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No. 7

THE ROLE OF SENTIMENTS IN CHARACTER TRAINING

BY

PROF. ANJILVEL V. MATTHEW, KOLHAPUR

Though the importance of education is widely recognised, there is no agreement regarding its chief purpose. There are quite a number of people who believe that the primary function of education is to provide ideal citizens for the state, citizens who would follow without questioning the instructions of its accredited leaders. There are some who emphasise the future earning capacity of those that are being educated and this is particularly the case in certain influential quarters in India to-day. Some again there are who emphasise the cultural role of education. So too there are those who believe that the highest purpose of education is the development of the individual as an individual. The advocates of all these divergent views on education are however more or less agreed that whatever be the particular aim of education advocated, training in character forms an important and integral element in all educative process. Let us therefore look at the problem of character training a little more closely.

In the development of character emotions and sentiments play a very important role. Emotions give change and colour to life. Without them our lives would have been monotonous, drab and prosaic. Emotions save our lives in this respect by introducing plenty of change into what otherwise would have been an existence of dreary, dull evenness. Pleasant emotions such as joy and sense of success lead to greater effort on the part of the subject who with renewed courage proceed to excel the performances of others and his own previous record. Great and momentous decisions and choices are sometimes made on the wave as it were of a great emotional upheaval—steps which would never have been made had it not been for the inrush of feelings at the time. Such choices have made or marred lives of numberless individuals and of even public bodies. The part that emotion plays in art is generally recognised.

Works of art such as poetry, music and painting are created by persons who have marked emotional experiences and who want to share their experiences with others. Even for the appreciation of such works of art our emotions should be mildly aroused—a fact we seem to forget in our schools and colleges, where the appeal is too often to the cognitive intellectual side of life and the emotional aspect is not rarely left to shift for itself.

Things that are highly beneficial when moderately employed may become positively injurious when inordinately indulged in. This is true of emotional experience too; for though without our emotions being touched we fail to rise to high standards of achievement in any direction, we also recognise that an intense emotional stir may often be productive of grave evils. Emotional excitement interferes with the routine functions of our physiological system, affects skill and learning and the cool process of thought, and creates problems in social conduct. A whole volume can be written on the issues mentioned in this paragraph. We shall however be satisfied with the mention here of a few concrete facts. Regarding the first of the points mentioned, interference with physiological functions, Susan Issacs mentions in one of her recent works some remarkable instances. A new nurse expressed shame and disgust at the "dirty" habits of a child of two. "At the end of six weeks the boy was so terrified of not being clean that he was waking at all hours of the night in great anxiety, and running to the w.c. every few minutes during the day. And he had developed a bad stammer. The nurse had gained her end—but at what cost!" She mentions another boy who as a result of a nurse's scolding for wetting his bed failed to urinate for twenty-seven hours. Emotional causes may give rise either to bed-wetting or diarrhoea in children or sometimes the opposite symptoms of constipation or retention of urine. Serious forms of illness such as nervous break-down, blood-pressure and diabetes are not rarely brought about by continuous worry and anxiety. Emotional tensions cause anti-social conduct such as hooliganism, stealing, libelling one's neighbours, etc. People are sometimes so torn within themselves that they cannot maintain any equanimity of mind, and they feel driven forward to some practical expression of their wild, untamed feelings through word or deed, and we onlookers call it a problem in behaviour—and in more serious cases, a crime.

Emotions are simple or complex. The emotion of fear for instance is a simple or primary emotion. But when we speak of *admiration* we really refer to a complex or blend of different primary emotions. When we admire a great national hero like Gandhi or a poet like Tagore, there is a tinge of fear in our emotional make-up—we would not think of taking liberties in their presence, much less with them. There is the un-

istakable element of negative self-feeling. There is even an element of positive self-feeling, for we identify ourselves with the hero and feel certain satisfaction that we are akin to him and that we too share his glory. Similarly when we speak of *pride* we experience a positive self-feeling a sense of superiority. The feeling of acquisitiveness is also present to a certain degree in this emotion—we are satisfied that we possess something which others do not have. A sense of satisfaction that comes through membership of a hero also is an element that enters into the emotion of pride. Similarly we can analyse into simpler emotions such complex emotional experiences as gratitude, reverence, amazement, indignation, etc. These emotion-blends are made up of a number of primary feelings that are called forth by the combined working of two or more instincts.

What is known as a sentiment is a still wider and more comprehensive system of emotions, a system that tends to call forth a number of different instinctive reactions in its service. It is different from an emotion simple or complex in that it is more closely associated with a conative urge, is more abiding and permanent than an emotion. It is as if there were a system of organisation operating as one scheme or pattern. "A sentiment," as McDougall puts it, "is a system in which a cognitive disposition is linked with one or more emotional or conative dispositions to form a structural unit that functions as one whole system." Take for example the sentiment of patriotism. If we are patriotic we love our country; are afraid when its freedom or prosperity is endangered; feel angry towards its enemies; identify ourselves with its heroes; are inclined to subordinate our personal interests to its larger interest; glory in its past and present achievements and feel sorry when something goes wrong with it. Here the country is a cognitive object, and a number of emotional and conative attitudes are formed round the cognitive object. We are not only not indifferent regarding it so far as our feelings are concerned, but we are inclined to strive or be active on its behalf.

Sentiments however are products of growth. Though they are related to natural propensities they follow a certain course of development. As a matter of fact an individual starts life with very few sentiments and those few are related to his personal biological needs. In course of time he is able to recognise not only his needs but also those persons who minister to his needs: his mother who slaves for him, his father who gives him a sense of security, and his brothers and sisters who make his life easy by their sharing some of his experiences. Thus he develops a sentiment for his home. As he grows older he develops a sentiment towards his play-mates whose presence he does not yet consider a blessing in itself, but without which he realises he does not have any scope to assert

his own superiority. Later on, with the approach of adolescence, there dawns in him a more real spirit of friendliness to his companions whom he now regards as his comrades and whose opinion regarding himself he highly prizes. Thus arises genuine group loyalty, which implies not only a sentiment for the group as such, but also for those abstract virtues and ideals which the group holds dear.

In the course of this development, sentiments gather round a person like the father or mother, a group of persons or an institution like the family or a club or a church, a material thing like the photo of, or a book used by, a departed friend, or an abstract virtue like justice or fidelity or generosity. However they arise, sentiments are dynamic in nature; they supply the driving power that motivates behaviour. One who lacks the dynamic energy of sentiments is dull and lethargic in all his ways. He is a stranger to that enthusiasm that enkindles the imagination of a noble soul and surrounds all his achievements however humble they be with the halo of disinterested zeal. As a matter of fact the strength of one's sentiments can be gauged by the amount of sacrifice he is prepared to undergo in its pursuit.

As in all life processes the law of exercise is operative in the development of sentiments also. The more a sentiment is exercised, i.e., the more attention is given to the object of any sentiment, the stronger grows that sentiment. For example let us consider the sentiment of loyalty to one's school: the more this loyalty is called forth by suitable stimuli the more is its pull felt by the individual concerned. If any one student takes a special interest in its progress in his capacity as captain of its football team or secretary of its debating union or leader of its football team or secretary of its debating union or leader of its social service league, his interest in that school is naturally more alive than that of a passive participant in these enterprises; and the more actively he works for the school the stronger is his sentiment for it.

If sentiment can grow and become stronger and deeper it should be possible for it to decay and eventually to disappear through negligence or disuse. That is how in every movement, however pure and lofty its ideals and however strong the momentum of its original enthusiasm, we often find not a few back-sliders—men and women who made a start in the race but who failed to continue steadfast in it. This fact is of particular importance to those entrusted with the training of character of the young. The beginning is important in all moral achievement, but those only are counted worthy of honour who are true and faithful to the end. It is possible for a person to develop a sentiment; but it is equally possible for his enthusiasm to become so cool that it may de-

teriorate into active hostility. Some of the worst enemies of any virtue or of any good cause are to be found in the rank of those who paid deferential attention to it at first and then fell away.

Sentiments are also contagious. When one individual evinces enthusiasm for a cause others are affected by it, and in course of time the whole group tends to show the influence of its prominent members. Participation in common activities and rituals and ceremonies are of special significance in this respect. They promote the group sense of the members of the community and strengthen their sentiment of devotion to it. Speaking of educational institutions in particular, the various extra-curricular activities possible for its members—such as theatricals, social service, competition with other schools in sports, and co-operation with them in organising inter-school exhibitions—are important not only as they extend and enrich the intellectual apprehension of the young but also as they broaden their sympathies and develop their sentiments and loyalties. On the other hand those teachers and managers whose vision does not extend beyond the daily grind of intra-mural activities are mere vendors of useful information who starve out the emotions and sentiments of the young. And the result of emotional starvation is similar to that of physical starvation in that the hungry have a tendency to feed themselves without moderation or discrimination on anything that seems to promise satisfaction. Where there is no scope for the healthy functioning of sentiments, likes and dislikes of a morbid nature are likely to crop up and to express themselves in a social or anti-social conduct.—

Hence the importance of caution in regard to one's attitude to sentiments of hate. No one can deny that hates and dislikes too, like loves and loyalties, have a certain place in the development of the moral self, especially when they are directed towards some vice or moral evil as cowardice, unfaithfulness or dishonesty. Hatred or contempt, however, entertained against some definite evil trait or traits in others may degenerate into a hatred towards the persons who harbour the evils in their life. This is a dangerous practice as it cuts at the very root of social life. Similarly inculcation of narrow ideals of patriotism or party loyalties makes it hard both for the leaders and the followers of the group concerned to enter into healthy social relations with members of other groups except on terms of blind competition and hostility. Hatred, suspicion and fear are as baneful in the life of groups and nations as they are in that of individuals. In times of war especially the contagious nature of sentiments referred to above makes itself particularly felt and forces of passionate rivalries and rapacious hatred seem to stride triumphantly across, and it takes years of pain and disillusionment for militant

people to realise—and some do not seem to realise it at all—that co-operation, neighbourliness and sympathy are better than mutual suspicion, war and hatred.

The role of sentiments should however be differentiated from that of sentimentality. When a man gives expression to the existence within him of a number of good sentiments without that steadying and conative influence of a master-sentiment, we feel disinclined to give any credit to his sentiments, and we call him a sentimental person. Sentimentality is a paltry substitute for a system of sentiments. One who weeps over the sorrows of a hero in fiction and does not care to raise a finger in aid of his suffering neighbours is sentimental when a sensible man's sentiments are stirred within him he tries to re-act in an appropriate fashion by doing something to further the good towards which he feels drawn or to counter-act the evil which he abhors. One who does not do it merely indulges in cheap sentimentality which in the long run is more productive of evil than good to his own moral self—not to speak of his influence on others. No one has any respect to that kind of renunciation which in Sanskrit is known as *smasan-vairagya* or *puran-vairagya*, an ephemeral wave of emotion that passes over one when he attends the funeral of a friend or listens to a heart-stirring religious talk given by a self-sacrificing saint.

Not only in the realm of knowledge but in the realm of right conduct the axiom holds good that there is no impression without expression. When we are moved by a noble thought to do something good, we should do something practical to translate that emotion into an act. Let the expression be, as James says, the least thing in the world—speaking gently to one's grandmother, giving up one's seat in a horse carriage (or a bullock cart or a motor-bus, as we may put it), if nothing more heroic offers; but let it not fail to take place. Our failure to respond in some little way to a noble sentiment will "hinder future resolutions and emotions from taking the normal path of discharge."

CUBS, SCOUTS AND ROVERS

By

DIWAN BAHADUR K. S. RAMASWAMI SASTRIAR,

(Continued from page 547 of Vol. X, No. 10.)

The Scout movement is divided into three branches :—

1. The Wolf Cubs for boys of 8 to 12; (the aim being to develop individuality).
2. The Scouts, for boys of 11 to 17; (the aim being to develop the sense of service).
3. The Rovers, for young men of 17 and over; (the aim being to carry forward the Scout ideals into citizenship).

The wolf Cubs are so called with the object of appealing to the boy's individuality and his sense of romance. The Wolf is supposed to symbolise the ideals of keenness and purity and obedience. "To the wild tribes who brought scouting to perfection, the Wolf is the perfect scout. And so we call the junior scouts Wolf Cubs, and thus find ready to our land a symbol of innocence, and the gaiety of nature; of obedience founded upon the realisation that the old Wolf knows best and is in authority; of an alertness and eagerness to learn, so becoming the skilful Scout of the Jungle." I have always felt that the idea of associating Wolves with scouting was due to a mere accident. If the scout movement had originated in India, the story of the RAMAYANA would have given us a different symbol altogether. The wolf cubs are taught chiefly through the medium of games, stories and little ceremonies founded upon Rudyard Kipling's *Jungle Book*.

The Scouts are, as already stated, boys from 11 to 17 years of age. A scout should know the Scout Law. He must learn about the flag about the uses of the Scout Staff, and about the tribal signs and salute. He then makes the scout promise. He then becomes a member of the Patrol or gang of six others and should do what he is told by the Patrol Leader. He must feel that his honour can be trusted. He begins as a Tenderfoot, i.e., on the lowest rung of the ladder. He then becomes a Second Class Scout and eventually becomes First Class Scout. He can win various badges of proficiency for excellence in various branches of service. The badges are worn for the honour of his troop. He is full

of **ESPRIT DE CORPS**. He rejoices in his self-imposed discipline and he takes delight in doing good turns. He takes a keen pride in his uniform. He comes an expert in camping.

Rovers are Scouts who are 17½ years of age and above. They are called so because at that age the boys move on or rove from the restraints of childhood and boyhood into the freedom of manhood. But the freedom of every man is limited by the freedom of all others. The rovers are constantly moving into expanding horizons. They must be and must feel themselves to be and must be felt by others to be like the Knights of Arthur's Round Table.

First and foremost, a Rover should be full of energy. Just as what attracts us most in a child's face is innocence and in a boy's or a girl's face is winsomeness, so what attracts us most in the face of an adolescent is energy. He should not be wanting in gentleness and tact. But he must be bubbling over with energy and power. This does not mean that he should clamour for success and admiration and applause. His must be the girl loin and the tended lamp. His energy must show itself not in mere revolt against authority but in his practical readiness to join and serve all good causes—his quest of adventures of the soul.

The above word **QUEST** contains the secret of the Rover's temperament. Quests are undertaken in a spirit of comradeship. Adventure implies elements of joyousness and preparedness to meet the unknown. Comradeship implies the elements of sympathy and co-operation. It needs generosity as much as justice. It demands respect for others as much as self-respect. The Rover must further have the qualities of hero worship and loyalty in regard to persons who are his superiors in character and experience.

The first quest that should be undertaken is organisation. The success of modernity is due to its organising power. Much hard work has to be done before an organisation is planned and perfected. A large number of small difficulties will constantly arise and must be met and smoothed in a spirit of toleration and sympathy without surrendering vital principles. Here as elsewhere we must remember the three all important words, viz., tact, push and principle.

A much more important quest is the quest for service. The field of service is vast, and hence different rovers can equip themselves with efficient knowledge and skill for different forms of service. In India they can render very valuable service during fairs and festivals. They can help the Police officials and the Hospital authorities for traffic regulation and during accidents. In India where illiteracy is rampant they

can do their bit to educate the people and thus pull up India to the level of the most forward countries of to-day.

The Chief Scout says well; "By Rovering I don't mean aimless wandering, I mean finding your way by pleasant paths with a definite object in view, and having an idea of the difficulties and dangers you are likely to meet by the way." A Rover must not only have strong and serviceable hands but must have smiling lips and a sound head and a jovial and affectionate heart. He must have not only physical courage but also moral courage. He must as readily stand up for his convictions as he stands up against ill-treatment.

The Chief Scout says further, "Rovers are a brotherhood of an open Air Service. They are Hikers on the Open Road and Campers of the Woods, able to shift for themselves, but equally able and ready to be of some service to others. They are in point of fact a senior branch of the Boy Scout Movement—Young men of ever seventeen years of age." He says further: "The Rover Brotherhood is not only a brotherhood but jolly brotherhood with its camp comradeship its uniform, and its 'dens' or meeting-places all the world over." Since it is a Brotherhood of wanderers, you can, as a member of it, extend your travels to foreign countries and there make friendships with Brother Rovers of other nationalities. This side of our Movement is not only interesting and educative, but is going to make a real step in insuring the future peace of the World through mutual goodwill."

The Chief Scout says further: "The aim of Rovering is brotherhood and service of others. The object of the Rover training is to enable young men to develop themselves as happy, healthy and useful citizens and to give each his chance of making a useful career for himself". Thus Rovering "provides Scouting for young men with its joys of Backwoodsmanship and Nature-craft" and at the same time "gives them the opportunity of doing useful service for others". "A Rover should specialise in some Scout Activity or other, in some form of service, in some hobby or job of handcraft". It is done both to promote self reliance and to enable the Rover to take the lead in one way or another, because the main object is to enable him to acquire a sense of responsibility and become qualified for leadership.

Rule 256 says "Rover training is a continuation of that given to Cubs and Scouts with the same objects as are laid down in Rule 1, but with wider outlook, and with the added object of helping Rovers to make useful careers for themselves. Rover Scouting covers the period during which the young man's finding himself, i.e., developing his character and his powers by training them and endeavouring to put into

practice in a wider world the principles of the Scout Law". I have referred to Rule 1 already. Thus during the period of Rovering the character and ability of the Scout undergoes a further development. The Rover must become more and more self-reliant and must, to use the Chief Scout's expressive words, "paddle his own canoe".

Rover Scouts are organised as a "CREW" under a "Rover Leader". A Crew consists of two or more "Patrols" of half a dozen Rover Scouts under a "Rover Mate". No minimum number is fixed for a Crew, which is subdivided into Patrols as may be suitable. The Rover Scout Crew is normally a part of a Scout Group which consists of all three sections of the Scout Brotherhood—Cub pack, Scout Troop, and Rover Scout Crew. Each member of the Patrol should have his own special duties in the work of the Patrol, such as keeper of Camp stores, the Scribe, the Purse holder, the Hike manager, Study Leader, Social Entertainment Manager and so on.

F. W. W. Griffin says well: "Scouting is not only a game and educational pastime for boys, or even for men to pursue with boys. Boyhood may welcome it as a call to the delights of a brotherhood of the open air and woodcraft, to fascinating occupations in the club room, to sporty good turns and to the realisation, in some cases, that Scouting opens up a way for a boy to begin to help his country. Manhood, forsaking nothing of all this should take a wider view and realise that a direct continuation of Scouting, its expansion and a wider application of its principles and practices in everyday life are possible, and indeed, obligatory on each loyal man-scout. To such an extension of Scouting the term Rover Scouting is rightly applied, and although one cannot invariably use the word Rover Scout, owing to its greater length making it a trifle stilted, it should never be forgotten that no one can be a true Rover without being a Rover Scout. Rover Scouting is a special outlook on life; the outlook of a man-scout—It leads to self discipline and self-reliance, to an honest pride in work, to a clean patriotism, and to the relating of all these to your service of God." Thus Rovers apply the principles of Scouting more intensively and extensively to life and at last they become ideal citizens. They do not cease to be scouts and they find their fulfilment in citizenship. Therein lies the truth of Lord Kitchener's famous saying on 1st July 1911 at Hyde Park: "Once a Scout, always a Scout."

The Chief Scout says, "it is not possible to run Rovers without a den". The den is a place "for making things, doing things and storing things, as well as for talking". "Its decoration must speak of woodcraft and pioneering". The Den must illustrate and assist the activities

of the Crew" (F. W. W. Griffin's Rover Scouting). Mr. Griffin says further: "The den should be a centre of activity as far as handicrafts are concerned, Rovers ought to be offered the choice of several, and be able to practise one at any rate steadily for a year". He speaks of "the Rover Den with its ever-changing and yet continuous programme always tending to one end—self-development for and by 'service', the Rover motto". He further says: "The Den programme must, therefore, include advice and assistance in physical self-training by sports, hiking and camping; instruction in woodcraft and towncraft, opportunities for developing observation and the growth of the mind chances of united quests of service, and help in your own ventures, initiation into the secrets of healthy growth and reproduction; and the attaining of that illumination which admits you to conscious comradeship with your Creator".

Mr. F. W. W. Griffin says well: "The Rover Scout is the frontiersman of Scout Service, and Scoutcraft in his case, therefore, involves insuring his being supplied with the right frontier activities in the present, as well as receiving the right training for the future. His frontiers may be classified under six headings:—the Vocation; the home and family; the Scout movement; working for his country in some definite way; augmenting the world-wide brotherhood of Scouting; and helping forward the kingdom of God".

The chief Scout says: "By the term Scouting is meant the work and attributes of backwoodsman, explorers and frontiersman". Such a spirit of exploration applies as much to towns as to forests. Mr. F. W. W. Griffin says well in his work "ALWAYS A SCOUT": "What a great need there is today, for example, for men to help their country by exploring the backwoods of life in the factory, office, pit, profession, etc., by facing up to the actual conditions there, and by blazing a glowing trail of the Scout Law—honourable and honest labour, loyal co-operation; useful, skilled and generous service to mankind; warmhearted good fellowship; courteous dealings with all, even with the discourteous; sympathy with all God's creatures; submission to all lawful authority; cheeriness; thrift, coupled with generosity; and clean thinking and living. Such men, and there is growing number of them are indeed "frontiersmen" and also, for along their little line of territory they patrol darely, guarding the safety and happiness of those with whom they come into contact, and inspiring them to take up the game of pioneering citizenship".

Thus Cubs and Scouts and Rovers must aim at an allround culture. They should first of all take part in manifold athletic activities. They must be fit and keep fit. Civilisation leads to air-starvation and sunlight

starvation. Scouting must help to correct this error. There is a beautiful stanza in Gerald Gould's **WANDER-THIRST**:

"I know not where the white road runs nor what the blue hills are,
But a man can have the Sun for a friend and for his guide a star,
And there's no end of voyaging when once the voice is heard,
For the River calls and the road calls, and oh! the call of a bird".

But such a physical discipline must be practised in moderation. There must not be any sense of strain. Athletics is not an end in itself. Eating and sleeping and exercise should be practised in moderation and in proper measure. The Bagavad Gita declares this to be necessary even in YOGA. If to such moderation we add early rising and bath in cold water and rhythmic breathing and breath control (Pranayama) and meditation, we are sure to have perfect health. We must never sleep during the day. We must go to bed early and must not keep late hours. No amusement is worth the sacrifice of health. We should practise some music. It will give us health and happiness and holiness.

As regards food, it is hardly necessary in India to discuss the value of vegetarianism. Whatever be regarded as the proper food of adults, there could be no doubt about the need for taking cereals and vegetables and fruits so far as the youth are concerned. Fresh fruits and vegetables contain vitamins which are the main factors of life and energy. We must chew our food well. For this purpose we must keep our teeth clean. It is well to clean the teeth after supper also. We must not eat sweets in excess and must not imbibe alcoholic drinks. We must take pure cold water when we are thirsty. We must eschew tobacco and other poisonous stuff.

As regards exercise, Scouts should cultivate the modern games which not only give recreation and open air life and physical culture but lead to the cultivation of comradeship the teamspirit. Such games are cricket, football, hockey, golf, etc. But the Scouts should not ignore the cheap and excellent indigenous games such as Danda etc., The world champion wrestler is an Indian, by name Gama. He says: The general health of India has deteriorated for we are not practising our old ways of exercise. I am sorry that we Indians have become so much enamoured of western education, Western civilisation and Western exercise that we have forgotten our civilisation and the manly Indian exercises". The Scouts must practise also waling, running, mountain climbing, swimming, rowing, fencing, etc. Hindu Scouts must take to Suryanamaskara also, as it will give them good health and keen vision and mental vigour.

A true Scout is always eager to camp out. He loves to pack his kit and trek away and pitch his camp. He makes his own fire and cooks his food. He loves nature in her own home. When he comes back, he comes back healthier and happier and halier.

A scout camp is not a military camp or a mere picnic. It does not mean mechanical drilling or mere idle pleasure. But it means self-help, cheerfulness, and service of others. It means a spirit of adventure. It means a love of open air. It means a spirit of pioneering and exploration and initiative. It means a love of hard work and a ceaseless cheerfulness.

IS THE LIBRARY SERVICE ADEQUATE? *

By

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Mr. President and Gentlemen,

I have been asked to answer a definite question enunciated by your President—is the Library Service adequate? To all appearances, the question would demand a monosyllabic reply—“yes” or “no”. I am sure, however, that the President does not expect so brief an answer. Nor does the question admit of it. The fact that I have been asked to take twenty-five minutes in answering shows the intention of the President.

We have first to agree upon some unit of measurement of the adequacy of library service. Secondly, we must agree upon the minimum number of units required. So far as this latter aspect is concerned, perhaps the only possible course is to compare the adequacy of library service here with what obtains elsewhere. But it is possible to think of several units of measurement. Let me consider a few with you to-day.

One obvious unit of measurement of adequacy is the number of books available in the public libraries of a country. Using this unit let us compare Madras with, say, England and America. England has 28 million volumes in its public libraries. America has 68 million. Though no accurate census has been taken for the province of Madras, from the data I have been collecting of late, I may say that the number of volumes in the libraries open to the public in the province is less than $\frac{1}{2}$ a million. The figures $\frac{1}{2}$ a million, 28 millions, 68 millions will surely produce in your mind an adequate impression of the inadequacy of library service in our province.

It may be argued that the total number of volumes is not a reliable measure of adequacy. If this Rotarian Club of Madras has a library of 1,000 volumes for the use of its members, it is not proper to say that its library service is inadequate in the sense of the contrast between 1,000 and 68 millions. You will agree then, that a better unit of measurement will be the number of volumes per capita in a community. Here are

some figures, from this point of view:—Norway has 3 volumes per capita, Sweden has $1\frac{1}{2}$ volumes per capita. England and America have each $\frac{1}{2}$ a volume per capita. As for the province of Madras, it hasn't even 1/100 of a volume per capita! Even if we confine ourselves to the City of Madras, we have only less than $\frac{1}{2}$ a volume.

But there is still another consideration. Even the number of volumes per capita may not be a truly significant measure of the adequacy of library service. After all, a mere collection of books is not equivalent to library service. Library service is rather measured by the extent to which the community uses its collection. In other words, a more appropriate unit for measuring adequacy of library service is the number of volumes issued in a year from the public libraries—and here again the issue per capita. In Czecho-slovakia each citizen borrows 18 books per annum. In Denmark 5 books per annum; in England 4 and in Germany $1\frac{1}{2}$. But in the City of Madras the issue per capita is only $\frac{1}{2}$ a volume. And if we take the whole province, the issue per capita is not even 1/1000 of a volume!

Yet even the issue per capita may not be reliable. A few bibliophiles who spend more time in the library than elsewhere can easily swell the issue per capita. In fact, I am now reminded of an extraordinary occurrence in one of the Panchayat libraries in a neighbouring district. Partly due to the persuasion from the Madras Library Association, the District Board opened some Panchayat libraries and at our suggestion it also appointed part-time readers to read to illiterates at appointed hours. For this duty the President of a particular Panchayat Board selected a clerk of the Panchayat Office who was his favourite for various personal reasons, and gave him the reader's allowance of Rs. 4 per mensem. Some months after the scheme had been started, I toured the district to see how it was working. In the Panchayat library mentioned above, the person in charge was showing me round. I learnt from him that the issue was very heavy and that almost every book had been issued at least once. I was very pleased to hear it. But it was too good to be true. When I looked into the issue register I found that the name “Ramaswami” figured very prominently under the heading “Borrowers' name.” In fact 95 per cent of the entries showed “Ramaswami”! I asked him whether that particular village had so many “Ramaswamis”! But he said that he himself was the only Ramaswami of the place. This explanation of the high issue per capita took my breath away. When I asked him how he found time to read so many books and why he would not give them to others, he innocently replied that the President had appointed him Reader and if he were to read all the books quickly he would get an increment,

*A lecture delivered at the Rotary Club, Madras, 19th Nov. 1937.

The danger illustrated by this Ramaswami's administration of the library should be remembered in judging the adequacy of library service!

A more appropriate unit for measuring adequacy of library service will evidently be the percentage of the population that is actually reached by the libraries. Here are some comparative figures:—In Denmark 16 per cent of adults are members of public libraries. In England and Sweden 12 per cent use libraries; in Germany 2.6 per cent. In Madras I very much doubt whether one in ten thousand uses the public libraries! Even confining ourselves to graduates, of whom there are about 34,000, only about 3 per cent use public libraries.

There is still another way in which the adequacy of library service can be measured. We may examine the nature of the books contained in the public libraries in relation to the interest of the public. In this matter, however, I must spend a minute in explaining to you a great change that has come over the library movement, in most of the countries of the world. In India the library movement is still in the pre-natal stage and so it will be rather difficult for us to realise from our own experience what modern library service means. We have really to look abroad for light. In many western countries the library movement is already in full swing. Not entirely by its own initiative. Those who promoted libraries had intentions which soon proved to be far too limited. None knew at the outset all the functions a library could perform. But gradual discovery of these functions has led to a better enlargement of vision in library service. Books are now being served in the homes of those who could not be attracted to the libraries by any other method.

In India to-day there is the danger of library authorities looking at librarianship from the point of view of the past, discarded everywhere else. There is also the danger, so fully illustrated by history, of librarians with progressive views being obstructed and administratively, if not actually, stoned by those in power.

The primary duty of the earliest librarians was to conserve, to defend the book from users. They were keepers of books. Even to-day the librarians of the British Museum are called Keepers.

In a later phase, lasting up to a generation or two ago, the librarian was usually a book-man, a bibliophile, a literary gent who loved and understood his books better than he understood those who were and might have been his readers. We do not wish the love of books *que* books to be lost to librarianship: a keen sense of book values is *essen-*tial. But for us books are essentially instruments, chosen and to be used, for certain purposes. The danger that I have pointed out is the

danger of looking at libraries from the wrong angle that of books rather than of readers.

In India, which has been the field of a daring experiment in the possibilities of bureaucratic administration, there is the danger of a third type of librarian being evolved. This librarian may look upon a library neither from the angle of books nor from the angle of users. He may look at it from the angle of his own rights, privileges, prestige and enjoyment. His love of his own comfort may blind him to the comfort of readers. He would rather restrict the service to the public than forego his private conveniences. The penal clauses of the library rules will loom large in his vision. In other words he may look upon himself as an "Officer." Who knows what that outlook means!

But the post-war concept of librarianship has completely ousted the "Officer" spirit. It has even allowed the books to recede into the background and has brought into the centre of the picture the readers—actual and potential, with emphasis on the potential.

The primary duty of the librarian of to-day is to convert *every citizen* into a reader of books, not by force, not by special legislation, but by persuasion and by service that is at once prompt and exact. The term *every citizen* includes not only the normal but also the abnormal—supernormal and subnormal. It includes for example not only the intellectual aristocracy but everyone else; not only the classes but also the masses; not only the urban but also rural folk; not only the adult but also the adolescent and child; not only the man but also the woman; not only the healthy but also the sick; not only the free citizen but also the man behind prison bars; not only the literate but also the illiterate; not only the sighted but also the blind.

I have here a concrete example, a list from an English Town with 15,000 readers. Of these 4,000 are women engaged in their domestic work. The remaining 11,000 represent 250 trades and professions. 700 are labourers, 600 clerks, 71 soldiers, 71 surgeons, 71 nurses, 71 umbrella-makers, 71 pawn-brokers, 71 night watchman, 71 undertakers, 71 bus-drivers, 47 butchers, 33 clergymen, 29 cleaners, 22 artists, 22 bar-men, 22 bakers, 13 blind persons, 1 driver, 1 bill-poster, 1 chimney-sweep, and so on.

I wonder how long it will take for an Indian Town to have such a variegated list of readers—such a high pitch of adequacy of library service. But I am sure you will grant that neither the bibliophile librarian nor the caretaker librarian nor the "officer" librarian can ever help reali-

sation of such a state of affairs. We want an altogether new type of librarian who harps not upon what he is to get from the library but on what he is to give to it—who focuses his attention not on what he will get from the community but on what he will give it in service.

This new ideal modifies also our view of the sort of books that are to be collected in public libraries. Library service cannot be adequate if bookselection committees will admit only highbrow books into the library. To make library service adequate libraries should have plenty of books of all standards and on all kinds of arts and crafts which will be of interest to all kinds of people. Bodley, whose name has been perpetuated in the Bodleian Library of the University of Oxford, would not allow Shakespeare's dramas into his library. They were too vulgar for him. So he threw away some of the first quartos and folios of Shakespeare that found their way into the library. His successors had to spend fabulous sums years later to acquire representative copies of those very quartos and folios. I mention this because in India of to-day, the gulf between the English-educated intellectuals in whose hands all power is concentrated, and the 98 per cent who form the rest of the population is so great that there is a danger of mutilation of library service by the adoption of high-brow standards of selection.

Finally, we have to remember that adequacy of service is not completely measured in any of the ways we have discussed. Service is something essentially qualitative and does not lend itself to quantitative measurement. The essence of service is elusive, intangible, invisible and may thus be missed and unprovided for. It consists fundamentally in *personal service* to readers. That should be understood to be the most important function of a library. A famous British Librarian said that a log of wood with a reader at one end and a librarian of the right type at the other interpreting a book to him would constitute a library, but a collection of a million volumes in which there is no personal service remains merely a collection.

This post-war conception of the true function of library service demands the elimination of the care-taker librarian, the bibliophile librarian and the officer librarian and the recruitment of service-minded, service-intoxicated librarians. It is also reflected in the provision of special staff to render this personal service to readers. It is called the "Reference staff". Its business is to establish contact between the right reader and the right book in the right manner at the right time. In the provision of reference service our country is still far behind. The Authorities of our University, I am glad to say, have been quite alive to this problem and they were among the first to provide a full-time reference

staff, though inadequate in strength. I trust that each of the distinguished members of the Rotary Club of Madras with his rotary ideal of service in personal, business and community life, will become a centre for propagating this principle of library service and will do all he can to bring about a state of affairs in which every town will have a public library with a good assortment of books, thronging with readers and manned by an adequate army of men, fired with love of service, looking upon service and not their own personal comforts and advancement as the summum-bonum of life,—men for whom such a life of service will be the sole reason and aim of their work and of their seeking to be borne on the cadre of librarians.

APPRECIATION AS AN AIM OF POETRY TEACHING

By

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It is a matter of common knowledge that every teacher writes down a few aims for every lesson that he proposes to give. He would consider his work as satisfactorily done, if these aims were achieved. Thus, the teacher of English Prose, has, for his significant aim, the drilling of the pupils in new language forms and correct pronunciation. The formulation of an aim, therefore, is considered a necessary requisite. We often find teachers of poetry stating 'appreciation' as the primary aim of their teaching. Most unfortunately, nothing more than the mere statement of the aim is done by the teacher. The ambitious aim stands merely stated; not achieved. Peep into a poetry class in India; memories of your experiences in a Surgical room will at once occur to you. Poems will be cruelly treated; they will be mercilessly cut into countless pieces, analysed to an absurd extreme. Their beautiful skin will be peeled off. The skeleton alone will be presented in all its naked horror to the terrified audience. The poetry teacher will impress you as one skilled in Anatomy. He will perform a thousand operations on the poems and twist them out of shape. But look into his notes of lessons. You find 'appreciation' written in bold letters. It is just like cutting out the beautiful limbs of a beautiful damsel to appreciate her beauty. But such is the state of affairs.

Yet, no doubt the real aim of the poetry teacher is and must be to teach appreciation. The only thing about poetry that is worth teaching is the enjoyment of it. The idea of teaching appreciation might sound ridiculous and funny. Yes, in a sense it is ridiculous. It is ridiculous in the sense that true appreciation is never taught; it comes spontaneously. But be it noted that the word is used in a different sense to mean 'guide'. While it is impossible to teach appreciation it is quite possible to lead young pupils to the appreciation of good things. It is impossible to make a horse drink (for it is in the power of the horse only); yet it is possible and necessary to take the horse to water. If the horse is thirsty it will certainly drink.

What is appreciation? It is very difficult to explain it in a satisfactory manner. Definitions have been attempted but none of them can

be satisfactory. It is as difficult as the other word 'pleasure' to define. The dictionaries are content to give synonyms like 'value', 'estimate'—which make us none the wiser.

It is also unwise to attempt to define or explain appreciation. But our inability to define it clearly, does not mean that we have not understood the term and its significance. We certainly know what it is though we cannot express clearly what we feel about it. At least we are able to explain it by examples. Our eyes see Beauty. They enjoy it. We unconsciously say that we 'appreciate it. Here we have used another word, 'enjoy.' And this leads us to a point of importance Viz., that we appreciate because we enjoy. What is enjoyment? It is a feeling which we get when our sense perceives its most congenial object. For instance, when we say we enjoy music, it is implied that we do so only on account of our sense of hearing perceiving the music sweet. Likewise we enjoy a dish, we enjoy a show, we enjoy a bath, we enjoy a fine scent. Thus, appreciation, we have noted, is the result of enjoyment. Negatively stating it, without enjoyment there cannot be appreciation.

The question we must address ourselves to next, will be, why talk of appreciation with regard to poetry teaching alone? Is there nothing to enjoy in prose? The word prose is itself self-explanatory. However, good prose provides us enjoyment. Who would fail to appreciate the poetic prose of Charles Lamb? While reading Lamb we are apt to forget ourselves altogether. Lamb's prose is certainly more magical in quality than some of the finest poetry. But generally speaking, prose cannot help us so much as poetry to develop the powers of appreciation. If prose is words in the best order, poetry is best words in the best order. Prose does not leave so much impression on the reader or hearer as poetry. Poetry affects the whole man not only through his intellect but through his senses and what is loosely called his imagination and works upon his emotions. In the words of Herbert E. Palmer: Poetry is one of the highest kinds of creative expression and at its loftiest is prompted by what the Bible calls Spirit which is pure Thought perfectly fused with pure Feeling or Emotion, the fusion so complete that it is impossible to discern any division of contact. That which is most highly creative in the Arts is generally sensed before it is understood. It channels through the reader's or beholder's soul through his feelings or emotions (because partly inspired by such) into the analysing laboratories of the brain. The creative impulse is in contact with central rhythms which spring from the source of all things, the Spirit of Light.

Thus in brief the charm of poetry cannot be repressed. It is Beauty pure and simple. To understand poetry is to know Beauty. He must

be a brute who refuses to be touched by Beauty. We appreciate poetry spontaneously even as we appreciate Nature. The same feeling overtakes us. Good poetry certainly makes us fall in love with it at first sight.

Therefore our appreciation of poetry is and must be different from our appreciation of prose.

In this connection, it is worthwhile knowing what Jagger has to say on the subject. He says: The poet's intention in writing or reading his poem is that the same poetic experience shall be revived in the reader's mind. To read a poem is to recreate it with the same degree of intensity. Such an act of revival, if performed perfectly, could only be performed by an ideal reader, by one whose mood is attuned when imagination is alive, whose curiosity is alert, who understands what poetry is and who comprehends the words of the poem. More than this, his experience would have to coincide with that of the poet as would his emotional sensitivity and his rhythmic quality and his power to feel the associations of words. Such a reader would need no interpreter, no preparation; he would get through at once to the inspiration which is the poem. But no two persons have had exactly the same experience and none feel the associations of words in exactly the same way. Appreciation is passive in that it receives beauty. The reader must surrender himself to the will of the enchanter. And it involves feeling although it is not mere indulgence in sentiment. But the enchanter, once he has the reader under his spell, will require him to act—in this sense it is active. His mind must awake to new and more glorious life.

What are our arguments for teaching appreciation to school children? Are the immature young fit for such an instruction? The following are some of the arguments in favour of teaching appreciation to children.

Young people have an instinctive liking for poetic thought. They instinctively like the beauty of language in poetry. Though the pupils will not be able to tell why they like particular parts of the poem, they are able to detect those lines which possess the highest merit.

As Tomkinson has pointed out, there is much in common between the poet and the child. The mind of the poet and the child are similar. The poet lives in a world of emotion and though the head may chasten the heart it does not dictate its outpouring. The child's world too is emotional and both poet and child are imaginative beings. Both have occasions for dreaming. The language of the poet is, in its essential, understood by children. His words are simple, sensuous, passionate; so are theirs. He delights in pictures and colour; so do they. He finds

a joy in the music of words and in the swell and subsidence of rhythm; they also do. The creative instinct is as strong and abiding in the child as in the poet. They are both makers. The poet labours to make a piece of beautiful work which will have its chances for all time; and in his work finds truest expression of himself, his highest human opportunities. The child strives after the expression of himself and does it in the same way as the poet by creative work. In short the poet is childish; the child is poetic. Having in view these arguments, Tomkinson has even gone to the extent of suggesting the teaching of 'verse-making' to children.

Further, there is one other convincing argument which argues for poetry being taught to children. It can be best understood in the words of Jagger: The little child cannot see much, but the eye with which he beholds the world does not wear the spectacles of habit and prejudice. He sees Nature in her freshest colours. The school receives him comparatively unspoiled; his mind is not clouded by expectation of death and decay; it has not yet had such commerce with the world that is fixed on profit and loss, or shackled by conventions. He is naturally fitted to appreciate poetic inspiration which is not sophisticated and to respond to rhythm which is not too subtle.

Last, the child hungers for life, and poetry alone can give him all secrets about life in a manner most appealing to him.

We have stated that appreciation cannot be taught but must be spontaneous. Why then talk of teaching appreciation to pupils? Though the instinct for the beauty is native in man, good taste is not acquired without apprenticeship. In the appreciation of art, nurture must supplement nature; we must train the child in the way it should grow and especially in literature, appreciation depends on training. The taste for good writing is an acquired taste and in many of its aspects literature makes no immediate appeal to the untrained child. Once introduced to the beauty of poetry in the proper method, children will appreciate it better than we can.

Stating the method by which appreciation could be best taught in the class, it is proper that we should deal with Reading first. It is a sad mistake which we commit when we think that reading aloud can be very easily done. How many of us have reflected that only one in a thousand reads as reading should be done? Pupils in the school often take pleasure in reading a passage in a sing-song tone. Some eloquent professors and lecturers in India often assume the role of Bhagavathars who perform Harikatha Kalakshepams to emotional audiences. It is no wonder that young pupils who are instinctively imitative, imitate the

voice of such lecturers. Bad habits acquired in the early stages come to stay with us to the last.

The reading which is designed to stir the emotions whether of the reader or of the auditor is reading aloud. Therefore, it is of especial importance in poetry. Poetry can be understood, much more, appreciated only if it is read properly. For understanding prose, silent reading must be practised; but, for the understanding of poetry loud reading is essential. Understanding is difficult, especially for children, if loud reading is not practised; for while it is possible for an adult to hear the music of poetry in silent reading, it is hardly possible for children to hear with the eye. Good poetry, properly read, charms the hearer even as the musical instrument of the snake charmer charms—let us believe it—the poisonous cobra. Poetry is not for silent absorption. It is for reciting aloud. One says his pleasures out while reading poetry. And Tomkinson stresses this point only when he says that much fine poetry is a cry, an exultation, a rapture of the spirit and declares itself most fittingly through the human voice.

If poetry is not read aloud in the class, children may never learn to appreciate it as poetry, since in a child suggestive sound awakens more poetic emotion than delicacies of language. The emotional effect of poetry might be traced in the class and analysed by the children, themselves, if selections are read aloud.

The pupils therefore must be given proper training in loud reading. The best way would be the teacher should first read the poem in the proper manner. It follows, that the teacher should train himself for the task at first. He must; otherwise, he will fall short of the definition of Tomkinson that "A teacher in the literature lesson is in effect a broker in Aesthetics". While reading, the teacher must bring out the force of rhyme and rhythm. The wavy feature of poetry, its rhythm, must never be ignored, while reading. There cannot be poetry without rhythm. Versifiers are distinguished from prose writers in the way they use rhythm.

What is rhythm? "By rhythm we mean the rise and fall more or less regularly, of spoken or written phrases caused by the alternation of accented or stressed and unaccented syllables". Rhythm is like the rise and fall of the sea, rather than the pendulum of a clock. Poetry is essentially emotional utterance, and rhythm cannot be banished from it. "To discard rhythm is to deny the first principle of all poetry to abjure melody, to reduce verse to the level of chopped up lengths of prose". The teacher must read bearing this fact in mind. The pupils

must also be made to understand that rhythm is the soul of poetry. The moment the pupil perceives the rhythm of poetry, he gets the power of appreciation. Scansion need not be taught separately; But the teacher might pass or run on wherever necessary while reading the poem aloud. It all depends on the ability of the teacher. Unless the teacher is thorough with the process of poetic appreciation, the appreciation lessons will degenerate and fall short of that degree of poetic experience of which the children are capable.

Rhyme is also a feature of poetry; but, it is not a necessary feature. If the poems prescribed have rhymes, the teacher should see if the pupils read them with due attention to the rhyme scheme. Rhyme is certainly one of the important elements in poetry which make an appeal to the reader.

Recitation should be a regular feature of the poetry class. The pupils should be taught to recite properly the poems learnt by heart. There is no danger in 'cramming' a poem; on the other hand, there is every advantage in it. The teacher should have taught recitation in such a manner, that if a pupil should recite a poem, the other pupils of the class should be able to understand the meaning of the poem by merely hearing the poem recited. For that matter, while a poem is read or recited by the teacher for the first time, the pupils must at least be able to get a vague idea of what the poem is about. The pupils must not wait for the teacher to give the explanation to know the subject of the poem. If it should be so, the teacher must read or recite the poem with proper gesticulations, modulations of voice, and change of facial expressions to suit the meanings in the various contexts in the poem.

For efficient reading or recitation, the voice of the reader or the reciter must be perfectly trained; for, poetry is only read for the charm of sound. Otherwise, no appreciation arises. An efficient throat is a desideratum. And Harriet Monroe would say: "The reading of poetry should be an easily accessible delight, instead of the bore which it usually is. The defect chiefly to be avoided is a certain high sounding routindity which most pupils assume like a toga when they start to read a poem aloud. Most voices, need training to develop the latent beauty in them; every school should teach the proper use of this delicate musical instrument in us. Given a good voice properly controlled, an ear for rhythmic rhythm and the simplest possible observance of the pitches and tone of poetically enhanced speech and you have the beginning of god reading of poetry—a beginning which practice and the stimulus of the emotional and imaginative intensity may develop into high artistic beauty.

A systematic and a careful training of the ear in the pupils is also of unique importance. A cultivated ear is part of the technique which enables the student to interpret poetry for others and to appreciate for himself. Ear training is the basis of all work in appreciation and it must come first and remain to the last. The charm of poetry is the charm that presents to the ear. The aural appeal is the greatest in poetry. So the attention of the children should be drawn to the charm of sound in language and they should be encouraged to express preferences for nice words.

The meanings of poems appeal as much as their form. The meanings of poetry appeal as much as their form. Great are the intellectual pleasures arising from the meanings. The writer knows many among his friends who would actually shed tears while reading portions of Sri Valmiki's or Kamban's—*Ramayanam* the two great masterpieces which are the best representatives of Sanskrit and Tamil Poetry respectively. The reader of the *Ramayana* cannot but identify himself with the Hero; his joys and sorrows. That is so because he understands the meanings of the verses very clearly and gets absorbed in them. The *Four Thousand—Vaishnavite* eclectic book of intellectual treasure and pleasure—is another which is enjoyed for its excellence of meanings. Understand the real meanings in poetry—certainly they will grapple you to their soul with hooks of steel. To children it is always best to give easy poems. For the pupils can appreciate such poems only which deal with things within the reach of his imagination and knowledge. Those poems requiring elaborate explanation and not springing from universal and simple emotions should not be given to the pupils for reading. Those poems alone are fit for the pupils which present no difficult of any kind. The teacher of poetry it should be remembered teaches appreciation not explanation and paraphrase. Explanation and paraphrase are secondary in importance in the poetry class. They are taught only as part of appreciation study. But unfortunately, in a bilingual country like India, where English is a foreign language, paraphrase and explanation take the primary place and the poetry lesson degenerates into a paraphrase lesson. Though certain amount of knowledge will undoubtedly be absorbed in the Appreciation process, it is purely a by-product. Emotion and not reason takes the initiative and colours the thought. Works of art are not there matters of fact and their cognitive aspect is of secondary importance. To labour verbal explanations in literature is simply to miss the *raison d'être*. It is to mistake the bricks and mortars for the building". So, in order to avoid unnecessary verbal explanation, it is always best to have the simplest and the easiest poems. For instance, the *Rime of the Ancient Mariner* is appreciated for its sublime meaning without explanations being found necessary. It is essential to remember that with

regard to the selection of matter for study procedure must be ordered on the known laws of mental growth.

While it is advised that the teacher should as far as possible encourage the pupils to understand the meaning of choice expressions in the poem independently, it is equally desirable that the background and atmosphere of the poem should be clearly visualised by the pupils. The pupils should be trained to bring before their mind's eye the scene of the *Ancient Mariner* caught 'alone alone all alone alone on a deep deep sea'. They should picture to themselves the sight of the *Mariner* shooting the albatross with his cross-bow. Otherwise no appreciation arises; no understanding is possible.

Poets are known for their high imagination. Though we know that the *Ancient Mariner* is only a 'figment' of Coleridge's imagination, we forget for a while that we are reading a product of imagination when the *Ancient Mariner* proceeds to tell 'The sun's rim dips; the stars rush out'. The touches of realism which the poet gives make the poems wonderfully real. This fact must be carried home to the minds of the pupils. The imagination of the pupils must not be allowed to run riot. It must be in harmony with what is real.

All true poetry suggest atmosphere. Atmosphere is suggested by "the witchery of certain words in combination". Might be the atmosphere might be 'alien to every day experience but we relieve and share in it because it appeals to our imaginative sympathy'. Atmosphere cannot be taught. It must be felt. It all depends on the efficiency and capacity of the poetry teacher; not on his knowledge of facts but on his aesthetic sense, his sense of the Sublime.

The Heart of man is the province of poetry. The poet records only what his heart feels. This explains the varying moods in the poems. The mood of the poem is therefore of very great importance to the lover of poetry. For the poet the mood begets the poem; for his audience the poem begets the mood.' It can only do so if it is read in an appropriate spirit. The teacher's primary duty is to identify himself with the sentiments of the poem. The pleasing mood of the poem should evoke a kindred mood in the teacher. The teacher should lead and the pupils should follow. There is nothing so infectious as emotion. He who would move others must first show that he is moved himself. The appreciation of mood must come of its own accord to the pupils. It cannot be thrust into them. It can come only if the pupils recognize it and welcome it. The sense to appreciate mood never likes to enter hostile doors. The pupils are inhospitable because they are unable to recognize their guest. Then, let the teacher guide the untrained hosts

in the art of receiving desirable guests. It is not a difficult affair to train children. "It is to be believed that the mood may be induced in the child even if he does not grasp wholly the content of the subject matter. In reading poetry to children the teacher may act literally on the advice given by a humourist; 'Take care of the sounds, the sense will take care of itself.' The mood of a poem is associated very intimately with its rhythm and the tone colour of its words and the best and the only way of summoning up the fitting mood for children is to set free the rhythm and the word music in a reading aloud.

It is important to repeat the well known rule of poetry appreciation that a poem should be taught as a unit by itself; it must not be cut into pieces. The dissection of a poem takes away all its charm; it makes the poem an object worthy of contempt. The whole alone can appeal in poetry. The parts are like the dead limbs.

It is true that keen and minute observers possess the capacity to appreciate anything. They are often struck by the glories of Nature. They find sermons in stones, books in running brooks and good in everything. To them a thing of beauty is a joy for ever. They will appreciate the good in everything. Show them round a garden; they are pleased. Give them fine poetry; their pleasure is equally great. For they have acquired the sense for appreciation. Therefore it is best to develop the powers of observation in the pupils. The pupils must be shown good scenery—landscapes—good pictures, good plays, good architecture. They must be taken to places where Nature is at her best. True, poets are born; but it is equally true they are made better poets by Dame Nature. Goldsmith's *Deserted Village* would be less appealing if it were merely a figment of his imagination; It now touches depths of feeling and opens the gates of our vision only because it was a real village which Goldsmith knew, lived in and loved. True love is the basis of all appreciation. It must not surprise us if a boy who used to be sitting near a brook silently watching it as it came from the haunts of coot and heron later developed into a poet. The pupils can be trained to love Nature not by abstract talks on Nature but by being introduced to Her directly. The teacher therefore should afford plenty of opportunities to the boys to come into contact with Nature. It might be suggested here that it is good to have the School in the midst of an excellent garden so that the pupils might spend their leisure time profitably. Then poetry will hold them by a charm which though invisible will be stronger than all the chains by which men bind themselves to the material world. Know Beauty, you will certainly understand poetry and know to appreciate it.

In the teaching of poetry much depends on the teacher. Some would even suggest that poets alone must teach poetry. For poetry must be

enjoyed first and then taught. It is not like teaching Physics or Mathematics. Though it might be impossible for the teacher to be a poet as well, he must necessarily be poetic to appreciate beauty himself. Let him know what poetry is. Then let him take up the teaching of poetry to his pupils. Let him read as much poetry as he can. Let him enjoy while reading. Let him develop his aesthetic powers. Certainly the teacher's taste in literature will largely determine his own culture and that of his pupils and will enormously influence his outlook on his work.

I have no apologies to offer for pleading in such strong terms to teach poetry *only* for appreciation. I am one with Tomkinson in feeling that when a man loses his sense of beauty he loses his natural sense of balance and must crawl instead of standing upright. Education has no option but to take service in the cause of beauty. 'The emotional life is a natural and necessary corrective to the life of reason. Man is ever 'roaming with a hungry heart' and it is the business of education to open up right channels for the heart's over-flowing. Man is not wholly sustained by the fruit of the Tree of Knowledge; he must eat too of the Tree of Life; In the study and practice of Art he may find employment for his powers and solace for his spirit'.

160028

THE VALUE OF MOTION-PICTURES IN THE TEACHING OF HISTORY

By

SRI T. V. CHOKKAPPA, M.A., L.T., SHIYALI

Now that the introduction of Provincial autonomy, the visit of the delegation of the New Education Fellowship, and the publication of the Wardha Scheme have all focussed attention on the content and method of education, it will not be amiss to take stock of the situation with regard to the place and the methods of teaching history in schools and particularly consider the value of films as one of the potent modern methods of historical instruction. What place does and should history occupy in our schools? How can the films be made to illustrate and illumine history? Although universally taught in schools history is a neglected subject in the curriculum. This neglect is not a little due to 'the uninspired choice of material', the faulty methods of instruction or very often the want of any method. History as a school subject is the study of lists of events with the dates, unexplained and uncorrelated, which makes one dislike the subject at school and despise it in after life. It is envisaged as a collection of dry-as-dust facts and has not been a human subject to the secondary school pupils. The teaching of history is still supposed to be everybody's business. The History Room with a proper supply of books for study and reference, maps and models, charts and diagrams, pictures and portraits, is unknown in Indian Schools.

The proper study of mankind is admitted to be man and everything that the child and adolescent learn should be built up around history as the centre will be granted. The cultural and humanising values of history cannot be exaggerated. "As nothing teaches, so nothing delights more than history says Loke. History is an instrument of liberal education. It not only affords training of the intellect but also a training in right living. It develops the critical faculty and leads to the appreciation of human achievement. Intelligent teaching of history may indirectly inculcate patriotism, good citizenship and humanitarianism and by appealing to the historical imagination of the child, an understanding of the present in the light of the past can be attempted. The scientific teaching of history will encourage pupils to criticise historical actions, to see both sides of a debatable question before coming to any conclusion and to note just as clearly as in the chemical or physics laboratories

the inevitable effect or effects of any particular cause. For producing such results the history lesson should not be a mere narrative but should develop in a series of problems to be solved introduced by 'How?' 'Why?' and so on.

If history does not present some idea of the development of civilisation it has failed; if it does not provide the outlines of evolution it has failed; if it does not show whence we derive our artistic ideals, social customs, cultural values, economic principles and administrative axioms it has failed; if the number of Ghazni's invasions is better known than the name of Nalanda it has failed; if Alexander bulks larger than Asoka or Tamerlane than Tukaram History has failed in its purpose. If our pupils leave us with an enquiring mind, if they have been made to realise that there is something in it and that history is not a list of dates or of causes and consequences to be forgotten as soon as possible, but the opening of the story of human endeavour, if we can make our pupils feel that history has a real bearing on our everyday life and that it is therefore worth while taking trouble to assimilate its facts we shall have taught history as it should be.

The wise choice and organisation of material and scientific methods are the two things needed for the successful teaching of history. The problem which faces the history teacher, perhaps even more than his colleagues, is that of securing the active participation of the Pupil in the work. The basis of most history teaching is the oral lesson. The boys may appear to listen, they may even really listen, but if it stops there the result is nil. It is only when hearing is followed by action that knowledge can be said to be acquired. In other words, the history teacher has to try to get the boys to do something. Here the method of teaching history and the aids to the method come in. It is not possible here either to elaborate the aids or explore some of the less frequented paths of history teaching. The purpose of the article is to see whether and how far it is possible for the history teacher to make use of the films as a part of his teaching technique with profit and pleasure.

In the course of oral work or private study the child will often meet with ideals which he can only understand in part of scenes which are only dimly imaged in his mind and illustrations have to supplement the exposition of the teacher or the text book. Illustrations give a clear conception of something which is in nature general, assist the imagination or help the children to understand the course of events and the relations between facts. These aids afford variety; they often make an appeal where other methods fail; they stimulate interest; they prevent systematic teaching becoming a mere routine. The cinema is in our

midst, whether we like it or no; it behoves us to see whether we cannot harness this potent factor in modern civilisation. For years the motion-picture has been regarded as an agency for diversion or entertainment instead of an aid to instruction. Slowly but surely the cinema mind has come to stay. The teaching cannot ignore its challenge nor the school can afford to neglect so important a factor as the motionpictures in the education of a generation that resorts to the cinema. With the coming of the talking picture, such a vast new field in the world of education is opened up as staggers the imagination. The great advantage the talking picture has over the silent film is that the child's attention is riveted by the addition of sound as it was never rivetted before. By means of the talking picture, the leading teachers of the world whose audiences are of necessity limited, can now be brought face to face with millions. A film is a big thing in the teaching of history. For one thing it illustrates every action. In books there may be illustrations, but they only portray a scene or action in a certain place. A film shows everything moving about naturally. There is only one thing better than films for learning history, that is, seeing what actually happened itself. As that is impossible and one can see only the relics which remain, the film is the best aid for learning history.

Within the last decade, the rapid extension of motion pictures for instructional purposes has revealed the potentiality and the value of the film as a teacher's aid in the United States of America and England. A revelation is yet to be made in our country. There has been some discussion of the general problem of the teaching film in educational circles, some airing of the matter in the popular and educational Press. Arguments have been advanced for its use, that for instance, the film in its episodic, too mechanical; its use would dwarf the child's imaginative powers and atrophy thought since a class is intellectually passive while looking at the screen. But these contentions are in the nature of a *priori* argument. The teaching world and other interested persons theorised for and against the film according to their personal predilections but without experiment for either point of view.

Extensive investigations have been carried on in recent years in America and England with regard to the use of films in history teaching. For instance in 1922 Weber obtained better results in a School of New York from lessons accompanied by films than from purely oral lessons. In 1924 Professor F. N. Freeman of Chicago university and twelve collaborators conducted a series of experiments in vividness and detail far surpasses the teacher in the presentation of any lesson of the purely narrative type. Many counter arguments have been brought forward. The film method has been stigmatised as too facile, too

the schools of several American cities on the comparative value of motion pictures and other methods of instruction. The film was compared with oral teaching and with other visual aids as slides, stereography and still pictures. Motion pictures were found to have two distinct merits. There are some instances in which the understanding of an object requires that it be shown in motion. Secondly motion makes objects attractive and as a consequence attracts close attention and prompts to better learning. The film is valuable for the presentation of matters which the child cannot picture in terms of his previous experience. Some of the advantages claimed for the film method are (a) an increased interest in school work and a sustained interest in the topics studied; (b) a quicker originality and a larger participation in project work and other self-activities; (c) a greater desire and ability to discuss subjects and to write about them; (d) a greater facility in correlating features of their lessons with community conditions; (e) an ability to concentrate mental activities, to think more accurately and to reason more soundly. Films give a connected and coherent picture. They help to give the idea of history growing out of itself and not being merely a story of incidents concerning heroes. They give the pupils main facts and a broad outlook and touch all points of view in a short time. They also serve as a connecting link between social and political history. After having a course of lessons on a certain subject or reading round it widely, to see a film would make a clearer impression and help to fix the knowledge gained in the mind. Since the film quickly covers a large ground it is useful for revision. Learning is less fatiguing and more pleasurable.

Another experiment on the value of films in the teaching of history was conducted in America in 1927 by Professor Knowlton of Yale University. For a period of five months all the 521 pupils in the VIII Grade of a junior High School at New Haven received the same instruction in History, but the experimental groups saw films at the opportune moment in the course, the control groups having only the usual aids. A series of films were produced to illustrate the whole history of the United States of America. No expense and trouble were spared to make these Photoplays accurate and realistic. The test was devised to measure the contribution of the films to enrichment, retention and the creation of interest. The investigators give as their outstanding findings: (1) that the photoplays contributed materially to the gaining and retention of worth-while knowledge, particularly of knowledge of interrelationships other than time; (2) that they produced more pupil participation in class room discussion and (3) that they caused the pupils who saw them to read voluntarily more supplementary history reading material

than under controlled class room conditions. The pupils learned about 19% more with the aid of the photoplays but retained only about 12% more.

The Historical Association of England decided to hold an enquiry into the possibilities of historical classroom film in 1928. Observation has been made of the effect of the film on all types of scholars, in various parts of the country, in industrial and agricultural areas, in towns and villages and in Elementary, Central and Secondary Schools. The general effects of the historical teaching film are many. The historical films give life to the past as nothing else does by portraying life in movement and by giving a background, with full detail. The film creates a great interest in the characters as People who have really lived. By giving interest in stories of the past and by making the past or affairs of other lands live to us, the films help history to perform its proper function, that is, to promote social imagination. One of the main ways in which films would be of assistance is by providing a sound geographical and social background for the story. They help realisation of when and where the events took place, the relative significance of each country, the effect of its history on other countries and they arouse sympathy for other Peoples. Interest is aroused and imagination is stimulated. The films help children to gain both in grip and atmosphere, help them to remember, afford them pleasure and present a point of view in addition to that of the teacher and the text book.

In the elementary schools the children remember more than usual when the film is combined with a following lesson. It is not correct to say that children are mentally passive while watching the film. They are always wondering what is coming next and thus their intellectual curiosity is roused. When the film has been shown the children should be encouraged to ask questions and start a general discussion. This serves to help the children to organise the new information gained, to allow for correction of misapprehensions, to satisfy the curiosity aroused and give vent to the interest created, in fact to make the knowledge gained from the film a more permanent possession of the child from the exercise of his thought upon it. Without this follow-up discussion, the historical teaching film loses a very great part, if not all, of its value as a teaching medium in the class-room. The historical film can be used either as introduction or during the course of the study of a topic or for purposes of revision. The test of the film as an aid to the teaching of history resides in its helpfulness in these four matters. (1) The giving of life to the past, the creation of sympathy for its people, and the stimulation of the constructive imagination. (2) Training the child

to think honestly and regard new problems with an open mind. (3) The creation of permanent interest in History. (4) The learning and remembering of historical information.

For the child's imagination to be vividly awakened to the past, the people of bygone ages must be made to live. The film can help in this important aspect of the teaching of history, in the stimulation of the child's historical imagination, when this is interpreted to mean his power of imaginatively realising the past and of identifying himself with the thoughts and feelings of men of other times. Many backward children noticeably profit by the historical teaching film. Film is a help to duller and unimaginative boys. It gives realism to historical teaching by supplying details that only those with exceptional imagination can supply for themselves. For the intending teachers of history, particularly for the non-specialist, the historical teaching film might be of the greatest value.

Even in secondary schools with their academic bias the film is useful. In the upper classes the film serves for revision, as a basis of discussion and for critical appreciation, historical and aesthetic. Boys seldom look at pictures hung on the wall while the movement in the film holds their attention. Many boys do not read history apart from the text-book. The films give more vivid picture than can be gained from reading all but detailed accounts. The film provides starting points from which the pupils can build up their own imaginative pictures. For younger forms the films can be of a dramatic type; for senior forms films will be useful for showing diagrams, drawing maps, etc.

Films have of course certain limitations. The film presentation of great personages are not accurate both in respect of appearance and character. Films showing battle and other historical incidents can seldom be reconstructed with that fidelity both to detail and general effect which the historian demands. But these defects can be minimised if historians help the film producers with accurate details. In the matter of time relationships use of films is definitely unhelpful. The very vividness of the film may tend to harden impressions of certain events. Film is outside its province when it depicts static objects. But where action is inherent motion picture is invaluable. Its value lies in the appeal to the ear.

The enquiry committee of the Historical Association of England have seen enough to realise that a new instrument of incalculable power is now available for the teacher of history. One can refuse to use it, just as the historians of the 16th century could have refused to have

A time may come when every class room has its film projector just as to-day every class room has its black-board. It should be admitted that there are not historical films worth the name in India but they will come into existence if and when the need arises. A deadlock exists in the matter of producing educational films. Producers refuse to create them for a non-existent market. Teachers refrain from asking for projectors, since they cannot judge without trial of the value of the films nor are they confident in the supply of suitable reels. Moreover our schools are too poor to own a library of films or a projector equipment to throw the films on the screen. May I plead for an enquiry with regard to the use of educational films in our Presidency by an expert educational committee as has recently been done in Central Provinces?

THE SOUTH INDIAN TEACHERS' UNION PRESIDENT ON TOUR
AT TRICHINOPOLY

Prof. S. K. Yegnanarayana Iyer, President of the S.I.T.U., arrived at Trichy on 9-7-'38 and accompanied by Messrs. S. T. Ramanuja Iyengar and K. V. Sambasiva Sastri. Secretaries of the Trichy District Teachers' Guild and Mr. R. Lakshmana Aiyar, Senior Deputy Inspector of Schools, Lalgudi Taluq motored to Samayapuram at 9 a.m. and addressed a meeting of the Range Elementary Teachers' Association. Mr. Iyer outlined a programme of work for Elementary teachers in the scheme of rural reconstruction with a view to enable the elementary school master make himself felt in the rural life of the community.

At 2 p.m. accompanied by Mr. V. Ramiah Aiyar, Senior Deputy Inspector of Schools, Trichy Taluq, and by the Guild Secretaries the President of the S.I.T.U., motored to Golden Rock and addressed a meeting of the Golden Rock Elementary Teachers' Association. Mr. Iyer pleaded for organised effort on the part of teachers both on the professional and educational side to improve themselves and expatiated on the need for teachers shedding dogmatism.

At 3 P.M. Mr. Iyer presided over a conference in the E. R. High School of the Union Workers in the Trichy District Teachers' Guild consisting of Secretaries of Teachers' Associations in the district. Many important subjects were discussed relating to the license system, personal allowances to teachers in Local Board and Municipal Schools, the position and future of the Higher Elementary Schools, the future of official Teachers' Associations, the administration of the G.P.F., Security of tenure, teaching in Elementary schools, corruption in the educational system, grants for elementary schools, the disabilities of school masters, the S.I.T.U., Service Conditions Bill, and the Wardha Scheme and educational reconstruction. The meeting was adjourned and it met again at 6 P.M. The Union President said that a symposium on the subjects was necessary on the subjects mooted and he promised to focus attention on them. But he said the solutions lay not in the hands of the Union and teachers had to focus attention on these in regional conferences and take the public into their confidence.

At 3-30 P.M., Mr. V. Jayarama Aiyar, Advocate and Manager of the National College presiding, Professor S. K. Yegyanarayana Iyer delivered a lecture on the social implications of the Wardha scheme and spread the revolutionary character of three concepts, namely, craft centred education, universalisation of Elementary Education as a democratic measure and State effort in Elementary Education. The lecturer opined that the concepts were already there, but Gandhiji had quietly made them inevitable. As the concepts were healthy and desirable and revolutionary in the manner of their introduction to end the old order, the lecturer exhorted the public to welcome the scheme. The chairman thought serious thinking was necessary in the working out of the scheme.

CONGRESS GOVT. AND EDUCATIONAL POLICY

At 5 P.M. in the E. R. High School, Mr. V. Saranatha Iyengar, Local President of the S.I.T.U. Branch at Trichinopoly presiding, Prof. Yegnanarayana Iyer spoke on "Has the Congress Government in our province an educational policy"?

In the course of his lecture, he reviewed the history of Anglo-Indian Education in India and stressed the landmarks in it, of the triumph of the English language in the curriculum, the centralisation of education, the encouragement of higher education thro' universities, the piecemeal efforts at enquiry, and the absence of any enquiry into education on an all India basis. After referring to the attempts at reform in Madras thro' the investigation and reports of Sir R. Venkatratnam, Champion and Statham, the lecturer enquired if the Congress Govt. in Madras had any educational policy or any intention to enquire into the condition of education before enunciating its policy. He cited the instances of enquiries in Agriculture and Co-operation before the reforms were taken on hand. The Congress Govt. during the year of its office had been dealing only with educational administration and minor questions like fees, discipline, grants and the like. What was wanted was an overhauling of the educational system on a well laid out plan. Education was a major enterprise and proper education would lead to economy of expenditure on the police, jails, courts and hospitals. The Congress Govt. had not yet begun to think of education as a factor of national regeneration. They had done solid work in respects of prohibition, agricultural relief, medical reform and industries, but the fringe of the problem of education had not been touched. The Congress Educational Minister in Madras was one qualified to do things and he had an Education Secretary who had risen from the ranks of the teaching profession but yet they had not exhibited any inclination to take the step forward in Educational action. Concluding the lecturer hoped that the Congress Govt. in the province would develop the inclination to enquire into and plan and evolve cent per cent national efficiency.

Mr. V. Saranatha Iyengar endorsing the lecturer's point of view said that the educational system was a system designed to make beggar India receive doles from its political masters. The question raised by the President of the South India Teachers' Union had to be taken up by the country and the advice from teachers should not be lost sight of by Government. The Congress Govt. had to learn to respect the educated man too. The policy of the Congress Govt. in education, whatever it was, could not succeed unless it changed its attitude to education unless the Education Minister forgot traditions and unless the Directorate was Indianised.

The President left next day for Tinnevely.

THE ANANTAPUR DISTRICT TEACHERS' GUILD
DISTRICT TEACHERS' CONFERENCE

A conference of the teachers of the District Educational Officers at Anantapur and others interested in Education including the local M.L.A., and the M.L.C., was held in the Municipal High School Hall on Friday the 8th July 1938 at 3 P.M., with C. J. Varkey, Parliamentary Secretary to the Minister for Education in the chair.

A memorandum copy of which is enclosed herewith, was presented to the Parliamentary Secretary and the discussion was based on the point raised in the

memorandum. Mr. Varkey ascertained the sense of the house on the following points and it was unanimously expressed in the following resolutions:—

(i) That the mother tongue, Hindustani (up to 3rd form) and English should be compulsory languages of study, Sanskrit being one of the optional subjects, in the High School course.

ii) That the District Secondary Education Boards and the District Educational Councils be replaced by a single District Education Board as recommended by the Legislative Sub-Committee on Education, representation from the Dt. Guild being increased by abolishing the separate Headmasters' constituency.

(iii) That the License system in Aided Elementary Schools could be effective only if there is a Board of Appeal.

The Chairman dwelt on the other points raised in the memorandum and said that the Government was considering some of them immediately and that the rest would be taken up for consideration in course of time.

MEMORANDUM OF THE ANANTAPUR DISTRICT TEACHERS' GUILD
SUBMITTED

To.

C. J. Varkey Esq.,

Parliamentary Secretary to the Minister of Education.

Camp: Anantapur.

Sir,

We congratulate the Government on having introduced two of the most important reforms in the field of Secondary Education Viz., the teaching of non-language subjects through the medium of the mother tongue, and the provision, in the Middle School course, for teaching Hindustani as a compulsory language subject.

The South India Teachers' Union, of which this Guild is a member, has been agitating at its yearly conferences, for these and many other necessary reforms in Secondary and Elementary Education.

The Guild feels it its duty to place before you the urgent need of carrying out the following recommendations:—

(1) the reorganization of Secondary Education so as to provide alternative courses, vocational & cultural, of study after the present 3rd Form stage, elastic enough to facilitate pupils to change from one to the other during the course.

(2) Abolition of vast, unwieldy and unreliable external public Examination like the S.S.L.C., as represented in the last S.I.T.U. Conference held at Mangalore.

(3) Security of tenure of service of teacher in aided schools ensuring uniform standardised scales of salaries, leave rules, Board of appeal and such other amenities as will make the service contented and safe.

(4) Provincialisation of the services of teachers of Secondary schools in District Boards and Municipalities.

(5) Maintenance of a teachers' register for each district out of which alone appointments should be made.

(6) Abolition of all cuts in the salaries of teachers in District Board and Municipal schools, and the grant or restoration of personal allowances consequent on the revision of salary scales made in 1934. Such cuts practically cut at the root of the scales introduced by the Government and make the scales a farce.

(7) Setting up of District Education Boards, in place of the existing Districts Secondary Education Boards and District Educational Councils, with provision for smaller boards in each local area for the supervision of Elementary Education giving sufficient representation to teachers in that area.

(8) Control of Elementary Education directly by the Government, and making free education based on the Wardha Scheme applicable to children from 6 to 14 years.

(9) Realization of the policy of closing down uneconomic Secondary schools in backward areas.

We pray that in any reform contemplated in the field of Education, the opinions of Teachers' organizations will be given their due place and weight.

I have the honour to be,

Sir,

Yours in service.

C. RANGANATHA AIYENGAR,

Secretary.

(Sd) S. VAIDESWARA AIYER,

President.

Office: Gooty.

8-7-38.

KURNOOL DISTRICT TEACHERS' GUILD

A general body meeting of the Kurnool District Teachers' Guild was held on Saturday evening, 9-7-1938, in the Coles Memorial High School. There was a good gathering of men and women teachers and heads of institutions representing all the local associations and also delegates from Nandyal and Atmakur. Rev. B. J. Rockwood, M.A., Guild President, occupied the chair.

Mr. K. N. Pasupati, Secretary, welcomed the delegates and presented the interim report on the activities of the Guild during the past half-year. He read the financial statement for the period under review and pointed out the need for improving the Guild's financial position. The report was duly adopted by the meeting.

The Secretary then suggested alterations to bye-laws relating to rates of subscription, changes which had been recommended by a Sub-committee of the Managing Council. The house resolved they might be referred to all affiliated associations for opinion and brought before the meeting.

The following office-bearers for the year 1938-39 were then elected:—

1. President: Rev. B. J. Rockwood, Principal, Coles High School, Kurnool.
2. Vice-Presidents: (i) M. Ramayya, Headmaster, Board High School, Atmakur; (ii) P. Raju, Headmaster, Coles High School, Kurnool.
3. Secretary: K. N. Pasupati, Municipal High School, Kurnool.
4. Joint Secretary: K. Nilakanta Rao.
5. Guild's representative on the S. I. T. U. Executive: G. Siva Rao, Headmaster, Municipal High School, Kurnool.

6. Extra members of the Managing Council: (i) M. P. Rajam Iyer, (ii) N. Sundaresa Iyer, (iii) Ch. Narasimham Pantulu, (iv) Mrs. P. S. Raju, (v) Miss. Lima.

The President then called upon Mr. K. N. Pasupati to read the draft address to be presented by the Guild to the Hon'ble C. Rajagopalachari, Premier, on 10-7-1938, and the House gave its approval to it. It then elected a committee consisting of Messrs. B. J. Rockwood, K. N. Pasupati, M. Ramayya, G. Pullayya, G. Siva Rao and Miss Lima to interview the Premier and present a memorandum on behalf of the Guild.

Then Mr. K. N. Pasupati addressed the meeting on the S. I. T. U. Protection Fund and appealed to such members as had not joined it to enrol themselves in this great brotherhood of teachers and promote professional solidarity and mutual helpfulness among teachers besides making some provision for their families. He distributed Telugu leaflets on the Fund to Elementary teachers.

With a vote of thanks to the President and the outgoing members of the Managing Committee, the meeting terminated.

INTERVIEW WITH THE PREMIER

On behalf of the Kurnool District Teachers' Guild, a committee consisting of Messrs. B. J. Rockwood, K. N. Pasupati, M. Ramayya, G. Siva Rao, G. Pullayya and Miss Lima, interviewed the Premier yesterday afternoon (10-7-1938). The Premier and the Publicity Minister who sat by his side were garlanded, after the formal introduction of members. The Guild's memorandum, a copy of which is herewith enclosed, was placed before the Prime Minister. For lack of time, only three out of the seven subjects raised in it were taken up for consideration, and all of them are questions of local importance.

The first was a request to the Government not to close any of the Board High or Middle School in the district on the score of its being "uneconomic". Mr. M. Ramayya, Headmaster of Atmakur Board High School, urged for retaining all Board schools, considering the educational backwardness of the district. The Premier felt there was a strong case in favour of retention.

The second subject raised was a request to grant permanent recognition to the Municipal High School, Nandyal, and a subsidy to it. Mr. G. Pullayya of this school presented a separate memorandum on behalf of the Nandyal Municipal High School Teachers' Association, and placed some facts before the Minister.

The third point was a request to raise the local Government Middle School for girls into a High School. The Premier asked Miss Lima, Headmistress of the school, about the strength of the first three forms. Messrs. B. J. Rockwood and G. Siva Rao said that there were many girls studying in the local Boys' schools and they would all join a Girls' High School, if it was opened. The Premier felt that there was not strength enough in the Middle School to justify its being raised to the status of a High School. Yet he would place our requests before the Education Minister.

MEMORANDUM OF THE KURNOOL DISTRICT TEACHERS' GUILD

(in connection with the interview sought by its representatives during the Premier's visit to Kurnool.)

1. *The question of closing down some High and Middle Schools in the district on the score they are uneconomic.*—Economic and educational backwardness of the district requires special consideration and treatment at the hands of Government. It is prayed that the existing schools, which are not many, may all be retained permanently.

2. *Nandyal Municipal High School.*—Government is requested to accord permanent recognition to the school and grant a fixed subsidy to it or meet its net cost, as in the case of other Municipal Schools in the Ceded Districts.

3. *A Girls' High School for Kurnool needed.*—No facilities for higher education for girls in our district. The local Government Middle School for girls may be raised to a High School.

4. *G.O. No. 4619 L. and M. of 1934.*—The scales of pay in the G.O. require to be liberalised and made equal to those obtaining in Government schools.

5. *G.O. on Text-books.*—Regarding the method of prescribing of text-books in public Secondary schools, the heads of institutions or committees of school staff may be vested with power instead of giving it to Chairmen of Municipalities and Presidents of District Boards and the District Educational Officers, as at present.

6. *Improvement in the conditions of service of teachers in Aided Elementary and Secondary Schools.*—Standardised scales of pay may be introduced and insisted on by Government in all private schools. Uniform rules regarding leave to be framed.

7. *Provident Fund.*—A higher rate of interest than that offered by the Postal Savings Bank to be given to the Provident Fund investments of teachers. Government to consider the question of investing the Fund in more paying Banks.

Kurnool,
Dated 10-7-1938.

K. N. PASUPATHI,
Secretary, Kurnool Dt. Teachers' Guild.

THE S. I. T. U. PROTECTION FUND

OBITUARY.

We regret to have to announce the death of Mr. M. Royappan, Assistant, Municipal High School, Coimbatore (Reg. No. 1077) on 12-7-38 at the early age of 37. His nominee will be paid a Benefit amount of Rs. 200-4 on receipt of the necessary claim papers in order.

THE S. I. T. U. PROTECTION FUND, MADRAS

(List of names continued.)

Reg. No.	Name and Address.
1428.	Mr. S. David, Aided London Mission School, Mangalam (Salem Dt.).
1429.	" R. Sivaramakrishna Dikshit, E. R. H. School, Trichinopoly.
1430.	" V. Rajamani, Sri Ramakrishna M. H. School, Mambalam, Madras.
1431.	" James D. Issac, Voorhees College, Vellore.
1432.	" V.G. Gokulapala Sarma, P. S. High School, Mylapore, Madras.
1433.	" R. Mahadevan, Muslim High School, Triplicane, Madras.
1434.	" M. A. Rajagopalan, V. M. High School, Bodinayakanur.
1435.	" A. K. Viswanatha Iyer, Hindu Ele. School, Trichinopoly.
1436.	" S. Md. Eusuff, Muslim High School, Triplicane, Madras.
1437.	" C. M. Balasubramanian, Sri R. M. High School, Mambalam, Madras.
1438.	" M. S. Narasimhachary, Ch. High School, Chintadripet, Madras.
1439.	" K. Venkatesa Iyengar, National High School, Negapatam.
1440.	" B. S. Lakshminarayana Sarma, S. V. Ele. School, Trichinopoly.
1441.	" B. Padmanabha Iyengar, Sir M. C. T. M. High School, Madras.
1442.	" B. S. Sethumadhavan, do.
1443.	" M. R. Sakharama Rao, Board Middle School, Kattumannarkoil.
1444.	" K. Venkataswami, Municipal High School, Kurnool.
1445.	" N. Sapharishi, E. R. High School, Trichinopoly.
1446.	" I. Chandrasekara Sarma, Municipal High School, Kurnool.
1447.	Mrs. G. Maramma, Municipal Hindu Girls' School, Kurnool.
1448.	" S. Kamalamma, Govt. Middle School for Girls, Kurnool.
1449.	Mr. P. Ayyappa, Municipal High School, Kurnool.
1450.	" S. Kandaswamy, Board High School, Tenkasi.
1451.	" S. Rajagopala Iyer, Bd. Higher Ele. School, Nanjundapuram.
1452.	" N. Krishnamachari, S. S. Rao H. Ele. School, Triplicane.
1453.	" S. Parthasarathy, Madras Christian College, Tambaram.
1454.	" K. S. Srinivasathathachary, Hindu High School, Madras.
1455.	" M. B. Vellaya Mudaliar, Bd. Higher Ele. School, Mallasamudram.
1456.	" P. S. Krishnachar, Hindu High School, Triplicane, Madras.
1457.	" C. Venkatramana Sarma, Municipal High School, Kurnool.
1458.	" N. Ramakrishnan, Kalyanasundaram High School, Tanjore.
1459.	" G. M. Nagaraja Rao, P. S. Higher Ele. School, Mylapore, Madras.
1460.	" K. R. Venkatesha Iyer, Zamindar's High School, Katuputhur.
1461.	" K. N. Pasupathi Iyer, Municipal High School, Kurnool.
1462.	" T. Viswanatha Sastrulu, Pach. College, Madras.
1463.	" V. Rajagopala Naidu, Municipal High School, Coimbatore.
1464.	" M. Ambasankaran, T. T. V. High School, Madras.

Triplicane,
Dated, 20-7-38.

V. SRINIVASAN,
Hon. Secretary.

THE SOUTH INDIA TEACHERS' UNION

PROCEEDINGS OF THE MEETING OF THE GENERAL BODY OF
THE SOUTH INDIA TEACHERS' UNION HELD AT 10 A.M. ON 20-5-'38;
IN THE CANARA HIGH SCHOOL, MANGALORE

There were 55 members present. Mr. S. K. Yegnanarayana Aiyer took the chair.

The Secretary presented the report on the working of the Union for the year ending 31-3-1938 and as copies of the Report had been already distributed it was taken as read. After some discussion the proposition that the Report be adopted was carried unanimously.

It was reported to the General Body that under the circumstances stated it was not found possible to carry on the work of the Vigilance Committee, but the General Body resolved to continue the Committee and the following were chosen as members:—Sjt. S. T. Ramanuja Iyengar, Convener; G. Siva Rao; and S. Mukunda Rao, T. K. Subramanyam, A. Srinivasaraghavan.

The following office bearers of the Union were then elected:—

President		Mr. S. K. Yegnarayana Iyer..
Secretary		„ M. S. Sabhesan.
Joint Secretary		„ E. N. Subrahmaniam.
Treasurer		„ V. Bhuvaramurthi Rao.

The Secretary moved the adoption of the following amendments to the existing rules and they were unanimously adopted:—

I. Rule 3 (C).

For the words "not entitled.....paid" substitute the words, 'cease to be eligible to enjoy any of the privileges open to them until the affiliation fee or subscription for the current year as the case may be, is paid in full. No individual member whose subscription is in arrear on 1st December of the official year, and no member belonging to the affiliated Guild or Association whose affiliation fee to the Union is in arrear on the 1st December of the Official year, shall be permitted to vote at any Conference or at any of the meetings of the General Body, the Executive Board and the Working Committee until the affiliation fee or subscription is paid in full."

II. Rule 5.

For the words 'of the Districts.....Annual meeting of the Union' in the second para, substitute "District in the Madras Presidency to be elected annually by the concerned District Teachers' Guild and the name of the representative should be communicated to the Secretary, S. I. T. U. before the Annual meeting of the Union."

III Rule 5. Powers of the Executive Board.

(a) Insert between 'up' and "vacancies", the word Interim."

(b) For the words "in its constitution," substitute the words, 'in the Execution,' substitute the words, 'in the Executive Board."

(c) Add the following before the last sentence:—"It shall have the power to appoint Committees and refer any question to them, to refer any matter to the Working Committee for consideration and report, to delegate any of its powers and functions to the Working Committee and to transact business in circulation.

When a difference of opinion arises on any question in circulation, the opinion of the majority shall be the decision of the Executive Board."

IV. Rule 5. Powers of the Working Committee.

(a) Insert the following as (i) and (ii) and renumber the rest. (i) to administer the funds of the Union and to carry on the work of the Union on behalf of the Union; (ii) to transact business in circulation provided that the opinion of the majority shall be the decision of the Working Committee in case a difference of opinion should arise;

In the existing clause (iii).

(b) For the words "in consultation with the Reception Committee," substitute "after consulting the Reception Committee."

V. Rule 9 (A). Educational Conference.

(a) In clause (e) delete the words "meet to."

(b) In the clause (f) insert after "indirectly" or any District Teachers' Guild having only individuals as its members;" and insert after the words "one vote" the words "or five votes respectively."

IV. Rule 9 (C). Delegates and Visitors.

Insert after "visitors" occurring for the first time the words 'on the payment of such fees as may be prescribed by the Reception Committee. The amount thus collected shall be divided between the Reception Committee and the union in the ratio of 2: 1."

Rule 9 (D). Voting at the Conference.

For "The Madras Teachers' Guild" substitute 'Every District Teachers' Guild that has only individuals as its members."

VII. Rule 9 (E). Agenda for the Conference.

(i) For the words "within the prescribed time" substitute the words "the time prescribed by it."

(ii) For "the words 'It is competent for the working Committee' substitute the words 'It is competent for the Working Committee and the Reception Committee'."

IX. Rule (F). Subjects Committee.

(i) In (b) add the following:—"The President of the Conference or in his absence the President of the Union shall preside over the Subjects Committee meeting. In the absence of both, the members of the Subjects Committee shall have the power to elect a Chairman for the meeting.

(ii) In (e) for the words 'prescribed time' substitute "the time prescribed by the Working Committee."

X. Rule 10. Annual Meeting.

Add the following in the end and substitute a comma for the full stop "and each delegate present at the meeting shall have one vote."

A resolution recording the appreciation by the Union of the services rendered to the Union by the Rev. M. G. Kuolt as Jt. Secretary of the Union was unanimously adopted.

With a vote of thanks to the chair the meeting came to a close.

(Sd.) S. K. YEGNANARAYANA AIYER,
President.

EDITORIAL

THE TEACHERS' BOOK-SHELF

Reading and Composition. By Robert Macintyre. Books III and IV. Macmillan and Co., Ltd. Price 2sh. each.

These two books of this series contain many interesting literary selections in English prose. They can be used with advantage as Text-books in our High Schools for pupils of the age group 13 to 15, if they could be supplemented by a suitable anthology of English verse. A special feature of the books is that at the end of each lesson are given exercises of a recapitulatory nature and exercises in English composition and vocabulary practice. Spelling practice is also included. Book IV contains a list of additional questions and exercises. A careful perusal of these books will give valuable help to teachers in preparing their own assignments on their classroom lessons.

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PIECEMEAL REFORM

The question of the transfer of the control of Board Elementary Schools to the Government seems to be engaging the serious attention of the Minister for Education. An official Conference was held recently at the Secretariat and no one knows what the outcome of that Conference is. Why this transfer of control is taken up for consideration now is not known. That the local bodies are inefficient and that they are not to be entrusted with the responsibility for elementary education are the ideas frequently mentioned in official reports and in the utterances of our public men. While we may not be disposed to indulge in any academic discussion of the role of District Boards in regard to elementary education, we shall not be doing our duty if we do not point out that the Government should not hastily abandon the time-honoured and widely accepted policy that the local bodies should be allowed to play their part in respect of the expansion of elementary education. Whether the transfer of control will promote efficiency is an open question. If elementary education be ineffective and unsatisfactory it is not due to local bodies alone. The official conference should have realised the danger of attempting piecemeal reform. It is essential that the Government should consider the problem of elementary education as a whole and adopt measures which are in the long run likely to place it on a sound basis.

This exclusive attention to the control of Board Schools is objectionable. Any reform which leaves out of consideration the position and condition of thousands of aided schools is to shut one's eyes to the weak and diseased spot in the system of education. The schools under local bodies may be bad, but those under private management are worse. It may be that the control of Board Schools had to be considered because of the expenditure of about two crores. But the case for the control of aided schools is stronger in view of the several lakhs of children in them. A well-planned national system of education should concern itself primarily with the organisation, control, and curriculum of all elementary schools whether administered by local bodies or private individuals and committees.

The transfer of control of a large number of Board Schools to the Government involves additional expenditure. Private managers will be justified in imagining that they may lose even the little help now extended by the Government. Is the education of thousands of children in aided schools a matter of no consequence to the public and the Gov-

ernment? Should the educational progress of these children be made to depend solely upon the uncertain and precarious resources of the impecunious teacher-managers? Official reports complain that the teacher-manager schools are ephemeral, ill-equipped and inefficient. Many of the aided schools managed by Committees are in no better position. The conditions of service of teachers in these schools have begun to cause anxiety to the well-wishers of public education. Under such circumstances it will be a short-sighted policy to imagine that the transfer of control of Board Schools is the question of prime importance. Such a policy is bound to have serious repercussions in course of time. No convincing arguments have been advanced for a sudden departure from the existing policy. All that one can gather from the utterances of our leaders is that the local bodies should not be given opportunities to deal with administrative matters. There is something to be said in favour of this view and the end can be gained by letting the local bodies confine themselves to the enunciation of general policy with regard to expansion and improvement. Some of the powers have been already transferred to the Director of Public Instruction and a move on such lines will free the Board Schools from party squabbles. It will be a case of cutting the nose to spite the face, if, in our attempt to put an end to party influence, the local bodies that have done fairly good work in the past, should be deprived of their opportunities for service. As is well pointed out by the Commissioner for Education, the proper thing will be to train the members of the local bodies on proper lines. It has to be realised by the Government that educational reform is not a matter of mere administrative device. It has to face the issue directly and to take all the component factors into consideration before it can formulate a comprehensive policy. The Government will find it difficult to arrive at a sound decision so long as it does not choose to take into its confidence the Management and the South India Teachers' Union.

GOOD POLICY

We learn that Mr. P. A. Subramania Ayyar, Headmaster, Hindu High School, Triplicane, has taken leave preparatory to retirement and that Mr. G. V. Narayanaswami Iyer, the first assistant, has been appointed Headmaster in his place.

Mr. Subramania Iyer is well-known to our readers. The services he has rendered to the teaching profession in different capacities as office bearer in the South India Teachers' Union and its Protection Fund, the Madras Teachers' Guild and its Co-operative Society, and the Headmasters' Association will always be remembered with gratitude by his brethren. The Hindu High School which has had the privilege of win-

ning the esteem of the public has, during his tenure of office, made further appreciable progress in efficiency and strength. He had the good fortune of working as Headmaster almost throughout his career. One may perhaps find in this an explanation of what his friends used to regard as an "administration complex" in him. His devotion to work and his interest in the welfare of the pupils are well-known and the public is aware that he is a man who is not influenced by personal or extraneous considerations in discharging his duty as Headmaster.

Those who have been closely associated with him in his activities have always seen that other Headmasters were anxious to be guided by him and looked to him for a lead. The history of education will certainly be different if Headmasters of experience understand the signs of the times and impress upon the Government and the public the importance and value of the fundamentals of education. It is a great satisfaction that he will be satying at Madras and we hope he will continue to take an abiding interest in the work of the Guild and the Union. We wish him long life, sound health and happiness in his retirement.

It gives us great pleasure to congratulate the Management of the Hindu High School on its wise and wholesome decision to appoint the first assistant of the School as the Headmaster. It is clear that the Management is opposed on grounds of policy and principle to the idea of importing a man from outside. The managements of some leading schools in the city have, the Union notes with great satisfaction, chosen to give a chance to the men on the spot. The T. T. V. High School, the P. S. High School and Sir M. Ct. High School had shown their confidence in the men on the spot when the place of Headmaster had to be filled up. These persons have not been found wanting. This policy of the Management of Madras Schools has a special significance. It is a distinct assurance to the masters in the school that they can hope for a career in the school and that the competent aspirant will not be deprived of the opportunity for service as Headmaster. Teachers in aided schools should realise the implications of this sound policy. They are expected to pull together and act together and the Management expects from the staff a team spirit. The Headmaster should in his turn realise that he has to carry the school staff with him in all his measures of reform and to represent their point of view to the management. A good team spirit among the staff will enhance the prestige of teachers and the management cannot but deal justly with their representations. Mr. G. V. Narayanasami Iyer has endeared himself to his colleagues and comrades in his long service of over twenty years and we beg to convey our best wishes to him and to the Hindu High School.

A PROBLEM

Many were the letters that appeared in the press last March in regard to the question papers set for the S.S.L.C. examination. Some of the Teachers' Associations have considered the question papers from an academic point of view and offered suggestions to the department for future guidance. The raging controversy is almost forgotten now in view of the unexpectedly favourable results. How this has happened will remain a problem. If any one should some years later make a study of the public examination, he will, in all probability, come to the conclusion on the basis of the question papers and results of 1938 that the standard of achievement of the S.S.L.C. pupil of Madras is very high.

A public examination ceases to serve the purpose for which it is intended if the question papers be far above the standard or if undue leniency be shown in valuation and moderation. We appeal to the S.S.L.C. Board to see that the proper standard is kept up. It will do well to consider the criticisms it has received in the right spirit and issue definite instructions to examiners. There is much to be said in favour of the suggestion that question paper setters should be chosen from teachers with good experience in teaching the concerned subject in the high school. Now that General Science is one subject for study a division of the General science paper into two parts with marks separately allotted to them is quite against the conception of the General Science scheme.

OUR PREMIER

Our Premier has almost completed his tour programme and he has taken pains to explain the policy of the Government in regard to various matters. One statement that stands out clearly in all his speeches is that he will not think of taxing the poor ryot any further, however much he may sympathise with the object of any scheme. He leaves no one in doubt with regard to this principle and it is clear he is determined to adhere to this view. It is not proper or useful to quarrel with him. He has moved among the masses and understood their difficulties and it is our duty to support him. While he is unwilling to tax the ryot further, we take it he is not against the reshuffling of the funds available for allotment under different heads. May we appeal to him to have the education budget for 1939-40 considered from a new angle so that the needs of teachers in elementary schools may be met? It will be a good thing if he should seek the co-operation of the Management with regard to the improvement of the conditions of service. An appeal from him to the management will create a proper atmosphere and it is then likely that the management and the school staff will come to a common understanding. Financial help from the Government may not be forthcoming and schools

ll have to be run with the resources available for the management. The progress of the school depends upon the good temper of teachers and it is necessary that the management and the staff of each school should consider the problem of administration without any reserve and devise measures for the efficient working of the school. Neither the management nor the staff can ever think of spoiling the school and there is no reason why the two should not put their heads together to find a solution in the interest of the school. A joint Conference of the Executive Board of the Union and the Managements may go into the question of the conditions of service and arrive at a formula acceptable to both. It will be good if the Government should take the initiative in regard to this matter.

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

AUGUST, 1938.

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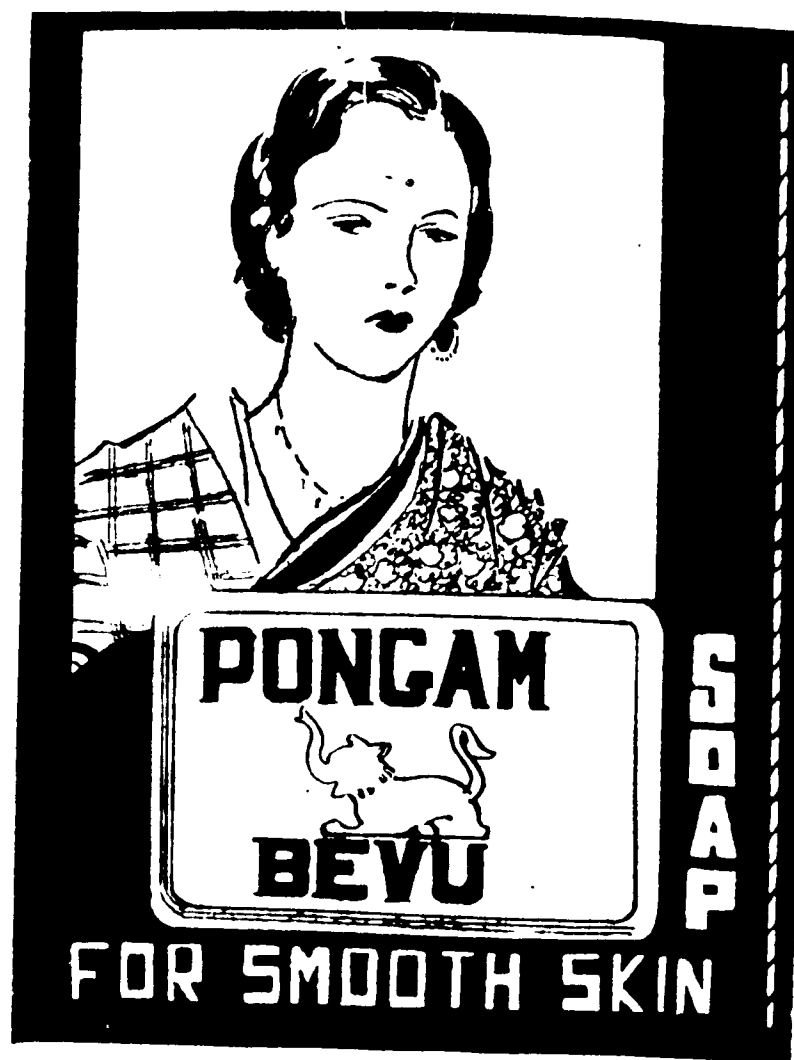
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THE SOUTH INDIAN TEACHER

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No. 8.

SCOUTING IN INDIA

BY

DEWAN BAHADUR K. S. RAMASWAMI SASTRI,

I. THE FUTURE OF THE SCOUT MOVEMENT : CONCLUSION.

Scouting thus stands for many virtues and talents and makes a boy keen as well as clear in thought, word and deed. If it were merely to make a scout know better the secrets of woodcraft by giving him a knowledge of animals and nature it will be a poor thing, though even this is better than mere bookishness which is the result of the present system of education. It is woodcraft and something more. It is not mere training through games, though even that is better than modern bookishness. It is a system of training in citizenship through games. It is thus interest in games and something more. It is not mere interest in hobbies and handicrafts, though that is better than the ineffectual bookishness of to-day. It is such interest in hobbies and handicrafts and something more. It is not even a mere desire to be serviceable and to do good turns, though that is better than the selfish bookishness of modern times. It is such spirit of service and something more.

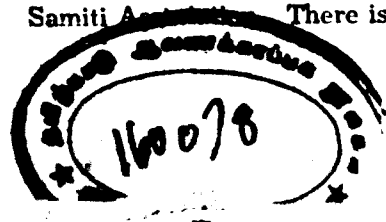
The Indian Youth needs more than anything else the glamour of adventure and of pioneering and of pathfinding. They are hereditarily and habitually prone to bookishness and worship of words. It is the imagination kindled by experience that leads to inventiveness. Philip Carrington says well in his *Boy Scouts' Camp Book* : "The ideal Scout is always he who could exist on a desert island with a penknife and a tomahawk". Let us remember that all the endeavours of the adults to reform education—valuable as they are—will not go far after all. As Sir Robert Baden Powell says : "New Education Acts altering the hours of

the curriculum, new rubrics based on the letter of some old time instruction, are only going to scratch the surface; it is deep ploughing out that is needed to kill the weeds and to bring on the healthy crop". He says also that if there is to be an eleventh Scout Law it should be: "A Scout is not a fool. He thinks a thing out for himself, sees both sides, and has the pluck to stick up for what he knows to be right". Scouting is the real deep ploughing of the field of education.

The Scout's life of camping will give our youth the needed corrective to the inevitable effects of modern urban life. Woodcraft was the earliest of our sciences and is even now the best, though it is being rapidly forgotten. Every such camp is a real community centre in the midst of Nature's scenes. The song says: "Pack up your troubles in your old kit-bag". The good things which can be had there are "the pure air, the bracing lung-healing power of the woods, the sun bath, the tonic exercise, the nerve rest and the joy that comes from control of mind and body". John Lewis says well: "The aim of camp should be to get clear of civilisation with its slackness and softness, and cheap and nasty pleasures, and go instead for the more strenuous joys of the primitive pioneer's life". It has been said equally well: "Get out in the open, live in a tent and save your life take the tonic that Nature put for you into the wind, the sky, the sunshine, the smell of the earth, the rain, the spices of the pine and forest odours, the salt of the sea, the ozone of the great out of doors, which no contrivance of man can duplicate, or even imitate."

The fact is that a Scout may not be a Knight of the Round Table but he must be a Knight of the Cross Roads. He has to learn to help and serve early in life so that the passion for service may be a lighted lamp in his heart in later life. Capt. R. E. Philipps says well: "The ancient knights, often rescued maidens in distress roped to trees in sylvan glades or tied with chains to perilous crags. If the modern knight of the bare knees finds that his distressed maiden is an old lady of eighty who lives in a garret and has lost her sight—well, perhaps it is worth while being a modern knight after all."

The commotion in the country and in scout circles owing to Lord Baden Powell's remark about Indians has resulted in bitter feeling against him and has led to the Provincial Scout Councils disaffiliating themselves from the Imperial headquarters in England. So far as I am able to judge the situation, the anger against his remark has been intensified by the desire for a self-contained India and the drive against Imperialism. There is a move to affiliate the Scout organisations to the Seva Samiti Association. There is another move to keep them separate on an



independent though thoroughly nationalised basis. I need not enter into that controversy here. I think that every Province can have its national self-contained scout organisations and that they can be eventually federated into an All-India organisation. But the more necessary and urgent reform is a thorough nationalisation in respect of the Scout uniform, flag badges, etc. There is a tendency among the Scouts to develop a superiority complex despite their motto of service. India must nationalise herself before she internationalises, because there is already a strong tendency in the Indian temperament towards self-effacement and universalism. The same duty lies before Scouting in India also—Nationalise and then Internationalise.

STENOGRAPHY AND THE BOOK WORLD

BY

RAO SAHIB S. R. RANGANATHAN, M.A., L.T., F.L.A.,
*Secretary, Madras Library Association and University Librarian,
 Madras.*

The relation between the world of stenography and the book world as it is to-day, is of a reciprocal nature. It cannot be said to have been so, however, all through time. But curiously enough, a similar relationship, as obtains to-day, seems to have been present in the earlier epochs of history. Hence before entering into a description of this reciprocal relationship, it may be well to trace the history of the purpose of stenography. It is proposed to trace it in the reverse order.

From about the middle of the 18th century, stenography has been taken to be the art of writing legibly, by means of brief signs, at a rate sufficiently rapid to record speech. Two systems of signs had been tried—the orthographic and the phonetic systems. The phonetic system was first introduced in 1765 by William Tiffin into English speaking countries. But it reached a high degree of efficiency with the invention by Issac Pitman of his "stenographic sound hand" in 1837. Throughout this period the purpose of stenography has been merely that of writing rapidly. There was no question of putting stenography to the same purpose as cipher-writing.

STENOGRAPHY AND CIPHER-WRITING

In the years before the middle of the 18th century, however, stenography and cipher-writing were to a large extent treated as one. Further the writing was based on orthographic system and not on a phonetic one. In the English speaking world, the first considerable contribution to stenography was by Timothy Bright in 1588. The very title of his book will corroborate the statement that stenography and cipher-writing were taken as more or less equivalent. For, this book was called the *Art of short, swift, and secret writing*. The epithets "short" and "swift" refer to the stenographic aspect, while the adjective "secret" corresponds to the cipher aspect. Though it is a digression it may be stated that partly on account of stenography serving the purpose of secrecy, stenographers had to be courtiers. Timothy Bright seems to have been a courtier of sufficient influence as to obtain permission to dedicate his book to Queen Elizabeth.

Another instance of a stenographer having unusual influence over legislators and ministers is that of Dr. Byron. He is said to have, invented in 1720 what is known as *Universal English shorthand*. Evidently he printed only 50 copies in 1749 to convince his legislator friends about the efficacy of his system. These 50 copies were intended only for private circulation. But he is said to have used his influence with the legislators to get a special statute enacted for the security of his invention. Throughout the middle ages stenography seems to have thus mixed itself up with secrecy and hence with politics to a large extent.

ROMAN PERIOD

However we reach a different situation when we enter the Roman period. At that time stenography seems to have been invented and used solely for the purpose mentioned in the modern definition with which we started, viz., to record the spoken word legibly and by means of brief signs at a rate at which the words are spoken. It is significant that one of the influential stenographic systems was invented in the first century B.C. by the famous Roman orator and author Cicero. He taught his system to his disciple Tiro and the system was thence forward known as Tiro's system. It was more a scheme of abbreviated writing than of special symbols. If we go further back in time, we find a system of stenography invented and used in the fifth century B.C. by the famous author and historian, Xenophen. Before him another great philosopher and author, Pythagoras, is said to have used his own system of stenography. Thus, if we go sufficiently far back in time, stenography was a pure art for recording speech as it is to-day without any intermingling with "secrecy".

HINDU PERIOD

In ancient India too, stenography has been such a pure art and has had the simple purpose of recording the spoken word at a rate at which it is spoken. We get some valuable light thrown upon our theme—on the reciprocal relation between stenography and the book world by what is regarded as the greatest epic of the world—the *Mahabharata*. The *Mahabharata* was taken to dictation. The terms of contract between the author of the *Mahabharata* and his stenographer are interesting—are as modern as they can be. At any rate these terms of contract are worth pondering over by the stenographers of to-day.

A STENOGRAPHER'S CONTRACTS.

It has been stated somewhere that the highest speed attained in modern stenography is 322 words per minute. But it appears that that

high speed can be maintained only for a few minutes. But the author of the *Mahabharata* seems to have come across a stenographer of extraordinary speed and persistence; for he is said to have demanded a condition which was rather perilous to the author. He stipulated that he would continue to do service only so long as his pencil could be kept writing. The moment the author's words failed to flow so as not to engage his pencil continuously, the stenographer would run away. It was, no doubt, a daring challenge and even the prodigious author of the *Mahabharata* was perplexed by this challenge. But he soon recovered himself and imposed a counter obligation on the stenographer which gave him the necessary relief. The author stipulated that the stenographer should never write even one symbol without understanding the full import of the words. In a sportsmanlike manner, the stenographer accepted this condition. The author of the *Mahabharata* seems to have exploited this condition; for whenever the current of his words would fail, he would introduce some nonsensical passage now and then. Such passages naturally gave trouble to the stenographer. Before he could decide that it was nonsensical and take down the words as they were, the author would compose a sufficient number of verses in advance. The fact that the *Mahabharata* has been completed to the everlasting fame of our motherland is sufficient evidence to show that the stenographer and the author pulled on with one another in a happy, and intimate and productive way.

AN ILL-INFORMED NOTION

As I stated already, the chief value of this anecdote is the light that it throws upon the reciprocal relation between the world of stenography and the book world. Let us first take the extent to which the book world can help stenography. The condition that the stenographer should not write any word or passage which he does not understand is a wholesome rule, which every stenographer should observe. However it is not an easy condition to fulfil as knowledge is making tremendous strides to-day almost in every sphere. Each department of knowledge has its own jargon, so to speak. It is necessary that the stenographer should be well-versed in those jargons if he is to fulfil this condition. Remembering the innumerable departments of knowledge in which specialisation is advancing so rapidly to-day, it can be easily seen that the stenographer cannot make himself fit for the fulfilment of this condition unless he is prepared to read books widely and frequently. The stenographer, who does not put the book world to the maximum possible use, will soon prove a failure. This warning needs to be specially emphasised in our country to-day. It is not uncommon for a young fellow who is

unable to get through the S.S.L.C. Examination to be told, "You are not fit for study, leave the school, learn shorthand and try to shift for yourself". The subnormal youth, whose initial equipment is too poor to carry him across the school barrier and whose capacity for further self-education with the aid of books is perhaps poorer still, is believed to be best suited for stenography! This ill-informed notion should soon leave our popular mind if stenography is to play its legitimate role in the furtherance of the progress of our land.

NEED FOR SPECIALISATION

An able stenographer needs not merely a good initial stock of knowledge and information; he should also get it replenished from day to day by the study of books; he should get himself abreast of the progress made in every sphere of knowledge. More than any other profession that of the stenographer should give up the prevalent wrong notion that one's education ends the day on which one leaves the school or college. He should realise that education is a life-long process that begins in the cradle and can end only in the grave. One can very well foresee that the time is not far distant when the progress of knowledge will so outstrip the capacity of individuals that stenographers should also specialise in particular subjects. Certain stenographers could specialise in for work in engineering concerns; some others for medical concerns; still others to practise in courts and so on. But till the profession has sufficiently developed, and the market for it is sufficiently widened to admit of such a specialisation, the stenographers of our country will have to depend upon the book world far more than they would otherwise have to.

STENOGRAPHY AND MOTHER-TONGUE

Now we pass on to the dependence of the book world on stenographers. We have already seen that our proud possession of the greatest epic of the world had to depend upon a stenographer who would throw a challenge to the author to compete with him in making the flow of his thought as rapid as that of his speed of writing. We complain of the lack of books on current thought in our languages, to-day. The main reason for it is no doubt that for over half a century, the most gifted of our people had been stunted in their creative capacity by having been fed through an alien tongue and by having been obliged to think and write in a foreign medium. The most subtle and the most devastating way in which our future stands undermined by foreign domination is this suppression of creative ability by the indirect means of bringing out a divorce between the thinkers and their mother tongue. It is a matter of experience that creative thought can precipitate itself into vocal form

only through the medium of the mother tongue. Apart from this major cause, even granting that some of us can think in the medium of the mother tongue, the physical process of writing out a book is too arduous to make one continue to write books unless one is given all the help that an able stenographer can give. This raises the issue of stenography for the South Indian languages. Since stenography has been made a phonetic one during the last century, it may not be difficult for an agreed system of stenography being adopted for languages like Tamil and Telugu.

CAPTURE NASCENT THOUGHT

We see to-day signs of rejuvenation in our country. We are witnessing the passage of our motherland through a period of renaissance. Our motherland is being blessed to-day with some souls whose creative capacity is as high as it can be. We have such creative souls in almost every sphere of thought. In close association with them we want an army of able, well-informed stenographers in our mother tongue who can capture the nascent thought of the creative souls and record them for the benefit of the masses. It will be a proud privilege of the present generation of our stenographers to act as pioneers in inventing a suitable system of stenography and applying it for filling the book world with indigenous literature so that our mother land may feel to be second to none in the scale of nations when they are measured by the amount of creative literature each nation has contributed to the literary stock of the world in every sphere of knowledge.

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"Is that the twelve o'clock whistle?" Mrs. James hastily gathered up her mending. "I had no idea it was so late. Time passes so quickly".

"It certainly does," replied Mrs. Blake. "Won't you stay for luncheon, Margaret? Ellen has it nearly prepared, and she is so proud of her biscuits; she has just learned to make them. She will be disappointed if you go".

"I thank you; since you put it that way, how can I refuse? Jean and Betty are visiting their grandmother today, and it is lonely at home".

A few minutes later, as she buttered a fluffy white biscuit Mrs. James said to Ellen, "My dear, you certainly are an accomplished cook. I'm not surprised that your mother is proud of you. I only wish that Jean were as interested in cooking and housework as you are. You're the first girl I ever knew who liked to do dishes."

"Oh, thank you, Mrs. James," Ellen laughed. "I can't say that I really like to wash dishes, but Mother says that we have to do the things we dislike in order to do the things we like, and I love to cook, and, of course, cooking requires washing dishes. So I just do them".

Later they heard Ellen singing at the unpopular task. "How do you do it, Grace?" Mrs. James asked. "I have so much trouble getting Jean to take an interest in housework. No doubt it is lack of proper training, but I have tried to teach her. Ellen is so different from other girls, though. I suppose that is the reason you can get her to do so much".

"You are wrong, Margaret. Ellen is no different from other girls of her age, but I have always shared duties with her, and now she assumes them without protest".

"I can't understand how you do it. What is your secret?"

"There is no secret. When Ellen was just a tiny girl she was naturally interested in everything Mother did, just as all small children are. If I had to make a pie, she was given some dough to roll with her toy rolling pin and make into a small one. She baked loaves of bread in her doll pans, and also cakes and cookies. It hindered me at times, but I realised that if that eager interest were ignored it would die, so I encouraged it. Then, as she grew older, I let her cut the cookies and gradually learn to cook. While it took a great deal of time and patience, I have been rewarded many times over. Now, on Saturdays, which Ellen calls 'Mother's day off', she takes charge of the kitchen immediately after breakfast, and until time to start dinner in the evening, it is her responsibility. This leaves me free on Saturdays to catch up the tag ends of the week's work. I usually have a number of things that I can't find time to finish earlier".

"Grace, you have given me a clear picture of the mistake I made with Jean. When she was little and wanted to help, I wouldn't allow it. I thought I could not take the time to have her in my way; I could get through so much more quickly alone. I didn't realise the harm, I was doing to the child and to myself. It won't be easy to undo. But I see now that Jean is not to blame, so I shall have more patience with her.—We'll talk the problem over together. She is very sympathetic.—I think she will want to do her part, and she and I will be able to interest little Betty".

ROADS THAT LEAD TO PERSONALITY DISORDERS

BY

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(From the Canadian School Journal)

William James, eminent psychologist and brilliant essayist, was fond of referring to certain words as weasel words. Democracy, freedom, socialism, religion, education are terms not easily defined. They are elusive, slippery, unreliable; and personality, I am afraid, is another such term. It is vague, ambiguous, woolly. It surely deserves to be classified along with Professor James' weasel words.

In his recent book, *Personality, a Psychological Interpretation*, G. W. Allport examines no fewer than forty-eight different definitions which, at some time or other, have been given to the term, personality. And then, as if to round out the list, Allport provides two more of his own. The ambiguity of the word is obvious. In these circumstances, any definition is bound to be more or less arbitrary. We shall, however, not go far astray if we decide to define personality as the total system or organization of activities which characterizes a human being at any given time. A man's personality, perhaps we may agree, is what he is at any given moment in his life history. And a personality disorder arises when there is operating within the personality any tendency which prevents the maximum possible development. Personality disorders imply the presence of disintegrative, disruptive forces. These, of course, may be of such a nature or such a degree as to lead to either minor or major disorders. The former may be relatively unimportant, or at least may seem so; the latter, however, may be so serious as to result ultimately in a shattering of the whole personality.

We are to consider here certain of the roads which, if travelled far enough, lead to personality disorders. That is, we are to pay attention to some of the conditions which tend toward maladjustment, whether this be of a serious sort or not.

Sometimes the quickest way to the heart of things is by way of illustration. Professor Gates of Teachers College, Columbia University, provides, in one of his articles,* an illustration of a type of problem by no means uncommon. Mary, 10½ years of age, was in the fifth grade. She had done fairly good work in the fourth grade, but now she was

* See Chapter 3 in Achilles, P.S., (ed.), *Psychology at Work*.

THE SOUTH INDIAN TEACHER

rapidly losing interest in her work and falling behind the rest of the class. She had had a sunny disposition, but this was disappearing. She was becoming irritable and gloomy; and she was losing weight.

When the teacher reported the symptoms to the parents, they were wise enough to have Mary given, in the first place, a careful physical examination. It was quite possible that defective vision or hearing might be the cause of the symptoms. Or a focal infection, or an endocrine disturbance, or incipient tuberculosis might be at the root of her difficulties. Sometimes, indeed, in cases like this, one is justified in suspecting the beginning of a subtle, mental disease.

Fortunately, however, Mary was found to be physically normal. An investigation was next made into Mary's social environment. This was found to have been unusual in several respects, the most important factor being that Mary had, for certain reasons, been taught at home for several years, associating chiefly with adults, and not attending school until she was 9 years old. Finally, Mary was given certain psychological examinations. It was discovered that emotionally she was well-balanced, except, of course, for the particular disturbances which had recently appeared. And it was discovered that Mary had an intelligence quotient of 150, which means that only about one child in ten thousand, picked at random, has as high a degree of intelligence. Here at last was a possible explanation for Mary's lack of adjustment in grade 5. The work was too easy for her. Furthermore, the adult environment by which she had been influenced, had given her an unusually sophisticated vocabulary. This the teacher did not appreciate. Mary's answers had seemed to the teacher to be "smart aleckish", and often she had ridiculed Mary's best efforts. This was the chief cause of the unhappy symptoms which had begun to manifest themselves in this case. An immediate promotion to grade 6, and a more understanding teacher were the only requirements needed to bring back Mary's sunny disposition, her weight, and a return of academic success.

Let us examine another case, this time that of a boy. Among the factors which often lead to the maladjustment of personality are those connected with speech defects. John B. is one of the many boys who suffer from stuttering. When referred to the clinic, he was 13 years of age, was in grade 6, and had an I.Q. of 95. His father was out of work, his mother emotionally unstable, and the family as a whole—there were five brothers and two sisters—presented a picture of extreme poverty and distress.

There was nothing unusual about John's appearance, except perhaps his shabby clothing and his front upper teeth which protruded badly. Inquiry revealed that the stuttering began after a serious illness when

the subject was about 4 years old. A kindergarten teacher to whom John had gone had apparently aggravated the symptoms by scolding him when he stuttered and by sometimes slapping him on the hands or head with books or rulers.

The psychologist to whom this lad was referred met him for one-half hour a week for ten weeks. An attempt was made to reduce his feelings of inferiority by emphasizing what he had already achieved in school. His ambition and industry were praised, and little said about his handicaps. He was given careful training in the articulation of consonant sounds, and specially prepared lists of words and reading exercises were used. By the end of the ten weeks period the stuttering had entirely disappeared, except on the infrequent occasions when he became unusually excited or was suffering from extreme fatigue. It was confidently expected that the boy would make a complete recovery.

Some one has said that there is nothing so fascinating as a bewildering bit of human behavior, and nothing so satisfying as a good approximation to its adequate understanding and treatment. Under any circumstances, the two cases just presented are highly significant. They emphasize the frequent complexity of the situation, and the necessity, and, at the same time, the difficulty of correct diagnosis. They remind us, too, that frequently expert clinical advice is desirable, and they suggest the almost certain serious consequences of neglect. Mary and John were travelling roads that lead to the disintegration of personality. And there are many far too many, children who are travelling those same roads.

It happens that, in the two illustrations which we have used, the school environment had much to do with the symptoms of maladjustment. Of course, the school is not always to blame; failure in social adjustment, as every one knows, is usually the result of a number of interacting causes, and in many cases the school plays but a minor role; in many others the school has nothing at all to do with the development of personality disorders. The home, the playground, moving pictures, are among the environmental factors which, on occasion, serve to initiate or foster maladjustment. Organic conditions, such as intellectual subnormality, physical defect, or bodily disease, frequently are predisposing or precipitating causes.

The unsatisfactory habit-systems which result may be of many kinds. Some of them are often classified as escape mechanisms, others are often regarded as defense mechanisms. The child who finds it impossible to learn as quickly as the other children in his grade may ultimately find solace in excessive day-dreaming. Here in a dream world

he can achieve success. A magic wish or two, and lo! his troubles are at an end. He has passed all the examinations and everyone, even the teacher, recognizes his wonderful ability.

There is a place for day-dreaming. It is properly one form of recreation, but when it becomes a substitute for necessary action it is a danger symptom. It becomes a road which, if travelled far enough, may lead to serious personality disorder. The delusions of grandeur and of persecution which characterize certain major mental diseases find their humble origin in the apparently innocent day-dream.

Another form of escape is slipping back to juvenile ways of behavior. This type of reaction is commonly called regression. When one refuses to face a difficult or unpleasant situation and adopts, deliberately or otherwise, childish ways of response, he is using an unhealthy type of escape mechanism. The adult, indulging in a temper tantrum, is an illustration. Regression may lead to grave consequences, for the most dreaded of all the mental diseases, namely, the schizophrenias are, in part at least, characterized by excessive regression.

The human mind is expert in devising escape mechanisms, and their variety is great. Defense mechanisms are likewise numerous. Two generic forms of defense are rationalization and compensation. Rationalizing, as the psychologist uses the word, is offering plausible excuses in place of real reasons. A boy, careless in spelling, may rationalize by saying he has been poorly taught. Or his mother may seek to excuse her son's carelessness by remarking that he takes after his father. Very often this process has real value, but it is always dangerous and should be recognized as a possible road that leads to mental disorder.

Compensation, which is the attempt to excel in some activity because one has been unsuccessful in another, likewise has its obvious values. A person disappointed in love, may turn to poetry or to religion, and, if the results are good, the process of compensation is to be commended. If, however, the substitute activity is anti-social in nature, the method used is unsatisfactory. The boy who compensates for failure in academic pursuits by becoming a bully on the play-ground is not adopting a satisfactory defense mechanism.

To illustrate the treatment of behavior, at least in part compensatory, and manifested in a school situation, let us consider a case reported by S. L. Pressey in his book, *Psychology and the New Education*. In the middle of a classroom "there were two small columns that supported the ceiling. One chronically failing boy whose seat was behind a column evidently became completely exasperated and proceeded to 'shin

up' the annoying post. The teacher unwisely shouted at him and he, being well out of reach, proffered some replies. In a few moments another lad had climbed the second column. Someone suggested a race between the climbers; in a moment there was a group at the foot of each post, thus preventing the teacher from laying hands on either boy, and before long an elimination tournament was in progress. The teacher shouted, scolded, and even cried. At this point Miss A was asked to do something. She entered the room at once, sat down at the desk, and corrected themes. Not the slightest attention did she pay to the students, who presently discovered that climbing dusty posts was not much fun. When the groups had dispersed of their own accord, the teacher took a hand. First she asked the two boys that started the trouble what had ailed them. They replied that the posts were a nuisance. She then asked if there were not some more sensible solution than climbing them. In a few minutes the boys of the class were at work moving the desks around the room until the difficulties of seeing and hearing were reduced to a minimum. By this time the session was at an end. On the following morning Miss A entered the room to find a couple of lads climbing the posts again, but she simply smiled at them, went on with the interesting lesson she had prepared for the day, and soon the boys went back to their seats. The childish boy who had started the trouble continued his gymnastics two or three times that day, but Miss A never faltered for a moment in the work she was doing. By the second day none of the pupils even looked up at these antics and, the third day, the performance was greeted by adverse comment from the other pupils". *

It is obvious that there are good ways and bad ways of handling such tendencies as we have been discussing. The wise parent or teacher will seek to discover and to use the best ways. He will recognize, too, that sometimes escape mechanisms and defense mechanisms may serve to integrate the personality and promote adequate adjustment. A physical defect, for example, may be a blessing in disguise, challenging one to greater and nobler efforts. Had it not been for physical defect or weakness, the genius of Robert Louis Stevenson, of Walter Scott, of Lord Byron, and a host of others, might never have come to full fruition.

There are roads that lead to personality disorders. To prevent people, young or old, from travelling these roads, there are certain approved measures which should be recognized by all. (1) We must emphasize the importance of careful physical and psychological examinations. (2) We must encourage the cultivation of abundant physical health. (3) We must teach people to be honest with themselves; to

* Op cit., pp. 118-9.

acknowledge their mistakes; to practise the art—it is a fine art—of facing life as it is, and making intelligent adjustment to the difficulties and disappointments which are bound to arise. (4) We must try to provide opportunity for successful achievement for all, in both the physical and mental spheres. (5) We should rely more upon encouragement and praise than upon blame. There is no place for nagging and ridicule. (6) Sympathy, tact, fair play, must always be employed. And (7) when the need arises, we should seek, where possible, the expert assistance which certain individuals or organizations alone can provide.

There are roads that lead to personality disorders. But there are other roads that lead to happy, wholesome, successful living. These other paths we must find, and into them we should try to direct the faltering steps of those, within our schools or without, who, baffled, beaten, and bewildered, have adopted unwholesome methods for solving the conflicts and maladjustments of life.

THE 5TH PROVINCIAL PHYSICAL EDUCATION CONFERENCE

Held at Mangalore, South Kanara from the 19th to the 21st May 1938

A Report by

Dr. G. F. Andrews, M.A., Ph.D.,

Hon. Secretary, Madras Provincial Physical Education Association, Saidapet

In my days physical training was anathema. We students vied with each other in absenting ourselves from physical training classes. Fortunately to-day the proper emphasis placed on physical fitness and health gives physical activities a new outlook and more participation of students is an established feature. The Madras Provincial Physical Education Association is therefore to be congratulated on organising this 5th Provincial Physical Education Conference to focus attention on the problems of physical education and it is my hope that this Conference will contribute to clarify issues and to intensify the interest that is now being evinced in physical education. In words conveying these ideas, Janab Ghulam Dastagir Saheb, District Educational Officer, South Kanara declared the 5th Provincial Physical Education Conference open before a representative gathering of educators and the public on the 19th May 1938 at the Canara High School, Mangalore.

In his Welcome Address Dr. K. Vittal Shetty referred to the existing conditions in physical education and specially to the circumstances which tend to make the teachers of physical education the 'depressed class' of the whole teaching profession. He pertinently remarked that coordination between physical education and education based on sociological, biological and psychological findings is a necessity, that health education should form an equally important aspect of education, and that physical education in cooperation with education should be concerned with the whole child and be more purposefully useful and productive of more happiness.

Sri A. B. Shetty, M.L.A., Parliamentary Secretary to the Hon'ble the Minister for Public Health, who presided over this Conference delivered a very learned and thought provoking address. He reviewed the work being done in England, America, Germany and other Western countries for better national health and physical fitness. "Whole nations" he said, "are being made to look upon physical fitness as a matter of patriotic responsibility," while the governments concerned provide ample facilities towards this end. He pointed out that the needs of India are no less than those of the Western countries, but that here we must proceed carefully because of the appalling malnutrition of the people young and old alike. He emphasised on the need for organised medical inspection and for a close co-ordination of the several types of physical activities because "physical education is no longer merely an affair of developing muscles and sinews the newer philosophy lays more and more emphasis on its educational values rather than on the mere exercise values." He discussed the problem of public recreation also because of the impending implications both of earned leisure and of enforced leisure due to unemployment. "Whoever seeks to serve the drunkard, reform the sinner, and reclaim the hooligan must" he said, "bring within his reach healthy and wholesome means of recreation."

The stirring address of the president gave a sound lead to the Conference. Papers on "the type of physical education required in educational institutions" and on "Public Recreation" were read at the later sessions. Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education of Annamalai University lead the discussion on the former subject and Mr. D. Santiago, General Secretary and Physical Director of the Coimbatore Y.M.C.A. initiated the discussion on the latter. Special attention was invited at the discussion to the need for fuller recognition of the indigenous physical activities and to a thorough study of these activities. The following resolution on this subject was adopted later:—

Res. No. 8: This Conference is of opinion that a thorough study of indigenous games, folk-dances and other physical activities is urgently needed if these activities are to survive and requests the Government to depute some qualified Indian for the purpose."

As regards public recreation it was felt that the state and the public have great responsibilities in the matter. Being convinced that the time is ripe for necessary action the Conference adopted another resolution which runs thus:—

"Res. No. 4: This Conference is agreed that it is high time to take up the question of organization of play and recreation facilities for the public and requests the government to appoint a Committee including non-officials to investigate into this matter and to submit their recommendations at an early date."

Other resolutions adopted at the Conference relate to some of the pressing needs in physical education. They are:

"1. This Conference strongly feels that the present scale of pay of the Physical Training Instructors is quite inadequate for their maintenance and for improving their status, and therefore requests the authorities to take early steps for the improvement of the scales of pay of Physical Training Instructors."

"2. This Conference recommends that qualified Physical Directors be employed in High Schools and that they be considered on an equal status for remuneration work and service condition as L.T.'s"

"3. This Conference is of opinion that the work done by the Physical Training Instructors from after school hours till the closing of the games and sports activities is their legitimate work and should therefore be considered as two teaching periods."

"5. This Conference expresses its appreciation of the scheme proposed by the Government for organising village sports, but is of the opinion that the success of the scheme demands the supervision and guidance of trained recreation workers."

"6: This Conference notes with great concern that physical education is not given its due importance in the Wardha Scheme of Educational Reconstruction and suggests that necessary modifications be made therein so that the play life of children may be adequately taken care of."

"7. Inasmuch as there is a pressing need for the revision of the Elementary, Secondary and Training school syllabuses this Conference urges the Government to take early action in the matter.

"9. This Conference feels very strongly that the physical education needs of children in Elementary Schools are very much neglected since the teachers in Elementary schools have little or no knowledge of the type of physical education required for elementary schools, and therefore requests government to arrange short courses of Training in Physical Education for Elementary School teachers or to

subsidise and encourage any such courses that may be conducted by private organizations."

"10. This Conference is of opinion that since over ten years have elapsed after the introduction of compulsory physical education in the Colleges of the Madras University the time is ripe for an enquiry into the result of the scheme and requests that a Commissioner for Physical Education be appointed for the purpose at an early date."

"11. This Conference recommends that suitable tests in Physical Education activities be held to judge the progress of each individual student and that the results be considered at the time of promotions and selections for public examinations and requests the Madras Provincial Physical Education Association and the Y.M.C.A. College of Physical Education to work out a definite scheme for this purpose."

"12. This Conference urges upon government the imperative need for the provision of recreational facilities in urban and rural centres and appeals to the government to set apart open spaces for such purposes."

"13. This Conference recommends the open type of school buildings with sufficient space around for the formation of children's playground with up-to-date gymnastic equipment like see-saws, swings, inclined plane, etc."

"14. This Conference urges upon the government the crying need for medical inspection in schools and colleges and requests immediate action on this subject."

"Res. No. 15. This Conference requests the Madras Provincial Physical Education Association to take immediate steps to arrange for a deputation to wait upon the Hon. the Premier, the Hon. the Minister for Education and the Hon. the Minister for Education and the Hon. the Minister for Public Health to place before the Government the pressing need for definite forward policy re: physical education in educational institutions and re: play and recreation for the public and to urge government to take immediate steps in the matter."

The resolutions are of far-reaching importance inasmuch as implementing them is bound to effect rapid progress in physical education with the resultant improvement in the health and physique of the nation.

Two demonstrations of physical activities and a pageant of physical activities were included in the programme of the Conference and were much appreciated. The pageant entitled "Athens India" was a historical presentation through tableaux of the contributions of various countries to physical education, beginning with Greece.

A display of health and physical education charts and exhibits also formed part of the activities of the Conference. These charts and exhibits served to disseminate correct ideas regarding health and physical education.

The Conference was brought to a close by the President on the afternoon of the 21st in a short speech wherein he again emphasised the educational values of physical education activities and appealed for a right understanding of physical education and for greater cooperation so that the whole child may be educated and be enabled to grow to live an abundant life full of satisfaction and happiness

FROM OUR ASSOCIATIONS

TWO ADDRESSES TO THE HON'BLE CHIEF MINISTETR

To

The Chief Minister to the Government of Madras,
Camp: Tadpatri.

HUMBLE MEMORANDUM

Sir,

We, the teachers of the Municipal High School, Tadpatri, beg leave to submit that we rejoice at your visit to our place and welcome you very heartily to TADPATRI, a holy and ancient town. We really feel like children in the presence of their father, who has returned home after a long tour and it is but customary on such occasions for children to demand this thing and that. May we be permitted to do so.

1. We are indeed alive to the growing needs of our Province and are fully in sympathy with the introduction of Hindi in Schools. One who sees a little ahead of the times and visualizes a free and united India has but to welcome this language. Hindi is the emblem of the unity of the people of India. We pray for its early introduction in our school.

2. In recent years the S.S.L.C. Public Examination is held only at one or two centres in a District. The loss to the parents is very great, being out of proportion with the object achieved. It is too expensive to go to another place for an examination and it is risky to take an examination in a new place. We pray that each school may be made a centre as it was before.

3. We are indeed grateful to the Government for some of the amendments made in the District Municipalities Act giving greater security of tenure to the teaching staff. Yet one more measure in sympathy with our profession is yet necessary. We mean the transfer of teachers from one school to another in the District on the recommendation of the District Educational Officer. This will promote the moral tone of the schools.

We have been serving on here for years without a move and there has been much stagnation. Therefore a periodical transfer would be very welcome.

4. With the introduction of the mother-tongue as medium of instruction and the consequent shifting of the importance of English to the vernacular, the responsibilities of the Pandits would be on a par with those of the L.T. assistants. So we pray that the Pandits may be given the same status as the L.T.'s in pay and prospects as was recently done in the Chintadripet High School, Madras.

The scales of Pandits are such that none who have passed the Vidwan Examination could reach the maximum of Rs. 75 before he retired. In view of the responsible position held by the Pandits now in High Schools, they may be given

immediately a higher rate of increment i.e., Rs. 5 in two years instead of Rs. 2 in two years, so that they may reach the maximum in 14 years like the L.T.'s.

5. Teachers in schools managed by local bodies often regard themselves as a neglected lot discharging the same duties as their brethren in Government Educational Department with decidedly better pay and service conditions. We pray that the inequality of status may kindly be removed as early as possible. The S.I.T.U. also has been requesting the same in many of its conferences.

6. We pray that the scales of salaries of teachers which existed before the introduction of the new Government scales, may be allowed to continue to the existing incumbents. The loss incurred by the adoption of the new scales to the teachers may be made good with retrospective effect by granting full personal allowances from 1-11-1934. This was the policy of the Government when revision of scales was made to the Government servants. Now-a-days the moral and ethical considerations have weighed more with the Government than the strictly legal. We are therefore encouraged to approach you with a prayer to exempt teachers drawing less than Rs. 50 per month from payment of profession tax and school fees for their children.

We pray for your long life and prosperity.

We beg to remain,

Sir,

Your most obedient servants,

(Sd) S. VAIDESWARA IYER,

President,

T. CHIDAMBARA IYER,

Secretary.

14-7-38.

on behalf of the Members of the Municipal High School Teachers' Association,
Tadpatri.

Office of the M.H.S. Teachers' Association,
Tadpatri, 5-7-38.

MEMORANDUM

Re: TEACHER-TENURE IN AIDED EDUCATIONAL INSTITUTIONS

Submitted on behalf of

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

1. The system governing teacher-tenure is based on Rule 12(1) and Appendix 28 in the Madras Educational Rules introduced by G.O. 180 dated 6-2-1930.
2. The tenure of teachers is unsatisfactory, as revealed by the many cases of terminations in aided institutions, which, in effect, amount to dismissal. This is admitted by the Department in their reports.
3. Various remedies have been suggested like:
 - a. Unification of the Teaching profession,

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- b. Provincialisation of the Teaching service,
- c. Statutory recognition of Teaching as a public utility service,
- d. Administrative amendment of the M.E.R.

4 The South India Teachers' Union and its constituent Guilds feel that there ought to be a tenure-plan to improve the service conditions of teachers and to insure security of tenure.

This purpose will be served.

A. If a section similar to the one, found in the local Boards Act empowering the Government to lay down rules for the scales of salaries, conditions of service, leave rules, termination, dismissal and appeal be inserted in Rule 12 in the M.E.R. and insisted upon as a condition of recognition and aid.

The inclusion of a rule on the lines indicated will have the force of a section of the Act since in any case the penalty for non-observance of the conditions of the Grant-in-aid Code and educational rules is withdrawal of recognition.

B. In addition to the amendment of the M.E.R. the Government should create a Provincial Arbitration Board to serve as a tribunal to hear complaints and judge and decide, its decisions being final and executable like a decree of a Civil Court.

C. The agreement in force should be amended so as to provide for the following:

a. Every agreement shall state whether the post is temporary or permanent and in all cases, it shall state the period.

b. A permanent teacher shall not be disturbed by the Management till he runs his full service to the end of his 55th year of service, provided it shall be lawful for the management to give him three months' notice at the end of the academical year for any of the following reasons:

Closing down of institutions,
Retrenchment, subject to seniority and service,
Gross insubordination,
Proved incapacity
Sentence involving moral turpitude.

c. In case of dispute, the aggrieved party shall have a right to prefer a claim to the Director of Public Instruction by means of a verified petition stating his cause for grievance and demand for relief, and the Director shall refer it, after due notice, to the Provincial Arbitration Board.

d. Every school authority shall employ only such persons as are found in a list or Registry of Teachers in the district maintained by the District Educational Officer.

V. SARANATHA IYENGAR,
President.

S. T. RAMANUJA IYENGAR,
Representative

MRS. GRACE DURAIRAJ,

K. N. SAMBASIVA SASTRI,

V. D. VENKATASUBRAMANIA IYER,
Joint Secretaries

Trichinopoly,
19th June, 1938

SALEM DISTRICT TEACHERS' GUILD

Sri C. J. Varkey, M.A., M.L.A., Parliamentary Secretary to the Hon'ble Minister of Education attended a special meeting of the Salem District Teachers' Guild on Saturday the 30th, July, 1938 at 2 P.M. in the Salem College Hall.

Mr. K. Muhammad, District Educational Officer, Salem, who presided, referred to the need for improving the state of education in Salem District. He requested Sri Varkey to tell the audience how the Government proposed to tackle the problem.

Sri Varkey spoke for about 90 minutes. He confined his remarks to elementary education, the training of teachers and secondary schools. It was agreed on all hands, he said, that wastage in elementary education must be eliminated. The uneconomic and inefficient schools had to go. In pursuance of this principle, the Department had been very strict with the result that even though the number of schools had diminished, the number of pupils in the schools had considerably increased. The idea of the Government was that the pupils must remain in the schools for five years and complete their course of studies in the primary schools without break. That was the only way to retain literacy in them, as otherwise relapses into illiteracy was bound to result. The Congress Government in Madras was not thus going back on the scheme of free and compulsory education. But there was no money to start enough schools to have universal compulsion for all at one stroke. They, therefore, proposed to move cautiously and to introduce compulsion by stages.

The Government were considering whether elementary education could not be cut short by one year, so as to enable pupils to get into the secondary schools after four years of primary education. It would then give them seven years for secondary education, without cutting down a year from the University course. The subject of bifurcating the secondary education course in the fourth form stage was also being considered so as to enable students to take to either a professional course or a University course, according to their tastes and abilities.

Sri Varkey exhorted teachers to look upon their posts as vocational rather than professional. Like poets and soldiers, teachers were born and not made. The training imparted to them only developed what was in them. He referred to the privately managed institutions which were doing good work and he stated that Government did not propose to interfere with them in any way. There might be instances of mismanagement but they could all be set right by better control by the Government.

With a vote of thanks proposed by Sri V. Doraiswami Aiyar, Secretary of the Guild, the meeting terminated.

Sri C. J. Varkey was presented with a memorial (published below) on behalf of about 125 teachers employed in the District Board of Salem and Dharmapuri, who had been affected by the new scales of pay since 1934.

On behalf of the District Teachers' Guild, a deputation led by Messrs. V. Doraiswami Iyer, K. S. Chengalroya Aiyar, R. Narayanaswami Aiyar, A. V. Sundaresa Aiyar, S. Lakshminarayana Aiyar and others met Sri C. J. Varkey and urged the need for constituting a Board of Education, to ensure continuity of policy and to vest it with the control of secondary education by bringing in the necessary legislation. Sri Varkey discussion with them the implications of the proposal.

Krishnagiri,
22-8-1938.

K. S. CHENGALROYA AIYAR,
Joint Secretary.

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SALEM DISTRICT TEACHERS' GUILD

To

The Parliamentary Secretary,
To The Hon'ble Minister of Education,
MADRAS.

Sir,

Subject: Prayer for the restoration of the old scales of pay.

The humble memorial submitted by the District Teachers' Guild, Salem, praying for the restoration of the old scales of pay, respectfully sheweth:—

Your memorialists beg to represent the cause of nearly 125 teachers employed in the Salem District Board and in the Dharmapuri District Board High and Middle Schools who are members of this Guild. They were employed prior to 1st November, 1934 and were getting salaries in the Scales:—

Headmasters—150—10—200.
L.T. Assistants—75—5—125.
Intermediate Assistants—40—2—50—1½—60.
Secondary Grade Assistants and Pandits—35—35—1½—50—1—60.
Drill and Drawing Masters—35—1½—50.

till 1st November, 1934 when the new revised Scales

Headmasters—110—10/2—170.
L.T. Assistants—65—5/2—100.
Intermediate and Secondary Grade Assistants and Pandits—30—2 2—50.
Drill and Drawing Masters—25—2/2—45.

came into force. This revision of Scales, instead of being applied to new entrants only, was imposed on all.

Your memorialists beg to state that this sudden and unexpected application of the new scales has deprived the teachers of a good portion of their pay which they had earned by dint of loyal and efficient service and for which they have a right, as judged from the usual convention and practice governing all public service. Your memorialists consider this imposition of the revised scales on old incumbents so as to effect their pay and status adversely is rather unprecedented and unparalleled. This has caused great hardship to them both in the matter of managing the day to day affair of their family and of meeting their other commitments and obligations.

In this connection your memorialists respectfully beg to point out that in regard to all Government services the revised scales of the old Government and the new revised scales of the present Government have both been made operative only in the case of new entrants. Your memorialists further respectfully submit that while the same Fundamental Rules and Government Servants' conduct rules are in force in regard to Local Board Services as well, this unique treatment of Local Board Employees alone has come like a shock. In public service an employee reasonably expects to raise in the course of his service both in status and in emoluments. This drastic reduction of his pay coming as it has done quite unexpectedly and

unreservedly has struck at the root of Security of tenure and thrown a damper on his enthusiasm for the present and his hope for the future for no fault of his.

Your memorialists, therefore pray that you may be graciously pleased to allow them to continue on the old scales of pay and that they may be granted all previous increments and emoluments respectively from 1st November, 1934, on which date the new scales were applied in their cases also.

Your Memorialists beg to remain,

Sir,

Your most obedient servants,

S. M. LAKSHMANA CHETTIAR,
President

V. DURAISWAMI AYYAR,
Secretary.

R. NARAYANASWAMI AYYAR,
Vice-President.

K. S. CHENGALROYA AYYAR,
Joint Secretary.

Salem,
30-7-1938.

TRICHINOPOLY DISTRICT TEACHERS' GUILD
FROM OUR CORRESPONDENT, 21-8-'38.

30-7-'38.—A meeting of the Managing Committee of the Trichy Dt. Teachers' Guild was held on 30-7-'38 at the E. R. High School, when amendments to the Guild constitution, the creation of a Trust Board for the Teachers' Guild House were resolved upon and resolutions were passed regarding the application by the Guild for a loan from the S.I.T.U. Protection Fund to expedite completion of its Guild House and the opening of the Guild House in October by His Excellency the Governor.

6-8-'38.—On 6-8-'38, an extraordinary meeting of the Guild was held in the Bishop Heber High School with Sri T. S. Krishnamurthi Aiyar, D.E.O., in the chair when Dr. G. F. Andrews, Physical Director to the Govt. of Madras outlined a programme of Physical Education for schools. The lecture was followed by an Inter-School Demonstration, presided over by Rev. Fr. A. M. Antoniswami, S.J., Vice-President of the Guild.

8-8-'38.—Another extraordinary meeting of the Guild was held on 8-8-'38 in the National College Hall with Sri V. Saranatha Iyengar, President of the Guild in the chair, when Messrs Sri Ram Bajpai and Venkataraman of the Seva Samiti Scout Association spoke on "National Scouting." A resolution forming a committee with power to co-opt, consisting of Messrs V. Saranatha Iyengar, Dewan Bahadur T. M. Narayanaswami Pillai, Janab Mahomed Usman, K. R. Avadhani and S. T. Ramanuja Iyengar as convenor, to organise a local branch of the Hindustani Scout Association.

17-8-'38.—Yet another extraordinary meeting of the Guild was held on 17-8-'38 in the E. R. High School with Sri Saranatha Iyengar, President of the Guild in the chair when Dr. J. C. Kumarappa of the All-India Village Industries Association lectured on "The Philosophy of the Wardha Scheme of Basic Education."

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GUILD PROPAGANDA

S.I.T.U. and Guild Propaganda were conducted by Messrs. S. T. Ramanuja Iyengar, K. N. Sambasiva Sastri, Secretaries of the Guild at the following places: 31-7-38 at Ariyalur; 3-8-38 at Tiruchendurai; 7-8-38 at Ayyampalayam; 14-8-38 at Udayarpalayam; 20-8-38 at Andanallur, Rajendram, Kulitalai, Vaitanallur and Lalapet. The Union and Guild work for teachers was explained in detail at every meeting.

THE MADRAS TEACHERS' GUILD

The Madras Teachers' Guild held its annual meeting on the 27th August 1938, at the T. T. V. High School. As many as 450 members were present. Dr. P. Subbarayan, Minister for Education distributed the Shields to the successful teams and certificates of merit to the winners in the competitions held by the Physical Education Section of the Guild. In a brief speech, the Minister said that he was interested not only in the field of education, but also in the field of Physical education without which they could not produce a healthy race. Healthy out-door exercises were necessary not only for the pupils, but also for the teachers. He congratulated the Guild on its growing strength and wished it every success. Mr. M. S. Sabhesan, in thanking the Minister, said that the time had come for the teaching profession to do something more than merely express their approval of the Government policy. It was necessary for them to come forward and educate the public on the soundness of the proposed educational reform and create a favourable atmosphere. He emphasised the need for the Minister to consider ways and means of improving the conditions of service of teachers in aided Schools and pointed out that if a Committee consisting of those interested in education was charged with giving proper advice in the matter, the Minister could easily solve the problem. He also requested the Minister to take up the question of the administration of the Provident Fund for teachers in aided schools. The Government, he said, derived a substantial benefit as a result of long-term deposits. He was of opinion that the Government's contribution from one-third to one-half would not cause any difficulty to them. He then stressed the need for giving official recognition to professional organisations by extending to them representation in the Statutory and Ad Hoc committees appointed to consider educational problems. He suggested the appointment of a Board of Education on lines suited to the needs of this province which would be adequately represented by the teaching profession and other bodies interested in Education.

Mr. M. S. Sabhesan, then announced that the following office-bearers were elected without opposition.

Mr. M. S. Sabhesan

.. President.

Messrs. K. Kuruvilla Jacob, G. V. Narayanaswami
Iyer, Syed Abdul Gaffoor Shah Sahib

.. Vice-Presidents.

Mr. M. S. Madhava Rao

.. Treasurer.

The meeting then adjourned for lunch.

Re-assembling after lunch, Mr. T. P. Srinivasavaradan, the Secretary presented the Annual Report for 1937-38 for adoption. During the year under report the strength of the Guild rose from 679 to 701. The Council of the Guild met nine times and transacted business of various kinds. It appointed sub-committees to study the Government communique on Re-organisation of Education, the Wardha

Scheme of Basic Education, the compulsory introduction of Hindi in schools and the Visual Education report published by the Central Provinces Government. It also passed a number of resolutions of professional interest. The Education Week and the Guild Day were celebrated as usual. The Building Fund at the beginning of the year stood at Rs. 6,060 and at the end of the year Rs. 7,228-6-3. The net collections of the Drama *Baktha Nandanar* amounted to Rs. 294-8-0.

After some discussion, the Report of the Guild was adopted unanimously.

A resolution expressing their deep sympathy at the demise of Rao Bahadur A. C. Pranatharthihara Iyer was passed, all standing.

Mr. K. Kuruvilla Jacob spoke on "Standardisation of Tests." This was followed by a lecture on the "Social Aspect of Elementary Education" by Dr. J. P. Joshua of the Madras Christian College. Mr. R. S. Subrahmaniam Iyer, Vice-President of the South Indian Teachers' Union Protection Fund, pointed out the advantages of joining the Protection Fund and appealed to such of the members as had not yet joined the Protection Fund and enjoy the benefits. Mr. S. K. Yegnanarayana Iyer then addressed the gathering exhorting the members to form study circles. Mr. M. S. Sabhesan then announced that Messrs. T. P. Srinivasavaradan and Syed Mahmood were elected as Secretaries.

In bringing the proceedings to a close, the President of the Guild appealed to the members to take greater interest in the affairs of the Guild.

A resolution thanking the retiring office-bearers and old members of the Guild Council was then recorded.

Mr. T. P. Srinivasavaradan then thanked the Masters' Association of the T. T. V. High School Mr. Vedanta Desikan and his helpers who were in charge of the polling, and others for having made the function a success.

THE S. I. T. U. PROTECTION FUND

OBITUARY.

We regret to have to announce the death of Mr. P. Muthiah Gounder, Retired Teacher, Mahajana High School, Erode, (Reg. No. 153) on 20-8-1938 at the age of 58. His nominee will be paid a Benefit amount of Rs. 311-4-0 on receipt of the necessary claim papers in order.

THE SOUTH INDIA TEACHERS' UNION

PROCEEDINGS OF A MEETING OF THE EXECUTIVE BOARD OF THE
SOUTH INDIA TEACHERS' UNION HELD AT 11 A.M.
ON SATURDAY THE 30TH JULY 1938.

Present :—

Messrs: S. K. Yegnanarayana Iyer (in the chair),
M. S. Sabhesan,
N. Kalyanarama Iyer,
M. S. Subrahmanya Sastri.
T. K. Subrahmanya Iyer,
S. Natarajan,
V. Bhuvaramurthi Rao.

1. Minutes of the last meeting taken as read and approved.
2. Letters from members who were unable to attend were read and recorded.
3. The President made a statement regarding his tour in the District of Tinnevely.

4. Resolved to request the Propaganda Committee of the Protection Fund to place sufficient funds at the disposal of propagandists who are requested to work according to the following plan:—

Messrs. M. S. Sabhesan and E. N. Subrahmaniam to tour in the Ceded Districts.

Messrs. S. K. Yegnanarayana Iyer and S. Natarajan or V. Srinivasan to tour in the Districts of Nellore, Guntur and West Godavari.

5. The Secretary made a statement regarding (i) circulars sent to District Teachers' Guilds and affiliated associations and the replies received thereto and (ii) communications sent to the Government, the Minister and the Director of Public Instruction regarding the resolutions passed at the Mangalore Conference.

6. Resolved to co-opt the following members for the Executive Board to represent Districts where there are no District Guilds:—

Cuddappah	Sri E. D. Martin
Bellary	" C. Elisha
Nellore	" M. Sehadri
East Godavari	" Satchithanandam
Vizag	" A. Narayanamurthi Pantulu
Kistna	" P. V. Gangaraju.

7. (a) Read the applications for affiliation to the South India Teachers' Union of the South India Pundits' Union and the Madras Provincial Physical Education Association. Resolved to affiliate them provisionally for one year subject to certain conditions to be settled in circulation after the Secretary and applicants come to an understanding on the matter of holding conferences etc.

(b) Resolved to affiliate the Guntur District Teachers' Guild after getting the formal application.

8. The Treasurer made a statement about the financial position.

(a) Resolved that out of Rs. 106-1-0 of the Defence Fund, the sum of Rs. 6-1-0 be taken towards the expenditure incurred and that a sum of

Rs. 100 be deposited with the Madras Teachers' Guild Co-operative Society as a Fixed Deposit.

(b) Resolved that a sum of Rs. 250 be deposited with the Madras Teachers' Guild Co-operative Society as a Fixed Deposit in the name of the Silver Jubilee Fund.

9. (a) Resolved to issue a notice to the District Teachers' Guild, Chingleput that if arrears be not paid before 1st September, it would be disaffiliated and (b) that the District Teachers' Guilds of North Arcot, Ramnad, Coimbatore and Tanjore be requested to pay up their arrears before 1st September 1938;

(c) that the following Teachers' Associations be notified that unless their arrears of subscription be paid up before 1-9-1938 they would be disaffiliated:—

- i. Teachers' Association, Board High School, Yellamachalli,
- ii. Teachers' Association, Board High School, Amalapuram,
- iii. Teachers' Association, V. R. College High School, Nellore.

(d) that the other Teachers' Associations in arrears be requested to pay up their arrears before 1-9-1938.

10. Resolved that the names of Dr. Zakir Husain and Rao Bahadur K. V. Rangaswami Iyengar be recommended for the Presidentship of the All-India Education Conference to be held at Bombay.

11. Resolved to recommend the following names to the membership of the Council of the All-India Federation for 1939:—

Messrs: Subrahmanya Sastri of North Arcot.
M. S. Sabhesan of Madras.
E. N. Subrahmaniam of Madanapalli.
S. Natarajan of Madras.
V. Bhuvaramurthi Rao of Madras.

12. Resolved to place before the Government the view of the Union that the question of management of Elementary Schools in the Province as a whole should be taken up and not merely the question of taking over the management by the Government of the Board Elementary Schools as it is now contemplated.

13. Resolved to celebrate the Education Week by constituting a Central Committee for the celebration in the Province and a grant not exceeding fifty rupees be made to the Central Committee.

14. Resolved to authorise the Secretary to communicate with the Secretary of the Provincial Headmasters' Association and find out whether that Association will put up candidates to the Senate and Academic Council from the Constituency of Headmasters; if they do not, to bring up the matter before the Working Committee.

(b) Resolved to address the District Guilds to let the Executive Board know whether they are in favour of the South India Teachers' Union putting up candidates to the Senate from the constituency of Registered Graduates and to bring up the matter before the Working Committee for necessary action.

15. Resolved to address Dt. Guilds to get all the Range Associations of Elementary Teachers of their Districts affiliated to them and to request them to inform the office if there be any difficulty in the way of getting it done.

(Sd.) S. K. YEGNANARAYANA IYER,
President.

THE TEACHERS' BOOK-SHELF

Poems of To-day—3rd Series. Published by the English Association and Macmillan & Co., Ltd., London, 1938. Price 2sh.

This is an anthology of English Poems published since 1922 down to the present day. English Poetry of the present is characterised by a challenge to the traditional modes of the poetic art. This anthology, while containing many verses characteristic of the age, also contains a number of poems that are truly typical of the modern school and yet conforming to certain accepted canons of style. The anthology includes a larger proportion of verse of a light quality. It is indeed regrettable that the publishers could not obtain permission to include examples of the works of some well-known poets of the present day.

Essentials about the League of Nations.—This small but closely printed book of about 350 pages should be considered a useful book of reference by all desirous of knowing about the League. As the title shows it supplies all information re: the League, its constitution, its activities and achievements. To those in the East, the League is only an ineffective organisation. There was a common belief that the inauguration of the League will usher in an era of peace all over the World and banish for ever war and the horrors attendant on a war. The weak and ineffective policy of the League in the matter of the Abyssinian Conquest, the prolongation of the Spanish Civil War with the farce of the non-intervention and the Japanese aggression over China are present reminders to the unbeliever and the sceptic that the League is only a combine of the Stronger Nations to keep the Weaker ones in their subordinate place. But, besides its political activity, it has developed a useful, intellectual and human side of its activity, and in this, the League has achieved a commendable measure of success. Its work in connection with Tropical diseases, nutrition, opium and drug traffic—amelioration of the conditions of labour compel recognition.

The Compact volume under review is a mine of information. Precise information regarding its constitution, its members, its agencies are given. It contains a very valuable index which will facilitate easy references. A number of useful appendices and a number of useful plans and charts are given. A copy in the Library of each school will prove useful to teachers in getting accurate information in essential facts about the League of Nations. The book is published by the Information Section of the League, Geneva. Its price is 1sh.

High School English Grammar and High School English Composition. By P. C. Wren, M.A., (Oxon), I.E.S. (Retd.), and H. Martin, M.A., (Oxon), O.B.E., Published by K. & J. Cooper, Bombay. Price Rs. 3.

Wren's *High School English Grammar* and Martin's *High School English Composition* are two well known books widely used in our schools. The volume under review is a one-volume edition of these two popular books and is priced at Rs. 3 only. Part II of the *High School English Grammar* is omitted as Part I of the *High School English Composition* covers the same ground more fully. The publishers deserve to be thanked for publishing this edition at a cheap price.

Elementary Chemistry. By Sylvanus J. Smith, M.A. Published by Messrs. Macmillan & Co., Ltd. Price 4sh. 6d.

This book is intended to cover a two year course in Chemistry for students preparing for the School Leaving Certificate Examinations particularly those held by the University of London and the Northern Universities Joint Board. The book may be found to be suitable to students of our S.S.L.C. Examination. The chapter on Introduction to Atomic Theory is strictly not within the scope of our syllabus but every chemistry teacher will feel that such an introduction will be very helpful in enabling the pupils to understand certain chemical changes. The chapter on Molecular Theory and the construction and use of equation may be commended to the more intelligent pupils. The chapter on the use of Standard solution is very well written and will serve as a good introduction to quantitative chemical analysis.

Questions are given at the end of each chapter. A good collection of Test Papers are also given in an appendix. The illustrations are both numerous and clear. The printing and the get up are good. The language is simple and the book will be found to be a suitable text book for 'C' Chemistry of the Madras S.S.L.C. Scheme.

EDITORIAL

EDUCATIONAL BROADCASTS.

The Director of Public Instruction has recently circularised schools to ascertain if schools would favour Broadcasting for educational purposes and if they would be prepared to go in for receiving sets. In the meanwhile an announcement appeared in the local dailies that the Director of the All-India School Broadcasting programme has decided to commence the programme of educational broadcasts without waiting for the replies of the heads of institutions. This may be considered a move in the right direction as it would give the more sceptical among school authorities an idea of the nature of broadcasts and their educational advantages. A few of the more progressive schools in our Presidency are already having receiving sets but the absence of a programme suited to the needs of the pupils of our schools is keenly felt and the radio is more used for amusement than for educational purposes. The Madras Corporation has a school programme and the Educational Officer of the Corporation is already impressed with the educational value. The benefit could be enjoyed in full if the broadcasts are properly organised. The Director should be not merely a technician but must be an educationist who could organise an instructive programme. The example of the British Broadcasting Corporation which has appointed Mr. Ogilvie, a teacher, as the Director of Broadcasts is well-worth consideration, if the experiment in India is to succeed. Broadcasting as an instrument of instruction and spread of knowledge has been recognised but the experiment will fail if those responsible would not take into consideration the needs and interests of those for whom they are intended. A very close co-operation between the School and the Broadcasting Agency is very essential as otherwise Broadcasts may be of doubtful utility. We trust that the Educational authorities will give careful consideration to the proposal and secure the necessary co-operation by setting local advisory committees of Teachers to advise the Director of School Broadcasts.

TEXT-BOOKS.

We understand that the Government contemplate preparation and publication of Text-Books in the South Indian Languages in the several subjects under Group C of the S.S.L.C. Scheme. Such a step will greatly help the adoption of the mother-tongue as the medium of instruction. It may also help in securing a uniformity of the equivalents to technical

