetic and understanding teacher.

It is the earnest hope of his friends and admirers that in his retirement, Professor Narayan Rao will not abandon his interest in Indian Science. Fortunately neither the "Current Science" nor the "Indian Academy of Sciences" will lose the benefit of his association, for it is well-known that Professor Narayan Rao has been taking an abiding interest in both these organisations. His many friends and students in Bangalore and elsewhere will wish him a long and a happy period of retirement in the full knowledge that his active and versatile mind will always be at the service of those whose well being has always been dearest to his heart.

AN OLD STUDENT.



## FROM OUR ASSOCIATIONS

### THE MADRAS TEACHERS' GUILD

#### REPORT OF THE SUB-COMMITTEE RE: COMPULSORY INTRODUCTION OF HINDI-HINDUSTANI IN SECONDARY SCHOOLS

##### \* I. MEMBERS OF THE COMMITTEE

Mr. S. K. Yegnanarayana Iyer, M.A.,  
Mr. M. S. Sabhesan, M.A.,  
Mr. N. Subrahmania Iyer, M.A., L.T., F.R.G.S.,  
Mr. Syed Mahmood,  
Mr. T. P. Srinivasavaradan, B.A., L.T.,  
Mr. K. Kuruvilla Jacob, M.Ed. (Leeds),  
Mr. G. Srinivasachari. (Convener).

##### II. REPORT

A questionnaire was issued inviting information from the heads of all Secondary Schools in the city regarding the steps that they would be adopting to give effect to the resolution of the South India Teachers' Union and the intention of the Government on the subject. Replies have been received from the heads of 16 schools out of the 30 schools to which the questionnaire was sent. From the number of institutions that sent their answers, it may be deduced that there is an adequate recognition of the importance of the problem.

No specific question was included to elicit opinion on the aspect of compulsion. But, however, many have expressed themselves in favour of the Government proposal for compulsion. Only two think that the study of Hindustani may be voluntary. The chief objection to compulsion is that the need for Hindustani is only for a few and that in the absence of follow on courses all efforts spent on teaching Hindustani in the Middle School forms will turn out to be a waste of time and energy. But our opinion is that in view of the re-organisation of Elementary and Secondary Education, shortly to be expected, the present influx of rural people into urban areas will be considerably checked; that only a small percentage of the School-going population will enter Secondary Schools; and that a knowledge of Hindi will be of real help to this important section that has to enter larger political and commercial life.

The questionnaire sought to ascertain information regarding existing provision for teaching Hindi, the changes that may have to be made in the time-table if Hindi is made a compulsory subject of study and also the number of Hindi teachers that may be required as a consequence. In the circumstance that Hindi does not happen to be taught in many schools, the information furnished cannot be expected to help the committee to arrive at any definite conclusion. However, the answers contain certain points of interest: some schools have been successfully conducting Hindi classes which seem to be very popular with pupils. Such classes are conducted mostly outside school hours from 2 to 4 periods a week. In one institution it is regularly taught as a subject in the first three forms within school hours and in another it is offered as an alternative to Sanskrit.

We feel that, if Hindi is introduced, 2 to 3 periods a week will be sufficient to give pupils a working knowledge of the language. Most answers suggest the lightening of syllabuses in General Knowledge subjects, if 2 or 3 periods a week are allotted within school hours for the teaching of Hindi. But as the syllabuses in knowledge subjects are drawn on basic principles allowing for correlation of subjects and for variations through shifting of emphasis to suit local conditions, we do not suggest an immediate lightening of the syllabuses in these subjects. But we desire to point out that Headmasters and teachers can in the light of experience exercise greater freedom than now to so modify them as to suit their requirements.

The attempt to ascertain the number of Hindi teachers that may be required was not successful as all the schools did not choose to answer. It is obvious that the number of teachers will depend on the strength of pupils in the first three forms and the number of periods allotted to Hindi. Large schools will require 2 to 3 teachers while small schools will require only one or as some have expressed in their answers only part time teachers. On a rough calculation, it may be stated that the number of teachers needed for the city will range from 35 to 40. The immediate provision of Hindi teachers is a problem which can be solved by opening special classes for teachers. It is desirable as one answer suggests to make Hindi compulsory subject of study in Training Institutions.

### III. PROCEEDINGS OF THE COUNCIL OF THE MADRAS TEACHERS' GUILD

Resolved that the draft report of the Hindi Committee be passed and the resolutions recommended be adopted.

1. In view of the fact that the Government proposal restricts the teaching of Hindi to the first three forms of Secondary Schools and does not in the least disturb the S.S.L.C. course; that it aims only at a working knowledge of Hindi; and that there is a consensus of opinion regarding the necessity for a common language other than English, the Council of the Madras Teachers' Guild welcomes the move for the compulsory introduction of Hindi-Hindustani in the first three forms of Secondary Schools.

2. The Council supports the view of the South India Teachers' Union that either the Devanagari or the Urdu script may be used.

3. The Council is of the opinion that the introduction of Hindi will not affect the mother-tongue adversely since the mother-tongue is to be the compulsory medium of instruction throughout the High School course.

4. The Council is of the opinion that in respect of Sanskrit, it is desirable to allow the present practice to continue.

5. The Council is of the opinion that the success of the scheme depends very largely on good text books based on everyday words in Hindi and on the production of suitable supplementary books for follow-on study.

### THE DISTRICT TEACHERS' GUILD, CHITTOOR,

#### CONFERENCE AT TIRUPATI

The Annual Conference of the District Teachers' Guild, Chittoor, was held on Saturday, September 25, 1937 in the Devasthanam Hindu High School Buildings, Tirupati, under the presidency of M.R.Ry. G. V. Subba Rao Garu, M.A., Principal of the Rishi Valley School. Delegates from Chittoor, Pakala, Vayalpad Chandra-

giri, Kalahasti, Madanapalle and Rishi Valley attended. After prayer, on the motion of Mr. A. S. Venkatraman, B.A., L.T., Headmaster, Board High School, Kalahasti, seconded by Mr. C. Rangaswami Aiyangar, D. H. H. S., Tirupati, Mr. G. V. Subba Rao took the chair amidst cheers.

Mr. T. R. Krishnamachariar, Headmaster, D.H.H.S., and Chairman of the Reception Committee then welcomed the delegates. After making a rapid survey of the various proposals for the reorganisation of education with special reference to the memorandum submitted to the Director by the Headmasters' Association he said: "These questions if carefully tackled and properly presented to our energetic and sympathetic Director who has espoused the cause of the teaching profession, it can be emphatically asserted that the cause of the teachers and the status of the school master shall considerably be bettered at an early date; and with the aid of the present democratic ministry led by our veteran university representative, the Hon. C. Rajagopalachariar, the Premier, I am sure, that the position and status of the school master are bound to improve in every possible manner.

Mr. N. Radhakrishnan, Secretary, Reception Committee read messages from Dr. Cousins, Mr. C. J. Varkey and Mr. B. Somasundara Rao. In his message from Trivandrum Dr. Cousins said: "I trust that the deliberations of the Annual Conference of the Chittoor Teachers' Guild will be specially characterised by wisdom, clarity and power at this critical juncture, when the needed reorganisation of education is receiving unprecedented attention all over India. I trust that the Conference will make no compromise as between an inclusive idealism, and a timid and mostly spurious practicality. At a similar crisis five hundred years before Christ, Confucius was asked what should be done for the population. "Enrich them". And what next? "Educate them". India needs economic and educational enrichment *simultaneously*. Hence the necessity of pressing for education that will prepare the young for employment, but that will not be any the less cultural. I wish the Conference every blessing and success."

Mr. C. J. Varkey, Parliamentary Secretary to the Hon. Minister for Education sent the following message. "Though I have not been able to accept your kind invitation to open your Conference I shall be with you in spirit and will watch with interest the conclusions you arrive at on the question of reorganisation of education. And in order to show you my interest in your conference I send you a short message.

It is with great pleasure and gratification that I have been watching the great enthusiasm shown by individual teachers as well as educational organisations in the matter of educational reconstruction with a view to improving the present system of education. That the system of education prevailing in our country to-day needs a thorough overhauling is admitted on all hands. The direct question before us who are engaged in educational work is to decide in what manner and to what extent this reform is to be effected. In this important work teachers who are experts in the field have a responsible share, not to speak of the valuable contribution which lay-men might also contribute to the solution of complex educational problems.

I am sure with enthusiastic educationists like yourself and the Secretary of your District Guild I am sure your conference will arrive at conclusions which must be a valuable guide in giving a final shape and form to the policy of the present government. I shall cordially await a copy of your resolutions. Wishing the conference the success which it is bound to have.

Mr. B. Somasundara Rao, District Educational Officer, Chittoor in his message wished the conference every success and hoped that the educational situation would be well discussed and resolutions calculated to secure its betterment passed.

Mr. E. N. Subrahmanyam, M.A., B.L., Guild Secretary, then presented the Report on the working of the Guild for the year 1936-1937. The Report stated that there were 14 associations affiliated to the Guild and that the financial position of the Guild was satisfactory as it was possible to close the year with a surplus of Rs. 129. The relations between the Guild and the S.I.T.U. were very cordial. The Report concluded with the following appeal: "We are on the threshold of great and important changes in our educational system and there never was such sovereign need for united action as there is now. It will certainly spell disaster if we remain unorganised and isolated. Every teacher, every association of teacher whether primary, secondary or collegiate must rally round the banner of the S.I.T.U. If we want our voice to prevail in the great work of Educational Reconstruction that is going to take place very soon we have to put up a united front and make a united demand. A united demand means an irresistible demand."

Mr. J. Daniel, B.A., L.T., Headmaster, Board High School, Chittoor and President of the Guild, addressing the gathering, said that the dignity of the teaching profession was at a low ebb to-day and it was essential that the causes for such a situation should be eliminated. If the school should be a builder of men and if the teacher should be valued for what he was intrinsically worth, he should equip himself in every way.

The President, in the course of his address, said that being the head of a residential school, for over twenty years, his thoughts, his experience, his reasonings and conclusion were likely to be different from those associated with day schools. While appreciating Mr. Daniels' plea for unity he did not feel that union would make new movements. Sheep would always remain sheep in spite of numbers. He felt that the situation needed new thoughts, new ideas, in fact a revolution. But he was afraid that teachers as a class lacked courage to face that situation.

The problem in education, he said, was the problem of human personality. The school curriculum which he defined as the content of the occupation of the boy during the school hours, should be so devised as to bring about a balanced activity among the pupils of a school. He thought that in all the discussions that took place at the many educational conferences, there was a large amount of unreality. Emphasis should be laid in the training of character and every situation should be met as it arose with courage. The key to the future lay in the application of modern psychology and science. Things must change. His appeal to the teachers therefore was that they should not think in terms of security alone, but to plan and work for the future with courage to bring about a new social order based on justice and equity.

The conference adjourned at 12 noon to assemble again at 2 p.m. Before the afternoon session commenced, a general body meeting of the Guild was held with the Guild President in the chair for the election of office-bearers. The following were elected:—

*President.*—Mr. T. R. Krishnamachariar, B.A., L.T., Headmaster, D.H.H.S., Tirupati.

*Vice-President.*—Mr. S. Jayaram Pillai, B.A., L.T., Headmaster, B.H.S., Madanapalle.

*Secretary and Treasurer.*—Mr. E. N. Subrahmanyam, M.A., B.L., The Theosophical College, Madanapalle.

*Joint Secretary.*—Mr. D. Purushottam, B.H.S., Chittoor.

*Guild Representative on the S.I.T.U. Executive.*—Mr. E. N. Subrahmanyam.

The meeting also adopted a resolution reducing the affiliation fee of Elementary School Teachers' Associations from Rs. 2 to Re. 1. On the motion of Mr. S. Srinivasan a resolution recording thanks for the valuable services rendered by the outgoing officers was passed.

Punctually at 2 p.m. the Conference resumed its sitting with Mr. G. V. Subba Rao in the chair. Prof. S. Srinivasan of Madanapalle College who initiated a discussion on the 'Reorganisation of Education' expressed himself strongly against the extension of the Secondary School course by one year and the public examination at the end of Form IV. He said that the Provincial Conference at Tanjore had after much thought and deliberation come to certain definite conclusions on the matter of educational reorganisation and appealed to the teachers to stand by those conclusions. In conclusion he said that any proposal for reorganisation should also take into account the necessity for improving the status, salary and security of the teaching profession.

Many delegates took part in the discussion. Mr. P. Subrahmanyam, Telugu Pandit of D.H.H.S., Tirupati stressed the importance of the mother tongue. Mr. C. Rangaswami Aiyangar of the same school speaking on the question of 'Hindi,' as a compulsory subject in the middle school course said that he could support the proposal only on condition that the existing syllabus was considerably lightened. Mr. Sundarayya of Madanapalle also expressed a similar view. Mr. A. S. Venkatraman, Headmaster, Board High School, Kalahasti expressed his general agreement with the S.I.T.U. recommendations. He was however opposed to the abolition of all kinds of external tests to judge the capacity of the student.

After further discussion, on the motion of Mr. Srinivasan seconded by Mr. E. N. Subrahmanyam the conference adopted unanimously the following resolutions:

(1) This Conference of the Chittoor Teachers' Guild resolves to support the following main conclusions of the South India Teachers' Union arrived at the Provincial Educational Conference held at Tanjore on May, 1937.

(a) That the duration of the secondary school course should continue to be six years as at present comprising a middle school course of three years and a high school course of three years.

(b) That bifurcation should be at the end of the Third Form and secondary schools should be allowed to offer alternative course—pre-university or vocational.

(c) That any external examination below the Sixth Form standard is detrimental to the cause of true education and the examination considered as a test for diverting pupils from the literary pursuits to the vocational courses will not prove a proper or sure test.

(d) That mother-tongue should be the medium of instruction and examination in all non-language subjects throughout the secondary school course, English being a compulsory language.

(e) That Hindusthani, with the Devanagiri or Urdu script should be added as a compulsory language subject for the three years of the middle school course provided the curriculum is not thereby overburdened.

2. This Conference welcomes the proposals of the Government to relate the scheme of studies in Elementary Schools to the life and surroundings of both parents and pupils.

3. This Conference urges upon the Government to improve the conditions of service of the Elementary School teachers and that they be paid a minimum salary 30 per mensem.

4. This Conference heartily welcomes the proposal of the present Government to bring Elementary Education under the control and direction of the State.

Moved by Mr. D. Purushottam and seconded by Mr. Krishna Rao of Chandra-giri, the following resolutions were also passed.

1. That the children of teachers in Local board and municipal schools be allowed full fee concession.

2. That all the T. S. L. C. Teachers employed in the Elementary Schools be given the same scales of pay as in Secondary Schools.

3. That the Secondary grade vacancies be filled up only by appointing secondary grade men.

4. That a Central arbitration Board be constituted in the District to enquire into the grievances of teachers.

Mr. E. N. Subrahmanyam, Secretary proposed a vote of thanks. After tea the Conference terminated at 6 p.m. The Conference was a great success thanks to the excellent arrangements made by the Reception Committee.

E. N. SUBRAHMANYAM,  
Secretary.

#### THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

Report of a District Educational Conference held under the auspices of the Guild on 11-9-37, under the Presidency of Mr. T. S. Krishnamurthi Aiyar, D.E.O., Trichinopoly at the E. R. H. School, Trichinopoly.

A conference of representatives of the managing committee of the Teachers' Guild, managers of Schools, headmasters of schools and departmental officers was held in the E. R. H. School on 11-9-37 with Mr. T. S. Krishnamurthi Aiyar, D.E.O., Trichy in the chair. The conference considered the Govt., communique of June last and the proposals of the Trichy Guild Managing Committee.

The convener placed before the Conference the Guild proposals and his statement.

*Covenants, Statement at the District Educational Conference on 11-9-37.*

#### OBJECTIVES OF THE CONFERENCE.

We are met here to-day to consider the Press Communique of June 26th 19 and to formulate proposals for submission to the Government in the matter of Educational re-organisation on behalf of the District. Our conference is a represen-

ative body consisting of representatives of Teachers' Associations in the district, heads of institutions, managements and the district Inspectorate. We are fortunate in having Mr. T. S. Krishnamurthi Ayyar, the District Educational Officer to preside over the deliberations of our conference. It is the aim of the Trichinopoly District Teachers' Guild to avail itself of this opportunity to create a standing Education committee for the district to co-ordinate the educational activities in the district and focus educational opinion.

#### THE PRESS COMMUNIQUE:

The Press Communique of June last is an important one from many points of view, and particularly because it enunciates "the general policy of Government in regard to the main branches and grades of education." There can be no two opinions about the need for a change of outlook in educational policy and for an improvement of the system of education, so that a united effort might be made to record advance in national education in terms of mass education and educational and national efficiency. The following are the general principles and detailed proposals of the Government:

#### TEACHERS' GUILD PROPOSALS:

As convener of this Conference, it is my duty to place before you a few salient points of the proposals of the Trichy District Teachers' Guild. The guild proposals undoubtedly indicate the need for revolutionary reform, as opposed to the structural reform advocated by the Director, and the evolutionary reform advocated by the Education minister of the Congress Government. The proposals of the Guild may not command universal acceptance but the Guild sets out the reforms needed now and hereafter, in the honest belief that the reforms are desirable, feasible, and workable. The Guild claims the freedom to agitate for these reforms, while it is willing to be convinced of the futility of its proposals by critics.

#### THE GUILD AND THE GOVERNMENT COMMUNIQUE: POINTS OF DISAGREEMENT.

The Guild disapproves of the following in the Government Communique:—

1. Elementary schools being the channel for mass literacy;
2. Bad structure being the cause of abnormal wastage;
3. Elimination of wastage and stagnation by improved structure.
4. The grant rules and threats for bringing about improvements
5. Sound policy requiring a strong Inspectorate.
6. Utilizing of the Revenue and other departments to remove abuses.
7. Not resorting to compulsion except under conditions imposed.
8. Lengthening of the middle school course.
9. Instituting a public examination at the end of the IV Form and at the end of the Higher Elementary School,
10. Lengthening of the Secondary school course to 7 years.

#### POINTS OF AGREEMENT:

The Guild agrees on the following points:

1. That the objective of Mass Education be literacy.
2. That educational guidance be given by Training Schools, Refresher courses, etc.
3. That self-contained Elementary Schools be started.

4. That District Educational Councils be abolished or replaced.
5. That it is desirable to bifurcate and diversify the course of studies at the end of the middle school for preuniversity or vocational classes.
6. That the universities do conduct their own examinations.
7. That different types of High Schools should spring up
8. That the University should provide a variety of degree and diploma courses.
9. That the future of Government colleges be reviewed.

The Guild's purpose is to seek a definition of the Congress Government's policy in regard to all aspects of educational reform. Unfortunately the Government is committing the error of taking its stand on the communique of June last, which cannot be said or taken to be the last word of the present government's standpoint.

The Guild's proposals support the changes said to be contemplated by the Congress government in the matter of Hindi and school hours.

But the Guild is of opinion that the Congress government will be committing political suicide if it fails to enunciate its complete educational policy in an authoritative way. The delay in outlining a definite policy re: educational reorganisation is already leading to a feeling of uncertainty and frustration of hopes of Teachers and schools. The sooner this state of affairs is ended the better for educational reorganisation so that every one concerned in Education, from the minister of Education and the Director down to the Elementary school master might know what each one is expected to do immediately and in the long run.

The Guild's proposals amount to an overhaul of the educational expenditure, and educational finance, administration and supervision, curriculum and methods, agencies and services. Without such an overhauling, by agreement of Government and the Teaching profession and educational agencies, it is moon shine to record any advance in Educational progress, or to make education self supporting or to plan a drive in favour of national education for the Congress goal of independence. Dyarchy in our province dug its grave by allowing the nation to wait simply because there was no inspiring educational programme. It is a tragedy that even at this juncture when provincial autonomy is inaugurated, education is made to wait, to the neglect of the illiterate child, the illiterate adult, the depressed teacher, and the academic proletariat and therefore to the neglect of individual and national efficiency.

It is for this conference to consider the proposals of the Guild and any other proposals placed concretely before the House and arrive at maximum agreement on the issues outlined both in the guild proposals and the draft proposals in reply to the communique.

The guild will know as a result of the conference the attitude of the various interests represented in this conference and its efforts will not have been in vain if straightforward proposals are put forward and if a standing education committee for the district is formed, as a result of the co-operation of all concerned in education in the district.

The Guild is grateful to the District Educational Officer for his having agreed to preside over this conference, especially when the proposals of the guild are admittedly revolutionary from the standpoint of the school of thought in the country which wants to hasten slowly. It is not the intention of the guild to place

the presiding officer in any compromising position. The guild's only motive is to clarify the position of all by a stand for revolutionary reforms in Education.

S. T. RAMANUJA IYENGAR,

Convener.

11-9-37.

#### THE MADURA DT. TEACHERS' GUILD.

SPECIAL SESSION—30TH OCTOBER, 1937.

A Special Meeting of the Madura Dt. Teachers' Guild was held on Saturday, the 30th of October, 1937, at 8 a.m. in the premises of the A. R. High School, Madura. C. J. Varkey, Esq., M.A., M.L.A., Parliamentary Secretary to the Minister of Education, Madras, was present on the occasion. About 200 members and guests attended. The following visitors were also present:—Messrs N. M. R. Subaraman, Municipal Chairman, M. K. Sankarama Aiyar, Vice-Chairman, S. A. Rangasamy Chetty, Vice-President, Madura Dt. Board, J. P. Lasrado, Commissioner, Madura Municipality, S. V. Balraj, D.E.O., Madura, and A. Rangaswamy Iyer.

The meeting was presided over by Rev. G. P. James, B.A., L.T., B.D., President of the Guild. The proceedings commenced with prayer songs by the Girl Students of the Meenakshi Vidyasala. Mr. R. A. Sankaranarayana Aiyar, Headmaster, A. R. High School, Madura, expressed a few words of welcome. The President explained the salient features of the Government Press communique regarding the Re-organisation of Secondary Education and explained that the object of the Special Session of the Guild was to place before the Parliamentary Secretary the various standpoints regarding the question of re-organisation and to get his reply.

There were eight short speeches on the Re-organisation of Secondary Education from many stand-points. Mr. N. Ramaswamy Aiyar, lecturer, American College, acted as the Spokesman of parents. Mr. R. A. Narayana Aiyar, formerly Vice-President of the Madura-Ramnad Chamber of Commerce, explained the stand-points of business men. Mr. L. Krishnaswamy Bharathi, M.L.A., spoke in Tamil as a representative of the general public. He expressed that bifurcation was absolutely necessary, that the mother tongue should be the medium of instruction in schools and that Hindi should become the common language of India.

Mr. Gnaniah, a student of the U. C. High School, Madura, on behalf of students, pleaded for the lightening of the syllabus and the introduction of Hindi as an optional subject. He also urged that students should be given as many chances as they desired to appear for the S.S.L.C. Examination. He also pleaded for the bettering of the status of teachers.

Mr. T. S. Narasimha Raghava Iyengar, speaking on behalf of teachers, said that no proposal of re-organisation of education could ignore the status of teachers and despite repeated resolutions in every conference and meeting the condition of teachers had not been bettered.

Mr. V. Subbusesha Aiyar, representing Colleges, pleaded for a policy of equitable distribution of grants-in-aid to educational institutions and expressed himself against the proposal to take away one year from the College and adding it on to the high school course.

Rev. Father Amalorpavam speaking for the managers of schools referred to the conflicts between the Government and the managements and the feeling of nervous-

ness on the part of managements at the constant changes introduced by the Educational Department.

Mr. S. A. Rangaswamy Chettiar, Vice-President, Madura District Board, stressed the need for unity and professional etiquette among the members of the teaching profession.

#### MR. VARKEY'S REPLY.

Mr. Varkey said that the press communique referred to was issued by the previous Government, which, he was afraid, had hardly the time to consider deeply the question of re-organisation. One principal question on which the whole thing centred was the great problem of unemployment.

He said that the primary purpose of education was to fit young men and women to be true citizens of the country. The new Government, namely, the national Government with the Congress party who had been returned to power by the people had to care for the people. They, however, did not propose to hasten any scheme at breakneck speed but wanted to get the maximum amount of agreement among the diverse interests—parents, managements, teachers and the public.

He felt that most people favoured the bifurcation of studies. How to bifurcate, and what should be the determining factors were matters of detail on which they would have to reach a conclusion. He would, however, say that there was no ground to look upon public examinations as a bugbear or monster if students studied their lessons everyday and did not let them accumulate. The type of Examination at the end of the 3rd or 4th form to bifurcate the courses was yet to be decided.

With regard to the complaint of managers, he said that they would have to adjust themselves to the changing times and that any changes effected by the present Government would not be of the nature of transient experiments but something more permanent. He agreed that the syllabus was at present very much overcrowded and that it should be lightened.

As regards hours of school work, he said that the present hours of work should be retained in order to have real education of boys and girls. The existing system of hours, he felt, was necessary having regard to the difficulty of parents looking after the children during those hours.

Replying to a question, he said that Sanskrit would have a place in the re-organised scheme as an optional language in the higher classes.

The Joint Secretary proposed a vote of thanks to the Parliamentary Secretary, the host and the visitors.

The session terminated at about 11-30 A.M. with a closing song by the girls of the Meenakshi Vidyasala.

#### THE RAMNAD DISTRICT TEACHERS' GUILD.

##### ANNUAL MEETING 1936-37, DEVAKOTTAI.

The annual meeting of the Guild was held on the afternoon of the 24th July 1937, in the N. S. M. V. P. S. High School, Devakottai with M. R. Ry. N. S. Venkatarama Aiyar Avl., M.A., L.T., as Chairman, when 47 delegates representing Pallatur, Karaikudi, Tirupattur, Devakottai and Ramnad were present.

M. R. Ry. P. A. Ganesa Aiyar Avl., B.A., L.T., Headmaster of the N. S. M. V. P. S. High School welcomed the delegates in a short speech exhorting the Guild to be more alive to the interests of education and educators.

It was unanimously resolved that the head-quarters of the Guild for the new year be Devakottai, and that the following be the office bearers:—

**President**:—Mr. P. A. Ganesa Aiyar B.A., L.T., (Devakottai).

**Secretaries**:—Mr. V. Rengaswami Aiyangar B.A., L.T., (Pallatur) and Mr. M. Nilakanta Aiyar B.A., (Devakottai).

#### RESOLUTIONS.

The Guild resolves:—

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

2. That the Ramnad District Teachers' Guild heartily congratulates the Congress ministry on its having entered upon office.

3. That M. R. Ry. N. S. Venkatarama Aiyar Avl., M.A., L.T., be the Guild's representative on the executive committee of the S. I. T. U. for 1937-'38.

Regarding the re-organisation of Secondary education:—

4. The Guild is of opinion that any external examination below the VI Form standard would be most detrimental to the cause of education; (passed by a large majority); and that no kind of examination at Form IV standard could discover vocational or literary aptitude of any pupil (unanimously passed).

5. The Guild strongly feels that a diversion from literary to vocational studies is much needed, but this diversion should be of a voluntary character and be left to general economic pressure; and the diversion to vocational courses should be facilitated both by the Government and District Boards (1) by opening a large number of technical schools at 3 or 4 centres in each district (2) by the Boards turning their literary High Schools into vocational ones (3) and by the Government helping, if necessary, pupils in technical schools with stipends.

6. The Guild is of opinion that there should be no clubbing of schools in one centre for the public examination.

After dinner to the delegates assembled, the Treasurer of N. S. M. V. P. Sangam, Devakottai playing the host, the conference ended.

#### THE MALABAR DISTRICT TEACHERS' GUILD.

##### AN ORDINARY MEETING.

An ordinary meeting of the Malabar District Teachers' Guild was held in the Motilal High School at 4-30 p.m. on Saturday, 23rd October, 1937 with Mr. A. V. Kuttykrishna Menon, President of the Guild in the chair. The Secretary, Mr. T. K. Subramaniam gave a brief account of the Conference and discussion that some of the members of the Guild had with Mr. C. J. Varkey, Parliamentary Secretary to the Education Minister, and also explained the tentative proposals of the Government regarding the reorganisation of education in the Province.

A discussion then ensued about the proposed abolition of Higher Elementary Schools in the Presidency and the following resolution was adopted:—

This meeting is of opinion that the abolition of Higher Elementary Schools will affect the cause of education in general and as such they may be allowed to exist provided that

1. their curriculum is entirely different from that in use in the first three forms of the High School; and
2. it be statutorily laid down that no pupil coming from a Higher Elementary School be placed in any class higher than the first form.

The following resolutions were also passed at the meeting:—

- (1) Resolved that the Seventh South Indian Education Week be celebrated under the auspices of the Malabar Dt. Teachers' Guild in all the schools in the Dt. for as many days as possible from Monday the 25th to Sunday the 31st October, and that the details of the celebration be left to be decided by individual schools.
- (2) Resolved that this meeting recommends to the Government that in view of the strenuous work in which they are engaged, the Drill Masters in the Secondary School be given the same scale of pay as that given to the Pandits.

With a vote of thanks proposed by the Secretary, the meeting came to a close at about 7 p.m.

#### THE S. I. T. U. PROTECTION FUND.

(List of names continued.)

Name and address.

1356. Mr. R. Narayanan, Assistant, Higher Ele. School, Ambasamudram.
1357. " N. Viswamitra, Hindi Pandit, T. High School, Ambasamudram.
1358. " V. Rajagopala Iyer, Assistant, R. C. High School, Chidambaram.
1359. " T. S. Subrahmania Sastry, Sans. Pandit, P. S. H. Ele. School, Mylapore.
1360. " A. Shanmugam Pillai, Assistant, R. C. High School, Chidambaram.
1361. " Ch. Srinivasa Rao, Assistant, Government Training School, Bimlipatam.

41, Singarachari St.,  
Triplicane,  
Dated 20-12-1937.

V. SRINIVASAN,  
Hony. Secretary.

#### EDUCATION WEEK

##### VIZAGAPATAM DISTRICT—BIMLIPATAM.

The Education Week was celebrated in this town from the 23rd to the 30th October. The Week was inaugurated by M. R. Ry. M. Suryanarayana Pantulu Garu, M.A., L.T., District Educational Officer, Vizagapatam. Dr. B. Subbareddi, M.B., B.S., of Vizagapatam Medical College, addressed the gathering. After a few dramatic scenes enacted in Telugu by the pupils of the High School, the function for the day came to a close.

On the 26th instant the Ladies' Day was celebrated. Mrs. T. Bullemma, Head-mistress of one of the local Girls' Schools spoke on "Devotion" and Miss S. M. G. Soundaryam spoke on "Female Education". The girl pupils of the Elementary Schools enacted Anasuya, Krishnaleela and Panchali Parinayam.

On the 27th, a variety entertainment was given by the teachers of the Municipal High School and the pupils of the Government Training School.

On the 28th, there was a grand procession of nearly 1,000 children accompanied by songs, slogans and band. Sweets were distributed to the children. Sports and competitions were organised.

On the 30th, Dr. C. Ramamurti, B.A., M.B., B.S., presided and distributed prizes to the winners in the competitions. Mr. T. P. Rajan, Lecturer, University College, Waltair, addressed the gathering on "Economic Geography." The girls of the local elementary school re-enacted scenes from Anasuya.

##### NARASAPATAM.

The Education Week was celebrated in the Board High School, Narasapatam from the 26th to 31st October 1937. The subjects indicated by the S. I. T. U. for the week was freely discussed. At the meetings held from day to day, both the pupils and the teachers of the school largely participated. Competitions were conducted and suitable prizes were awarded to the winners.

##### KURNOOL EDUCATION WEEK CELEBRATIONS.

The Education Week was inaugurated on the 25th October, in the Coles Memorial High School Hall, under the presidency of M. R. Ry., Rao Bahadur S. V. Narasimha Rao, B.A., The function began with "Vande Mataram" prayer song, recited by a choir of school children. Mr. K. N. Pasupathi Iyer, B.A., L.T., Secretary of the Education Week Committee explained the importance of the Week. Mr. G. Siva Rao, B.A., L.T., read a paper on "Teacher-Parent co-operation". This was followed by a lecture on "The aim and scope of Secondary Education" by Mr. P. Raju, B.A., L.T. With a vote of thanks proposed by Mr. B. Rockwood, the function for the day came to a close.

On Tuesday the 26th inst., under the presidency of Mr. K. Abdul Rahiman Khan, M.A., B.L., M.L.A., there was a display of scout games and demonstration of physical activities and group games. Dr. D. S. John, M.B.B.S., delivered an

instructive lecture on "School Hours and the Health of Children." Mrs. S. Vaidyanatha Iyer, M.A., L.T., then spoke on the "Importance of Geography in promoting international goodwill and understanding."

On Wednesday the 27th inst., under the presidency of Mr. O. Lakshmanaswami Rao, M.A., Bart-at-Law, Mr. K. Setu Rao, B.A., L.T., Deputy Inspector of Schools, delivered a lecture in Telugu in the Coles Memorial High School, on "The New Elementary School and its functions." "The Place of Hindi in the School Curriculum" was the theme of another lecture in Telugu by Mr. B. Narayanamurti, B.A., B.L.

On Thursday the 28th inst. an interesting programme of recitation, comic songs, dialogue, story acting, Kummi and Kolattam were gone through under the presidency of Mrs. Hanumantha Rao Naidu, wife of Mr. Hanumantha Rao Naidu Deputy Collector. Mrs. O. Lakshmanaswami Rao, addressed the gathering in Telugu on the "Future of Education in India". Mrs. V. David, B.A., L.T., proposed a hearty vote of thanks.

Education Week was also organised in the Board Middle School, Peapally.

#### NELLORE DISTRICT—KAVELI.

The Educational Week celebrations commenced at Kaveli on the 27th October, and the programme was confined to three days. On the 27th, a meeting was held in the A. B. M. Middle school, when Mr. J. Venkata Rao Patnaik addressed on "Mass Education and the Society." On the 28th, Mr. K. Venkatappaiah, M.A., L.T., addressed on "The Home and Society" at the Board Girls' Elementary School. On the 30th, a meeting was held under the auspices of the Teachers' Association, Board High School, when Mr. G. Subbaramiah, M.A., Lecturer, V. R. College, Nellore, addressed on "Education and Changing India."

#### ANANTAPUR DISTRICT

##### LONDON MISSION HIGH SCHOOL, GOOTY

The Seventh Education Week was celebrated in the premises of the London Mission High School on the 19th and the 20th October. The function began with a procession of boys of all local schools through the streets of the town at 3 p.m. on the first day. At 5 p.m. a students' meeting was convened under the presidency of Mr. T. M. Nagappa and the pupils discussed the reforms needed in the present system of education. This was followed by an Agricultural Exhibition by the Department in an agricultural van and a magic lantern lecture was delivered later. On the 20th, a conference of all local teachers was held under the presidency of M. R. Ry. N. K. Venkatesam Panthulu Garu, M.A., L.T., retired Lecturer. Messrs: C. Ranganatha Iyengar, C. Sivaramaiah, H. Audiseshiah, Y. C. V. Subba Rao and P. V. Subba Rao spoke on the necessity of Teachers' agitation, English as common language, Agricultural Reconstruction, Physical culture and Idealism respectively. At 5 p.m. the same day, a meeting of the Parents was held under the presidency of M. R. Ry. S. Subba Rao, Garu, local Pleader, when Mr. Venkatesam Pantulu Garu spoke.

#### EDUCATION WEEK CELEBRATION AT SALEM.

The Education Week was celebrated in Salem from 25-10-1937 to 29-10-1937 under the auspices of the Salem District Teachers' Guild. The following was the programme:—

The Presidents were: Messrs. A. E. Venkatesaier; R. Balusami Chetti; V. R. Perumal Chetti; Mrs. Madhavi Ammal, Mrs. Rukmani Ammal, Miss Satyavachakam, and Mr. Ponnuswami Mudaliar.

The Lecturers were Messrs. S. Krishnaier, S. Yakshminarayan, Mrs. E. D. Philipps, Mrs. Devasahayam, Mrs. Devaprasadham, Mrs. Michael, Mrs. Mahalakshmi Ammal and Mrs. Venkatarama Iyer.

#### KAVERIPATNAM (SALEM DT.)

The Education Week was celebrated with great eclat from the 25th to 27th October, 1937.

On the 25th October, a grand procession of about 600 pupils was taken round the streets of the town, in the morning. In the evening, a meeting was held under the presidency of Mr. K. N. Subrahmania Chettiar, B.A., L.T., Headmaster, Board Middle School, who addressed the gathering on "Education and Changing India."

On the 26th, a demonstration of physical activities was arranged under the director of Mr. R. M. Ponnuswami Pillai. Dr. K. N. Subrahmania Iyer, Local Sub-Assistant Surgeon, delivered a lecture on "What schools can do to promote sound health." Mr. P. N. Kuppuswami Naidu, member of the Dharmapuri District Board presided over the meeting.

On the 27th, the girls of the local board girls' School entertained the audience with Kummi and Kolattam. Mr. A. Ramanatha Iyer, B.A., L.T., Headmaster, Board High School, Krishnagiri, delivered a lecture on "How Parents can Help schools to a large extent", under the presidency of Dr. K. N. Subrahmania Iyer. Mr. K. S. Chengalraya Iyer proposed a vote of thanks to all those present.

#### KRISHNAGIRI.

The Seventh Education Week was celebrated by the Krishnagiri Board High School commencing from Monday the 25th October. under the presidency of Mr. P. T. Venkatachar, B.A., B.L., M.L.A., Messrs. G. Ranga Rao, B.A., B.L., and K. G. Muniswami Naidu addressed the audience.

The Week ended on Saturday the 30th October with Mr. N. S. Sundaresa Iyer in the chair, when the students of the High School gave a musical concert. The students of the girls' school entertained the audience with Kummi and Kolattam.

#### NORTH ARCOT DISTRICT BOARD HIGH SCHOOL, CHEYYAR

The Education Week was inaugurated on Monday the 25th October by M.R.Ry. A. S. Subrahmania Iyer, Avl., the Tahshildar, when Mr. S. Natesa Iyer, B.A., L.T., the Headmaster of the School addressed the audience on the "Significance of the Week."

On the 26th inst., there was the inter-class decoration competition, and a good deal of team work and a high degree of aristic skill were evidenced in each class.

On the 27th, an educational Exhibition was arranged which was opened by Mr. K. Ramaswami Iyer, B. E., The Assistant Engineer. Messrs. N. Krishna Pillai, the local agricultural Demonstrator and S. K. Harihara Iyer, the Health Inspector were generous enough to run in the school and agricultural and Health Exhibition.

Thursday, 28-10-1937:—Literary and Play acting competitions were organised, under the presidency of Mr. T. R. Ramaswami Iyer, District Board Engineer, Tiruvannamalai. The Girl pupils had separate competitions in vocal and instrumental Music under the presidency of Miss Mercy Vedanayakam. A programme of Baby Show was arranged in the Girls' School between 8 and 11-30 a.m. About 60 children were given frocks and all the 150 children milk. The function for the day came to a close with a lecture by Dr. Sri Raman, L.I.M. speaking on the need for a healthy and sanitary national consciousness.

Friday, the 29th, was set apart for the cleanliness day and Junior Red Cross Work, and the day's events began with the inspection of pupils in their class-rooms. Towards the end of the inspection, speeches were delivered on the cultivation of sanitary habits. During the afternoon session a batch of volunteers received practical guidance at the local dispensary and in the Health Inspector's office in doing health and sanitation work in a slum area and in the Chukler Nattam.

On the 30th., sports for the School children were conducted and prizes were distributed, Mr. Nagarathnam Pillai, the local Sub-Magistrate, presiding.

#### EDUCATION WEEK CELEBRATION-AT, MADRAS.

Under the auspices of the Madras Teachers' Guild, The Seventh Education Week was inaugurated at the Sir M. Ct. M. C. High School, Purasawalkam on the 25th October, by the Hon'ble Justice Sir Abdur Rahman, High Court Judge in the presence of a large gathering of ladies and gentlemen. Mr. S. Satyamurti M.L.A., delivered an address on "Education and changing India," and Mr. R. Suryanarayana Rao of the Servants of India Society spoke on "Education and Rural Reconstruction."

On the 26th October, Physical Education demonstrations were held in different centres throughout the city.

A demonstration of phsyical activities by the students of the Hindu and Muslim High Schools was held under the presidency Mr. P. A. Subramania Iyer, Headmaster, Hindu High School.

The programme included Yoga Asanas by Mr. M. N. Venkoba Rao, Physical Instructor, Hindu High School.

Another such demonstration by the pupils of the Nawab C. Abdul Hakim secondary school was held in the school playground under the presidency of Mr. R. Narayana Iyer, Headmaster of the School,

The Elementary schools of the Corporation of Madras organised physical activities at the corporation play ground at Egmore, Peoples Park, George Town, Purasawalkam and Royapettah.

On the 27th October, a public meeting was held at the Ramakrishna Residential High School, Mylapore with Sir P. S. Sivaswami Iyer in the Chair. Dr. G. S. Arundale delivered a lecture on "World Goodwill."

In connection with the Education Week, a special service was held on 27th Oct., in the Zion Church, Napier Park. The following took part:— Mr. N. R.

Krishnamma, Principal, Teachers' College, Saidapet, Rev. A. G. Hogg, Principal, Madras Christian College, Mr. B. Clutterbuck, Dr. (Miss) E. Macdougall, Miss D. Ballanee and Miss A. S. Helliner.

Oratorical and Elocution contests were conducted and prizes were distributed to the winners. The Corporation Girls' Schools too participated in Music competitions, this year. Medals and books were awarded to the winners in various competitions.

#### SOUTH ARCOT DISTRICT MUNICIPAL HIGH SCHOOLS, VILLUPURAM.

The Education Week was inaugurated on the 25th October by Rev. Ryan, with Mr. T. E. Gomathi Nayagam Pillai in the Chair. Mr. A. Nagaraja Iyer, Headmaster, Municipal High School, spoke on the aim and purpose of Secondary Education.

On the 27th, the World Goodwill and the Health Day was celebrated under the presidency of Rev. Ryan. Mr. A. Amirthalinga Mudaliar, Headmaster, Government Training School delivered a lecture on "What type of Health Education is required in schools." The other lecture was on Red Cross League and International Understanding by Mr. V. Jayarama Iyer.

On the 29th, the Children's Day was celebrated, Mr. C. Narayanaswami Mudaliar, District Munsiff, presiding. Srimathi Kalyani Ammal read a paper on "Parent-Teacher Co-operation."

On the 30th, there was a grand social. Mr. Kothandarama Iyer spoke on "The Teachers' part in liquidating illiteracy" under the presidency of Mr. S. Chidambara Iyer, M.L.A., Mr. Nathmal Sowcar spoke in Hindi on "The importance of learning Hindi," under the presidency of Mr. Amirthalinga Mudaliar.

#### R.C.T. HIGH SCHOOL, CHIDAMBARAM

The Education week was inaugurated on the 25th., October by Dr. B. V. Narayanasami Naidu, Professor of Economics, Annamalai University.

On the 26th., the World Goodwill Day was celebrated when Prof. T. S. Raghavan, of the Annamalai University delivered a lecture on his experiences in the West.

On the 27th., Prof. S. Kuppusami Sastri, M.A., of the Annamalai University delivered an address on the part played by the School, Home and Society in training for citizenship, with Mr. Subbaraya Iyer, B.A., B.L., Retired Sub-Judge, presiding.

On the 28th, Dr. K. S. Appu Mudaliar, Civil Assistant Surgeon read a paper on the Organisation of Junior Red Cross Work.

On the 30th, Rao Saheb Prof. C. S. Srinivasachariar delivered an address on "Mass Education."

On the 31st., the Guild Day was celebrated under the presidency of Prof. C. S. Srinivasachariar. The President of the Guild and the Teacher's Association of the R. C. T. High School were "At Home" to the members of the Guild.

#### PACHAIYAPPA'S HIGH SCHOOL, CHIDAMBARAM

The Seventh South Indian Education Week was celebrated by the Pachaiyappa's High School, Chidambaram. The week was inaugurated by Prof. C. S. Srinivasa-

chiar on the 27th October, who delivered an inspiring address on "The Role of the Teacher in Changing India." The "Children's and Parent's Day" was presided over by Mr. G. Srinivasa Iyer, Retired Headmaster who spoke on "Parental Co-operation."

The celebrations were largely attended by parents, pupils and the public.

#### THIRUVADUTHURAI ADHINAM HIGH SCHOOL, TIRUVADAMARUDUR

The Education Week was celebrated in the Thiruvaduthurai Adhinam High School, by the Teachers' Association, under the presidency of Mr. N. Paramasiva Iyer, B.A., L.T., Headmaster and Correspondent of the School. A series of lectures on various educational topics were arranged. Mr. K. Gopalaswami Iyenger, addressed on "Education—School and Home." Mr. A. Rajagopala Iyengar spoke on "Students' Health and changing India." Mr. N. Paramasiva Iyer who presided spoke on "Education and World Peace."

#### TRICHINOPOLY EDUCATION WEEK CELEBRATIONS

The Education Week at Trichinopoly was inaugurated by Mr. T. S. Krishnamurthi Aiyar, District Educational Officer, Trichinopoly on 25-10-37 at the Lawly Hall, St. Joseph's College, Sir T. Desikachariar, Kt., sent a message to the Education Week Principal V. Saranatha Iyengar, delivered an address on "Reform of secondary schools."

On 26-10-37, the second day of the week was celebrated at the High School, Srirangam with Mr. R. Srinivasa Aiyar, Member of the National College Managing Committee and Advocate, on the chair. Prof. A. Rama Aiyar spoke on "our language problem" Mr. Rama Aiyar spoke for nearly two hours stressing the need for enthroning the mother tongue, learning of Hindi and Sanskrit, and postponing the introduction of English up to a late stage in the secondary school.

On the third day of the week on 27-10-37 at the National College, Rev. F. Watson of Bishop Heber Schools presiding, Rev. Fr. Jeronee, S.J., delivered an address on "the place of examinations in Education."

On the fourth day, on 28-10-37 at the Ponniah's High School, Prof. K. Chinna swami Aiyar presiding, Mr. S. Sivaramakrishna Iyer of Bishop Heber High School spoke on New Methods."

On the fifth day, on 29-10-37 at the Bishop Heber High School, Mr. Sam A Durai presiding, Prof. M. S. Srinivasa Sarma of the National College delivered an address on "Social purpose and the obligations of education." The lecturer stressed the need for character, individual and social efficiency.

On the last day of the week, the second quarterly meeting of the Guild was held on 30-10-37 at the E. R. High School with Rev. Fr. A. M. Antoniswami S.J., in the chair. The Secretary of the E. R. High School Teachers' Association welcomed the delegates. Fr. Antoniswami S.J., reviewed the achievements of the week. Mr. S. T. Ramanuja Aiyanger delivered an address on "Congress and Education in changing India" in the course of which he read the Congress Election manifesto, traced the objectives of Congress out of office and outlined the plans of Congress in office, and concluded by supporting Congress policy in regard to educational recon-

struction while stressing the need for Congress doing administrative justice to teachers by guaranteeing security of tenure. A discussion on reorganisation was initiated by Mr. A. Sundaresa Aiyar of Tuticorin. There was general agreement on the need for compulsion in Elementary Education, the introduction of compulsory Hindi, the adoption of morning hours with provision for exemption to schools, the enthroning of the mother tongue as the first language, and the need for correlating education and vocation. The Chairman expressed the readiness of his society to adjust themselves to changing conditions in India.

#### RAMNAD DISTRICT

The Education Week was celebrated in the Government Training School for Masters, Ramnad on the 28th October. The following members of the staff delivered lectures on the subjects noted against their names.

The Headmaster—The significance of the Education Week.  
Mr. K. C. Kuppuswami Iyer—Health and changing India.  
Mr. G. V. Vasudeva Sastri—The State and Education.  
Mr. V. Sankaranarayana Iyer—Mass Education.  
Mr. M. Mantharanayagam Pillai—The Village School and the Nation Building.  
Mr. S. Muthuswami Pillai—Poet Bharathi and Tamil.  
Great enthusiasm prevailed during the whole day.

#### THE MALABAR DISTRICT TEACHERS' GUILD

Under the auspices of the Malabar District Teachers' Guild, the Education Week was celebrated in the various schools of the District during the week 25th to 31st October. Lectures on the central topic of the week, inter-class matches and sports, essay and elocution competitions and Scout Display formed some of the common features of the celebrations.

The Board High School, Kottayi, celebrated the week for three days commencing from Wednesday the 27th, October.

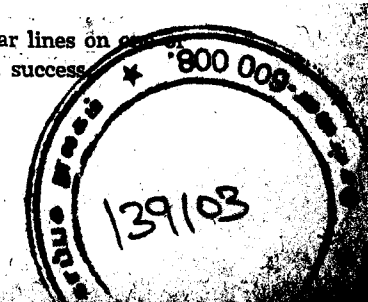
On the 1st day Mr. T. K. Subramaniam, M.A., L.T. delivered a lecture on "Home, School and Society," under the presidency of Mr. C. R. Parameswara Iyer, Retired Tahsildar.

On the 2nd day, Dr. Pungunny Nair, President of the Local Congress Committee delivered a lecture on "Education and the Dawn of a New Era", under the presidency of Mr. A. K. Ramakrishna Iyer, President of the Kottayi Panchayat Board.

On the 3rd day, Dr. N. Viswanatha Iyer, Veterinary Doctor, Palghat, gave a lecture on "Indian cattle and Milk Problem" under the presidency of Mr. A. P. Nanu Pisharody. Elocution, recitation and sports competitions were also held and the winners in the several events were given prizes in the shape of books and articles.

The Board High School, Kadirur celebrated the Week by arranging for a "Kalari Payat" demonstration which was much appreciated by all.

Other schools in the District also celebrated the week on similar lines on more days in the week and the celebrations were on the whole a success.



## THE SOUTH INDIAN TEACHER

## PATTAMADAI (TINNEVELLY DISTRICT)

Under the auspices of the Teachers' Associations, High School, Pattamadai, the "Students' Day" was celebrated in the school on the 29th October, 1937 with Mr. P. S. Pitchumani Iyer, B.A., L.T., the Headmaster in the chair.

The following masters spoke on the Extra-curricular activities :—

Mr. S. V. Raghunatha Iyer spoke on "Health and Red Cross." Mr. K. Venkatarama Iyer spoke on the value of frequent gatherings of students for discussion and debate on subjects of common interest. Mr. K. A. Narayana Iyer, delivered an address on "Co-operation." Mr. T. A. Sankara Iyer spoke about the newly formed "Pattamadai High School Fine Arts Club." Mr. N. Lakshminarasimha Iyer, the Tamil Pandit addressed the gathering on the need for a Tamil Renaissance.

A delightful campfire got up at night by the Seva Samiti Scout Troops of the school brought the day's function to a happy close.

## 13TH ALL-INDIA EDUCATIONAL CONFERENCE, CALCUTTA

## PROVINCIAL PROGRAMME

(Calcutta time which is 24 mts. ahead of the standard time is followed.)

26th December, 1937, Sunday—

Afternoon—3 P.M. Opening of the Exhibition.

4-30 P.M.—City Colleges, Amherst Street, Bratachari display.

27th December, 1937, Monday—

9 A.M.—Annual Meeting of the Council (Vidyasagar College).

3 P.M.—Opening of the Conference (Senate House).

Evening—7 P.M.—Entertainments.

28th December, 1937, Tuesday—

8-30 A.M.—Meetings of the different sections (details to be announced later).

3 P.M. to 5 P.M.—General Session (Senate House).

8 P.M.—Entertainments.

29th December, 1937, Wednesday—

8-30 A.M.—Meetings of the sections.

12 noon to 2 P.M.—N. E. F. Meeting.

3 P.M. to 5 P.M.—General Session.

6 P.M.—Civic Reception by the Mayor and Corporation of Calcutta.

8 P.M.—Entertainments.

30th December, 1937, Thursday—

8-30 A.M.—Meeting of the Council.

9-30 A.M.—Closing Session.

31st Dec. 1937, Friday—

Excursion.

## THE TEACHERS' BOOK-SHELF

*An Atlas of Indian History* by E. W. Green. Macmillan & Co., Ltd.

This Atlas will be found to be useful and instructive to our students in High Schools. It gives a connected representation of Indian History. It seems to give a proper geographical background and stresses the extent and importance of India's external relations. It clearly brings out that India is a part of the world and its political and economic development are intimately bound up with the rest of the world.

*Richard Carvel* by Winston Churchill. Macmillan & Co., Ltd. Price 2sh.

This is an abridged edition of the historical novel by Richard Carvel written by the American novelist Winston Churchill. It relates to the life in American Colonies before the War of Independence. The book is full of graphic descriptions and exciting situations. The abridgement retains the full interest of the original and our High School pupils will find it interesting reading. We commend this book as highly suitable for library reading.

*Plants and Animals* by M. A. Grigg. Cambridge University Press. Price 2sh. 6d.

This is a very interesting book—interesting in the simple and popular treatment of biological facts. It is intended for English children of the ages 11 to 15. A useful supplement containing simple questions is given. A list of books for reference for the teacher and the pupil given at the end will serve as a useful guide for further study. The suggestions for practical work given at the end, if carried out will make the study both interesting and instructive. Pupils of the higher forms and teachers in charge of General Science work in the middle school forms will find this book very helpful.

*Teachers' and Authors' List of 4,000 Important Hindi Words* by John C. Koenig. Price Re. 1-8-0. Mission Press, Jubbulpore.

This book is intended to help the teacher teaching Hindi to young children. 4,000 words listed here are the most commonly used words and constitute the Basic Vocabulary. The booklet will be very valuable especially when Hindi is to be made a compulsory language in our middle schools. The introduction covering 12 pages gives the details of how the list was prepared and how it may be used.

*Lawn Tennis* by C. R. D. Tuckey (published by Messrs. Blackie & Sons, Price 2sh. 6d.)

Blackie's are to be congratulated on having secured famous exponents of modern games to write for their "Sports Series". The book on *Lawn Tennis* is written by C. R. D. Tuckey, the famous Wimbledon Doubles player, who needs hardly any introduction to the Tennis fans. Very valuable information regarding style, form, strokes, ordinary and masterly, is given and the last chapter on 'How to improve' crowns it all. To few are given opportunities to witness players of international repute in action. This want is partly supplied by the 'moving pictures'. Showing Tuckey serving the ball, executing forehand drive, backward drive and forehand volley (which occasion a pleasing illusion of watching him at his best on the

Wimbledon court). These are a few instructive diagrammatic sketches to boot. Coming at a time when Indian stars aspire to enter for the Davies Cup, its usefulness cannot easily be exaggerated.

*Blackie's Sports Series—Bowling* by M. S. Nicholas. *Batting* by Herbert Sutcliffe. Published by Messrs. Blackie & Sons, Ltd. Price each book 2sh. 6d. net.

We must congratulate Messrs. Blackie & Sons, Ltd., for their happy thought to publish a series of books on Sports, especially on Cricket and Tennis. The volumes under consideration deal with cricket. The firm is lucky in having secured the services of Messrs. Nicholas and Sutcliffe whose reputation as first class cricketers are undisputed. Indians had seen both of them in action. These books are indeed a valuable addition to the existing stock of books on Cricket. They form a valuable asset to Indian Cricketers in particular especially at this time when India's international reputation in cricket is at its lowest ebb. Nicholas's book reveals that he is eminently fitted for the task. Bowling is the backbone of the game and Nicholas deals with all kinds of bowlers the fast, the stock and the slow. He devotes much attention to one of the important though often overlooked aspect of the bowler's tactics, viz., the use of the crease which is of paramount importance to the bowlers of pace. The curious generalisation of Nicholas that, all slow bowlers are 'little men' is indeed curious. The leg-break bowler is a match winner and a left-hand bowler is a valuable asset to the team are observations worthy of consideration. The googly bowling must be in the bag and must be used sparingly to achieve the desired end and that a bowler should maintain length, vary the pace, conceal his intention, and spring surprises every now and then are, though hackneyed yet counsels of perfection.

Sutcliffe's book on *Batting* is unique and are reminiscent in tone. Nonetheless we should not discard it as an autobiography. The general valuable tips which the book contains are enough to make it a treasure to budding batsman. In the absence of an efficient coaching system India cannot neglect these books. Sutcliffe's advice to face various bowling attacks are really valuable. He counsels courage, fortitude and cheerfulness in the early years of one's cricketing career where one is apt to meet reverses. The road to bright cricket is hard and it is only by perseverance and patience that we can travel. Sutcliffe's encomium to Duleepsingh's batting calibre is enough to instil courage into the hearts of Indian cricketers, who are really downcast after India's recent disastrous performance abroad.

The suggestions in the books proceed from the author's hard school of experience. The books are illustrated with 'moving' pictures of the authors themselves which act as a supplement to the precepts contained in them. The stance of Sutcliffe is particularly pleasant and beautiful. The get-up of the books leaves nothing to be desired. A budding cricketer can learn much from these books if he desires to win spurs.

S. G. R.

*Phonetic Transcript of Chapters I-III of Collin's French Course* by William L. Presswood, Ph.D., B.A. Published by Messrs. Macmillan & Co., Ltd. Price Re. 1 only.

Although we have not seen Collin's French Course yet the title and the preface of the book acquaints us that the phonetic script is given for the first six chapters

of Collin's grammar. The Phonetic scripts are exact and are easily understood. The book is illustrated by H. M. Brock, R.I. The illustrations cover "la salle de classe, le jardin, and la rue" which are good and neat and forms a supplement to the phonetic script. The notes from phonetic to normal spelling are valuable and the examples are well chosen which can be utilised for reference every now and then. Mr. Presswood's tip to pronunciation in his general notes is valuable. The book will be very useful as a guide to the beginner in French. The get-up of the book is beautiful and attractive.

S. G. R.

*A Simplified School Chemistry. (Practical and Theoretical)* by Mr. S. Jagannathan, Assistant, Municipal High School, Villupuram, with a foreword by Prof. P. C. Ramachandran. Published by the author. Price not stated.

This book prepared by a teacher teaching chemistry to S. S. L. C. pupils is designed to meet the requirements of the pupils. It closely follows the S. S. L. C. syllabus and as a book for quicker revision it will be useful. It would have been better if the author had outlined the commercial methods of large scale production of the several useful chemicals. Such a treatment would not only add interest to the study of chemistry but would create in the readers a live interest in the subject, taking him beyond the bounds of the fettering examination. Questions given at the end of each chapter form a useful feature of the book. Very valuable information is also given as appendix at the end of the book.

*An Oxford High School Chemistry* by A. D. Joshi. Oxford University Press. Price Rs. 2-8-0.

This book on elementary chemistry will serve as an useful introduction to the subject. Though it is not prepared in strict accordance with our S. S. L. C. syllabus, it can well be used as a text-book in our High School. The chapters on atomic weights, Valencies and equations, though not required by the syllabus will help to an intelligent grasp of the essential principles of chemistry. The last chapter, "Additional matter" introduces the reader to the modern concept of atom, important chemical laws and to the commercial method of preparing sulphuric acid. Each chapter has suggestions for practical exercises and a number of questions. Besides, Test papers, including questions from various High School examinations are given at the end. The illustrations are neat and descriptive. The get-up of the book is good.

*English Grammar for Today* by R. W. Jespson. Longman's Green & Co., Ltd.

This book as has been admirably put in the foreword by P. Gurrey, B.A., Ph.D., presents facts of grammar sensibly, clearly and simply. It treats language 'as a medium for thought and expression without emphasising on mere forms and formulae'. In this book 'the ways of words are set out in clear natural language'. We commend this book to all engaged in teaching English Grammar for it will enable us 'to discover the potentialities of words and their structures to express all the diverse meanings that we may have in mind and wish to crystallise in language'.

The first section treats with words and parts of speech. The three other sections are devoted to sentences, their forms and structure, their synthesis and analysis.

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