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



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FOURTH ALL-MALABAR AIDED ELEMENTARY SCHOOL
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29th December, 1938.

PRESIDENTIAL ADDRESS

By

SRI M. S. SABHESAN, M.A.,

I consider it a great honour to be invited to preside over this Conference of Malabar District Aided Elementary School Teachers. I am glad you have extended this invitation to me in my capacity as the Secretary of the South India Teachers' Union. While I thank you heartily for your kindness, I feel I shall not be of any use to you since I cannot speak to you in Malayalam. I should also confess I have no first-hand knowledge of the problems you are called upon to face in your district. It is true that many of the disabilities under which you have been labouring are not confined to Malabar. I shall, therefore, venture to indicate to you the lines on which you may find it worthwhile to proceed at the present moment.

MR. VARKEY

My work has been rendered somewhat easy by my friend Mr. Varkey, the Parliamentary Secretary for Education. While presiding over the Conference of Teacher-Managers of this district some days back, he was good enough to explain the policy of the Government in regard to aided elementary schools and appealed to teachers and managers to take a long view of things. He wanted them to realise that the Government was not opposed to good managers and good teachers. It is very desirable that both teachers and managers should acquaint themselves with the views expressed by him.

160029 PRESENT POSITION OF ELEMENTARY EDUCATION

Elementary education is a many-sided problem in which several parties are interested. It is, however, fair that I should, on this occasion, pay special attention to the role of the teacher. You should know the present position of Elementary education. The report on Education in India, 1935-36, published by the Bureau of Education, should open the eyes of all to the seriousness of the situation. It refers to the appalling stagnation and wastage, the disconcertingly small increase in the number of permanent literates, the ludicrously inadequate provision for the education of girls, the inefficiency of local bodies, and the remoteness of Elementary education becoming universal, free and compulsory. Such criticisms have been very often made in official documents and it is natural that the Commissioner should be constrained to state that what is needed is not talk but immediate action. One will be sad to learn that the previous ministries into whose hands education had been transferred had not chosen to take note of the defects pointed out in official reports. The diagnosis of the situation is correct and accurate, but men with power and influence do not find it convenient to proceed beyond the stage of suggestions. For instance, the Hartog Committee suggested that the Central Government should reserve to itself some powers to co-ordinate the activities of the local governments and ensure uniform progress. It expected a good deal from a body like the Central Advisory Board and hoped it would give a definite lead in regard to educational questions. Again, the Parliamentary Sub-Committee of the Congress Party in our province has expressed the view that the local bodies have been tried and found wanting and that the Government should take into its own hands the control of their elementary schools. There is again the proposal for the abolition of District Educational Councils on the ground that they are only the fifth wheel of the coach. Our local Government has considered at length the reorganisation of elementary education and formulated certain proposals. These suggestions and proposals made from time to time may be good so far as they go, but it is clear that no definite attempt has till now been made to tackle the problem of mass education as a whole.

PROGRAMME

The public is yet to have any general idea of the policy and the programme which the Government may choose to adopt. The absence of a definite programme has been responsible for the muddle and waste in elementary education. The quinquennial report for 1912-17 emphasised that Primary education should proceed upon a definite plan. A Bengal Committee has stated that "the mere expenditure of money cannot solve the fundamental problems of primary education, unless

it is spent according to some well-considered scheme". Quite recently, the Director of Public Instruction, Assam, pointed out that plans extending over a period of years should be drawn up and approved by the legislature so as to avoid another period of wastage and to ensure systematic and continuous progress towards a definite object. Is it not desirable and necessary that the public should be made to understand the magnitude of the problem and to appreciate the need for great demands on its resources?

REORGANISATION SCHEME

The reorganisation scheme of the Government does not, unfortunately, go so far as to tell the public what programme the Government proposes to adopt. It is, however, a very interesting document which furnishes valuable information. The Government is rightly oppressed by the disquieting phenomena of *wastage and stagnation* and it is justified to some extent when it attributes the defects to the present school structure. Out of nearly forty-two thousand lower elementary schools in our province, only about seven thousand are complete with five standards, and over seven thousand schools have one to three standards. About 19,000 lower elementary schools are reported to be *single teacher* schools. There are as many as 30,000 trained teachers of the lower elementary grade. In view of this school structure, the Government feel that the most urgent need in mass education is to eliminate incomplete, inefficient and ineffective schools and to build up in their places a system of complete, economically well-filled, well-staffed, five standard primary schools. This object is a laudable one, but the method by which it is proposed to be achieved appears to be neither feasible nor suitable. The position of teacher-managers is well-known and official reports have never attempted to conceal the facts from the public. The Madras Report for the quinquennium, 1911-1912 to 1916-1917 describes the "Teacher-manager Schools" as follows:—"The teacher-manager has no funds to fall back upon and has to depend upon his grant and payments partly in money and partly in kind. He ekes out his precarious living as a stamp-vendor, petition writer, medical quack or priest and in his endeavours to secure his bodily sustenance is less regular than he should be in providing the necessary mental pabulum for his pupils." It is for the public and the Government to see whether the object mentioned in the reorganisation scheme can be gained through the administration of the *grant-in-aid*. Elimination of schools will certainly be hastened but it is very doubtful whether any appreciable number of teacher-managers will be able to convert their schools into complete and efficient schools with one teacher for each standard. The draft report of the Government does not tell us how it proposes to build up complete schools when the ill-equipped, ill-housed, ill-staffed teacher-manager schools disappear.

While dealing with the improvement of mass education, the draft report recognises the necessity for the improvement of the conditions of service of teachers and stresses the need for the adoption of suitable measures. Directors of Public Instruction have repeatedly drawn the attention of the Government to the unsatisfactory conditions of service of teachers in aided schools in general and in teacher-manager schools in particular. Teachers in elementary schools should feel grateful to Mr. Statham, our present Director of Public Instruction, for the sincere and successful efforts he has been making to improve the position of the teacher in aided elementary schools.

THE TEACHER AND THE PUBLIC

The public and the authorities are not unaware of the serious discontent among teachers in elementary schools. That the grievances of teachers are on the whole real and legitimate is admitted. They have been asking themselves "Who are we"? "What are we"? and "Where are we"? They are often puzzled by the utterances of our political leaders. The terms in which our leaders choose to refer to teachers are by no means complimentary. In all good intention they describe teachers as poor, starved, half-educated, ill-equipped and unpractical persons without any individuality of their own. In the same breath we are told that much depends upon teachers and that the country looks to them for the moral, material and social progress of the community. Our public men are not insincere but often fail to think for a moment whether the cause of public education can ever hope to make any progress under the existing circumstances. The salaries paid to teachers in many aided elementary schools are admitted to be very low and even these low salaries are not paid regularly. A more unfortunate feature is the view held even in official quarters that teachers drawing low salaries cannot be expected to realise their responsibility and should therefore be subjected to careful supervision. Statements have been made that the chance of a satisfactory solution of the problem of salaries should be remote inasmuch as an increase of the salary of every teacher by one rupee will involve an additional expenditure of several lakhs. What should one think of the condition of thousands of teachers if the addition of one rupee should prove to be a great relief? Will not the denial of even this relief affect the equanimity of thousands of teachers? Is it not strange that teachers should be called upon to look to the nobility of work irrespective of their salaries? Now and then some critical minded politician attempts to explain away the deplorable position of the teacher by questioning the value of work done in schools. If education be bad, "the culprit is the nation" in the words of Rt. Hon'ble H. A. L. Fisher. To those who call upon teachers not to think of salaries, the Rt. Hon'ble has the following reply: "in a profession numbering 150,000 members,

you cannot rely upon the missionary spirit alone as a source of recruitment. With all our manifold virtues, we cannot depend upon an annual supply of 9000 missionaries, content to endure a hard, narrow, and stinted existence for the sheer love of teaching. In every large profession you must rely upon economic motives to some extent for your recruits, in the teaching profession less than elsewhere perhaps; but even teachers are human . . . An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger." Therefore, how is the critical situation to be handled?

THE SERVICE REGISTER.

The Government have been convinced of the necessity for adopting immediately measures which will allay discontent and restore confidence among teachers. The *license idea* to which certain objections were raised has given place to the *service register*. This is a sincere attempt on the part of the Director of Public Instruction to do something to ensure security of tenure of service and regular payment of salaries. That the Government will not hesitate to step in to protect teachers is what is implied in the service register. There is, however, a widespread feeling among teachers that the service register does not go far enough. The teacher-managers have been complaining in their turn that the rules of the service register hit them very hard and that 15% of the teaching grant permitted to be taken by the management is considered inadequate. The South India Teachers' Union is generally of the opinion that standardised scales of salaries for the several grades of teachers now obtaining in schools under local bodies should be adopted in the case of aided schools as well and that the termination of the services of teachers should be for specified reasons and with the approval of the Department. Such a reform will be essential if the teaching profession should throw itself heart and soul into the great nation-building work. Any hesitation or delay gives room for misunderstanding and a state of tension will continue to prevail in school administration. It is said of Lenin that he wanted that the "Soviet Government should undertake steady, systematic, persistent work to raise the teacher culturally, to give him comprehensive training for his really high calling and the most, most and most important, to improve his material position." The cause of teachers is admitted to be just and the proposal of the service register should be regarded as the first step the Government has taken in the interests of teachers.

WHAT TO DO.

It requires some clear thinking on the part of teachers if they should like to make up their minds. Should they, in a moment of depression, yield to the appeal for direct action such as demonstration and

strike or should they understand their position and maintain the dignity and self-respect of the time-honoured profession? To arrive at a correct decision it is necessary that they should reflect calmly on the circumstances of to-day. They should not forget that no one denies that their difficulties are real and that a solution should be found. We should ask ourselves whether the century-old disabilities can be removed at one step or by one stroke. That the Government and the Department are keen on settling the question is evident from the service register. Our leaders appreciate the need for affording relief but are unable owing to lack of funds to give full satisfaction. This is just the time, therefore, for self-restraint and patience and one can certainly hope that with the improvement in the finances the needs of teachers will be satisfied. It will be worthwhile for your organisation to keep the Government informed of your grievances and press for relief in a constitutional manner.

DIRECT ACTION

I am anxious you should pause to think for a moment of the implications of direct action. If teachers should resort to direct action with a view to having their grievances redressed they will find it very difficult to resist or counteract the tendency on the part of pupils to employ the same device in regard to day to day school administration. Should such a possibility be a matter of no concern to an educationist? There is still another aspect which should not be lightly treated. Does not direct action do harm to numerous innocent children for no fault of theirs? Direct action is opposed to the cause of sound education and to the tradition and ideals of the profession. When you think of direct action, you should not forget that you have to suffer privation or to appeal to the public for funds to maintain yourselves during the period of struggle. Will the public view with sympathy your action when it directly affects their children? Direct action cannot lead to any lasting solution but it will bring about a good deal of ill-feeling.

CALL OF THE COUNTRY.

The question remains whether the authorities, leaders, and public men are at all hostile to us. They have given clear indications of their interest in our welfare. They plainly tell us that they are not able to do all we want to be done simply because financial difficulties confront them at every step. All over the country the problem of mass education has begun to exercise the minds of our leaders and they are considering the ways and means of placing public education on a sound basis. They make no secret of the poverty of the country and welcome help and co-operation from every quarter. It will not do for teachers and teacher-managers to expect everything to be done for them at the present mo-

ment when hundreds of villages happen to be without schools and thousands of children have no school places. Our leaders will be glad if the teaching profession should come forward and suggest a way out of this difficulty especially in view of the fact that more funds will not be available for mass education from general revenues. Teachers and teacher-managers should realise that this is not the time to press their rights and privileges. They should sink their differences and work wholeheartedly towards getting an adequate return for the money now spent on mass education and also helping the expansion of elementary education. The teaching profession should of its own accord put its shoulder to the wheel and chalk out a systematic constructive programme.

THE VIDYA MANDIR IDEAL

Your association should in the first place take steps to make your members maintain their self-respect and the dignity of the profession. Stagnation and wastage which make elementary education ineffective can become things of the past if teachers and teacher-managers should solemnly resolve to set their face against the oft-quoted objectionable practices. A public opinion should be developed in our ranks and the prestige of the profession will be considerably enhanced if we set our houses in order. The Government will not then be bothered with supervision and its officers will be free to devote their attention to educational and academic aspects. Secondly, it should be the object of your association to undertake an educational survey of your district and gather data about school-less centres, and the attitude and resources of the public in various localities. It should then discuss the educational needs of your district with the representatives in district boards and legislatures and with associations and social service leagues in your area and come to a definite conclusion with regard to the distribution, organization and administration of schools. The next step will be for your association to persuade groups of teachers to take up work in specified areas and to make earnest attempts to adopt a prescribed course of instruction. That public education whether undertaken by private individuals or by authorities depends ultimately upon public support, should be clearly understood by us from the beginning. In olden days the pial schools enjoyed an appreciable measure of support from the people of the locality. The groups of teachers should be trained to approach the parent public in a proper manner chiefly through serving the children. *Modern teaching* expects every teacher to respect the personality of the child and in a *new type school* the children learn to like the teacher. The sincere interest which teachers evince in the all round welfare of children is bound to create

confidence in public education and public schools and the public will not be slow to extend their support. These schools will no longer be teacher-managed schools but co-operative staff-managed schools depending upon the public support. The public should become *education-minded* and the masses in villages should be stirred to action. Once the people in villages realise the advantage of public education and show a wider outlook as the result of the efforts of self-sacrificing teachers, the Government will not be slow to go forward. The *Vidya Mandir* scheme which has several peculiar features is essentially based on public support. Your association can get subventions from the Government if the latter be convinced of the determination on your part to carry out the programme in co-operation with the leaders in the locality. You may distribute the grant to the several centres according to an agreed formula and your association may help the cause by co-ordinating the activities of the centres, giving expert advice when necessary, arranging a programme of shows and talks in different centres by competent persons, and raising funds. If in your district a plan be adopted and worked for 5 years as an experiment, you will have good work to your credit and it will then be necessary to take stock of the situation and to chalk out the future line of action. If the experiment be successful, it can be extended to other districts. If teachers work steadily and earnestly and let the schools develop into real *community centres* they can win the confidence of the public and the Government and have the satisfaction of making a valuable contribution to public education. The plan that I suggest may appear adventurous but it gives you scope for doing your bit for the country. You will find that your confidence in the public will not have been misplaced. Your association should take the responsibility for planning and working the programme but it should always keep aloof from party politics and enjoy the co-operation and support of all groups. There is no place for communal or party politics in your organisation. If only your members understand the principle of non-violence, they will feel a new spirit animating them and urging them to live with the people and for the people.

SCHOOLS AND GOODWILL*

By

HIS GRACE THE MOST REV. DR. R. MATHIAS,
Archbishop of Madras.

One of the outstanding facts of the political life of the world in modern times is the rise and progress of an insistence, self-centred and fierce Nationalism. The old international spirit of the Middle Ages of Europe when people could think and talk of a common Christendom seems to have completely disappeared. Nation is arrayed against nation, not merely separate from and independent of each other, but jealous, envious and suspicious of each other. Each nation thinks it can prosper only at the expense of others. The prosperity and expansion of other nations would be to its detriment. It requires no long argument to show that this national egoism is hardly conducive to national progress. The nations of the world are so linked together by economic, political and social bonds that they cannot abolish them by just denying their existence. And it is bad for a nation's progress to be self-centred and self-independent. Just as no man can depend on himself alone for his moral and material improvement so no nation can hope to achieve the highest ends of the State in isolation and self-sufficiency. Love and regard for other nations is the highest national ideal as it is the foundation of international relationship.

If this international good-will is to be the rule of conduct of States and nations it must become the ruling idea of the citizens of States. In these days of democracy political education must begin with the people. In former times it was enough to educate the prince or the members of the ruling classes who would be charged with the government of the State in order to ensure the good government of the State. But in modern times when in most countries the people have a varying share in the government of the State it is necessary to educate the common people in these ideals of national and international government that will secure the integrity not only of individual States but of the world-order. And you cannot begin the education of a people too early. If we want the ideas of peace and goodwill and mutual regard between nations to become the ruling political ideas of a people we must begin with the children in the schools. And these ideas of international peace and goodwill need to be preached in India as elsewhere. There was no great need to do it

* A lecture delivered on the occasion of the Education Week in Madras.

in the India say of thirty years ago. For till then the old Indian tradition of peace and toleration as the law of the relationship between people held good. But thanks to a number of political causes operating within the last thirty years or so, Indian Nationalism has become angry and intolerant. Dissatisfied with the slow political progress which was all the British rulers of India thought possible in the circumstances of India, disappointed at the little scope for self-expression and self-rule which the facts of India's national and international existence allowed, India's nationalism has in these latter years included a distrust and hatred of the strangers within the gates. This hatred of the foreign rulers and peoples settled in India for various purposes—missionary, commercial and educational—however explicable is not only against the historic traditions of India; it is hardly in the political interests of India. No nation has been made by itself. India placed as it requires the good will and the services not only of England but of world opinion. Its own recent constitutional history shows how much the opinion of the world has helped England to make the concessions it has to Indian Nationalism. Hatred is barren, it produces nothing but itself. Love on the other hand is fertile. "My country, right or wrong" is not only bad morals, it is bad politics. Justice is not self-regarding but makes allowances for the fears, the hesitations, the lawful interests of others. If Justice, as St. Augustine urged, is to be the foundation of Kingdoms it must also regulate the relations between nations and states. For it is vain to expect that justice, and peace and toleration will prevail within a State when they do not regulate the relations between the state and its neighbours. If Force is made to order the relations between the state and its fellows in the international order, Force will be the order of the day in the internal government and in the life of the state. The history of Germany in the 19th and 20th centuries so far is eloquent proof of this truth.

If the ideas of peace and toleration and goodwill between peoples and states are once more to recover their dominion in the minds and hearts of the people of India, they must be sown early in the hearts and minds of the children of India. Love of other countries and other peoples does not come natural to people in the best of circumstances. These other people are remote or different or unknown. They are strange and therefore are treated as strangers. But in the peculiar circumstances of India love of the stranger is especially difficult. Therefore it is that the plant of international goodwill and understanding must be reared in our schools. Our elementary and secondary schools must be the first nurseries of this tender and delicate plant. The spirit and doctrine of peace and goodwill between nations must become and integral part of the teaching in our schools. But the psychology of the child as well

as the exigencies of our over-crowded time-table direct that this teaching need not be imparted in a separate lesson or in a special hour. The ordinary language, or history, or geography hour can furnish a resourceful teacher opportunities for inculcating the truth of the need of nations for each other and of the dependence of nations upon one another. Thus the teacher of English or Sanskrit or Tamil for instance, could bring out the fact of the influence of other languages upon these in regard to vocabulary or etymology, or syntax, that however auctochthonous these languages may have been, their subsequent richness, their literary quality, their cultural value have been due to the influence of other languages upon them. Similarly in the Geography hour the dependence of countries upon each other for their very life would teach another lesson of international love and goodwill. If India through its exports and imports is bound up with other peoples and other states for the necessities of a civilised existence, any misunderstanding with the nations with which it is in trade relations may detract from the comfort and convenience of the individual or social lives of its peoples; such teaching would prevent any such misunderstanding taking place or from developing into any serious extent. Similarly in the history hour it could be shown to our children how India has benefited from the coming of the Aryans, the Greeks, the Moghuls and the European peoples. Without omitting the evil consequences of these contacts of India with the outside world, the beneficial consequences to civilisation and culture and to the social and political organisation of India of these foreign influences must be brought home to the minds of the youth of the country. If the children who are to be the future citizens of India realise that India has been made not only by her own people but by peoples from outside, India will have a better chance of promoting international goodwill and understanding than if her children were brought up in distress and hatred of other pupils especially of strangers in their midst.

More important than the role of other parts of a child's instruction is the influence of religion and religious education in the promotion of international goodwill and understanding. Religion is the most international of influences. Most of the great religions of the world are international in their outlook and appeal. To the extent to which a religion is national and peculiar only to one people, to the extent it has not the essential character of truth. And in this comprehensive and all-embracing sweep the great Religions of the world have been important factors in international understanding. And religion being a matter of conviction and conscience it stands for peace and tolerance. The Christian axiom "Love thy neighbour as thyself" is the foundation of interna-

tional concord as of national unity. Religion therefore must form an important part of the education of the youth of India. Denominational schools provide for religious instruction and education. But public schools must also provide for it. Religious neutrality which is the policy of Indian governments does not connote religious indifference. The states and other public bodies must provide for adequate religious instructions of the pupils attending public schools. The godless education that the public schools of India have imparted during the past 100 years has much to account for the indiscipline, the disorder, the anarchy in the individual and social lives of the young men of India. And it would be the mark of political wisdom not to repeat the mistakes of the past. Especially those that stand for peace and understanding and goodwill between peoples would be denying themselves a powerful help to their cause if they adopted an attitude of indifference to the policy of religious education in our schools.

In thus educating our children in international goodwill, we shall be promoting the best interests of India. The fates of nations are intertwined. Our attitude to other peoples and nations is bound to influence our attitude to our countrymen. We cannot deny peace, toleration and goodwill to other nations and peoples and practise these virtues among ourselves. The international spirit is necessary for the promotion of lasting nationalism.

A "NEW DEAL" FOR EDUCATION

(Research in Education may be considered as the "New Deal" for Educational work in India.)

By

C. DORAISWAMY, M.A., M.Ed., D.Sp.Ed.,
Boston University.

The success of educational work in India depends upon the recognition and development of research in education, and reconstruction of various activities in the field of education. In fact research as such is not a new phase of activity in India and yet surprising, as it may seem, its importance and its utility in the art of teaching and its invaluable contribution to the advancement of learning still remain unrecognised. Several of our Universities, no doubt, have been carrying on research in Physical and Mechanical sciences, Economics and History, Philosophy and Religion, Industry and agriculture; and the knowledge and experience obtained from these researches are considered as contributory factors to the advancement of human knowledge and to the betterment and progress of mankind. However, when we stop to consider the importance that the west attaches to research in the above mentioned subjects and scores of other activities, we would soon realize the secret of their great achievements in individual and national life. But besides these, the west of late has given serious thought to the problem of child education and thus the Psychology of learning attaches paramount importance to research work in education. The west, having in her mind the popular dictum 'the children of to-day are the citizens of to-morrow', pays special attention to the physical, psychological, sociological and environmental factors that endanger the normal and desirable growth of child's life. This shapes the curricula and methodology according to the varying needs and skills of pupils, and intelligently trains them to adjust themselves in the world of ever changing life. The west sees the nation's children not as weaklings confined to the four walls of the school room of to-day, but it foresees the little ones as the great teacher, the powerful leader and the great master of the world's forces and resources of to-morrow. Hitherto India has not devoted much thought or attached great importance to the foremost factors that actually affect or increase the normal development of child-life and the problem of child education.

THE EXISTING CONDITION IN OUR EDUCATIONAL SYSTEM

In no other period of our history has the public opinion been so critical and unanimous in condemning the present system of education as it is to-day. The Indian public to-day, more than ever, is keenly alive to the problems that confront the education of children. This is a period of great awakening when there is widespread reaction to all existing things educational, social economical and political. This is a period in which millions of our men and women are fired with an enthusiasm for the freedom of the motherland in order that we may establish a "government of the people, by the people, and for the people." Of course this zeal and aspiration are legitimate and good, but what does it mean to a vast section of our population who are illiterate, and quite ignorant about the world in which they live or the community in which they exist? Unless the nation is prepared to lay a sure foundation and a lasting effect for education, our aspiration will mean little or nothing to masses in our country.

As matters stand to-day with reference to education in this country, they are not very encouraging and India, at this hour, cannot risk her energies and resources in reconstructing her educational work on the old foundation or superficiality that has already proved detrimental to normal progress. We are aware of the fact that the educational work undertaken hitherto has been a failure and it is often taken to be a mere waste. India knows that eight out of every nine of her people in this country are rural and ninety per cent of them are evidently illiterate. The earliest standard in which permanent literacy in India can be attained is said to be the third standard. Again we are reminded that 50 per cent of our boys and 82 per cent of our girls in this province are not provided with educational facilities. Thus the condition of a majority of our people is most deplorable compared with conditions elsewhere. To-day, we have administrative reports and educational surveys reminding us that out of every 100 children that enter the primary school in the first standard only 27 reach the third standard.

Because of all these undesirable factors there are wide spread failures, progressive deterioration, stagnation, and wastage permanently setting in the educational work of the land. The authorities, the teachers and the parents constantly feel and uncompromisingly realise the defective nature of our educational system. But amazing it may seem that none really know what the actual and undermining causes of this educational deterioration are and wherein lies the defect. The real solution to these problems, as exemplified by the western countries, has to be sought in carefully examining, patiently observing, and judiciously interpreting all facts and factors that affect the normal progress of the

child, the teaching staff, the methods of teaching, the parents and the social-cum-economic influences of society. To reach such a point of understanding, all round research in educational matters has to be undertaken by both the Government and the institutions of higher learning all over the country.

WHAT IS RESEARCH IN EDUCATION ?

Since research in education is absent in India, there is tendency to confuse research with educational surveys and administrative reports. Research in the field of education may be defined as a search for all relevant facts that are desirable or undesirable, progressive or deteriorative in the work of learning and teaching. It may specifically mean the search for these intricate factors that are concealed or that have escaped the attention of the teachers, the inspecting authorities and the leaders of educational thought. It may also further described as a search for information, facts and data that are necessary to solve a specific problem that confronts the proficiency of child's education in certain areas or in certain community. Apparently it is not a search for those fragments of facts which have already been found and described in books, but it is a genuine search for truth that has not been disclosed by any one. "We must guard against" said a distinguished President of an American University, "a too narrow use of words 'research' and 'science'. When a scientist is spoken of, most people have the chemist or biologist or astronomer or the modern farmer in mind. The chances are that they will leave out the student of Greek or of the history of education; and that is frequently a mistake." A person who is engaged in discovering all the forces and resources which produced the wonderful ancient civilization of nations and the forces which later operated to destroy it, should also be taken as a true scientist. He is like men who study X-rays or the decomposition of radium. Research in education therefore, should also be considered as a work of scientific nature as long as it plays the most important part in directing and shaping the destiny of a nation. Just as the other scientists, an educationist who is engaged in research should study his subject with due and impartial regard to the facts and always with reference to cause and effect in the educational work. A true and genuine research in the field of education is a great asset to a nation and should be considered as one of the most essential performances of human intelligence.

THE WEST AND ITS EDUCATIONAL RESEARCH

Research in education in the west to-day holds an important and unique place in the field of education. It has a far-reaching effect and influence in shaping the curricula and methodology of education. It is

one of the major intellectual enterprises of Universities, Teachers' colleges and various voluntary educational child clinics and child guidance agencies throughout England and America. It serves as a motivating force in dealing with the present most pressing problems of education of unemployment, of economic and social matters that encounter the progress of those nations. The department of research in the west should prove to be the powerful agent through which it educates and enlightens the teachers, the parents and citizens to take co-operative effort for the cause of nation building and national progress.

The various sections of research and voluntary association for child education and child guidance engage themselves in a careful and scientific analysis of the discipline among pupils, the mentally deficient, the physically handicapped, the dull, the socially maladjusted and the emotionally unbalanced; and they are able to discover the specific causes for such ailment among young children. This type of study, in fact, enables them to devise ways and means to rehabilitate and prevent such defects which can be remedied by educational and psychological methods of instruction. The department of research is able to say exactly where, in the programme of the schools, the needs and the interests of children are not adequately met and where the special capacities or aptitudes of children are not recognised for the normal development of body and mind. After years of elaborate study and keen observation, the research departments of education in the west are able to say authoritatively that "there may be misfit books, misfit teachers, misfit teaching, but by the nature of public school there can be no such a thing as misfit pupils." They, in the west, make the school adjust its curriculum, methods, books, teaching staff and buildings to the varying needs of the pupils and society. The modern schools in those countries no longer blame pupils or parents for school failures but the system that failed them. The factors that account for the success of a child with less effort and for the repeated failures of another child with more effort has more or less remained a mystery for the teachers and parents in India, whereas in the west, the educational research has efficiently solved the mystery.

EDUCATIONAL RESEARCH AN ASSET TO INDIA.

India at this hour is increasingly restless as regards her present system of education. The people have risen to the occasion and are rightly asking many knotty questions which are not easily answered. Among several things they want to know, one is how far education can help students to meet the problems of presentday living. What good there is in turning out thousands of graduates and high school students every

year while there is no government programme to guide, no industrial or commercial firms to employ and no agricultural organisations to make use of them. Does education mean driving a large per cent of educated young people of India to a panic stricken condition of disappointment and unemployment? Yet we complain that 90 per cent of the people in the country are illiterates. What good is there in imparting "dabs and bits" to children which would only turn them as social misfits? Why should the educational authorities fill the schools with hundreds of socially maladjusted, mentally retarded, physically handicapped children along with the normal children and afterwards force them to quit the school with only memory of failures, fears, embarrassments and hatreds? Why is the nation still blind not to recognise the abilities or disabilities, special aptitude or unskilful nature of children and provide them the type of instruction best suited to their needs so that they may develop according to their inherent potentialities?

No educator or parent in India can ignore the challenge of these and several other indictments. No educational patch-work or adherence to traditionally worn out methods can cure the existing educational maladjustments. India needs new technique in administration, new methods in teaching and above all newness in the spirit of teaching profession in order to understand and unfold the varied problems of the child and the society. There is but one way that India can successfully solve her problem of education. As Dewan Bahadur S. E. Ranganathan, the Vice-Chancellor of Madras University, recently said, "Now that there are so many schemes of educational reconstruction before the country, it is very necessary that teachers' organisations, aided by the department of education and the universities, training schools and institutions of pedagogical research in various problems which are connected with methods of teaching, school organisation, the mental, physical, emotional development of our children, the correlation of the subjects of study with craft work or other activities, the amount of freedom which should be allowed to children in the choice of activities, the right presentation of the lessons, vocational guidance, the planning of extra curricular activities and so on, should be carefully examined and adequately provided before they may find their way in the educational work of the land."

At this juncture we are aware of the fact that the responsible work of laying foundation of national education in our country is entrusted in the hands of poorly trained teachers, unlike in the progressive nations of the world. As in the west, the teachers in India should possess an innate love for the children, and a true liking for the profession and genuine national outlook free from any narrow provincial or communal prejudices. The personality, character and outlook of the teachers and those

who are in constant touch with the young children are surely bound to have a tremendous influence on the minds and lives of youngsters in school and at home. As the Yuvaraja of Mysore timely observed in the opening address of the Mysore Educational Conference, "India needs new methods of teaching, new progressive programme to understand the character, to learn the factors, to suggest the course of studies which should guide the pupils in the choice of profession and increase the knowledge of common and important things of life." To follow the advice of our great educational leaders and to carry on the educational activities of our country to meet the most urgent and pressing demands of our people, we should waste no time in realizing the significance of research in education. Then only we can see the dawn of a new era, a veritable new age in our educational aspirations and national progress of India.

THE ROLE OF THE TEACHER IN THE EDUCATION OF THE INDIA OF TO-MORROW*

By

N. KUPPUSWAMY AIYANGAR

I must confess I was provoked to take up "The role of the Teacher" as the subject of my address to-day by the speech delivered by our Prime Minister, the other day, when he was inaugurating the educational week in Madras.

If he is rightly reported and if I understand him aright, it seems to me that he wants the teachers,—the makers or the marers of the new generation, the successors, though owing to circumstances beyond their control they may be distant reversioners and not the actual sons or grand sons, of the venerable gurus of old,—it seems to me that he wants such men to be hewers of wood and drawers of water to the politicians of the day. He does not want the teachers to be engaged in the controversies of the day—not even in the controversies concerning educational matters like the Wardha Scheme and Hindustani.

At the same time he wants the teachers to train the pupils in such a manner that their ambition may not embarrass the Finance Minister of the day.

This is the way of all dictators, past and present, I know. They are so sure of the soundness of their own views that they could not tolerate any difference of opinion. But this attitude is the last thing to be expected of Congress ministers. This reminds me of the defence of Socrates, when asked by the tribunal why, if he was innocent, so many eminent men came to testify against him. Socrates replied, "I know I am ignorant. But I want to learn. There is a great politician who talks a good deal about how the youths of Athens should be educated. I go to him and ask him questions in order to understand what he says. He soon finds he has not properly thought about it. There is a great poet who talks a good deal about how Athens should be administered. I visit him and ask him questions. When he realises that he is contradicting himself he becomes my enemy."

* A lecture delivered at Nannilam on the 5th November at the meeting of the Tanjore Teachers' Guild.

they are likely to take up but to transfer themselves from one occupation to another and from one part of the country to another including from the town to the country and from the country to the town."

This is certainly not possible if we separate the so-called goat from the so-called sheep at the age of 13 or 14. The modern tendency, therefore, is to keep all the pupils in one school as long as possible till they themselves intelligently decide what ought to be done. This is exactly the same as Gandhiji's idea.

A CO-ORDINATED SCHEME OF EDUCATION

How to implement these ideas in a practical system of education is the next question. I would have the whole scheme of education divided into three well-defined stages.

(1) *Basic Education ; same for all till the age of fourteen.* It is to be more or less on the lines of the Wardha Scheme; but not more than half the time should be devoted to the practice of the craft chosen.

(2) *Secondary Education for three years. The same School for all.* But every school is to have two parallel courses *equal in status*. One, predominantly literary and the other, predominantly vocational. But both the sects of pupils are to have a definite amount of literary as well as vocational education in common. The literary man must acquire sufficient skill in the practical work chosen so as to be able to practise it at least as a hobby.

(3) *University course of three years leading to the first degree.* University should offer both literary and technological courses of such a nature that even the one who has gone through the predominantly vocational course in the high school must be able to enter the University and continue his studies there.

I venture to say that this is the only scheme that would not only satisfy the main principles of a democratic education as well as those of modern educational psychology but keep out any form of undesirable "Bolshevisom".

This is the scheme of education that I would advocate for the India of to-morrow.

CAN EDUCATION DEVELOP A CORPS OF TEACHERS TO MEET THE NEW RESPONSIBILITIES OF THE SCHOOLS? *

By

LESTER A. ADE

Superintendent of Public Instruction

The education of a corps of teachers competent to provide instruction adequate to modern needs is another new challenge to education. Teachers play an important role in building and improving the social order. They must, therefore, constantly restate their philosophy of education, reorganize their procedures in the school, and redefine their own position in society. They cannot evade the responsibility of actively participating in the task of reconstructing the democratic tradition and working toward a new and better society.

GOOD TEACHING IS A FACTOR VITAL TO SOCIAL PROGRESS

Education is essentially the transmission of culture and the extension of its influence in shaping the future society. It involves an emphasis on cultural ideas and values in our practice in industrial civilization. Teachers thus at once become the servants of the people and their spiritual leaders. As guardians of childhood and bearers of culture, they must face the realities of life squarely and efficiently.

The function of the teacher is not limited to passing on the social heritage of the ages from generation to generation. They kindle and feed the imagination. They join the past with the present. They take account of advancing knowledge, add to it when they can, sift and create as well as accumulate. This is the function of a rich and many-sided personality. The teacher must work under conditions free from the rigid prescriptions of formal detailed supervision. He must be free to promote the larger life of the school and the community. He requires scholarship, vision, and courage. If the faith of democracy is to rest in the hands of our teachers, they must first of all be inspired by eternal social values and free to engender in our children and youth the same wholesome, constructive attitudes and resolutions which they themselves possess.

* *Public Education—Pennsylvania*, Oct. 1938.

THE TEACHER IS A DYNAMIC FORCE

Truth is the shining objective of the good teacher. He feels and acts under the obligation to seek, defend, and use the truth in daily life. He keeps alive memories of the past. He stimulates a widespread and deep desire for knowledge. He cherishes beauty. He quickens the minds and imaginations of those who come under his influence. He employs tolerance. He inculcates habits of justice. He takes account, not only of present knowledge, but of new inventions and discoveries, adding their benefits to those already enjoyed through previous inventions.

The teacher is a citizen, and if the school fails to grapple with problems of life, it is because the teacher fails to do so. If the school is isolated, the teacher is no less so. The good teacher avoids a life too academic. He knows a great deal and cares sincerely about the troubles of the world. He eagerly wrestles with realities and hesitates not a moment to fight his own battles. He claims his right, accepts his responsibility as a citizen, and draws together the school with the society of which it is a part. Thus, the teacher exercises a maximum of influence on the course of human events.

BROADER PREPARATION AND EXPERIENCE ARE NECESSARY FOR THE NEW TEACHER

To meet these new requirements of teacher preparation, it is obvious that education is faced with a challenge of the first magnitude. This challenge comprises such vital professional processes as the selection of candidates for teaching, the construction of adequate and appropriate curriculums for their education, the guidance of the candidates in choosing areas of learning suited to their capacities, the placement of fully prepared candidates in positions where they can render the best possible service, and, finally, the continued stimulation of teachers both in their individual professional growth and in their teaching techniques.

Colleges devoted to the education of teachers should locate themselves in a community environment possessing institutions that can provide rich culture and extensive historical and social materials for their use. Through these great social institutions the vast potentialities of science, literature, art, and language may be revealed to those who are preparing to direct the learning of the present and future generations.

The teacher is a creator of social values. His education must be therefore, of the greatest breadth and depth. The curriculums he pursues should be organized around American culture in a world setting and should comprise its history, present status, basic trends, and future

prospects. Only from such liberal preparation can our teachers qualify to participate actively and intelligently in the instruction of children and youth in our evolving society.

AFFILIATION WITH LARGE PROFESSIONAL GROUPS IS VITAL

An important part of this broader outlook on the part of the profession is affiliation of the members in organizations designed to raise the morale and standards of teachers. Through proper professional organizations, teachers may strengthen their services to society, keep in touch with the great masses of the people, and appreciate and understand the crucial problems of contemporary life. These organizations may also serve as the mediums through which teachers open new and broader avenues of service to the children and youth of society to-day. Generally speaking, our educational workers could further develop the advantages of their organization. There is a notable rise and decline in membership as economic conditions change. The turnover in the profession is still relatively great. Entrance in the profession on the part of many is only temporary. These conditions would be greatly improved by a more closely organized personnel in the teaching profession.

Publications in the profession also constitute a phase of the broader preparation of teachers. These serve not only to co-ordinate the various professional services, but to stimulate professional growth. Through publications, memberships are increased, adequate practices modernized, and codes of ethics developed and promoted.

THE WORKERS EDUCATIONAL ASSOCIATION

Annual Conference.

The W. E. A. held its annual conference at Blackpool on November 12th and 13th. There was a record attendance of delegates, and the proceedings throughout were marked by earnestness and enthusiasm. Unfortunately, the President, Mr. R. H. Tawney, was unable to be present owing to ill-health, but an excellent substitute was found in one of the vice-presidents, Mr. Harold Clay.

The Conference proper was preceded on the Friday evening by a mass meeting in the Jubilee Hall of the Blackpool co-operative Society. This magnificent hall was filled and the meeting was one of the most successful in the history of the conference. Four speakers dealt, in their different ways, with the subject of "Education for Freedom." Professor Barnes, of Liverpool University, described the theories underlying the educational systems of the totalitarian states; Mrs. Parker, President of the N.U.T. deal with the elementary school; Mr. Tomlinson, M.P. (an influential member of the A.E.C.), introduced a note of genuine eloquence; and Dr. Mallon, of Toynbee, summed up by covering the whole field in a delightfully characteristic and humorous way. It was pleasant to note the warmth of the welcome received by Mrs. Parker, due not only to the excellence of her speech, but showing also an appreciation of the Union's work for education. It was also a tribute to Mrs. Parker herself, who has been a member of the W.E.A. executive for some years and is very popular in W.E.A. circle.

Conference began on Saturday, the first session lasting from 2 p.m. to 7-30 p.m. with an interval for tea. On Sunday it began at 9-30 A.M. and went on until 3-30 p.m., with an interval for lunch. Much of the time was taken up by the discussion of two domestic matters: (1) A new constitution, bringing the W.E.A. into line with modern educational developments, and (2) a consideration of the financial bases of the Association designed to secure greater financial stability in its affairs. These matters were eventually disposed of and the conference then debated several resolutions very much on the lines of those moved at N.U.T. Conferences. The net result of the discussions may be summed up as follows:--

1. Active propaganda for Nursery Schools.
2. New Education Act - LEA. asked to take steps to confine exemptions to the lowest number possible, and to bring pressure on Government to remove exemption clauses.
3. Reduction of size of classes, immediately to 40, as soon as possible to 30.
4. Extra year under new Act to be non-vocational.
5. Free Secondary education.
6. Extension of school meals.

While the Conference was in session a special number of the *Highway*, the organ of the W.E.A. was produced dealing with foreign affairs. It can be most strongly recommended to teachers as a most valuable symposium to which many well-known writers and economists of all schools of thought have contributed. The cost is 2d. only. Many readers will remember the admirable issue on "Malnutrition" last year, and I understand from the editor that he intends to produce another special number dealing with modern educational problems in March next year. May I conclude by saying that Mr. T. H. Jones, for some year the L.T.A. delegate to this Conference, was greatly missed, and was the subject of several very kind enquiries.

—by J. J. B. in *The London Teacher*, Nov. 25, 1938.

NEWS AND NOTES

ABOLISHING PRISONS FOR YOUNG PEOPLE.

The new Penal Reform Bill marks a big advance in the methods of dealing with young offenders and is a reflection of the enlightened public opinion which has prevailed in recent years. The Home Secretary's intention is to secure the complete abolition of imprisonment for young offenders convicted in the Courts of Summary Jurisdiction, but before this aim can be realised alternative methods of dealing with such offenders must be available. The alternatives which the Bill proposes constitute novel and interesting experiments. First, there are institutions known as Howard Homes. Boys and girls between the ages of 17 and 21 may be sent to such homes if their crimes do not justify Borstal training, but where it is a wise precaution to remove them for a time from the environment of bad associations and companionship. The Homes will, in fact, be public hostels. The young offenders will be free to go out to their ordinary employment, but outside working hours they will be subject to disciplinary conditions. At present young people can be sentenced to short terms of imprisonment for minor offences or in default of payment of fines. The type of correct which the Bill suggests in such cases is remarkably akin to school detentions. Compulsory attendance centres are to be established in large centres of population, and here these young persons will be required to attend when they would otherwise be at leisure. Juvenile centres for those between the ages of 12 and 17 may also be provided. One can easily foresee the excellent advantages, both educational and social, which may be derived from these centres if they are intelligently organised and run. The provision of Remand centres, so urgently needed, is also authorised. These centres will be used by young persons between the ages of 17 and 23, and, where the Court certifies them as being unruly and deprived, by boys and girls from 14 to 17. To the regional remand homes, provided by the State, "problem" children and young persons under 17 years of age requiring medical observation may be sent. These suggested reforms, together with the proposal to abolish completely the existing powers of Courts to pass sentences of corporal punishment, and many interesting and important proposals concerned with adult criminals, constitute a Bill which gives further proof of the Home Secretary's deep and sympathetic interest in the great social problem of crime, and we desire most heartily to congratulate him upon the Bill.

—The School Master, Dec. 1st 1938

TEACHERS AND POLITICAL FREEDOM.

(The following letter was addressed to the Maidstone Authority by the Secretary of the N.U.T.)

N.U.T. PROTESTS.

Dear Sir,

I am directed by my Executive to refer to the Resolution taken by the Education Committee at their meeting on Thursday last expressing the opinion that it is undesirable for any teacher or official in the service of the Committee to speak at a public political meeting.

Whilst it is fully realised that this Resolution does not purport to be an instruction, my Executive considers that it is of the first importance that the local Educa-

tion Authority should be under no possible apprehension as to the attitude of the teaching profession to this matter.

Had the Education Committee been concerned with some allegation or complaint that a teacher had abused his responsible office by teaching politics, of whatever complexion, in the school, my Executive would have welcomed the fullest enquiry into the matter. From time to time, but fortunately at rare intervals, vague and general allegations of this kind have been made against an individual teacher or against the teaching profession generally. But in no single case over a long course of years has any such charge been substantiated, and on several occasions where a charge has been directed against an individual teacher or teachers, the person making the allegation has been compelled to apologise and withdraw because of his failure to substantiate it.

The Education Committee, in passing the foregoing Resolution, has, however, been concerning itself not with the conduct of the teacher in school but with the exercise by the teacher of his undoubted rights and privileges as a citizen outside school and in his private capacity.

Let it be said once that the National Union of Teachers has always jealously maintained, and will continue to maintain, the traditional liberties of the teacher to take such part, whether in local or national affairs, as in the exercise of his proper discretion he deems fit. To maintain that liberty, with the teaching profession regard as fundamental, and which is enjoyed by them under the law of this country, the Union would if necessary employ its whole resources.

My Executive has therefore deemed it proper that I should acquaint you immediately with their views on the Resolution of your Committee, and in view of the publicity which was accorded to the discussion of this matter, I am directed to forward a copy of this letter to the Press.

I am, faithfully

(Signed) F. MANDER.

—The School Master, Dec. 1st 1938.

CHILDREN AND SAFETY.

The National "Safety First" Association and its local branches are responsible for the organization of a Child Safety Service in which some 150 Education Authorities participate. Six times a year is published a Bulletin for Teachers, Education Authorities and Children's Safety Committee, and posters are periodically supplied. Information is given to the latest methods of safety teaching and ways in which Children's Safety Committees can increase their utility. Essay and drawing competitions are organized by many of the Association's branches. Information regarding games and models is collected and distributed. The Association's sound film has been seen by nearly 2,000,000 children. Some 250,000 codes for parents, cyclists, motorists and children are distributed annually. This is, indeed, a notable record of good work.

—The London Teacher, Dec. 1st 1938.

SCHOOL BANKING IN NEW SOUTH WALES.

The Commonwealth Savings Bank of Australia has furnished a report showing particulars of banking business transacted at schools in New South Wales during

the twelve months ending 30th June, 1937. A comparison of the figures for the last three years reveals that the progress in accounts and balances is being maintained. Regularity in depositing is one of the important factors in School Savings banking, as the habits formed in youth are usual of lasting natures.

YEAR ENDED 1937

No. of School Banks	2,746
No. of Operative Accounts	178,282
No. of Deposits	1,612,202
Amount deposited during year	£161,417
Depositors' Balances	£268,594

Banking facilities are available at 84% of the Schools in the State, while 39% of the scholars attending State and non-State schools have operative banking accounts. The success achieved is to a large extent the result of the co-operation and enthusiasm of the teaching staff, inspectors and other officers of the Educational Department.

—The Education School Journal, No. 1938.

YELLOW "BLACKBOARDS" MAY CONSERVE SIGHT OF PUPILS.

Black and white are such an obvious contrast that even educational experiments until lately have never questioned the use of white chalk on black boards in the school-room however, in the midst of an age of colour it is not surprising that even this traditional combination should undergo new trial.

MAKES EARNING EASIER.

After experimenting with almost numberless combinations, the National Institute of Industrial Psychology has found evidence to indicate that blue chalk on a yellow board lessens eye strain of pupils and adds to the cheerful atmosphere of the classroom. The use of these colours for "blackboard" activities in school, the study indicates, removes these obstacle and makes learning easier. Pupils are made to learn ten per cent more from the blue and yellow board than they could from the black and white board.

CHILD CONSERVATION.

Pensylvania has been giving considerable attention to the conservation of hearing of children through the use of audiometric testing this year. Further studies may reveal the desirability of establishing new techniques for the conservation of sight with respect to the colors of the classroom interiors. Whatever makes for ease for learning engenders not only a greater desire to learn, but makes for happier and brighter pupils. Hence, a study of the most appropriate colors for schools equipment, such as the blackboard, may lead us a step closer to the goal of perfect environment for the learning processes.

—Public Education in Pensylvania, June, 1938.

FROM OUR ASSOCIATIONS

THE MADRAS TEACHERS' GUILD

ENGLISH SECTION.

inaugural meeting of the English Section of the Madras Teachers' Guild held on Friday the 25th November 1938 at 5-30 p.m., in the Leith Hall, Kellett School, Triplicane, Madras. A large number of teachers from different schools were present. Miss Helen F. R. Veale, Principal the National Girls' High School, Mylapore delivered a lecture on 'The Teaching of English Vocabulary and Spelling by 'The play way method' and Prof. S. K. Yegnanarayana Iyer, M.A., presided.

Before the lecture commenced the Secretary made a statement to the effect that as a result of the preliminary meeting of masters held in September last, a questionnaire had been drafted and issued to all the schools in the city and the replies of many schools were being awaited and that he hoped that study circles formed in schools might do some solid work and all masters and Headmasters would do their best to co-operate with him and help the section to carry on certain useful investigation in the matter of English teaching in schools.

Then the lecturer delivered her lecture. She began by saying that in her school she was finding a deterioration in teaching more due to the material than to the teachers. Children of uncultured families were coming in and mingling with better pupils. Such experience an opinion that the mother tongue as a medium of instruction might be of convenience. In earlier days she said, the pupils made better use of English as a medium of learning. She feared that the teachers teaching subject in English did not care for the mistakes in language committed by pupils and often times the effect of one period of English teaching was spoiled by 5 periods of bad English used by pupils in their subjects. English would, she said, considerably gain by being purely a literary subject rather than a medium. Certain words to be taught well, should be associated with the action. Every boy or girl should take interest in criticism and literary art. They should not merely be docile and meek but prove to be a success.

The lecturer suggested that dramatising everything might be an effective method. Thereby the pupils would come across the beauty of language and idea. It was an antiquated system to have readers containing extracts as Text-books and such readers would be fit only for lower classes. It was strange that pupils should, in explaining allusions in English lessons refer to a certain page in a certain book. Vocabulary and pronunciation could be improved by the play-way method. The plays of Shakespeare might be taken up and written up in modern English if need be, and by working up some particular play for three months and by doing it repeatedly, every word might be correctly pronounced with the innermost connotation thereof. The works of all and sundry authors like Goldsmith and others and could not appeal to the young minds.

Reading lessons should be encouraged. The present day methods of rapid revision are, she said, very harmful. It would be impossible to reach the interests of children except by acting. Imitation being a very interesting instinct of a child, we should put in his power some means of expression. There are she said, books easier than Shakespeare. Any part of Dickens novels can be taken for dramatisation and the Pied Piper of Hameline of Browning may also be interesting. The Play-way method is the one method to make the language really living. Pronunciation, she

said, does always improve after acting a drama. There is no time to develop the play-way in India as we are at present, yet it is a method well worth a careful trial.

A discussion followed the lecture. From the several remarks and suggestions of the members it was gathered that the teachers in school should take special care of pronunciation before they speak to the boys, that special periods devoted to dictation and recreation on exercises in word-building might be of great help and though the English as spoken by several section of people in England itself is pronounced in several ways, the language to be taught as a literary language could be subject only to one correct way of pronunciation.

The president in his closing remarks expressed his opinion that in schools, circumscribed as they are to-day, subject to the checks and control of the inspectorate experiments were not encouraged. Specialists should be put in charge of English lessons. In spite of the outward cry for less English he thought that the subject had a good future. He approved of the idea of us using one full book for English study, as it was for Sanskrit study in early days, rather than a book of extracts.

Just before the close of the meeting a committee was formed to investigate into (a) the standard of Examination question settled for pupils and answers written by them in several schools by holding a scrutiny into a few English answer papers of different classes in some select schools, (b) the standard of Exercises in English composition prescribed for several classes and the knowledge displayed by pupils, and (c) the suitability of English Text-Books prescribed for different classes and the adequacy of the portions done therein. It was understood that the Investigation Committee would meet on Sunday, the 4th of December 1938.

With a vote of thanks, the meeting came to a close at 7-15 P.M.

ENGLISH INVESTIGATION COMMITTEE.

A meeting of the Investigation Committee of the English Section of the Teachers' Guild was held at 11 A.M. on 4-12-38, in the Guild office. Members present:— P. S. Vaidyanathaswamy, B.A., L.T., V. Sethumadhava Rao B.A., L.T., K. P. Amritam Iyer, B.A., B.L., and G. Srinivasachariar.

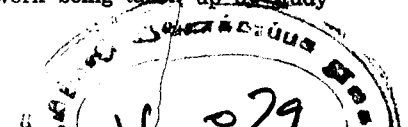
In response to the Questionnaire issued to all the School in the city replies were received from 10 quarters and they were scrutinised by the Committee. A few composition Note-Books of pupils of different classes and the Text-Books in English in certain schools and also a few Examination question papers were also scrutinised. As a result of preliminary scrutiny of the above records the following observations and suggestions are recorded.

1. Re. The Questionnaire: The general trend of the replies so far received shows that there is need for improving pupils' vocabulary, spelling and pronunciation.

2. School Literary Societies and Library activities require more attention as effective means of improving pupils's power of expression, understanding.

3. Text-Books do not seem to be considered quite satisfactory in so far as they do not contain graded lessons and other essentials.

4. Much can be done for the improvement of English teaching by frequent meetings of Masters teaching English and research work being taken up by study circles.



To Remedy the defects mentioned above the following are suggested: The prescription of text-books shall be governed by a representative committee of headmaster and experienced assistants.

2. Spelling and pronunciation and vocabulary can be improved by allotting special periods for Dictation; if possible, Gramophone Records of Good pronunciation may be used.

3. Hand-writing may be improved by insisting on the Script form of writing in the Lower classes.

4. Recitation may be improved by arranging for recitals of class pieces previous to every meeting of the Literary Society, which may be formed for each class and meet once a week.

5. Regarding the investigation of the Composition Exercises and the Questions and answers more useful work may be done by the different study circles.

6. Leaders of study circles wherever they are formed and functioning are requested to interest themselves in the abovementioned investigation work and Communicate to the office the results of their labours from time to time.

A public meeting of the English Section of the Madras Teachers' Guild was held on Thursday the 15th December 1938 at 5-30 P.M. in the P. S. High School Hall, Mylapore when Mr. Korula Jacob, M.A., L.T., Lecturer of the Meston Training College, Royapettah delivered a lecture on 'The realien for English lessons' and Miss L. Helen Philips, M.A., L.T., T.D. (London), Lecturer of the Lady Wellington Training College presided.

THE MADURA DISTRICT TEACHERS' GUILD

Madura Session—November 12-12-1938.

A meeting of the Madura District Teachers' Guild was held on Saturday, the 12th of November, 1938, at 2 p.m. in the Union Christian High School, Madura, with the Rev. G. P. James, B.A., L.T., B.D., the President of the Guild, in the chair. About 220 members representing the various affiliated associations attended.

The proceedings began with a prayer song.

The Chairman, in the course of his introductory remarks, stressed on the importance of cultural training in schools and the need for introducing in schools a progressive spirit so as to make them produce useful citizens in future.

The amendments to the constitution regarding Rules 10 and 4 that were recommended by the Managing Committee of the Guild were discussed at length and were finally referred back to the Managing Committee for necessary modifications so as to facilitate Colleges to join the Guild.

Rev. G. P. James was elected as the Guild representative on the Executive Committee of the S.I.T.U., Madras.

RESOLUTIONS

The following resolutions relating to the Refresher Course to be conducted for Secondary School Teachers in December, 1938, were adopted:

1. That a Refresher Course for the Secondary School Teachers be conducted under the joint auspices of the Guild, the Madura District Headmasters' Association and the Madura Teachers' Association, during the Xmas holidays, from the 15th to the 22nd of December, 1938.

2. That steps be taken to get all the Secondary Schools in the District closed on the 14th of December, 1938 to enable as many teachers as possible to attend the Course.

3. That, provisionally, English and History be the two subjects to be taken up in this Course.

4. That the Headmaster of the Union Christian High School, Madura, be requested to keep his school open during the Course in order to provide facilities for the holding of model lessons, etc., on the occasion.

5. That steps be taken to accommodate the teachers attending the Refresher Course, in the A. R. High School, Madura.

6. That each of the three bodies referred to in para 1 above, the Guild, the Headmasters' Association and the Madura Teachers' Association, do contribute Rs. 50 towards the expenses of the Refresher Course.

7. That a Committee consisting of Messrs. V. Aravamuda Aiyengar, J.D. Manikam, M. Somasundaram and K. R. Srinivasier be appointed to conduct the Course under the direction and guidance of the District Educational Officer.

ADDRESSES

1. Sri. V. Kumaraswami Aiyar, B.A., L.T., Secretary, Madura District Scout Council, addressed the Guild on the 'Values of the Scout Movement'.

2. Sri. N. Sarangapani Aiyengar, M.A., L.T., District Educational Officer, Madura, then addressed the Guild on the 'Improvements in the Equipment of Teachers.'

3. Sri M. V. Ramachandran, M.A. of the Madura College, Madura, then made an announcement regarding the ensuing Adult Education Conference to be held in Madras in December next and requested the Guild and Teachers' Associations to send as many representatives as possible to attend the Conference.

The Chairman gave a few concluding remarks referring to the importance of the ensuing Refresher Course and requesting the members of the Guild to take part in it.

Sri V. Aravamuda Aiyengar, Secretary of the Guild, proposed a vote of thanks to the Chair, the lecturers and to the authorities of the U. C. High School.

TRICHY DISTRICT TEACHERS GUILD.

Opening of the Guild's Home—Welcome Address

It is my pleasant duty on behalf of the Trichy District Teachers' Guild and of the Board of Trustees of the Teachers Guild House to accord you a most hearty welcome here and thank you all for your kind response to our invitations.

We meet here this evening under exceptionally happy circumstances. Forty eight years ago, this City saw the birth of the Trichinopoly Teachers' Association, which was the Pioneer Association in this Presidency which was renamed the Trichinopoly District Teachers Guild in 1921 and which to day is initiating a new role in the educational life of the country by the creation of the first Teachers' Guild House in the Province, nay, in all India.

From the account first read of the History of the Guild and its activities, you must have seen that the Trichy Teachers' Association started as a humble organisation but thanks to the band of pioneers and later workers, it has been in the front rank of the professional life of teachers in the Province and its dream to-day is to make it a fruitful centre of educational and national life.

The Building which the Guild has raised is a Hall 72 ft. by 20 ft. It is simple in design and in construction. It is intended to be used as the office of the Guild and its library and club, and as a night school for illiterate adults and as a special experimental basic day School for children between 7 and 14. It has come into existence during a period of unprecedented financial depression and its evolution is symbolic of the conditions of the teacher. The building has come to stay, thanks to the co-operation of the teachers and the public and the loan of the South India Teachers Union Protection Fund and thanks to the workers engaged in the construction of the House. The Guild has to find money to repay the loan on the Guild House and money has to come mainly from teachers. But will it be too much to ask the Government and the Educational Department to make us a non-recurring grant for the building in view of the use it is to be put to?

It is needless to dilate on the need and utility of a Teachers' Guild House. Suffice it to say that a Teachers Guild House has a significance of its own and its birth is in keeping with the spirit of the times. It is a visible embodiment of the self respect of teachers who are anxious to expand the resources of their group life, to raise themselves by their own voluntary efforts, and cater to the educational needs of the people in the India of to-morrow.

The opening of this Guild House comes as a landmark in the history of Educational Life in this country. The rise of non-official teachers associations in this country and their sustained work have not met with the recognition that is due. The right of certified teachers of a recognised institution to associate and work as a body as a useful adjunct of every educational institution is left to the sweet will and pleasure of the employers. The teaching profession in this country is yet to receive statutory recognition as a trade and as a public utility service. The place and work of a Teachers' Association in the School economy and in the national economy have yet to be evolved. The individual teachers' position is not governed by any recognised code of professional conduct for the profession and his life and work are left to fluctuate with the fortunes of the educational agencies he serves. The relationship between the teacher and others interested in education, the child, the parent, the administrator and the state has to be definitely laid down for mutual guidance, so that the teaching profession may realise its vocation and abandoning its struggle to get its rights recognised it might think and plan and execute without fear or favour the country's educational programme according to changing needs.

I will not detain you longer as you must be anxious to hear our distinguished guest. It is extremely gratifying that Mr. H. C. Papworth, Director of Public Instruction could find time to come and open this unique Guild House. It is in the fitness of things that this opening ceremony of a non-official Teachers' Guild House should be associated with the Director of Public Instruction in the Province; for the future of education in India lies in the hearty co-operation and honourable partnership between the workers in the realm of education and the officers of the Education Department.

HISTORY OF THE GUILD AND THE GUILD HOUSE

On behalf of the Trichinopoly District Teachers' Guild we, the Managing Committee, have very great pleasure in making this statement about the growth of this, the first teachers' association in the whole of India.

This organisation was started with the name of the Trichinopoly Teachers' Association in 1890 with the objects of discussing pedagogical subjects and making representations to Government regarding the teaching profession. Its first President was the Rev. T. H. Dodson of the S. P. G. College, Trichinopoly and its first

Secretary was Sri G. Sesha Ayyangar of the National High School, Trichinopoly. Mr. Dodson was succeeded as President by the Rev. G. H. Smith also of the S. P. G. College and Sri Seshayyengar was succeeded by Sri S. S. Vyasa Rao. The pioneering work of the Trichinopoly Teachers' Association was followed up by the formation of the Madras Teachers' Guild in 1895 by the Rev. W. M. Theobald of Ooty. Mr. Smith's Presidentship was unique for the organisation of excursions even in the early decade of this century. Sri Vyasa Rao was almost chiefly responsible for the agitation to start a Provident Fund for teachers in this Province, during the Directorship of Mr. J. H. Stone. Rev. H. P. Walsh who succeeded Mr. Smith as President specialised in the work of educational exhibitions. During the time of the Rev. J. A. Sharrock, conferences became a regular feature of the Teachers' Association activities. Mr. Sharrock was succeeded by the Rev. A. F. Gardiner who continued to be President for a long time and his period saw the development of social intercourse. Sri Arpudasami Udayar of the St. Joseph's College succeeded the Rev. A. F. Gardiner as President. By this time Trichinopoly had invited and conducted two Provincial Educational Conferences. The S. P. G. College housed the Guild Library and supplied the Guild Office bearers in the persons not only of Sri Vyasa Rao but also in Sri now Rao Sahib S. K. Devasikamani, Professor M. S. Srinivasan and Professor Ganapathi Subramania Iyer. The Rev. Fr. Quinn of the St. Joseph's College, was all through taking a very active part in the affairs of the Teachers' organisation, with the coming in of Sri Arpudasami Udayar, after him of Professor P. E. Subramania Iyer, Sri V. D. Venkatasubramania Iyer became Secretary. In 1919, the Teachers Association invited the Provincial Educational Conference which was unique in this respect that it was the very first conference which was held as a Conference independent of the Provincial Political Conferences of the Province. Immediately after the 1919 Conference, for the very first time the Teachers Association held one of its sittings outside Trichinopoly Town at a meeting organised at Kulittalai by Sri M. M. Balakrishna Iyer. About this time as a result of the new orientation given to Teachers Organisations in the Province by the South India Teachers' Union through the formation of District Teachers' Guilds Sri S. T. Ramanujayyengar organised at Kattuputhur a District Conference in 1921 under the Presidency of Sri S. Srinivasa Ayyangar, then University Member of the Madras Legislative Council. This Conference resulted in the re-naming of the Trichinopoly Teachers' Association as the Trichinopoly District Teachers' Guild. After this Professor P. T. Srinivasa Iyengar became the President of the Guild with Sri K. R. Krishnaswami Iyer and Sri S. T. Ramanuja Iyengar as Joint Secretaries. The period from 1921 marks the beginning of the activities of the Trichinopoly Guild in the major Union activities in the Province by way of organisation, publicity, agitation and self-education of teachers. After five years of Presidentship Sri T. Srinivasa Iyengar was succeeded by the Rev. C. S. James of the S. P. G. College. Mr. James was succeeded by Principal V. Saranathayyengar the present leader of the Trichinopoly District Teachers' Guild. Sri Saranathayyengar's Presidentship has witnessed the growth of the Guild organisation into a completely representative body of all grades of teachers under all agencies. He has been assisted during these years by Sri M. M. Balakrishna Iyer, G. Varadachariar, R. Nataraja Aiyar, Sivaramakrishnan, T. S. Ananthanarayanan, E. R. Srinivasan, L. R. Natesan, V. Srinivasan, K. Sabthanam, V. D. Venkatasubramania Iyer, K. N. Sambasiva Iyer, S. T. Ramanujaya Iyengar, and Mrs. Grace Dorai Raj as Secretaries. This period saw the conduct of the Silver Jubilee Conference of the South Indian Teachers' Union in 1933 on a scale which has established a record. With the democratisation of the organisation, the Guild has been organising Exhibitions and Re-

fresher courses every year and interesting the public in Guild activities through Education Week celebrations.

It is this growth which has necessitated the building project of the Guild. Even about 1921 the Guild was able to secure the top of the Main Guard Gate as its site but as it was not availed of then, the grant of the site lapsed. For a time, we had our office in the Town Hall Upstairs generously granted by Sir T. Desikachariar. But the Guild wanted a site and a habitation of its own and it renewed its attempts after 1933. Early in our attempts Sir T. Desikachariar helped the Guild by recommending the Guild's request to our popular Collector Mr. J. B. Brown I.C.S. who was pleased immediately to accord Government sanction. The Special Officer and Commissioner of the Trichinopoly Municipality Sri Rama Varma Raja assigned the present site, but fixed up a rather high monthly rent. When the Trichinopoly Municipality was restored, Sri Ponniah Pillai and T. R. Gopal Rao and the Commissioner were pleased after considerable difficulty with Council to get the rent reduced to a nominal amount and it is hoped that ere long the site would be made rent free in view of the public service the Guild is rendering to the cause of education in this District. Sri V. R. Ranganadan Mudaliar District Educational Officer, Trichinopoly, backed the Guild in its endeavours and thus added weight to the Guild's claims. It is thus through the co-operation of the Educational, Revenue and Municipal authorities that it has been possible for the Guild to secure the site and thus to have a recognised place in the area of its work.

The Guild was fortunate in having Col. Sir T. Desikachariar, Kt., to lay the Foundation Stone on 26-2-1938. A tiled hall 75 feet by 20 feet with a portico in front has been built to serve as a meeting place, a Library centre and a Reading Room, for Teachers and as a model day school conducted by the Guild to give basic education on Wardha lines and a night School for illiterate adults in the Municipal limits of Trichinopoly.

It has been possible for the managing committee of the District Teachers' Guild to go ahead with the building operations, because the representative character of the Trichy District Teachers' Guild. The Guild is representative of all the educational institutions in the District for Indian Education aided, mission and non-mission, Municipal and Board. The Guild as an affiliated body, consists of Teachers Associations organised on a voluntary basis in Colleges and Schools, and official teachers associations under Deputy Inspectors of the Department of Education, the number of affiliated associations being 33 with a membership of 930 teachers.

The Guild is able at call to get the help of the elite of the District in all its undertakings from the day to day work of academic discussion and professional agitation to the work of organising exhibitions, running refresher courses, arranging excursions, popularising education through Education Weeks and delivery of lectures on educational topics.

The Guild is now forty eight years old and it has to its achievement a record of continuous, sustained and energetic work. It is to celebrate its Golden Jubilee in 1940.

NORTH ARCOT TEACHER-MANAGERS' CONFERENCE

The following Resolutions were passed at the Conference.

I. This conference welcomes the Wardha Scheme of craft education as a wholesome and necessary new departure in educational methods, and offers its co-operation in making the same a success.

II. This conference welcomes the principal underlying the constitution of the proposed District Councils in place of the existing Educational Councils, and urges the Government (1) to vest the former with statutory powers, doing away with the existing diarchic control (2) to make provision for election of the president by the Council itself; (3) to place the Council under the direct control and supervision of the Minister of Education, (4) to make provision for the formation of Taluk Advisory Committees composed of non-officials and officials, particularly of the Industry and Co-operative departments.

III. This conference urges the abolition of the existing Training schools and introduction of pedagogy as one of the vocational Courses in the S.S.L.C. Course and making provision for Refresher Courses in order to adapt the training to local conditions and needs.

IV. This conference is of opinion that the existing rules relating to Grant-in-aid are too stringent and reactionary and regrets that they have resulted in the closure of a large number of useful schools in the Presidency. This conference therefore urges the Government to revise the rules immediately so as to make them more liberal and to bring the scale of pay on a par with the salary given to teachers of schools under local bodies.

V. This conference requests the Government to direct local bodies and Panchayats to assist the teacher managers with school houses and necessary equipment with a view to enabling them to start schools in schoolless centres.

VI. This conference suggests the formation of a Provincial Board of Educational experts to advise the Ministry on policies and programmes.

VIII. This conference is of the view that the Director of Public Instruction be made purely the Executive head of the Department and that the post be filled by an Indian.

THE EIGHTH SOUTH INDIAN EDUCATION WEEK

(The following are further reports of Education week celebrations).

COCANADA MC LAURIN HIGH SCHOOL

Thanks to the co-operation of the public and the parents the education week was very successfully celebrated. The committee constituted for the purpose has resolved to continue to function for the whole year and to try to eradicate illiteracy among the adults.

RANIPET

The Education week at Ranipet commenced on Monday 31-10-38 with the inauguration of the week by Sri M. S. Kotiswaran of the Sri Mahant High School, Vellore. Speaking on the 'Education for to-morrow'.

The next day on 1-10-38 Sri S. P. Sarathi, District Munsif, Ranipet spoke on Education from the parents' point of view and urged for the elimination of punishment and difference of caste and said that teachers should help the pupils to unfold themselves.

On Wednesday all the training students 200 in number with the staff of the training school and the two Karai schools, visited six villages in the neighbourhood and gave health and social welfare demonstrations and talks. The male nurses and student-nurses of the Scudder Memorial Hospital, Ranipet, also formed the party.

There was a mothers' meeting and Baby-welfare clinic in the A.A.M. School, Asanallipet, arranged by Miss D. A. Wells of A. A. Mission and presided over by Miss Noordyke. Many women were present.

On Thursday about 500 children from the nine Elementary schools in and around Ranipet assembled in the Maidan opposite to the training school for sports and competitions for these were held in field sports.

A similar function for girls was held in the A. A. M. Boarding Girls' School compound presided over by Mrs. Perrie, where nearly 400 girls had assembled.

On Friday (4-11-38), the meeting was held in the Board High School, Arcot, when Sri Srinivasa Ayyar, 1st Asst., Sri Mahant High School, Vellore, spoke on 'Education for Citizenship.' Sri Thangavelu Naiker, President Union Board, Arcot, presided.

On Saturday the 5th., a very largely attended meeting was held in the training school presided over by Sri P. K. Pattabirama Sastriar, D.E.O., Vellore. Miss A. B. Van Doren of the Christoper Training College, Madras, addressed the gathering.

She said that the Education for to-morrow was very hard to decide as we do not know what to-morrow will be. Things and conditions are changing at an alarming speed and we cannot say what our children will be 40 years hence. The bus, the cinema and the aeroplane have been accelerating the pace and the new policies of self-determination and the working of Congress Government have changed Men's minds and outlook. Still in the Education which is to come we have to provide for free, compulsory, universal Education. As the Premier pointed out in his inaugural address the other day, this tremendous task can be accomplished only by a band of selfless workers who are prepared to do A class work for C class salary.

The second problem that confronts us is the Education of Women; co-education has to be the only solution as the desire for women's education is keen and we have not enough funds for multiplying our schools. There is also this distinct advantage to be gained for boys by the presence of girls in that it makes the boys chivalorous.

The next problem is what type of education it shall be. The first and old type is that of the book-centred one, which stands condemned as being impractical and unconnected with the realities of life. The next type is the craft-centred which is now in the fore-front of our country and known as the Wardha Scheme. Seeing that only 1½ hours is to be devoted to so many subjects and 3½ hours of the day to handicraft, the pendulum seems to have swung at the other end too far. While talking about this to the Premier Sukla of the Central Provinces, she learnt that he does not believe in the possibilities of the Wardha type of schools paying their way entirely and that therefore each village is to provide some land which will yield a portion of the teacher's pay and expenses. She therefore said that the happy means should be struck and the child-centred school should be the right ideal with necessary provision for hand-craft. The school should aim at developing the children's character and making them imbibe the spirit of service and usefulness.

The President, speaking in Tamil, in the course of his remarks said that Education week at Ranipet, has had varied activities of which he considered the village propaganda work as the most useful and most needed.

With a vote of thanks to the President, the lecturer and all the visitors present by N. Tyagaraja Ayyar, Headmaster of the training school on behalf of the Education week committee, the meeting came to a close. Miss Van Doren planted a tree as a token of her presence.

On Sunday 6th, the concluding day, Rev. John of Chittoor spoke on the world-good-will and the meeting was presided over by Rev. Van Vranker of Ranipet A. A. Mission.

With a vote of thanks to all those who had contributed to make the week a success, the "week" came to a close.

BOARD HIGH SCHOOL, CHEYYAR

(Tiruvatipuram Post, North Arcot)

The Week opened on Monday, the 31st of October 1938 with a public meeting at the specially erected masonry flagstand in the front maidan of the School compound. The pupils of the school marched into flag circle at 4 p.m., as soon as their competitive work at class-room decoration was adjudged by a Committee. Sri. A. Satyanarayanamurthi Naidu, B.A., the Revenue Divisional Officer, Cheyyar, functioned as the leader of a Committee of judges consisting of Janab Abdul Khader Dhulvi Sahib, Tahsildar, Sri G. Gangaiah Naidu, the Sub-Magistrate on leave and Sri Venkatachalapathi Chetty, the Sub-Magistrate and Sri D. Gopala Mudaliar, the Union Panchayat President and local Congress leader. During the inspection round three class-rooms which showed the largest measure of co-operative and varied work of descriptive skill in writing motto, class-room designs and symbols were selected for the award of shields. The function at the Flag Staff began with prayer and Memorial Verses in Sanskrit and Tamil. Sri S. Natesa Aiyar, B.A., L.T., in a

lucid and forceful speech explained the significance of the Educational flag stands for. At his request the Revenue Divisional Officer who presided, unfurled the flag and exhorted the pupils to imbibe the spirit of enthusiasm and to follow the wise guidance of the Headmaster.

The pupils burst into the Mass Choral prayer when the flag was on the hoist. The day concluded with visits by nine worship groups with suitable offerings to temples, mosques and church.

Tuesday, the 1st of November 1938. Second day of the week was set apart for the promotion of literacy tastes. A "Roll of Honour" inscribed with the name of a pupil outstanding in respect of merit, attendance and regularity or character was posted in the Saraswathi Hall of the School. During the afternoon, literary competitions were held in which more than one hundred pupils took part. There were impromptu, speeches, dialogues and elocution and recitation passages in English, Tamil and Sanskrit. Early at night a party of eight pupils was sent to be in charge of the Time Table periods in the Adult Night School at Anakkavur, a village two miles off. The Revenue Divisional Officer, the local Revenue Officers, the Headmaster of the High School, the Health Inspector and the Senior High School Pandit were present to inspect and to exhort the pupils. Sri Kalyanarama Aiyer, the District Board Member of Ranipet, who came casually to the village spoke at the function on the laudable endeavours of the Manager, the teachers and the visitors.

Wednesday, the 2nd of November was set apart for activities connected with the Health and Physical Wellbeing of pupils. Sri T. Marudamuthu Pillai, the Medical Officer and Sri S. K. Harihara Aiyer, the Health Inspector conducted by classes and sections the inspection of children previously instructed to come clean and well dressed. The teeth, tongue, nose, ears, finger nails and physique of the pupils who were neatly dressed and in good trim were examined and the prize-winners selected. In memory of the Week each class-room was supplied with a labelled tray for waste paper.

At 4-30 p.m., the Physical Demonstration began. The novel features which were very much appreciated were the rhythmic drill, kummi and kolattam by boy pupils. Demonstrations of proficiency in Rings, Asanas, Suryanamaskar, Drill and circus stunts were done neatly. A pupil came from the Board High School, Arni exhibited his skill, he having been impressed by the class preparations and the programme for the Week when he came with his school party for Zone Sports on 29-10-38. The function was presided over by Sri I. Kachapaeswara Aiyer, an ardent worker and the President of the Village Panchayat at Anakkavur. The Headmaster expressed his sense of jubilation for the success of the events and thanked the President and the guests.

The Character Building Day opened during the Prayer Class on Thursday, the 3rd of November with the celebration of Jayanthis. The painting of Saraswathi in the hall was opened by the Headmaster who urged the pupils to cultivate a devotional outlook to the symbol before their eyes and to the elders and the school. The life Mission of Mahatma Gandhi and Sri Ramalinga Adigal formed the subjects of the two lectures in the Jayanthi Celebration. All the remarkable events in the lives of the Great Men were narrated and the pupils were exhorted to follow their footsteps.

The evening function which began at 4 p.m., in the games ground was well attended. The ambulance and the Cub Demonstrations afforded a good deal of animation and pleasure. After the Thevaram Party sang a few choral songs and a

Bajana Party was conducted by the Art Section of the School, the function terminated at 5-15 p.m. One afternoon period was set apart for "Games for all," the direction, leadership and attendance verification being left to the pupils themselves. The teachers simply watched the course of work.

On Friday, the 4th of November 1938, a full period was devoted to teaching all the pupils the "Rule of the Road" and the entire school was marched in single file in the three furlong Conjeevaram to Vellore curve roads to the South of the School.

The pupils re-assembled in the Saraswathi Hall where competitions in music, national songs and Barathiar's *Pappa pattu* and *Murasu* were held. The girl pupils exhibited their skill in Kolam, needle-work and plaiting the hair.

At 5-15 the Junior Red Cross Unit led by their Associate and the President went to the Kannian Cheri with the medicine chest, lime powder and phenol. Sri D. Gopala Mudaliar, the President of the Union Panchayat, Sri Ethirajulu Mudaliar, the Vice-President and the Health Inspector paid house to house visits distributing medicine and phenol and personally supervising the cleaning.

Saturday the 5th was a working day for the School, the forenoon session being devoted to Sports and Exhibition matches. Sri G. Gangaiah Naidu, the Sub-Magistrate on leave presided and Sri Madhugopal, the Veterinary Doctor assisted in conducting the sports.

During the afternoon the Educational Exhibition was opened by the Revenue Divisional Officer who also inspected the groups of pupils demonstrating lungi weaving, tape-making and dyeing. Sri Kalyanarama Aiyer, the District Board Member and Secretary, Ranipet presided over the Fancy Dress items which were about twenty in number. The pupils caused a good deal of mirth and excitement.

The final day of the Week was observed on Monday, the 7th instant when a *Good Will Tree* was planted by Sri Mylai Rathnasabapathy Mudaliar, who visited the town in the company of Sri M. Bakthavathsalam, B.A., B.L., M.L.C., the Parliamentary Secretary to the Government of Madras in the Local Self Government Department. The national flag was hoisted by him. The pupils entertained large audience at Baratham and Sita Kalyanam kalakshepam. The guests included Sri C. Perumalswami Reddiar, M.L.C., President, District Board, North Arcot, who presided over the function and Sri D. Ramalinga Reddiar, B.A., B.L., M.L.A., the member for Cheyyar Constituency and Sri W. Srinivasa Rao, the District Congress President. The visitors addressed the citizens on their duty to the Congress and expressed immense satisfaction for the work during the Week. The function terminated at 10 a.m., with vote of thanks.

Among the Week's other activities were projects done by Classes as units. Some of the best were scenes from "Sabapathy," A Flower Show, a Model Sweetmeat shop and class-room Decoration.

The Week was packed with events all of which stimulated right educational endeavour and enthusiasm among the pupils of the School.

CHIDAMBARAM

The 'Education Week' was celebrated by the Teachers' Association, Ran, the swami Chettiar's Town High School, Chidambaram, on Thursday the 3rd instant and the following days in the School Hall.

The Week was inaugurated on Thursday the 3rd instant by Mahamahopadyaya Vidyavachaspati S. Kuppuswami Sastriar, M.A., of the Annamalai University. The proceedings began with prayer at 5 p.m. After prayer, Sri R. Parthasarathi Ayyangar, B.A., L.T., President of the Association welcomed the Mahamahopadyaya and requested him to inaugurate the Week and deliver the address of the day.

In the course of his address on 'School and Cultural Heritage,' the learned professor explained what our cultural Heritage is and how it influenced educational methods.

The meeting came to a close with a vote of thanks proposed by the Secretary, Sri K. Subbaratnam Ayyar, B.A., L.T.

On Friday the 4th instant, an address on 'Schools and Health' was delivered by Sri L. K. Govindarajulu Naidu, B.A., B.L., Director of Physical Education, Annamalai University. Dr. K. S. Appu Mudaliar, M.B.B.S., Civil Assistant Surgeon, Government Hospital, Chidambaram, presided.

In the course of his address, the lecturer said that it was essential that the health of school children should be looked after, in order that the future citizens may be efficient. He said that there should be correlation between Physical, moral and mental culture, that the environment should be conducive to the promotion of health, that sunlight, ventilation, nutrition, exercise and rest, all contributed to healthy growth, and that school clinics should be established to remedy defects found in school children.

In his concluding remarks, the president said that a doctor should be on the regular staff on every school to take care of the health of the children and that he might in addition be entrusted with the teaching of physiology, hygiene and other health subjects.

The meeting came to a close with a vote of thanks proposed by the Secretary.

On the 5th instant Dr. B. V. Narayanaswami Naidu, M.A. Ph.D., B.Com., Barrister-at-law, Professor of Economics, Annamalai University, delivered an address on 'Schools and Society.' Sri C. V. Srinivasa Chariar, B.A., B.L., Advocate, presided.

The lecturer remarked that the only remedy for the low standard of living of people in India, for India's low *per capita* income of Rs. 42 per annum, the difficulty of getting even a bare subsistence from the pursuit of the agricultural industry, the low industrial efficiency of the people and lack of knowledge of sanitation, was the imparting of free, universal, compulsory primary education.

The foremost aim of education should be training for citizenship. The present age was one of poverty in spite of plenty because of the narrow vision and want of sympathy of the people. Every individual should remember that he is part of the society. The need of the hour was the training of the school boy in the art of persuasion rather than of force. Even small doses of politics and economics might not be out of place.

The president in his concluding remarks said that the misplaced aim of almost every parent in sending his boy to school that of getting his son a lucrative employment at the conclusion of his studies was the cause of much disappointment and dissatisfaction with the present system of education.

The meeting came to a close with a vote of thanks proposed by the Secretary.

USILAMPATTI

The education week was celebrated at Usilimpatti from 17-11-38 to 20-11-38 for four days. The programme consisted of an educational exhibition, physical demonstration and sports by the school pupils. Lectures by distinguished educationalists and publicmen and variety entertainments by the pupils, the function was well attended, on all days.

The formal inauguration of the education week took place, with the opening of the educational exhibition in the Board High School, Usilampatti by Sri Venkatachalapathi Naidu, vice president, Madura District Board on 17-11-38, at 5 p.m. Sri Jambunatha Iyer, Headmaster in requesting the vice-president to open the exhibition, pointed out how the exhibition, was arranged with a view to demonstrate the possibility of working the Wardha scheme successfully.

Sri Venkatachalapathi Naidu in declaring the exhibition open congratulated the Headmaster and the school staff for organising such an exhibition.

The public meeting was held in the open air within the school compound. Sri Rau Bahadur Vedanayaka Devar was voted to the chair and Sri Venkatachalapathi Naidu spoke about mass education.

The days function terminated after a variety entertainment in which the Board Elementary School for boys R. C. G. Girls School and the Harijan school took part. The Model Wardha school staged by the boys of the Harijan school was very much appreciated by the audience.

The second days function commenced with Sri P. Venkateswara Iyer, B.A. Revenue Divisional Officer, Usilampatti, in the chair. Sir Subramania Iyer, Principal, Sanskrit College, Madura delivered an instructive lecture on "schools and character," which was followed by a musical contest and elocution contests in Sanskrit. The C. S. M. Boys school and the Board Girls school entertained the audience with music and farce.

On the third day, Sri G. Renga Rau, B.A., B.L., Advocate, delivered a useful lecturer on 'hobbies.' Rev. Fr. Montaud presided.

The last days function commenced at 4-30 P.M. with Sri C. Vedachalam, B.A., B.L., Secretary, District Board, Madura in the chair. Sri Karmegha Konar of the American College, Madura, delivered a lecture on 'The Mother Tongue and Education.'

After the lecture a heavy programme was gone through. The variety entertainment of the day on which all the schools of the locality took part proved an occasion for children to exhibit their talents in the various fields of extra-curricular activities. Special mention may be made of the staging of a scene from Shakespeare's *King John*.

Distribution of prizes to the winners numbering about 150 in the various games and competitions was gone through Mrs. Hemmel Strand distributing the prizes.

Sri N. Narayana Iyengar, B.A., L.T., Secretary of the Education Week Celebration gave a short resume of the various activities of the Education Week and pointed out how the activities formed the essential parts in the school work. He thanked the public for the hearty co-operation they gave to the Education Week Celebration Committee by way of subscription and encouragement.

The function terminated after a vote of thanks proposed by Sri Jambunatha Iyer, Headmaster, Board High School, Usilampatti.

AMBASAMUDRAM

Under the auspices of the Teachers' Association, Tirthapathi High School, the Eighth South Indian Education Week was celebrated on the 2nd and 3rd November 1938. Wide publicity of the celebration was given by means of bit notices, wall-posters and other literature connected with the Education Week.

The inauguration ceremony was performed by Sri. A. Gajapathy Nayagar, B.A., B.L., District Munsiff, Ambasamudram, in the midst of a large gathering assembled in the Sadasiva Ayyar Hall. He stressed upon the importance of these celebrations and requested the public and parents to take greater interest in matters educational. Then he called upon the lecturer of the day, Dr. J. Appasamy, M.A. (D. Phil.), to deliver his lecture on Education and Rural Reconstruction. The lecturer himself being a active worker in the field of Rural Reconstruction demonstrated all the possible ways in which teachers and others can tackle the problem of illiteracy, ignorance, and poverty in the rural areas and gave a vivid account of his experience and doings in the same line. The President then made a few remarks and opined that the standard of life of the villager should be raised and village life made more attractive. With a vote of thanks to the chair and the lecturer, the meeting came to a close.

The function on the 3rd November was grand success. Owing to the unavoidable absence of Miss A. Lindsey, B.Sc., Principal, Sarah Tucker Training School, Palamcotta, Sri. A. Gajapathy Nayagar, B.A., B.L., District Munsiff took the chair. Miss Mc Mannes, Sub-Assistant Inspectress of Schools, Ambasamudram, spoke on 'The Activity School.' She emphasised the need for a thorough and radical reform of the present day education which is book-centred and advocated the introduction of an education where the hand and heart would receive as much attention and training as the head. From her wide travels she recounted several interesting anecdotes and suggested possible lines of improvement. The President gave his whole-hearted support to the several proposals made by the lecturer and clearly brought out the need for developing the inherent potentialities of children on sound, healthy and scientific lines. With a vote of thanks by the Secretary the meeting came to a close.

THE PANDIT MOTILAL MUNICIPAL HIGH SCHOOL, PALGHAT

31—10—'38. Lecture by Mr. G. G. Goans, (Horticulturist) on "School Gardening."

1—11—'38. Sanskrit Lecture by Mahamahopadhyaya Ananthakrishna Sastri of the Calcutta University, "On Sanskrit, Our Cultural Heritage."

2—11—'38. Lecture by Dr. K. D. Veeraraghava Iyer, M.B., & B.S., on "Our Common Ailments."

3—11—'38. Demonstration Lecture by Sri. Munjunath Mulki, M.A., (Lecturer, Govt. Victoria College, Palghat), on "Broadcasting."

4—11—'38. Students Debate on "Temple Entry," with Sri P. Vasava Menon, B.A., B.L., (Municipal Councillor) in the chair.

THE TEACHERS' BOOK-SHELF

The Aims, Methods and Activity of the League of Nations.—Revised Edition. 221 pages. Price : 2sh.-0.50.

A new edition for 1938 of the well-known publication "The Aims, Methods and Activity of the League of Nations" has just been published by the League Secretariat.

In the last three years the history of the League has been as eventful as that of the world in general and necessitated a thorough revision of the book.

In its present form the book is divided into four parts. The first part is devoted to matters of general interest, in particular, an account of international organisation before the existence of the League, the origin of the Covenant, the nature and aims of the League, its instruments and methods. The second part describes the activities of the League, namely political work, especially the efforts made for the improvement of the organisation of peace, for the reduction and limitation of armaments and for the settlement of political disputes, the control and administration of territories under mandate, the protection of minorities; administrative work, especially that relating to the administration of the Free City of Danzig and the relations between the Free City and Poland; legal work; and lastly the technical activities, some of which extend over such wide fields as those of economics and finance, communications and transit, health, intellectual co-operation, and some of which relate to social and humanitarian questions. In the third part of information is given on the work of the Permanent Court of International Justice at The Hague, which was created by the League, and on the International Labour Organisation. The fourth and last part gives the text of the League Covenant, an extract from the Statute of the Permanent Court of International Justice, and an extract from the Constitution of the International Labour Organisation.

An important new chapter recapitulating the political questions dealt with by the League since 1920 has been added. This chapter contains brief accounts of the numerous political disputes which have come before the League, some of which are to-day forgotten, not because they did not contain the germs of serious complications but because the League, by its action, was able to contribute towards a peaceful settlement. The concluding chapter is also completely new.

The book has been prepared in an impartial spirit and is of real topical interest. No attempt has been made to conceal the crisis through which the League is now passing, but at the same time its future potentialities are brought out; that these are implicitly recognised even by its enemies is shown by the very vigour and tenacity of their attacks on it.

New Model Selection of Prose and Poetry :—for form IV—Macmillan & So., Madras. Price Re. 1.

This may well be considered to a carefully selected Reader. The chief aim of the compilers seem to be to place before Indian Students examples of straight and forward contemporary English Prose dealing with subjects that have an interest and meaning for the present generation. Such lesson topics, as "An Address to Boys" by Arthur Mee, 'The Everest Expedition' of 1924 by Jugle Finch, 'Wireless & Broad casting' make learning interesting. It is a happy feature that in choosing

topics of present interest, the compiler have not lost sight of the main objective of a selection of this type viz., the story of linguistic forms and the illustration of grammatical principles. Each lesson contains a short biographical introduction, grammatical notes on words and phrases, exercises for written composition, and in a poetry section a critical appreciation to enable the boys to enjoy the poem. However, we would wish that no separate section is assigned for poem and that poetical and prose selections be freely intermixed. The class-room teacher may find such an arrangement advantageous in many respects.

Biology for Senior Schools: Books I and II, by M. R. Lambut. Price 2sh. each. Macmillan & Co., Ltd., Madras.

The author deserves to be congratulated on his success in writing such a simple yet good well arranged and well illustrated books introducing living things to pupils of school going age. The books though prepared to serve the needs of English pupils of the age group 11 to 14, may well be read by our High School pupils with ease. These books form a series of three books and though based on a concentric system, each book affords materials for one complete school year and each is complete and independent in itself. Provision of a liberal supply of copies of these books in school libraries is strongly recommended.

A Middle School English Course.—By Frederick T. Wood, Ph.D., Messrs. Macmillan & Co., Ltd., Madras.

This is intended to be a preliminary volume to the authors *school certificate exercises in English*. It is a collection of exercises on the use, understanding and appreciation of the English language but gives briefly and concisely the many rules and definitions of English grammar. The aim seems to be to enable the pupil using it to acquire an intelligent grasp of the grammatical rules, and to cultivate the power of clear and concise expression. The exercises on interpretation given at the end would foster the ability to think connectedly and logically and help in comprehending a straightforward paragraph of prose or verse. Teacher of English in Indian Secondary schools will find this volume very useful both for reference and for getting suitable exercises. It is priced 2sh. 6d.

Engineering Science, Vol. I (Hydrostatics and Mechanics).—By H. S. Brown and Bryant. Macmillan & Co., Ltd. Price 5sh.

This first Volume is a text book on Engineering Science and deals with Mechanics & Hydrostatics. It aims at providing a progressive course along practical lines and covers the subject very thoroughly particularly for those taking the English National Certificate Courses. Students taking the mechanical Engineering Course of our Government Technical Examinations may find this book useful.

The Essentials of School Algebra.—By A. N. M. Published by Macmillan & Co., Ltd. Price 5sh.

The book (divided into three parts) is prepared on a concentric plan and contains most of the material needed in our High School course. The language is clear and simple and the treatment is logical and appealing and reveals the intimate knowledge which the author has of the numerous difficulties, handicaps and pitfalls of the pupils.

The number of examples is very large and they are well arranged and graded. None test papers are included which considerably enhance the value of the book. A very welcome feature is the inclusion of numerous questions correlating the subject with geometry and arithmetic.

The third part of the book contains some of the chapters included in our Intermediate course. It also contains an Index and tables of Logarithms.

The printing and get-up of the book are good. It will prove very useful in the hands of our High School teachers and pupils.

The Madras Christian College High School Magazine, December 1938.

We welcome this new enterprise of the Christian College High School, Madras, G.T. It is very attractively got up. We congratulate its Editor Mr. A. S. Watsa on his success. It is illustrated and besides containing accounts of the varied activities of the students of the school, has a large collection of contributions from the pupils. The past pupils too have done their share and Sir Muhammed Usman, boy of the school, has given a very inspiring message. The

that it will be only an annual number but we are sure the it possible for the journal to be issued more often in a year.

of Learning and Teaching.—By H. S. Pereira. The Oxford University Press. Price Rs. 3.

Treatise of the Psychology of learning and teaching on new lines. It is a yet comprehensive treatment of Psychology. The author classifies the phases and modes. Acquisitions, Fixation and application are the phases of learning and teaching. Chapter II and III which deal with this is a delightful reading. The author has illustrated the main phases and modes profusely with examples. Mr. Pereiras' expression 'the mode' as from 'method' connotes a vital difference between the two. While *method* is a particular teaching device the *mode* suggests a combination of devices or a particular device. This will be a useful book for teachers in general and teachers-in-training in particular. It is commended to the notice of the authorities of our Training Schools and Colleges.

EDITORIAL

EDUCATIONAL TOURS.

Educational Tours in our province are becoming established as regular features of many of our institutions. The facilities afforded by the Railway authorities are proving valuable in making these tours successful. The Hindu Theological High School authorities have left Madras on a tour to Southern Districts—South Arcot, Tanjore, and Trichinopoly, with a group of six hundred students and an adequate number of teachers. The tour is intended not merely to be a new Educational excursion. Places of religious importance are included in the itinerary and we have no doubt that the lucky pupils will enjoy their trip.

We are glad to note that Trichinopoly District Teachers' School year after year have been successful in arranging an Excursion Special for the students of Trichinopoly. They come northward to the n have their experience of Madras during the Christmas season. Macmillan welcome them all and wish them all enjoyment and happiness in their stay here.

We trust other Guilds will follow the example of Trichinopoly. In connection, we would like to urge the need for organising in each school a Travel Committee which would compile a little guide book for the power visitors. Such a procedure may help greatly to promote educational tours. The S.I.T.U. may also organise an Educational Tour Scheme which may be entrusted with the task of giving information and such assistance as that schools organising such tours may need. We hope that action may be taken on some such lines at the forthcoming conference so that this very desirable tendency may be developed further and Educational Tours may become a well established feature of school life in our province.

THE NEW YEAR

With this issue we are completing the Eleventh Volume and the eleventh year. We wish to take this opportunity to thank all our good friends who have helped the Union to conduct the Journal. The Journal Committee is keenly alive to the many defects in the Journal but its attempts to make the journal more useful to the readers are not meeting with that amount of success which we are sure our readers expect of us. One of the serious obstacle in the path of progress is the lack of finance. Many subscribers allow their subscriptions to remain in arrears and this throws on the Union the great responsibility of having to find funds

to meet the monthly bills. We earnestly appeal to all our subscribers to remit their renewal subscriptions in advance so as to enable us to plan a comprehensive programme for the year. Further, members would be rendering the Union very great help if they would persuade their friends to subscribe for the journal. The annual subscription is only Rs. 3 and we would request every teacher who can afford four annas a month to enrol himself as a subscriber. Apart from the many advantages which he would derive as a subscriber, he would have the great satisfaction of rendering his quota of assistance to the strengthening of the profession in our province.

Christmas and New Year are occasions for sending gifts. May we suggest that entering a subscription order on behalf of your teacher-friend would be a very valuable gift giving joy both to the one who gives and to the one who receives.

Wish your readers a very happy New Year and trust that 1939 will be the beginning of a bright and prosperous era.

SOUTH INDIAN ADULT EDUCATION CONFERENCE.

We are glad to announce that the First South Indian Adult Education Conference is definitely to come off on the 11th January and will close on the 14th January 1939. The importance of a conference of this kind in this period cannot be doubted. The programme drawn up is very comprehensive and provides for lecture and many discussions in groups. This is the first attempt to focus public attention on the importance of adult Education and also on the work now being done by the S.I.T.U. It is a happy augury for the success of the conference that it will be the 'guest' of the University of Madras. The Vice Chancellor will welcome the conference and the conference will be held in the spacious Examination Hall of the Madras University. We wish the conference all success and hope that out of its deliberations it will evolve a practical Scheme for eradicating illiteracy in our land. Further particulars regarding the conference can be obtained from the Secretaries, S.I.T.U., 5, New Street, Mannady, Madras.

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