

760

Regd. No. M. 2347

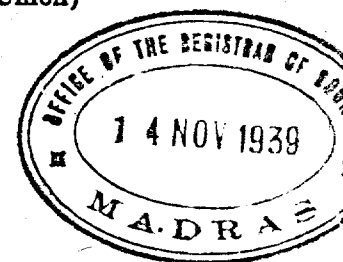
No. 10

The South Indian Teacher

287

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

EDUCATION. WEEK



OCTOBER, 1939

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



Annual Subscription :

Inland Rs. 3.

Foreign Sh. 6.

Single Copy As. 6.

Postage Extra.

THE S. I. T. U. PROTECTION FUND

PROGRESS OF THE FUND.

Details.	1933.	1934.	1935.	1936.	1937.	1938.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Benefit Fund	41,829	57,879	76,823	1,00,477	1,17,979	1,29,760
Profession Fund	1,664	1,860	1,766	1,961	2,186	2,348
Reserve Fund	3,067	3,332	3,943	4,404	4,865	13,948
Depreciation Reserve (Shares and Securities)	..	..	..	322	680	1,027
Loans to Members	..	7,568	9,262	12,983	17,543	22,896
Total No. of Members	738	764	838	873	891	999
Total No. of Units	1,116	1,171	1,348	1,438	1,496	1,735
Average age of new members admitted	32	31.7	32.3	32.4	31	31.6



FOR THE CLASS LIBRARY AND NON-DETAILED READING

HERE AND THERE IN INDIA

By C. A. PARKHURST

Illustrated by Satish Sinha, with pen and ink sketches.

- | | | | |
|--------------------------------------|--------|--|--------|
| 1. PURI AND LORD JAGANNATH | 1½ as. | 7. PICTURESQUE MYSORE | 2 as. |
| 2. DARJEELING AND THE HIMALAYAS | 2 as. | 8. BOMBAY, "THE GATE-WAY OF INDIA" | 2½ as. |
| 3. LUCKNOW, AN "ARABIAN NIGHTS" CITY | 2 as. | 9. AGRA AND THE TAJ MAHAL | 3 as. |
| 4. BENARES, THE HOLY CITY | 1½ as. | 10. CALCUTTA, "THE CITY OF PALACES" | 3 as. |
| 5. BEAUTIFUL KASHMIR | 2½ as. | 11. BIHAR, THE LAND OF "THE BLESSED ONE" | 3 as. |
| 6. DELHI, THE CAPITAL OF INDIA | 2½ as. | 12. THE LAND OF THE FIVE RIVERS | 3 as. |

Extracts from Reviews :—

The Leader : "Throughout the pages of this series there runs an unmistakable streak of patriotism intended to instil into every young heart an abiding love for and a growing interest in the motherland. The value of such books at this stage of our national advancement is obvious."

Educational India : "... No praise is too excessive for the plan and the execution, the matter, the manner, the format and the illustrations . . ."

MACMILLAN & CO., LTD.,

(INCORPORATED IN ENGLAND)

MADRAS—BOMBAY—CALCUTTA—LONDON.



A FIRST STEP TO LETTER-WRITING

WITH EXERCISES IN LETTER-WRITING & CORRECT USAGE

BY

H. MARTIN, M.A., (Oxon.), O.B.E.

Pages 124.

Price, As. 9

SOME DISTINCTIVE FEATURES

This book contains 140 Letters of all types.

It is prepared specially for Indian boys, hence, it will be welcomed by teachers as furnishing just the right sort of guidance, which they cannot expect to find in books written for English pupils.

The letters are not made to be copied or learnt by heart, but are intended as models for everyday letters.

246 Exercises in Letter-Writing that have been included in this book will be welcomed by the teacher.

The exercises in Correct Usage are suited to both Middle School and High School pupils. Correct English Usage is an important subject, and more attention should be given to it in the teaching of speaking and writing in English.

TOM THUMB ESSAYS

—A FIRST STEP TO ESSAY-WRITING—

WITH EXERCISES IN APPLIED GRAMMAR & CORRECT USAGE

BY

H. MARTIN, M.A. (Oxon.), O.B.E.

Pages 136.

Price, As. 10

EXTRACTS FROM THE PREFACE

These miniature or "Tom Thumb" essays have been written for younger children who are just beginning to do a bit of English composition. They are, therefore, very short, and are written in very simple language. They are not made to be copied or learnt by heart, but are intended as models for short essays.

In order to make the study of these tiny essays more practically useful, a few exercises in grammar and usage have been set on them. It is hoped that they will be found useful, especially in class-teaching. The exercises in Correct Usage are suited to Middle School pupils.

COOPER—PUBLISHERS—BOMBAY, 4

Sole Selling-Agents for the Madras Presidency :

THE CHRISTIAN LITERATURE SOCIETY FOR INDIA,
PARK TOWN, MADRAS.

CONTENTS

PAGE

THE NINTH SOUTH INDIAN EDUCATION WEEK— MESSAGES	.. 431
--	--------

ARTICLES

Modern Education for Indian Democracy—By Diwan Bahadur K. S. Ramaswami Sastri	.. 435
The Discouraged Child—By Prof. Anjilvel V. Mathew, Kolhapur	.. 443
A Revised Individual Plan of Teaching English—By S. Natesan.	449
Selection of Text-Book—Possible Criteria—By Dr. G. S. Krishnayya, M.A., Ph.D.	.. 456
A Good School Master	.. 460

FROM OUR ASSOCIATIONS

The Salem District Teachers' Guild	.. 461
The Tanjore District Teachers' Guild	.. 461
The South India Teachers' Union Protection Fund	.. 463

THE TEACHERS' BOOKSHELF

LIST OF BOOKS RECEIVED	.. 470
EDITORIAL	.. 471

LONGMANS' LATEST

Text-Books for S.S.L.C. Optional Subjects.

GEOMETRY FOR SCHOOLS. By T. S. Rajagopalan, B.A., L.T. In Tamil. Nearly Ready.

This book covers the syllabus issued by the Department for S.S.L.C. Optional Mathematics. A large variety of exercises and tests, graded according to difficulty, have been included, as also Examination Papers. Every effort has been taken to make the language of the Enunciations, proofs and exercises as simple, clear and precise as possible.

ELEMENTS OF GEOMETRY. By G. S. Srinivasa Iyer, B.A., L.T. In Malayalam, Rs. 2.

Covers the complete course for C. Group Geometry. Select questions from Madras, Travancore and Cochin S.S.L.C. Examination Papers have been added.

RAYNER'S A CONCISE HISTORY OF BRITAIN, 1066-1485. Tamil Edition, Re. 1-2. Telugu Edition, Re. 1-2.

For the Madras S.S.L.C. Public Examination in Optional History of England.

A SCHOOL COURSE IN PHYSICS (THEORETICAL AND PRACTICAL). By T. S. Krishnaswami Iyer, M.A., L.T.

Tamil Edition. In Two Parts, Part I, Re. 1-4; Part II, Re. 1-4.

Telugu Edition. In Two Parts, Part I, Re. 1-4; Part II, Re. 1-6.

The two parts cover the syllabus in Optional Physics for the Madras S.S.L.C. Public Examination.

Other Publications.

COLLINS-LONGMANS STUDY ATLAS. Planned, compiled, drawn and produced under the direction of a Joint Advisory Board, 3s. 6d.

A uniform system of colour layering for all Physical maps to facilitate comparisons, prevent false associations, reveal at a glance the predominant aspects of relief in any region. 110 pages of maps, including 26 photographs of various regions, 1100 study exercises and index.

COLLINS-LONGMANS VISIBLE REGIONS ATLAS. The same atlas as the above, without the exercises, 2s. 3d.

THE PILOT BOOKS. A series of modern classics, including many copyright novels by the best-known novelists of today, edited for use in schools, 1s. 6d. each volume, bound in stout paper boards.

Greenmantle, by John Buchan.

Poo Lorn of the Elephants, by Reginald Campbell.

The Women in White, by Wilkie Collins.

Oliver Twist, by Charles Dickens.

The Scarlet Pimpernel, by Baroness Orczy.

* I will Repay, by Baroness Orczy.

Bull-Dog Drummond, by "Sapper".

Jim Maitland, by "Sapper".

Red Pepper Burns, by Grace S. Richmond.

Cypher K, by "Taffrail".

The Snow Falcon, by "Ganpat".

* Reviewed in this journal, September Number.

NEW METHOD SUPPLEMENTARY READERS (New Additions).

I. Nine New Fairy Tales, 7d.

II. Kalulu the Hare, 7d.

Mystery of the Island, 8d.

III. Children of the New Forest, 1s. 1d.

King of the Undersea City, 10d.

IV. The Cat of Bubastes, 1s. 1d.

Jungle John, 1s. 1d.

IV. Lorna Doone, 1s. 1d.

The Black Tulip, 1s. 1d.

Tom Brown's School Days, 1s. 1d.

V. The Black Arrow, 1s. 1d.

David Copperfield, 1s. 1d.

VI. Morning Star, 1s. 1d.

VII. Typee, 1s. 1d.

All these books contain questions at the end.

LONGMANS, GREEN & CO. LTD.

36-A, MOUNT ROAD, MADRAS.

THE SOUTH INDIAN TEACHER

Vol. XII

October, 1939

No. 10

THE NINTH SOUTH INDIAN EDUCATION WEEK

MESSAGES

From His Excellency the Governor of Madras:— The Central Education Week Committee of Madras is to be congratulated on the continuation of its good work by the inauguration of the Ninth South Indian Education Week this year, and on its choice of a theme which covers practically every phase of modern education in its relation to national life. It is bound, I am sure, to make a special appeal not only to the rising generation of India, but to all those whose work or interests are centred upon Education, in one or other of its manifold aspects. May I repeat the hope, which I expressed last year, that the deliberations of the Committee will contribute materially towards a solution of the current educational problems which have been set down for consideration, and that with increased public support the Celebrations of the Week this year will meet with even greater success than in previous years.

From the Hon'ble Mr. C. J. Varkey, Minister for Education:— It gives me very great pleasure to know that the Ninth South Indian Education Week will be held from the 30th October to the 5th November 1939. The Hand-book published as a guide for those who organise and conduct the Education Week is really well thought out. The programme for the seven days' functions is really, I should think, an improvement over the previous years. As an educationist I appreciate the theme—"Our Schools and Modern Education"—which you propose to have for the Education Week. It is a timely topic for consideration by all those engaged or interested in educational work in

our Province. How our schools should be adapted to satisfy the requirements of modern education is a question of vital importance also for the Government. I am sure Local Bodies, Municipalities and other authorities and organisations will utilise the opportunity afforded by the Education Week to the fullest advantage. If we could instil into the minds of these bodies as well as of the parents that the schools in their area are *their* schools for the education of *their* children, we would have achieved a great triumph.

With the organising ability and enthusiasm of the South India Teachers' Union and with my esteemed friends Rao Bahadur Sri K. V. Krishnaswamy Ayyar as the President and yourself as the Convener of this year's Education Week, I am sure this year the celebration of the Education Week will be a greater success than in the past. Let me, as Education Minister, appeal to all teachers and those interested in education to put their heart and soul into the business and make it an useful institution for the promotion of education in our Province.

From R. M. Statham, Esq., M.A., Director of Public Instruction, Madras:—I sincerely trust that the Ninth South Indian Education Week will prove to be even more successful than those of previous years. The discussions on your Central Theme "Our Schools and Modern Education," will, I am sure, result in very valuable guidance for teachers and education workers, who all over the Province are daily striving to improve the conditions prevailing in our schools. In recent years Education for Citizenship has become more and more important and I am glad that the organisers of "Education Week" are going to concentrate largely on this problem. I wish every possible success to your endeavours and deliberations.

From Sri P. Seshadri, M.A., President, All-India Federation of Educational Associations, Cawnpore:—My best wishes for the success of the Education Week in Madras. Such periodical celebrations serve a useful purpose by rousing the interest of the public in educational matters. They will be successful to the extent to which they draw adequate attention to the numerous educational needs of the country. I have no doubt everything is being done towards such an end.

From the Central Education Week Committee:—The Ninth South Indian Education Week comes at a time when the much dreaded war clouds of last year have burst. Everywhere men's hearts are failing them for fear. What message has Education Week for such a time as this? First and most simply, thankfulness that the Educator in India is free to go on with his humble work, trying quietly and unobtrusively to build up in the children and youth of the country desirable and worthwhile attitudes and habits of life. This is no time for easy optimism but the fact that our schools may still carry on with their constructive work is one cause for sincere thanks-giving.

The Central Theme for the Education Week of this year is "Our Schools and Modern Education." No one can define exactly what modern education is, nor can one state categorically what schools are called upon to do just now. There is, however, a widespread feeling that the nineteenth century type of literary education, valuable as it is, should be reorganised to suit the varied needs of a rapidly changing world. Modern education is really the outcome of a realisation that life is no longer static, but dynamic to a terrifying degree. It has, therefore, become necessary for us to realise that life can no longer be lived according to an external dharma but must be guided by an internal compulsion, a dharma of the heart.

Modern education expects our schools and teachers working therein to form in children correct attitudes and habits of independent judgment. This should be done in every stage of education from the Nursery school to the University. The Central Education Week Committee hopes that nothing will be wanting on the part of teachers and schools to make a supreme effort to achieve this object even within the limits of the present curriculum and in spite of limitations of finance and equipment.

160083

7L
 Jan 21, 1930
 N39.1279

From His Holiness Sri. Sankaracharya, Kamakotipeetam, Kumbakonam :—

श्रीमत्परमहंस परिव्राजकाचार्यवर्य
श्रीमच्छंकरभगवत्पाद प्रतिष्ठित
श्रीकाञ्ची कामकोटिपीठाधिप जगद्गुरु
श्रीमच्चन्द्रशेखरेन्द्रसरस्वती श्रीपादैः ॥

இந்தியாவில் இருக்கும் ஒவ்வொரு உபாத்தியாயரும் தன் வசம்
ஒப்படைக்கப்பட்ட சிறுவர்களுக்கு அவர்களின் பிற்கால வாழ்க்கைக்கு
அதுகூலமாயிருக்கும் பொருட்டு சரீர போஷணைக்காக இஹத்திற்கு வேண்
டிய கல்வியையும் ஆத்மநுபவத்திற்காக பரத்திற்கு வேண்டிய கல்வியை
யும் அதுபவபூர்வமாய் தங்கள் கடமைகளை செய்வார்களென நம்புகிறோம்.

முகாம்
கல் லூர்
பிரமாதி (ஸ்)
ஐப்பசி மீ 7உ

நாராயணஸ்மிருதி:

MODERN EDUCATION FOR INDIAN DEMOCRACY

BY

DEWAN BAHADUR K. S. RAMASWAMI SASTRI.

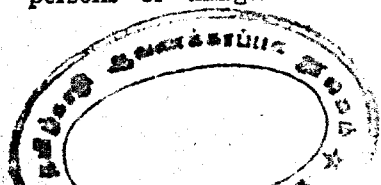
Education in Modern India should be a preparation for Indian Democracy. But is it so to-day? It is not. When can it be so? It can be so only when it gets Indianised and becomes democratic. It can become Indian only when Indian culture as a whole has a prominent part in the curriculum. Such culture includes the social and economic and political life on the one hand and the artistic and religious life on the other hand. The national culture is the flowering of the national psychology. We must therefore know the national mind and its expression in the national institutions. Every boy and every girl must be early and easily led into the great basic ideas of India. They must know about their past and present heroes. They must study well the past and the present of India so as to visualise and realise the great future yet to be.

How is this to be done? We must know clearly our contemporary state and have our own vision of the future so that the realisation of such vision may begin from the school stage itself. In our country production lags behind the population, and distribution is faulty and dislocated. Educated unemployment is staggering and uneducated unemployment is even more staggering. We want the production of more and more things. How does it happen that while such increasing production should minimise unemployment—there is an increase of unemployment? Therefore we have to set right our social and economic order, and we cannot do this unless we set right the educational order. Our unemployed are rapidly becoming unemployables. The purchasing power of the people is going down. Hence even if we maximise production by passing suddenly into the Machine Age and the Power Age, there will be no improvement at all if the national purchasing power is low. The transition from the old to the new has to be gentle and constructive. We must simultaneously increase production and purchasing power. India has always been a predominantly agricultural country. She has been predominantly a land of cottage industries. She has been predominantly a land of villages. Any attempt to organise her and industrialise her into Western Europe or North America is foredoomed to failure and will produce widespread

misery. The transition in the direction of urbanisation and industrialisation must be in the line of her genius and must aim at slow and stable results rather than at quick and unstable results. This is why Mahatma Gandhi's emphasis on *khaddar* and *village industries* is in accord with the Indian genius as well as commonsense and humanitarianism.

The real trouble is that to-day we are becoming addicts to western education and slaves of western imperialism. I deliberately use the words "addicts" and "slaves," because we have been bewitched by the English language and modern science and have drunk them to the dregs and have lost our balance and because we are not mastering machines but allowing them to master us, as the west has done in regard to itself. A recent writer says: "It (the western civilization) is a business civilization resting on the possession of money income. Ours is an individualistic social order based primarily on competitive business..... The leadership of the evolving society has been continuously in the hands of a threefold business fraternity—traders, manufacturers and money-lenders..... We note that from the very beginning the new civilisation developed more and more in the towns and cities and that it was increasingly a "business" social order built and dominated by businessmen." He says further that the motive power of the new culture is a thorough going individualism. He might have well added two other words also—materialism and hedonism. The new gospel is: eat and drink and be merry to-day, for tomorrow we die. How are we to eat and drink and be merry? The answer is to be found in Iago's gospel; "Put money in thy purse". The abovesaid writer says; "Increasingly he did as he wanted it. Increasingly he made others as he wanted them to do. As he massed wealth he became 'a law unto himself'. He was an individualist". It is this amalgam of individualism and materialism and hedonism that is compendiously called freedom to-day.

We certainly want civil liberty in the sense of freedom of thought, freedom of speech, freedom of movement, freedom of association, freedom of worship, trial by peers etc. We want also political liberty in the sense of national freedom from foreign domination, self-government, vote by ballot, the right of criticism of public men and measures, the freedom of the press etc. But the civil liberty which we Indians prize must be also the right to do our duties (Dharma) and the right of not being hindered in doing so while not hindering others in the pursuit of their legitimate duties. We want political liberty not to be a series of shocks and revolutions but to be the slow broadening of freedom from precedent to precedent. We should not in the name of freedom exploit persons or things. *Laissez-faire*—was the slogan of the damnable



dismal science of the nineteenth-century political economy. Free Trade was another dismal and deadly slogan. It has been said well: "But it was uppermost in the minds of the economic royalists of those centuries—the pirates of the sea or land, the traders and manufacturers and bankers of the European cities for a thousand years, the merchant adventurers who settled the new continents after 1600, the emigrants who carried the frontier across each of these after 1800 and the empire-builders of every industrial country after 1850." They wanted freedom to act and exploit as they liked, and hence propounded the doctrine of *laissez-faire*. But the operation of this doctrine has resulted in terrible misfortunes owing to overproduction and maldistribution.

But this is not civilisation as India understands it. We do not want the power machine technology at such a heavy and ruinous price. Mass production of goods by machines operated by skilled labour may be good up to a certain point but the virtue becomes a vice beyond that point. All this is merely the old trick of doubling money by a new magic! "Monopoly" is the name of the new slave. The age of Surplus has no doubt come but it has made a Tantalus of every one of us and the luscious fruits are succulent and tempting but always beyond the reach of our mouths. So long as overproduction and dumping and exploitation kept pace with one another, everything went on merrily. But when all countries joined in the race and raised tariff walls while indulging in overproduction and dumping the trouble began. The overproduced goods could not leap over the mounting tariff walls. They could not be sold; they would not be given. Machines ceased to hum; men were increasingly thrown out of employment. The real Ruler of to-day is unemployment. The men who were overworked and ruined before are unemployed and ruined now. There is mental and moral breakdown everywhere. The haves are swelling the ranks of the havenots in the very vicinity of unavailable abundance. In this state of things Dictators have stepped in to find a solution by taking the control into their hands. But they have created more ills than they have cured.

We do not want to bring this Frankenstein of the Western Power Age into India and then get into the western muddle and then fall at the feet of a Dictator. We wish to balance Agriculture and Industry. We wish to produce enough for ourselves without dislocating the artisans by too excessive and too early mechanisation. We wish to harmonise manual and machine labour, cottage industries and factory industries; we wish to socialise the key industries and the heavy industries and the public utilities. Even in the factories we want to lessen work and increase leisure. Bertrand Russel has prescribed a

four-hour day as a drastic and powerful medicine for suicidal unemployment at home and ruinous exploitation abroad.

The new Indian schools and colleges should feel the pressure of these new forces and respond adequately. To day they are creaking and worn out bullock bandies jogging along in deepening ruts. We do not want them. They are unrelated to the realities of life. They are dungeons of unreality and birth places of frustration. There is in some of them too much freedom and in many of them too much restriction. But in all of them there is a thorough unrelatedness to the outer world. Mr. P. E. Harris says: In schools and homes it is easier to have rigid authority or superficial freedom than to harmonize these aspects of experience in particular personalities and thereby render life richer and more secure for all. But since it is not possible to avoid some effect upon personalities from the various operative interactions of community life as a whole, even if they must run a subterranean illicit course, it becomes imperative that the educational institution plant itself as firmly and as consciously as possible in the midst of the wider stream of social conditions in order that it may get leverage for intergrating them on higher moral levels." This remark is entirely applicable to Indian schools as well.

It has been often pointed out, further, that in the west the learning attitude has been exaggerated. To-day there is in addition, an exaggeration of the value of technical education. In India also we have these defects in a large measure and it looks as if we are going to have them in a larger measure hereafter. The aesthetic and moral and spiritual aspects of our nature are woefully neglected. There is not even an attempt to visualise our social and economic and political ideals and to fit our education to the same. The schools have become mechanised and macadamised in the extreme. They are working on old pattern or on new patterns unrelated to modern Indian life in the world outside the schools. They are not informed by Indian idealism and not moulded by Indian realism.

What is the good of looking with worshipful eyes across the Indian ocean at Europe and at the United States of America? In America it was found in 1920 that only 12.4 per cent of the 48 million persons were gainfully employed as farmers and that only 9 per cent were placed in the category of farm labourers. Very nearly the same state of affairs prevails in Europe. The industrial capitalistic plutocracy is bossing the west to-day. It is as great an enemy of Democracy as Dictatorship is in the modern age. Unemployment is rampant on a colossal scale. The west, after ruining the East has ruined itself.

This is not all. Creativeness in life and in art is the hallmark of culture and refinement. We are to-day hearing "its melancholy long withdrawing roar". The mechanisation of life has had its counterpart in the mechanisation of thought. The passion to weigh and measure and catalogue and classify is the ruling passion to-day. Even human intelligence is tested and measured to-day. Quality is reduced to quantity. In such an age the fine arts languish while the spiritual passion feels strangled. The integration of the human personality is superseded by its disintegration.

We have got into the entire western maelstrom to-day in India. We have to save India from the modern world and for the modern world. India desires to continue to be a home of a predominantly rural civilisation. She wants to balance agriculture and industry. While she wants to spring away from the recent pressure on land owing to the ruination of her industries, she does not wish to spring into the machine age and the industrial whirlpool of the west. She does not wish to worship machine power to the extent of entirely neglecting man power and eventually neglecting men and callously letting them die. The allotment of the respective provinces of machine power and man power in the realm of industry is almost as puzzling as the allocation of the respective spheres of federal legislation and provincial legislation in a federation. Let us proceed on the basis that we must increase the sphere of man power and limit the sphere of machine power to the inevitable minimum. To take an illustration, the rice mills are ruinous in two ways. They take the bread out of the mouth of the hand-pollers and give us food without vitamins and destroy the nation as a whole. I would buy out the millowners after paying them some compensation which would be spread over a decade, and use the mills for other purposes or destroy them outright. Similarly I would strictly confine the textile mills to the weaving of the finer and higher counts of yarn, leaving the coarser cloth to be woven as before. Not one inch of cloth should come from abroad. Every nation must feed and clothe itself and build its houses and should not depend on any outside agencies for these primary necessities of life. Such a genuine Swadeshi spirit will bring about a double result, viz., more production and more equitable distribution of wealth. We must not measure civilisation by the number of cities which have passed the million mark or by the number of mills and factories as is done in the west.

If such is our visualisation of Indian Democracy, our schools must train us and fit for it, which they do not do to-day. In rural centres schools must be opened to enable agriculturists to become better agriculturists and artisans to become better artisans. The aim should be to make the village autonomous and self dependent. In urban centres

schools must be opened for the urban types of workmen and for the higher aspects of life such as the learned professions and the fine arts. For instance the art of working in precious stones or manufacturing glass should be taught only in urban areas. All training for work in such factories as will be inevitable even in a predominantly rural civilisation must be imported only in urban centres because such factories will be necessarily located in such centres. The automobile industry for instance, is an inevitable large scale industry and it can be started only in big urban centres.

More than even this primary need, there is a very great urgency for not repeating the present mistake of converting a contented artisan into a discontented clerk or accountant. While education should draw out the best in each man, it must prepare him to take his place in his group and be happy in his station while doing his work with keener zest and better skill than before. When an industrial survey is made—as it must soon be, and the country is mapped out into various areas concentrating on various industries—run by man power or by machine power—suitable for the natural resources and human resourcefulness—the schools also must throb with such a spirit and prepare the younger generation for such diverse and localised industrial activity.

All this will mean a thorough change of values and methods and results. I have seen basket making taught in an urban centre to boys who are drawn from social classes which were sure to send the boys into the learned professions or the public services or the specialised higher urban industries or the fine arts. If the schools are to be run hereafter in the old humdrum way of converting our boys into brown Englishmen talking English and thinking with a westernised mind and acting in a denationalised manner with just a bias for handwork by means of manual instruction which is an eye wash, let us go on and dash our heads against a stone wall and increase the area of unemployment and unemployability till we become the bankrupts of our planet and the laughing stock of the world. But do we not want to change our mentality and go in a more fruitful direction?

Thus I have no illusions about the Wardha Scheme ushering in the golden age. Very possibly its products will be better than the impotent denationalised unemployable unemployed of to-day. But its success will depend on Rural Schools and Urban Schools being clearly demarcated. A Rural Economic Survey must settle the curriculum of the new rural schools. Such schools must give an agricultural improvement bias to the agriculturist boys and teach the artisan boys a desire for improved methods in the industrial arts of the area where the schools

are located. The schools must have experimental acres for finding methods of more intensive and extensive farming. The students in such schools must be in touch with the farmers and induce these to take to better methods of cultivation. The schools must improve the quality and quantity of farm produce and must teach the value of the co-operative purchasing of seed manure etc., and co-operative marketing and also import a sound knowledge of soils and the conservation of water. Agricultural improvement will come only by such means and not by viceregal admonitions or bulletins of agricultural Research Councils.

Among the Urban schools there should be schools teaching the useful arts and the fine arts and fitting men for the profession and the public services. There is much glamour or halo now surrounding the new mystical expression "basic craft" adumbrated in regard to the Wardha Scheme. Owing to the interactions of education and politics to-day and owing to confusion of thought in regard to educational ideology and congress ideology, there is a tendency to identify the basic craft with spinning and weaving. The basic craft should depend on the base i.e., the locality which would be suitable to one or another of the innumerable arts and crafts which go to make up civilisation. Further, any attempt to introduce an element of realism and craft mindedness could be of little use unless the post Wardha Scheme is also put into operation and the skill acquired in the Wardha Schools passes into higher reaches in the post Wardha Schools. After all the Wardha boys will be only the rank and file. The leaders and initiators will come only from the post Wardha Schools. The post Wardha Schools will consist not only of higher secondary schools for arts and crafts but also secondary schools containing literary courses. The former would lead to technological university courses and the latter to professional and literary university courses.

In educational new thought to-day we hear much about the Community School. The aim of such a school is to stress the need for attending more to the social environment than to text-books and to regard the school as the agency fitting the pupils for the improvement of the community life. The emphasis is to be not on subjects but on social activities and values. The teacher's eyes should not be fixed on text-books and examinations but on the life of the community, and his aim and ambition should be to study and understand and teach Indian life as it is lived and as it can be lived and to fit his students for living such life intensely and effectively and worthily. Mr. Rugg's description of America as "a depressed society of potential abundance and actual poverty" is applicable a hundredfold to India. He says: "Unless our

people really know in their bones, with facts and figures at their command, that every family in America can have a comfort standard of living by finding a way to operate the existing American social system efficiently as it stands—they will do nothing about it. They will continue to live as a depressed society. But if enough of them *know* it, believe it with their hearts as well as their heads, they will turn the present potentiality into actual fact. Let us build the confident attitude that such a regime of plenty can actually be created. Build confidence in the capacity of our people for co-operative reconstruction of American life." We have to create through our schools such a mentality in Indian youth.

I have been dwelling at great length on the schools as a preparation ground for a new economic ideology and programme as a portion of the Indian Democracy. Equally important is the inculcation of the special aspects of our political ideology and programme as well. In this as in other respects the Indian teachers wobble and are hesitant. India stands for Ahimsa and does not wish to exploit other nations or subjugate them. But she will defend her own soil to the last man and will not tolerate any exploitation. She wants democracy not only for one section of her population but for the entire population.

But all this is in the laps of the gods. But what prevents us from launching our educational drive in the direction of the cultural aspect of Indian Swaraj and Indian Democracy. Whatever classical language each of the major Indian communities may prefer, instruction must be given only in the regional mother tongue at first in the secondary schools and eventually in the college classes as well. Examinations also should be conducted in the vernaculars. It is only then that text-books containing modern knowledge in modern Indian languages will spring into existence in abundance. Indian cultural unity requires All-India language and hence every one should learn Hindi. Cultural Swaraj requires that we should stress Indian history, Indian Sociology and Indian philosophy. The youth of each community must receive instruction in the religion of the community interpreted in a broad and tolerant spirit. This is an aspect in respect of which the Wardha Scheme leaves us in a blind lane.

Thus we want India to be India and not an echo of the west. We want not the gold age but the golden age. We wish to turn away from Dictatorships as well as Plutocratic and non-equalitarian Democracies and we want a genuine equalitarian federal democracy. We therefore want schools and colleges which will educate the future citizens of a Free Indian Equalitarian Federal Democracy.

THE DISCOURAGED CHILD

By

PROF. ANJILVEL V. MATHEW, KOLHAPUR.

One of the terms that have got into currency in modern speech from psychology is the problem child. *The Problem Child* does not signify any special group of characteristics any more than such terms as the normal child or the abnormal child. These are all relative terms; for instance the child regarded to be normal from one standpoint may be abnormal from another. The same is the case with the problem child. He may be physically strong or weak; he may have superior intelligence or may be dull; he may hail from a high social position or from a slum. The one characteristic of a problem child—if we may generalize—is that he does not get on well with his social environment. High be his intellectual calibre or the social position of his family, or low; born with a silver spoon in his mouth or handicapped for want of means to meet even the bare necessities of life; the distinguishing feature of a problem child is that he cannot adjust his life to the requirements of real life around him.

Psychologists of the Freudian school believe that the problem child is the child in whose life is present some sex irregularity. They believe that all children have to tackle the oedipus conflict up to about five or six years; that during the next period of about six or seven years there is a latency period during which the instinctive energy of sex is sublimated; and that in those cases where the conflict is not solved through sublimation, behaviour difficulties and symptoms may continue for life—unless the person concerned is "re-educated" and is thereby enabled to reorientate his whole outlook on life. Adler—who calls himself the prisoner who does not let free the goaler (in this case Freud)—is not unaware of the importance of sex even in early years of life; nevertheless he regards this insistence on the sexual basis of all behaviour problems and symptoms a lop-sided dogmatism. In this particular, all other psychologists except the strict Freudians, agree with Adler. Like McDougall and the English psychologists in general we recognize a large number of native tendencies in man, and therefore in the child. They are not all derived from sex, though it is true that we are brought into life through sex impulses and that but for the dynamic drive of sex the world of human beings will come to an untimely end. Like a great

King who made a full confession of a sexual offence, every man or woman can say with perfect truth :

Behold, I was shapen in sex ;
And in sex did my mother conceive me.*

But there are other dynamic drives also in life ; and any attempt at simplification of the complicated facts of life is always likely to lead to error. Adler too seeks to simplify for the reader the dynamic urge of life evident in every human being ; but his simplification has this advantage—that what he calls the supreme dynamic urge in life, *striving for superiority* is what he calls it, can apply to every phase of life and to all stages of growth and maturity. The criticism what may naturally be levelled against it is that the theory does not by itself explain anything, it only gives a description of an important characteristic of life—life not only at the human but at the subhuman level of animals and plants. In the striving for superiority, as such, we do not find anything distinctly human as this struggle is common to all species of life ; and biologists refer to it as struggle for existence.

The value of Adler's prolific contribution to what he calls *Individual Psychology* lies, in my opinion, not in his positive enumeration of the striving for superiority as the dynamic urge of human life, but in his constant visualization of its negative aspect—the sense of inferiority which almost all persons feel in the tasks of life. The experience of a sense of inferiority, whether one is aware of it or not—as Adler frequently points out, *we know more than we understand*—makes one restless in behaviour. It presents one repeatedly, nay incessantly, with situations of conflict and the greatest sphere of conflict, where the conflict is keen and unending, is within oneself. Conflict exists in childhood and maturity ; but as the endopsychic conflict of an adult cannot have a retrospective effect on his own childhood, and as on the other hand the experiences of childhood affect all one's later life, Adler and his followers place great stress on the early life of the child. The Freudians also place supreme importance on infancy and childhood—as a matter of fact here Adler has followed Freud. As things now stand, however, the findings of Adler offer clearer—we do not say fuller—guidance to educationists—parents, teachers, and social welfare workers—than those of Freud, especially because the importance of even sex has been recognized by Adler and other *Individual Psychologists* when they discuss the manifold difficulties of the child's adjustment to his material and social environment in the home and the school and outside.

* Where I use the word sex the original has *sin* and *iniquity*; but traditionally this refers to a sexual offence of King David in ancient Palestine.

The psychology of Adler may be called the psychology of good cheer and hope. If there is any school of psychology which repeats more than others the importance and solemnity of these words of Jesus Christ, it is Individual Psychology :

"Whosoever shall say to his brother, Raca,
Shall be in danger of the council ;
And whosoever shall say, Thou fool,
Shall be in danger of hell fire."

The child should be given hope, faith and courage to meet his world; for the discouraged child makes himself and others unhappy. As Adler says in *The Education of Children* : "An educator's most important task—one might almost say his holy duty—is to see to it that no child is discouraged at school, and that a child who enters school already discouraged regains his confidence in himself through his school and his teacher."*

The discouragement of the child may be due to one or more of such factors as :—an organ inferiority such as spinal curvature, disproportion or weakness of one of the limbs, innate disorder in the respiratory or circulatory system ; intellectual backwardness or frequent change of schools or teachers ; constitutional defects in the endocrine glands ; ugliness, over-strict or indulgent attitudes of parents and other elder members of the family ; the feeling of the child that he is unwanted or that some other member of the family is preferred to himself. Much may be said to explain or illustrate the origin of these adverse factors ; but one does not intend to dwell on them in this place except to point out that some of these factors may not exist in fact and the child only fancies that they do. Nevertheless it is important to recognise that in so far as he believes that they are present within him, they are operative within him. We shall now pass on to consider some of the manifestations and results of the feeling of discouragements in the child.

The first, and perhaps most common, trait of discouragement is the tendency to be self-centred in one's conduct and attitude. The more handicapped a child is—or feels he is, which very often comes practically to the same thing—the more he tries to make up for the defect by trying to get attention centred on himself. He does not feel interested in the give-and-take of life as more normal people do ; for, he believes that as the world has not been over-kind to him he need not exert himself much on its behalf. This self-centred character of the discouraged and dissatisfied individuals and their tendency to ignore their solidarity with the community, may express itself in a number of ways.

* Adler: *The Education of Children*, Ch. V.

One big group of characteristics can be said to be neurotic symptoms. There are people who fall ill with asthma, diarrhoea, or inability to eat; who cannot sleep soundly for long hours; who feel compelled to do things which they themselves consider to be unreasonable; who have nervous headaches and frequently run a high temperature; who stammer in their speech. When such functional irregularities are not caused by organic or toxic disorders and do not yield to skilled medical treatment, they are said to be of psychogenic origin. Such symptoms and their treatment are best left to mental experts in the line.

As regards the milder and more common irregularities of behaviour, we may easily distinguish two comprehensive types. The first may be called the aggressive type. This includes such behaviour traits as quarrelling, bullying, strutting and boisterousness, and efforts to always work for conspicuous positions and leadership. The person concerned is very conscious of a sense of incompetence and inferiority. Perhaps he is frequently lectured to by his parents and teachers, or is nagged and criticized constantly. Or he comes from a poor family and finds that he cannot have many of the amenities that his class-mates and play-fellows from better classhomes command. May be, he experiences dynamic sex urges with him, which he can neither control nor regulate. The upshot of such experiences is that an individual feels quite unequal to meet the demands made of him by himself and by others. This conflict is manifested in numerous ways, some of which are indicated above. Stealing money or articles of food or attire is still another expression of an internal conflict. It may be that the youngster concerned does not require what he steals for himself; but sometimes he wants to show by this means that he is capable of personal initiative, and sometimes he wants to share with those who associate with him—and thus makes it clear to himself and others that he too is worthy of recognition. Another aggressive trait of an abiding sense of inferiority is truancy—to run away from the home or from the school as a protest against the too heavy demands made on one by those in authority.

Numerous characteristics of the discouraged child belong to what may be called a retiring type. They can be gathered in plenty from the home, the play-ground and the school. Timid children try to get attention centred on them in their own artful ways. They are irregular in their eating and evacuating habits. They want to be coaxed to eat, and have punctilious tastes. In the matter of evacuation, they show what the Psycho-analysts call anal characteristics of sex-life, i.e. retaining the bowel contents or on the other hand, exhibiting inadequate control over the sphincter muscles. An unwillingness to go to bed bespeaks desire on the part of the youngster to be coddled by the mother; the same explanation may be given for waking up in the night

or for bed-wetting. If the child is wanting in confidence in meeting others, he may show it by unwillingness to go to school; and even when he goes, he is often late there. Losing books or throwing them so carelessly as to make it hard to discover them again, forgetting to do at home what was required at school, unwillingness to join others in their games and the sense of depression in case of a defeat—all these are unmistakable signs of the emotional strain which a discouraged child undergoes within himself.

The discouraged child shows his weakness in his attitude to work. He seems not much interested in his work; and where he begins a job with great earnestness and enthusiasm, he tires of it very soon. He starts another piece of work, and leaves off that too unfinished. He is sometimes called lazy, and even his laziness is a means to get recognition—recognition which others get through hard work. When he is lazy, others speak of him and urge him to exert himself. There is some satisfaction in being noticed, if not for something admirable, at least for the absence of something. If the lazy people do something creditable, they get more credit for it than others who always deserve it. People will say, or they themselves can feel: With so little work, this much was done: "They content themselves" as Adler points out, "with the recognition that they could accomplish everything if only they were not lazy. This is balm for the ego of the child who has too little confidence in himself. It is substitute for success, not only in the case of children, but for adults as well. This fallacious if-sentence, 'If I were not lazy, what couldn't I do?' "quiets their feeling of having failed."

The discouraged child is unable to meet strangers, adults and even children, with a bold face. This difficulty of looking others in the face is not necessarily a sign of some piece of wickedness perpetuated by the timid; it rather indicates a lack of self confidence. The child whose parents are either timid or unwilling for some reason to meet strangers is likely to be timid. This may be traced by some people to biological heredity; social heredity however is quite adequate to account for the infection of timidity that affects children of timid or nervous parents. In their social intercourse as well as in their work, the timid people are more occupied with the difficulties that they are likely to meet than with the actual situation itself. In other words, they are unable to face the world objectively, their subjective experience always are in the fore. Those grown-up persons who are remarkably self-conscious in their work and social relations, show that they have not attained to sufficient psychological maturity; for, one of the clear indications of maturity is the capacity to have an objective view in dealing with the world.

How can we help the child to face the world with a sense of competence? The first thing that we should recognize, and we cannot over-emphasize this point, is that the discouraged child cannot be helped forward by punishment and nagging. Punishment aggravates the trouble. We do not say that punishment has no place in the moral and social development of the child. But where the unsatisfactory reaction of an individual to a situation is due to fear and discouragement, punishment and nagging and shouting by the father or the teacher or any one else in authority is sure to aggravate the trouble by which one is irritated. Nay, punishment under such circumstances is unjust and is almost criminal. Instead of helping the offender, such a fault-finding attitude discourages the child still further, and makes his life-problem harder for him to solve. On the other hand, to do the work for the child which he should himself do is also no solution; for, the more the grown-up does any thing for the child which he can himself do, the more he submits him to the temptation of depending on others. What we can do for the child is to appreciate the progress he makes, and to encourage him to forge ahead on his own behalf. Let the child be encouraged to do something for himself. He need not be given the impression that there are no difficulties in his way, or that all difficulties can easily be overcome as soon as one makes up one's mind. On the other hand we should help him to realize that similar difficulties are faced with courage by many others; that they make progress in so far as they do not give up the task when it is difficult; and that what others do he also can do if he goes ahead with hope and courage.

The results of years of failure and discouragement cannot be rectified and made good in a day or a week. Re-educators—parents, teachers and others who are keen on reclaiming the discouraged child with new hope and courage—must themselves have faith, hope, tact and long-suffering patience in abundant measure. They should be patient even in the face of repeated failures. If they react to nervousness and discouragement on the part of the child with nervousness and impatience on their own part, they cannot be of much use to their wards. They must have what one of the foremost thinkers of the world regarded as the cardinal virtues: faith, hope, and love. And the greatest of these is love, as without love, faith and hope will be subject to a heavy strain. Love alone without discretion, tact and knowledge cannot be of much use; but where these obtain, *love never faileth*. It may sometimes be that one cannot see everything accomplished, as one wanted to; nevertheless, the effort is worth making. Even when there is no perfection, there is bound to be much progress; and it is the glory of man, in Carlyle's words, to make two blades grow where there used to be only one.

A REVISED INDIVIDUAL PLAN OF TEACHING ENGLISH

BY

S. NATESAN,

Asst. Sir. M. CT. M. C. H., School.

Introduction.

In these days there is a clamour for a change in our methods of teaching. I do not, however, propose here to discuss the merits and defects of this or that system. My purpose will be served by merely giving a report of how I have worked out a plan of teaching English in my class. If I have failed, I plead that I have been honest; if I have succeeded, I beg that others may also share with me the joy of having got a better plan.

Motive for change.

Many critics of the present method of teaching have charged us with making parasites of boys, for they see no sign of any boy learning himself. To meet this criticism I proposed that boys may be made to learn themselves some lessons in English. My headmaster expressed deep concern and wanted to be assured that no serious damage would be caused should this plan fail. Many parents of this locality were sincerely against this plan of teaching. So I was content with a small beginning.

Nature of Assignments.

I prepared assignments only on four easy lessons. I spent considerable thought over the nature of the assignments. I looked into the various assignments I could lay my hands on, to discover the plan underlying them. Some were difficult; some easy. Each type of questions has a merit of its own with a defect as well. At length it struck me that the questions easy or difficult should be a measure of and an aid to the boys' understanding. I prepared the questions accordingly.

Working of the plan in other schools.

At the outset, I was aware that many schools had tried this plan and given it up. Some schools continue it but with such modifications as betray a confession of their failure. I was therefore anxious that I

should not tread on their track. Hence I set about enquiring into the main defects that led to their failure.

Copying Prevented.

Although, I am inclined to believe that the assignments of other schools, defective as they were in some cases, did not really lead to their failure, still as I have stated above I bestowed my best attention over the nature of the assignments. The chief defect in the working out of the plan in other schools was that it could not effectively check copying. I therefore resolved not to allow my boys to carry home their note-books or assignments. Again boys doing the same assignments at the same time were few in number and as they sat scattered in the class, there was no chance of copying. Boys were not allowed to know how work was being assigned to them so that none cherished any hope of copying. Some boys did note their questions, learnt their answers at home, and wrote them down in the class; but as they made some mistake or other which, even with the help they got at home, they could not rectify, they soon learnt that they should learn for themselves; while few other boys who did repeat correctly what they had learnt at home were easily found out and dealt with.

Keeping boys Engaged.

Another serious draw-back in the working of the plan in other schools was that it failed to keep the boys engaged all the fortyfive minutes of the period. I had no difficulty at all in introducing a device to keep the boys engaged. I simply multiplied the note-books that a boy might use. After finishing one assignment, the boy took another note-book and did his second assignment in it. In this way he was allowed to do any number of assignments in a period. There were other minor drawbacks which I could not discover but which came to my notice in the course of my working out the plan. What they are and how they were removed will be evident from the perusal of the whole report.

The individual boy reckoned.

The above draw-backs, serious as they are, do not really speak against the system. But there is one aspect of the question over which no school, as far as my information goes, has bestowed any serious thought. It is the most important aspect of the question. We have all along been considering the boy as one belonging to a class so much that we forget he has an individuality of his own. It has been recognised universally that the measure of success a system achieves corresponds

to the extent to which it is based on the tastes and attainments of the individual boy. To me it seemed that the library is the best field where greatest scope can be given to boys to develop along their own lines. Hence I devoted myself to the setting up of a library.

Library Assignments.

The selection of books for the library, the nature of assignments thereon, and the manner of issuing them to the boys were based on the results of my work during the past years. The topic I have on hand does not give me room for an elaborate narration of their details.

The actual Working of the System.

I set apart one period a week for work on library assignments, and four periods for those on texts. Boys who finished assignments on texts were required to perfect their assignments on library books. Now a word about the correction of mistakes which also has a technique of its own. In the assignments on texts defective answers were shown by an interrogation mark, while a dot in the margin indicated some mistake of grammar or spelling in that line on which the dot was placed. When the corrections were done a tick on those marks were made. In the assignments on library books the mistaken portion was underlined. The boys had to look into their work again, note the mistakes and make the corrections themselves. Except in the case of assignments on library books no boy was allowed to proceed to the next assignment, unless he had done the previous one without a mistake. The other five periods I employed in teaching by the usual method obtaining to-day.

Teacher's Work.

Every day, I went through five bundles of note-books, noted the slack boys and determined the manner of setting them aright. All this took me not less than five hours a day. All methods are to be discarded as useless, which involve great labour. But strange to say the thought of giving it up never once entered my mind. I then held that no labour is too great if it bears best fruits. I was also convinced that the principles on which the system was based were very sound and that if it did not work well, there were some mistakes in the execution of it. I set to discover them and, thank God, I found them and effected the necessary changes for the smooth working of the plan.

A Short Digression.

I beg to be pardoned for the slight digression I am making here. I feel that I would be ungrateful if I did not mention two incidents which

I take as an indication from Providence. On the first day two boys did apparently no work at all. They were called upon to explain and they answered "Sir, We read the four lessons over and over, to find out on what lessons the assignments were based." I felt much overjoyed, for I had framed my questions solely with a view to stimulate intelligent reading. The other incident is this. One of the senior assistants while inspecting the note-books made a biting remark "This is a slow process which will end no-where." I took the remark and thereafter made out neatly the corrections myself asking, however, the boys to rewrite their work. What was my surprise the next night when I found that not one of them was correctly rewritten, and what was more, only that portion which they had learnt themselves was correctly done!

Failure of the First course Work.

Almost two months had elapsed. Not one boy had done a single assignment on texts. The number of slack boys was never below 20 and those who needed my help always exceeded 16. Many boys had to wait for days to get my assistance. I could well have pleaded that two months is too short a period for an opinion to be formed on the working of any new plan. I could also have easily advanced an explanation that as about 30 boys were unfit even for the lower class they could never be expected to do any assignment on the text at all. At the same time I could have maintained the soundness of the system by pointing to their progress in library assignments. I neither pleaded want of time nor advanced the low standard of the boys as an explanation. For I felt that, when I took away the large beam from my own eyes, I had no need of detecting the tiny moat in others.

Boys not prepared for the Coming Examination.

Lessons on which assignments had been set were not done as the boys had not finished assignments. With only 5 periods on hand, the other periods having been devoted to assignments, I could not efficiently teach the other portions in English set for the term. It was certain that my boys would be doomed in the coming examinations. I was therefore anxious that I should not only prevent the recurrence of the mistake but do something as well to make up the loss which my boys had sustained during the first course.

Principles guiding work of the Second Course.

I refused to be nervous or to act in despair. The assignments on library work clearly showed me the usefulness of the system. On the other hand, the results of oral teaching by the usual method were fruit-

less. It took 8 periods for the boys to master a lesson. The assignments on the texts too had not produced any good result. I set about thinking. The usefulness of the library work must be retained; oral teaching must be made more efficient; the defects in the assignments on texts must be removed. And I must prepare my boys for the half yearly examinations, and that means I must devise some means of teaching in one term the portion to be covered in two.

Library plan diluted.

I decided to drop the assignments on library work; for I wanted my boys to concentrate their entire attention on their texts as the examination wolf was scaring me. I was reluctant, however, to give up the fruits of library work. It is the life-blood of the plan. I therefore remodelled the class library. 400 books were selected, grouped into four sets and issued. At the end of the week, I looked into the issue registers to ascertain how far the library had been used. No inducement need be offered to boys for reading so long as the library consists of books which are understood on the first reading and which contain interesting matter. So setting up a popular library did not present me any serious difficulty.

Oral Teaching Concentrated.

I made a change in the method of oral teaching. Intelligent reading increases the pupils' knowledge and power of expression without any conscious effort on their part. And reading and understanding go together. The understanding makes reading easy and quick. Vast reading in turn intensifies understanding. So I planned that one half of the period should be spent on reading while the other half was spent on questions on subject matter. I have much to speak for this method and on the manner of carrying it out. Let me defer this topic to some other occasion.

Friction removed.

The defects in the assignments on texts remain to be wiped off. I gathered all the questions which remained unanswered and over which considerable time had been spent by boys. They were not included in the next set of assignments. I also allowed the boys to proceed to next assignments even if one or two questions remained unanswered. As regards assignments on general English, much against my will, I followed the usual practice of making the corrections and asking the boys to rewrite, for I wanted to show that I also had done the minimum of composition work.

Result of work in the Second Course.

These changes had the desired effect. The number of slack boys fell from 23 to 12. The library continued to be popular; though with the withdrawal of inducements to reading, the average number of boys daily using the library was a little less. The number of boys who needed my assistance also fell. Those boys were not kept waiting. They got my help, the moment they needed it. The average number of assignments each boy did during a week was steadily increasing. I had immense satisfaction which eased my strain. About this time I began issuing weekly progress reports to parents which indirectly increased the efficiency of the boys' work.

Sense of duty reckons no pain.

By the first of December I had finished my work. I began to bestow thought upon my work during the third course. Somehow, in and out of season this remark was dinned into my ears. "Yours is no method. The ordinary teacher cannot work it. Cast it to the winds." Can any one work this system without the least strain? My heart answered 'yes', but the brain "No." I tried in vain to solve this puzzle. Then I had my own solace. "Am I a missionary? I must do my best for the boys under my care. Why should I think that I am evolving a new plan which must be a model for others? It is sheer nonsense." In this way I said to myself and brought my mind back to the question on hand.

Library Work Restored.

I have already stated that the examination wolf scared me, and made me dilute my plan. Now that the wolf had been stabbed, I began to set the machine and make it work at its full speed. As I have found that the library is the best field where boys can practise their games freely and improve, I resolved to have the library assignments increased and to give scope for daily work on them, having picked up confidence.

Freedom for Boys.

I proposed to give up prose-teaching altogether. I set assignments on all the lessons to be done for the term. Providence gave me light, and I hit upon two important changes. The first was to give full freedom for the boys to choose and do the assignments of their liking. This will doubtless ensure greater individual treatment. The second change was in the mode of correction of the boys' work. I had been giving all along very serious attention to this particular aspect of the question, but

I could not make any headway as I was preoccupied with other important problems. The mother feels most glad when she sees her child fall while learning to walk, or hears it prattle while learning to talk. Does she rebuke her child and correct its mistake? And does not the child learn to talk and walk? Why should we not, like the mother, enjoy our boys committing mistakes? We commit a great error in thinking that the mistakes retard the boys' progress and they should be checked then and there. The child learns in spite of its mistakes. While learning it requires none to teach it. Men walk and talk. The child observes them and learns. Let our boys also learn like those children. Daily make them observe the language of elderly men, and learn for themselves. Do not be afraid of their mistakes. So I decided to ignore 80% of the mistakes the boys committed.

Mode of Correction.

But all mistakes were not left uncorrected. The mistakes were classified, as spelling mistakes, mistakes in ideas, mistakes in arrangement of ideas, etc. Only one class of mistake was attended to at a time; the other classes of mistakes were ignored. For example an exercise is set asking the boy to develop a story out of certain hints given. I gave him full credit if his story corresponded with the hints; I ignored his mistakes in spelling, etc.. It must not be supposed that I ignored correct expression. There too assignments were set and in those works I insisted on correct expression, though I ignored wrong understanding.

Result of Third Course Work.

The last course work has fully justified my hopes and the various modifications I made there and then. The number of boys that wrote less than 2½ pages a day was only four or five. And even these four or five boys had not been idle but had been busy perfecting their work. The number of boys that needed my help was almost nil. More than three times the minimum work expected of them was turned out. God took pity on me and lessened my strain. The time that I had to spend did not exceed two hours a day. The tone of the boys' work has considerably improved.

Conclusion.

These facts speak for the system. I do not deny that this method demands much work from the teacher; but I cannot concede that the present teaching method is less taxing. It is too early for me to claim far-reaching results for this method, but I can claim that this system takes into account the individual boy more than any other.

SELECTION OF TEXT-BOOK

Possible Criteria

By

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

Vice-Principal, Teachers' College, Kolhapur.

Multiplicity of text-books there certainly is. But why? Not only because in every subject knowledge is increasing; not only because big text-book companies and influential writers want to compete for the valuable school book market; but because quite often authors and teachers have an individual point of view regarding the relative importance of the various topics and the best method of presenting each. In this wide and democratic world there is evidently room for honest differences of opinion. If all the text-books professed the same aims and purposes, agreed as to the organisation of the material, placed the different items in the same order, employed vocabulary that was equivalent and allotted the same amount of space to similar topics, there would be no individuality, no improvement and no problem! One's choice would then be determined merely by such considerations as cost, binding and colour of cover. But in view of the presence of a perplexing variety of books each possessing distinctive qualifications, that is not now conceivable. A selection has got to be made, a selection from amongst books prepared to meet the requirements of the prescribed syllabus. Thus we escape the evils of the unrestricted freedom and state inspired uniformity.

If the pernicious activity of unscrupulous publishers is to come to an end, and if school men are not to be accused of lacking irreproachable standards of selection, the evaluation of text books must be placed on as scientific a basis as possible. The prestige of the author or of the publisher, the general appearance of the book or its already extensive use and other considerations not relevant to the intrinsic value of the contents, it must be admitted, have all too often influenced the action of the adopting body. The disease however is not beyond cure. The following criteria are suggested as some that might usefully be applied by the profession and therefore by the trade, for assessing the suitability of different text-books.

Factors Involved

Material: A text-book contains a condensed treatment of the fundamentals of a subject. In addition its data should be up-to-date. It should take into account recent changes and modern researches. The scholarly nature of the material should be both endorsed and apparent. A good book will give a graphic impression of the whole field, for the selection and treatment of its contents will be such as to make the essentials stand out.

Organization: The text-book being a compact arrangement of educational material, much of its value will depend on how the significant facts are put together. The different bits of information should be grouped as units and these units should be inter-related and have a definite relation to the whole. The titles and sub-titles indicate these relations. It is this close relation which makes for natural progress from lesson to lesson. The impression of definiteness and business like approach also is essential. When the problem or the purpose is stated at the outset, when there is an emphasis on the 'mile stones' of the subject, and when there are periodical and concluding synopses, economical mastery of the main facts and processes is made possible. Further, a well organized text-book will evidence a sense of proportion. This is important for otherwise the relevant pages of matter will be too many to be done in the time prescribed for the unit. There must be a proper division and gradation of materials and difficulty to suit ability and interest, with something new for each new stage.

Logical vs. Psychological

Appeal to children: Since books are meant for children the test of their efficiency must be their adjustment to the child's needs, tastes and talents. For one thing the logical treatment of the encyclopaedic expert can no longer be tolerated. Each new phase should be developed whenever possible, as growing out of the wants, interests, experiences of the child. A text book is valuable to the extent to which its material is presented in life terms. Such a psychological approach enables a pupil to realize that school lessons concern his own life, and therefore guarantees interest and attention. Besides linking book learning with life, personal and local, the modern author introduces features which appeal to children. An attractive exterior, a striking page arrangement, illustrative material usually based on action, picturesque titles for chapters and sections, stories, games and other play way devices, graphical or diagrammatic representation of abstractions, a presentation characterised by directness, concreteness and resourcefulness, these

and an attempt to give pre-views of each new stage and reviews at the end, are marks of a good text-book.

Style : It should not be necessary to point out that children's books should be written in a style that is simple, dramatic, picturesque and intimate. If in vocabulary and in construction the language is not graded and attractive, children get a dislike for the text-book and for the subject. It must be recognised that writing that will appeal to children requires special talent.

Visual Appeal

Illustrations : The eye-way to the mind is the most potent. Realizing this the expert writer includes illustrations that tend in size, character and distribution not only to indicate the significance of the passages but to aid comprehension. Charts, tables, graphs, diagrams and pictures make abstract matters intelligible and interesting. A good text should have illustrations that in colour, design and composition satisfy the recognized canons of art.

Teaching aids : Helps both for teaching and learning the subject are to be expected from a scientifically framed text-book. Most of our teachers have not had the necessary training to fit them to teach. Many of our teachers are inexperienced. A large number have a very meagre educational background. For all such the text-book makes teaching possible. If they are bad with all the assistance that a text-book can give them, their plight without it might more easily be imagined than described! The teacher should get in the introduction a review of the best studies on which the treatment is based and some directions as to how the book can be handled best. A list of helpful books bearing on the subject in hand is to be expected at the end of each chapter or at the end of the book. Topic headings, points to be noticed in the beginning, enumeration of vital points at the close, questions, exercises and practical applications in the form of things to remember, things to do, things to read and things to think about, a comprehensive index, pictures, maps and sketches, these are all of help to pupil and teacher and should be supplied. The aim here should always be to make the pupil and the teacher progressively independent.

Mechanical make up : Is the book attractive? Will it stand the wear and tear of daily use? Are the type, paper and page arrangement well adapted to the particular grade for which the book is intended. Is the book convenient to handle and to carry? What about its size and weight, and the flexibility of its binding? These are some of the questions to be kept in mind while assessing the book from the point of view of its get-up.

Safety in Numbers

Cost : Although it is a fact that studies have shown that the cost of text-books is insignificant in comparison to the total cost of keeping a child in school, there is no reason why that item should be larger than necessary. Fortunately because of the competition in the market, many good books are available at prices which leave only a reasonable margin of profit. The price is a factor but economy must not mean that an inferior book may be selected. Adopting bodies must see that the price is as low as elsewhere for the same type of work and production. In this connection it is worth while to remember that some states of North America have found state publications are not necessarily cheap or efficient. If the pupil pays a smaller price, his father meets the difference as a tax-payer.

The Score Card in U.S.A.

The National Society for the Study of Education in U.S.A. reports in its Thirtieth Year Book the successful use of a Score card for the evaluation and selection of text-books. It is believed that this will make the task less personal. Such devices are employed for evaluating libraries, buildings, health conditions. Here in India marks are assigned in a similar way for practice teachers lessons or a candidate's performance at an elocution contest. The main factors in the case of the latter, for example, may briefly be said to be Thought-Treatment—Delivery—Response. Each of these is weighted and assessed on that basis. The total number of marks indicate the orator's standing. So in the case of the text-book the items mentioned above or others similar might constitute the main heads with appropriate sub-heads and supplementary points—under which it is to be judged. The first thing to determine is the basis of evaluation and the next the weightage for each head in the light of a certain total number of points. Needless to say, each subject will have some items peculiar to it, and these must be determined in advance.

Briefly then the text-book is a tool, a tool by which knowledge is received and understanding developed. It is so arranged that under skilful direction the pupil is able to glean at least an elementary acquaintance with the subject. Wherein is one book better than another? The standards set forth here might help at least to the extent of suggesting others even better and more practicable. A final answer has yet to be worked out and awaits experience.

A GOOD SCHOOLMASTER

(These "requisites of a good schoolmaster" were found by Mr. Salter Davies, an English Director of Education, at Aitchison College, which is a secondary school for the sons of chiefs and Maharajahs, formerly known as Chiefs' College, Lahore, India.)

Studies the work of to-morrow, to-day and his profession always.

Is never satisfied, never sarcastic, never in despair.

Is ready to change his methods at any moment, his principles never.

Recognizes a full education as many-sided and values all equally.

Observes the three laws of learning :—

That a boy learns only :—

(a) by desire before ;

(b) by repetition during ;

(c) by satisfaction after.

Values discipline only which persists in his absence.

Knows that a boy cannot be taught to do right unless he be free to do wrong.

Is a leader, not a driver.

Works to make himself more and more unnecessary to his pupils.

Does not do his pupils' work for them.

Asks few questions and stimulates many.

Uses what his pupils want to do, in order to teach them what he wants to teach.

Teaches one thing in such a way that his pupils learn several.

Manoeuvres so that his pupils' activities are as much as possible a preparation for after-school life.

Does not avoid drills and drudgery, but makes his pupils look forward to the goal beyond them.

Preaches only a little but practises much.

FROM OUR ASSOCIATIONS

THE SALEM DISTRICT TEACHERS' GUILD

The Salem District Teachers' Guild is registered under the Societies Registration Act XXI of 1860 on the 14th October 1939.

THE TANJORE DISTRICT TEACHERS' GUILD

A meeting of the Guild was held on 24—9—39 at the Town High School, Kumbakonam. Sri. V. Guruswami Sastrigal, B.A., L.T., presided on the occasion.

There was a good gathering of members. Rao Sahib Sri. R. Swaminatha Ayyar, B.A., L.T., Retired Headmaster, welcomed the members on behalf of the Educational Society, Kumbakonam.

Sri. K. S. Krishnaswami Ayyengar, B.A., L.T., Headmaster, Banadurai High School, Kumbakonam, initiated the discussion on *Teachers and Elections*. After a good discussion the Guild passed suitable resolutions on the subject.

Sri. V. Raghava Ayyengar, M.A., L.T., of the Municipal High School, Mayavaram, explained the opinion of the Executive Council of the Guild regarding the Secondary School Reorganisation. Many members spoke on the resolutions and the Guild finally carried some resolutions on the subject.

The Guild then appointed a Sub-Committee to study the new Elementary School Syllabus, the question of teaching English in Elementary Schools, etc.

Sri. N. Kalyanarama Ayyar of Tirukattuppalli next appealed to the members to take active interest in the Teachers' Guild and strengthen the S.I.T.U.

Sri. S. Sundaresa Ayyar, Joint Secretary, proposed a vote of thanks to the Educational Society, Kumbakonam, and then announced that the next meeting of the Guild would be held at Kuttalam during the Education Week Celebrations.

MEETINGS HELD ON 24—9—39 AT KUMBakonam

RESOLUTIONS

1. The Guild congratulates Sri. R. Swaminatha Ayyar, B.A., L.T., upon the conferment on him by the Government of the title of Rao Sahib in recognition of meritorious services in the cause of Education in the District.

2. The Guild hereby requests the Government that, in view of the fact that there are a large number of High Schools in the District from which hundreds of eligible candidates seek admission to Colleges every year, steps may be immediately taken to improve the Government College at Kumbakonam in such a way as to make it more attractive by introducing varied courses of studies on up-to-date lines, so that the students of the District may be induced to seek its portals for their college education in preference to other Colleges situated outside the District.

3. (a) The Guild is of opinion that in all proposals of the Government vitally affecting the status, rights and privileges of the teachers, the Government must consult the profession and invite criticism before promulgations of them in the shape of executive orders.

(b) That, so long as teachers in institutions receiving grants-in-aid do not enjoy all the privileges of those under Government and Local Bodies, it is unfair that they should be classified as 'public servants' and be subjected to restrictions on the privileges and rights they had so far enjoyed in the matter of their standing for elections to legislative bodies and local boards.

(c) That, until the teachers in aided institutions come to enjoy the same service conditions as teachers under local bodies and under Government, they should continue to have the right to stand as candidates for election to the legislative and local boards with the permission of the management provided, however, they resign their appointment when they get elected to legislative bodies.

(d) The Guild being a non-political body is not interested in party politics. It is against teachers acting as canvassing agents or supporting parties during elections.

(e) The G. O. may be cancelled or so amended as not to deprive the legislature or local bodies of the non-official educational opinion on educational topics.

(f) So long as a teacher does his work at School with efficiency, to the satisfaction of the management and in the best interests of the pupils and does not entangle himself in party politics of which the management is the best judge, it is not proper for the Government to curtail the rights of teachers or interfere with the discretion of the management.

(The foregoing resolutions apply only to Schools receiving Grant-in aid from Government).

(g) The Guild will welcome a G.O. prohibiting Presidents, Chairmen, and Members of Local Boards and of the members of the governing bodies of educational institutions from exercising any influence direct or indirect, upon the teachers employed in their institution to canvass for them during elections or record their votes in favour of particular candidates.

4. This meeting of the Guild desires to impress on the Government that all reforms and reorganization of the Educational system will be ineffective unless and until service conditions and security of tenure of teachers are well-assured and therefore requests the Secondary Educational Reorganization Conference to consider the ways and means for securing the same.

THE SOUTH INDIA TEACHERS' UNION

PROTECTION FUND,

Circular Letter.

Dear Friend,

The New Insurance Act (1938) has come into force from the 1st of July 1939. Every Company doing Insurance business is required to get itself registered under the Insurance Act.

Our Fund which has not been till now regarded as an Insurance Company is now considered by the Government of India as an Insurance Company. It is, therefore, obligatory on our Fund to comply with the provisions of the Insurance Act. The provisions of the Act with regard to finance can, fortunately, be easily complied with. But we must first get ourselves registered under the Indian Companies Act and for this, according to our Rules, a General Body Meeting should take place. Hence an Extraordinary meeting of the General Body is summoned giving 30 days' notice.

The Board assures that this reorganisation is in the best interests of the Members.

Pending registration of the Fund under the Insurance Act (1938), all amounts received on or after 1st October 1939, are to be kept under Suspense Account and will be credited to proper heads of accounts as soon as registration is effected.

(By order of the Board of Management).

520, High Road, }
Triplicane, }
30-9-1939. }

Yours sincerely,
V. SRINIVASAN,
Hony. Secretary.

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

NOTICE

An Extraordinary General Meeting of the Fund will be held on Sunday, the 5th November 1939, at 11 A.M. in the Hindu High School, Triplicane, to decide upon the steps to comply with the provisions of the Insurance Act of 1938.

All members are requested to be present.

520, High Road, (By order of the Board of Management)
Triplicane, V. SRINIVASAN,
30-9-1939. Hony. Secretary.

AGENDA

Amendment to Rules.

RULE 3. MEMBERSHIP:—Insert a new paragraph between the first and second existing paragraphs as follows:—

'Each member shall contribute to the Protection Fund as hereinafter provided, and all contributors to the Protection Fund, shall be members and none others.'

RULE 10. TABULAR COLUMN: 3RD LINE, 3RD COLUMN: Delete 'Nil' and substitute '20.'

4TH LINE, 3RD COLUMN:—Delete 'Nil' and substitute '30.'

Delete the footnote and substitute: *'Rule 19(c) provides for the addition to these guaranteed amounts bonuses as are declared after actuarial valuation.'*

RULE 14. PAYMENT OF DUES: Add the following:—

'(g) If a member makes default of any kind after he has paid all subscriptions and call money for a period of three consecutive years at least, his certificate shall not lapse by reason of non-payment of further subscriptions, contributions and call money and shall, notwithstanding such non-payment, be kept alive to the extent of its paid-up value, which shall bear to the scale of benefits set forth in Rule 10 and applicable to a member who is paying his contributions without default the same proportions as the total of the call money already paid bears to the total of the call money payable under the certificate.'

'(h) No reinstatement, however, of a certificate on which default has taken place shall be permitted after one year after the default.'

RULE 18. APPOINTMENT OF THE BOARD OF MANAGEMENT:—Add as the last sentence the following:—*'The Board of Management means and includes Board of Directors.'*

RULE 23. GENERAL MEETING: Delete the last sentence in the second paragraph and substitute the following:—*'At least 30 days' notice of every Ordinary*

General Meeting, and 15 days' notice of every Extraordinary General Meeting, specifying the day, place, hour, and business of the meeting, shall be given by notice sent by post, messenger, or otherwise to the registered address of every member.'

RULE 24. 2ND PARA: 3RD SENTENCE:—Delete *'fifteen'* and insert *'seven.'*

2. Registration of the Fund under Part VIII of the Indian Companies Act as an unlimited Company.
3. Registration of the Fund under Part IV of the New Insurance Act.
4. Any other urgent matter brought by the Secretary.

THE TEACHERS' BOOKSHELF

Longmans' Study Readers. By Cyril J. Modak. Books I, II, III. (Pp. 100, 104 and 118; Prices 8 as., 10 as., 10 as.).

These readers are based on a modified form of the Dalton Plan as applied to Language teaching. Each lesson is followed by a long assignment which includes exercises on grammar, sentence-formation, etc. The author suggests that 9 to 10 periods should be allowed for each assignment after about 4 periods spent in detailed study of the piece. So about 15 periods are required to finish a lesson, and the teacher will have to spend a considerable time with each boy and go through the boy's work.

There are 25 lessons (called 'chapters')—all prose—in Book I; 25 lessons, all prose in Book II with 4 poems for recitation; and 26 lessons (including 6 poems) in Book III (with 6 additional poems for recitation). The lessons are well graded, and varied, and present a living vocabulary very carefully selected. Even schools that do not follow the Individual Work Plan may use the book with profit. The books may be used in Forms III, IV and V respectively.

The London One-play Books. Edited by Rodney Bennett. 1. *Thumbelina*, by Cary Lamb; 2. *The Christmas Scarecrows* by R. K. & M. I. R. Polkinghorne. (University of London Press, Ltd., London; Agents in India, Longmans Green & Co., Ltd. Ppp. 36. Price 6d. each).

These are nice little plays, which boys and girls would delight to act and witness.

The first play (in 2 Acts with 2 scenes in each Act) is based upon Hans Anderson's story of the same name. A large number of children can take part in the acting, without much strain. It is simple and spectacular.

The second (in 6 scenes) is a delightful christmas play with a moral.

Each play takes about forty minutes to act. Detailed suggestions are given in the books regarding costumes and scenic setting.

The New Era English Readers. Primers I & II and Book I edited by the late Mr. Champion, and Books II & III edited by Dr. J. H. Cousins. Authors:—M. S. Sundaresvaran and A. S. Venkatram. (B. G. Paul & Co., Madras. Pp. 80, 92, 90, 112 and 160. Prices 5 as., 6 as., 8 as.; 10 as.; and 12 as.).

These are the 1939 editions of the very popular well got-up, and widely issued class books in English. The First Primer is in its 13th edition, the Second Primer in its 9th edition, Book I in its 8th edition and Book II is the 5th reprint . . .

In this series, ability to read English and ability to speak and write English are both regarded as of equal importance, and the lessons have been framed accordingly. Emphasis is laid on all the 3 necessary stages in the process of mastering a foreign tongue, viz., understanding clearly the meanings of words and expressions, memorising them thoroughly and practising them. Beginning with Lesson 21 in the First Primer, each lesson is followed by a set of exercises, the

pupils' ability in doing which determining the pace of the work. From Book I onwards there is a continuous, graduated and progressive scheme of Grammar and Composition. The poetical selections too are very well chosen.

MACMILLAN'S TAMIL READERS FOR CEYLON SCHOOLS

First Tamil Book for the Lower Kindergarten. By Pereira and Doraisingam. Parts I, II and III (Pp. 16, 20, and 24; prices 1¼ as., 2 as., 2 as.).

Second Tamil Book for the Upper Kindergarten. By Pereira and Doraisingam. Parts I, II and III (Pp. 20, 22, and 22; price 2 as. each).

205 words are sought to be taught to the children through the first book, and 299 more words through the second book. There are 21 lessons in the First Book and 24 lessons in the Second Book. Each lesson is divided into parts like 'Reading of sentences', 'Reading of words', 'forming of sentences from words', 'forming of words from letters', 'filling up blanks', 'drawing of figures', etc. The exercises are well graded, and towards the end of the Second Book we have exercises on 'Correction of wrong Sentences.' In the First Book, detailed instructions are given to Teachers as to how the books should be used; if these are followed faithfully, good results are sure to follow.

Lanka Readers. By Pandit Nallathambi. Book I. (Pp. 42; price 3½ as.) Book II (pp. 47; price 5 as.).

These books, intended for the first two classes after the kindergarten stage, are well-planned. A welcome feature is the inclusion of a large number of simple songs and rhymes. The books are sure to become popular.

S.

Bee-Keeping and Honey Gathering. By M. Chakravarthi Nainar. (Cottage Industries Publishing House, Kolapalur, Arni. Pp. 58 plus 6 pp. of plates. Price 8 as.).

This useful book is an English rendering of the author's Tamil work which is now in its third edition. Bee-keeping has come to be recognised as a very lucrative subsidiary cottage industry requiring very little capital investment. The book gives practical hints to lay men interested in the subject. The educated unemployed, especially those in our villages, would do well to go through this book.

S.

Macmillan's Geography Books in Tamil for Ceylon Schools.

We have received the Tamil Translation of Robinson's *Food, Clothing and Shelter* Books 1 and 2, intended for schools in Ceylon. Book I has the title 'தேவடர், இடையர், உழவர்' and is published in 3 separate parts (pp. 42, 44 & 42; prices 3½as., 4as. and 4as.). Book II is entitled 'உணவு, உடை, வீடு, ஆதரவு அளிப்போர்' (pp. 146; price 11as. 3ps.).

The lessons are well-planned. Each lesson is divided into 2 parts; the first part imparts information, and the second part contains exercises—varied and interesting—for the pupils to answer. The treatment of the subject is natural and interesting. A pupil who gets his first formal lessons in geography through

THE SOUTH INDIAN TEACHER

these well-printed and well-illustrated books will certainly get to like the subject.

V.

Macmillan's New Story Readers: No. 10, *Peroo and Spots* and No. 11, *Aly, the Philosopher and the Whisker*, by Swithin Roberts (48 pp. each); No. 13, *The Birthday and the Family Dog* and No. 15, *Christmas Pantomime and the Sea Captain* by Hugh Walpole (64 pp. each); No. 20, *Kit goes to Burma* by Mabel Dearmer (32 pp.) [Macmillan & Co., Ltd., London. Price, paper 4d. and cloth 6d.]

These are well-illustrated little books suitable for library and home reading by our pupils reading in V and VI Forms.

Nos. 10 & 11 contain two stories each. *Peroo* is a brave Indian Lascar and *Spots* is an old leopard killed by a Forest Officer. *Aly, the Philosopher* is the story of a practical minded commander (of a steam-roller gang in a desert) who gets his work done somehow or other; the *Whistler* is the story of a young man who was considered good-for-nothing but who made a mark in life by using his gifts wisely. Nos. 13 and 15 are stories built round a young eight-year old boy *Jeremy*; they are interesting reading, but we doubt whether Indian boys would take to these books as eagerly as they would to Nos. 10 and 11. No. 20 forms the fifth book of *The Noah's Ark Geography*. The boy *Kit* attends an evening party got up by a Kangaroo in Australia. The function is attended by Australian animals. Then he sets off to Burma, visits her temples and teak-yards making acquaintance with her elephants.

Exercises of different types appended to each book add to its usefulness.

V. S.

Macmillan's Coloured Story Books: No. 14A, *Cock-A-Doodle-Do!*; No. 15A, *The Rich Boy and the Poor Boy*; No. 16A, *Sandy goes in the train*. (16 pp. each. Price, paper 2½d., cloth-lined 3½d.).

No. 1B, *Jenny and the Old Horse*, and *Another Old Horse*; No. 13B, *Jacob's Birthday Breakfast and the Milk-Maid* (32 pp. each. Price, paper 4½d., cloth-lined 5½d.).

These are nice little books for children. They are attractively illustrated in colours, with one illustration on every alternate page. Each book contains a list of exercises.

14A deals with hen-life and relates the story of the birth of the weather-cock. 15A is the story of two boys and seeks to teach the lesson, "If you cannot be happy where your work is, you will never be happy anywhere else." 16A is the story of a boy who is out on a holiday and has his first ride in a train.

1B and 13B have two stories in each. 1B give stories of two horses, one well-treated and the other ill-treated. 13B relates a comedy of errors and the familiar story of the Milkmaid who built castles in air.

The books are suitable for library and home reading by our pupils reading in Forms II and III.

V. S.

Macmillan's Easy Studies Series, Arithmetic—Book I (Macmillan & Co., Ltd., London. Pp. 64. Price, paper 6d., cloth-lined 8d.).

This is the first book of a series of three arithmetic books "prepared for children in the slower streams." This is a book of exercises covering the simple rules of addition, subtraction, multiplication and division of numbers. English money, length and weight.

There are 35 sets of exercises, with 2 divisions in each set. Exercises 20-35 are on the same lines as exercises 1-19 though a bit harder. If a pupil works out the exercises systematically, he is sure to have a good grounding in mathematics.

R.

"EDUCATION" (Lucknow): *Reorganisation Special Number*:—The Editorial Board of Education, Lucknow, deserves to be congratulated on their having brought out a special number of their journal dealing with Educational Reorganisation of the province.

Our readers are aware of the fact that of all the provinces under Congress Ministers education is receiving special attention in U.P., and C.P., more than in other provinces. The Hon'ble the Premier of U.P. in his Convocation Address printed in this special number refers to the various Committees appointed by his Government to deal with the various parts of the problem simultaneously. Of these Committees the one in charge of reorganisation of Primary and Secondary Education has published its report. The special number under review contains the main recommendations of the report, the Government order thereon and the Premier's speech explains the policy of the Government in the matter. These deserve to be read along with Mr. A. S. Sinha's review of the Educational Policy of the Government and the Editorial comments on the scheme.

We would like to draw the special attention of our readers to two very interesting articles by Mr. Brimha Swarup, President of the U.P.S.E.A., on Security for teachers in aided-schools and on a novel scheme for transfers of teachers among aided-schools. If the Government were to recognise their ultimate responsibility in the matter of Education and look upon managements of private institutions as their colleagues and co-workers as they now do in the case of District Boards and Municipalities, there is no reason why such transfers should not be possible among aided-schools. Government Schools, Board and Municipal Schools and aided-schools should be looked upon as three channels of Education and though the Government's financial responsibility may vary with regard to each of these there must be the Government's moral support and financial guarantee for a minimum scale of salaries for teachers in all these schools, and the Grant-in-Aid Code should be suitably amended. If that be achieved the scheme of transfer advocated by the President can easily be effected.

There are many interesting articles on Basic Schools and the curricula of studies in the new Basic Schools. The special number is priced eight annas and it deserves to find a place in the book-shelf of every important educational institution and in the Library of every educational thinker of our land.

S. K. Y.

LIST OF BOOKS RECEIVED FROM THE DEPARTMENT OF EDUCATION,
UNITED STATES

TO THE END OF OCTOBER 1939

1. Economic Status of College Alumni
2. Accredited Higher Institutions
3. Organization and Administration of Public Education.
4. Federal Aid and the Tax Problem.
5. Education of Children on Federal Reservations.
6. Statistics of the Education of Negroes (1933-34 and 1935-36)
7. Economic Status of Rural Teachers.
8. Vocational Training For Firemen.
9. Federal Funds for Education.
10. Text-Book Expenditures in large City School Systems (1932, 1934, and 1936).
11. Teaching the Control of Loose Smuts of Wheat and Barley in Vocational Agricultural Classes.

LIST OF BOOKS RECEIVED FOR REVIEW.
FOR SEPTEMBER AND OCTOBER, 1939.

No.	Name.	Publisher.
163.	Naganathan at School	K. & J. Cooper, Bombay.
164.	Bee Keeping	M. Chakravarthi Nainar, Kolapur.
165.	Easy Study Series, Arithmetic, Book I.	Messrs. Macmillan & Co., London.
166-170.	New Story Readers: Nos. 10, 11, 13, 15 and 20.	
171-176.	Coloured Story Books: Nos. 1B, 13B, 12A, 14A, 15A, 16A.	
177-178.	Lanka Readers: Books I and II. Book I, Parts 1, 2 and 3.	Messrs. Macmillan & Co., Madras.
179-181.	Food, Clothing and Shelter:	
182.	Food, Clothing and Shelter: Book II.	
183-185.	Perera's Tamil Readers: Book I, Part 1, 2 and 3.	
186-188.	Perera's Tamil Reader: Book II, Parts 1, 2 and 3.	
189.	Report of the High Commissioner for Education.	Government of India, New Delhi.
190.	Psychology and Principle of Education.	The Karnataka Publishing House, Bombay.
191.	Through Elizabethan Eyes	Cambridge University Press.

EDITORIAL

WHAT NEXT

The Madras Legislative Assembly has met and the Resolution moved by the Premier has been carried. The resignation of the Ministry is in the hands of His Excellency the Governor. We naturally begin to ask ourselves 'what next'. This is not the occasion to make a detailed reference to the work of the Ministry during the two and a half years. There is a widespread genuine feeling throughout the province that the Ministry has made sincere attempts to tackle some long-standing problems affecting the masses and succeeded to an appreciable extent in ameliorating their condition. Just a few days back the Premier is reported to have remarked that he would desire to work as a teacher in a Wardha school. That education is of national importance requiring the careful and earnest attention of the best minds is what is implied in the remark of the Premier. It may be that in the field of education no measure of any great importance has been attempted so far. But the Ministry had shown that it had grit enough to find a satisfactory solution for the knotty questions connected with the reform of education. The Hon'ble Minister for Education had just received the recommendations of the Secondary Education Conference and it was hoped that the Ministry would be able to give a definite shape to Secondary Education at an early date. Whatever differences there may have been between the South India Teachers' Union and the Ministry in respect of the G.O. recently issued the Union has no hesitation in admitting that the measures till now adopted or under contemplation in the sphere of Education are in the best interests of the youth of this province. The teaching profession therefore considers it unfortunate that the Ministry should have felt itself called upon to be relieved of its responsibility for administration. Whatever may be the outcome of this critical situation, we consider it our duty to record our appreciation of the earnest efforts made by the Congress Ministry towards an all-round improvement of the province. It cannot be denied that a general feeling of satisfaction has come to prevail in the ranks of the masses.

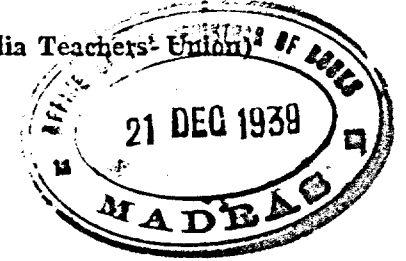
REORGANISATION OF EDUCATION

The Secondary Education Conference has finished its work and its proposals with regard to the reorganisation of Secondary Education which have not yet been officially announced are before the

Government. A general idea of the recommendations has, however, appeared in the press and Teachers' Associations have also begun to discuss some of the proposals. The chief point in regard to reorganisation is the principle of bifurcation in the High School stage. The adoption of this principle must naturally lead to a reshuffling of the several subjects and of the time to be allotted to each. As has been said by the Hon'ble Minister, the proposals of the Secondary Education Conference have to be considered as a whole and it is hoped that the Government will be in a position to suggest a scheme acceptable to the public. The criticism that Sanskrit is relegated to the background is not to be brushed aside. All are agreed that the mother tongue should be the medium of instruction and examination. This means that all students should acquire a reasonable proficiency in the mother-tongue if they should hold their own in examinations. It is, therefore, a point for careful consideration whether Sanskrit can be treated right through as an alternative to the mother-tongue. It is, however, necessary that the legitimate desire on the part of the pupil to study Sanskrit should have ample scope in the school programme. There is some point in the argument that study of Sanskrit will be discouraged if it be begun at the Fourth Form. It will not be impossible to make some provision for Sanskrit in the Middle School stage, if the question be viewed dispassionately on its own merits and with due regard to the interests of the pupil. It may be very difficult for the Government itself to suggest a provision acceptable to all people and suitable for all centres since conditions in different schools vary. The legitimate desire of parents and pupils can be met without prejudice to other academic interests if the Government should leave it open to the school authorities to make such adjustments in the time-table as may be necessary. No scheme of reorganisation can have a chance of success unless schools enjoy a measure of freedom. Another criticism which has been urged is the heavy load in the pre-university course. There is a general feeling that seven subjects will be a heavy strain. The proposed scheme will not lose much of its value if it should comprise the proposed five compulsory subjects, and the optional group of practical subjects. Every student may be asked to take one technical or vocational subject in addition to the compulsory subjects. A revision on these lines will release some periods for redistribution; and instruction in Sanskrit whose position in the proposed scheme as an optional subject is of doubtful value can be taken as an alternative to the mother-tongue. To enable such students to acquire proficiency in mother-tongue so that they may not be handicapped in their school career, they may be required to study along with Sanskrit mother-tongue as a language for a few periods a week. While discussing reorganisation the teaching profession has to take a comprehensive view and

The South Indian Teacher

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



NOVEMBER, 1939

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



Annual Subscription:

Foreign Sh. 6.

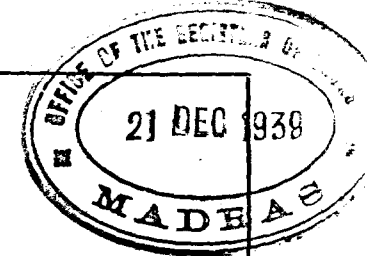
Single Copy As. 6.

Postage Extra.

THE S. I. T. U. PROTECTION FUND

PROGRESS OF THE FUND.

Details.	1933.	1934.	1935.	1936.	1937.	1938.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Benefit Fund	41,829	57,879	76,823	1,00,477	1,17,979	1,29,760
Profession Fund	1,664	1,860	1,766	1,961	2,186	2,348
Reserve Fund	3,067	3,332	3,943	4,404	4,865	13,948
Depreciation Reserve (Shares and Securities)	..	..	..	322	680	1,027
Loans to Members	..	7,568	9,262	12,983	17,543	22,896
Total No. of Members	738	764	838	873	891	999
Total No. of Units	1,116	1,171	1,348	1,438	1,496	1,735
Average age of new members admitted	32	31.7	32.3	32.4	31	31.6



GIFT BOOKS GLOBE LIBRARY

The volumes of Macmillan's Globe Library are now universally recognised as standard texts, embodying as they do the results of profoundest scholarship applied to the most complete and authoritative versions of the works contained in the Series. Nothing has been neglected, either in detail or in general plan, that could contribute to their prestige in the eyes of the expert and their value to the ordinary reader. Most of the volumes have an Introductory Essay or Memoir, often a masterpiece of its kind, and are equipped with explanatory notes, glossary and index.

Cloth Binding 4s. 6d. net each.

Leather Binding 6s. 6d. net each (except Vols. marked†)

† ARNOLD'S (MATTHEW) POETICAL WORKS	† MALORY'S MORTE D'ARTHUR
BOSWELL'S LIFE OF JOHN-SON	MILTON'S POETICAL WORKS
† BURNS' POETICAL WORKS AND LETTERS	PEPY'S DIARY
† CHAUCER'S WORKS	† POPE'S POETICAL WORKS
† COLERIDGE'S POETICAL WORKS	† ROSSETTI'S (C.) POETICAL WORKS
† COWPER'S POETICAL WORKS	SCOTT'S POETICAL WORKS
† DRYDEN'S POETICAL WORKS	SHAKESPEARE'S COMPLETE WORKS
EVELYN'S DIARY	SHELLEY'S POETICAL WORKS
FROISSART'S CHRONICLES	SPENCER'S COMPLETE WORKS
GOLDSMITH'S MISCELLANEOUS WORKS	TENNYSON'S POETICAL WORKS
† HOMER'S ILIAD	† VIRGIL'S WORKS
† HORACE'S WORKS	† WORDSWORTH'S POETICAL WORKS
† KEATS' POETICAL WORKS	

MACMILLAN & CO., LTD.,

(INCORPORATED IN ENGLAND)

MADRAS—BOMBAY—CALCUTTA—LONDON.

 Approved for class use for schools in the Madras Presidency. (Vide Fort. St. George Gazette, dated 2nd May 1939 and 10th October 1939.)

 It is the one book that treats all the topics generally included in the "General English" paper.

HIGH SCHOOL ENGLISH COMPOSITION

BY

P. C. WREN, M.A. (OXON.)
LATE INDIAN EDUCATIONAL SERVICE

AND

H. MARTIN, M.A., O.B.E.,
PRINCIPAL, ISLAMIA COLLEGE, PESHAWAR
Eighth Edition. Pages 428. Price, Rs. 2-4.

Practical in treatment, and comprehensive in scope this book merits introduction in all the High School classes at the first opportunity.

Wren and Martin's "High School English Composition" challenges attention, because—

- (1) It is the only book of its kind that meets all the requirements of High School students.
- (2) Every page bears marks of practical experience gained in teaching and examining Indian students.
- (3) It contains nothing that is not of practical use.
- (4) It is a comprehensive textbook of "General English" adapted to the requirements of High School students.
- (5) It is reliable, and can be relied upon to do what it claims to achieve.

 *The verdict is the same to-day as it was twenty-four years ago :—"It is far and away the best book of its kind."*

PROGRESSIVE ENGLISH COMPOSITION

—ORAL AND WRITTEN—

BY

PERCIVAL C. WREN, M.A., I.E.S. (RETIRED)

52nd Edition. Price, Rs. 1-8.

- "Contains materials of every kind needed for the subject"
"Will be found a perfect magazine of weapons for the teacher."
"Every type of work is represented, including Grammar."

COOPER—PUBLISHERS—BOMBAY—4.

Sole Selling-Agents for the Madras Presidency :

THE CHRISTIAN LITERATURE SOCIETY FOR INDIA,
PARK TOWN, MADRAS.

CONTENTS

PAGE

ARTICLES

- The Chittoor District Teachers' Guild—Presidential Address .. 475
—By M. S. Sabhesan .. 483
Secondary Education Reorganisation Conference .. 483

ANNOUNCEMENTS

- Lectures by Dr. Maria Montessori .. 485
A General Appeal to Educationists all over India .. 489
The S.I.T.U. Meeting .. 491

EDUCATION WEEK

- THE S.I.T.U. PROTECTION FUND .. 506

THE TEACHERS' BOOKSHELF

.. 509

EDITORIAL

.. 517

Just Ready!

Just Ready!!

TAMIL EDITION
of
M. S. Ramaswami Aiyengar's
SCHOOL HISTORY OF INDIA

By M. S. Sundareswara Aiyar, M.A., L.T.,
Headmaster, Govt. Training School for Masters, Tanjore
Cr. 8vo., over 560 pages Re. 1-12.

MALAYALAM EDITION
of
ELEMENTARY SCIENCE

By C. S. Venkatarama Aiyar, B.A., L.T.,
Science Assistant, Board High School, Perintalmanna.
Physics & Chemistry Re. 1-4. Natural Science Re. 1.

MADRAS S. S. L. C. EXAMINATION, 1940.
"C" Group History of India from 1605 to 1805.

By Rao Sahib C. S. Srinivasachariar, M.A.,
Professor of History, Annamalai University
and the late M. S. Ramaswami Aiyangar, M.A.,
Rs. 2.

SRINIVASA VARADACHARI & CO.,

2/16, Mount Road, Madras.

The Journal of
The Madras Geographical
Association
is a valuable Companion to

the Teacher.

Apply to:—THE SECRETARY,

MADRAS GEOGRAPHICAL

ASSOCIATION,

Gopalapuram,

MADRAS.

THE SCHOLAR.

ANNUAL 1938

Price As. 12.

NOTE.—One year subscribers will get
the Annual copy free.

Subscription Rs. 3, a year.

Apply to— THE MANAGER,
"THE SCHOLAR," Palghat.

THE INDIAN EDUCATOR,

An Illustrated High Class Cheap Monthly.
Editor: V. Aravamuda Iyengar, B.A., L.T.
Annual Subscription Rs. 2 only. Sample
Copy, As. 3.

Controlled by an influential Editorial Board.
Recommended by District Educational
Officers for use in Schools, Colleges, Clubs
and Libraries. Best Advertising Medium.

Send M. O. to the Manager:

THE INDIAN EDUCATOR,
MADURA

THE
SOUTH INDIAN TEACHER

Vol. XII

November, 1939

No. 11

THE CHITTOOR DISTRICT TEACHERS' GUILD

Educational Conference : 18th November, 1939

PRESIDENTIAL ADDRESS

By

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

Madras Teachers. To Dr. Besant should be given the credit for the idea of National Education. This might have been understood in different senses by different persons, but it should be admitted that her idea undoubtedly meant a radical reform of the system of education. The Government of India has deemed it necessary to bring to the notice of local governments the serious defects of the present system and called upon them to take in hand its thorough overhauling in the interest of the country. Reorganisation of Education has been in the fore-front of educational politics for some years past. The South India Teachers' Union has, on behalf of the teaching profession, been constantly pressing upon the public and the Government this momentous problem and it has even suggested a definite line of approach. Every month, some District Teachers' Guild or other is holding a conference and the need for the reorganisation of education on modern lines is being reiterated. This unchanging attitude of the Union and its Guilds towards reform is of special significance at the present moment. It is a pity that the Congress Ministry cannot escape the criticism that it relegated educational reform to the background and showed an inclination to tinker at it. Mr. Aryanayakam is reported to have made adverse remarks on the attitude of the Government in regard to the Wardha Scheme. It will be a great injustice to the teaching profession in this province if persons of his standing should, under such circumstances, have the impression

that the teaching profession in the province of Madras is, perhaps, opposed to educational reorganisation. Any public man who is conversant with the work of the Union and its Guilds knows that teachers in the province of Madras are for the Wardha Scheme and for the reorganisation of higher education.

Why Reorganisation. The "why" of reorganisation is clearly explained in the letter of the Government of India, the *Communique* of the Madras Government, and the reports published by the South India Teachers' Union. The tangled world situation of today and the welfare of 'The India of tomorrow' in the study of which the best minds of India are engaged, point to the urgency of educational reorganisation. The problem of unemployment has already become a theme for short stories in several weeklies and monthlies in Indian languages. Even the man in the street feels that a solution should be found for this unfortunate position. How? The advocates of educational reform are not so simple as to imagine that educational reorganisation will create jobs. It cannot, however, be denied that the great confusion in our social economy is due to maladjustment and that it can be minimised appreciably by suitable measures of educational reform. In considering the educational planning in relation to unemployment, one should remember that the educational system should be correlated as far as possible to occupational equilibrium in the country as a whole. It should not run counter to the tendencies of the *body politic* revealed by the census and other sociological studies. Many of the critics of the Wardha Scheme do not choose to look beyond their nose. They can serve the cause of education and the country better if they bear the fundamental sociological basis in mind and come forward with a constructive scheme for the education of the masses who are nowhere in the picture now. A properly reorganised education is what is implied in National Education. National education is to be understood as the education of the whole man and has perforce to consider the interest of the child from four aspects: (1) The child as a learner; (2) The child as a future citizen; (3) The child as a future worker or bread-winner; and (4) The child as a personality. This four-fold aim holds good with regard to all grades of education and is a matter of importance to the child itself, to the parent, to the society, and to the Government. The emphasis which one may lay on the several aspects may vary at different stages, but an education that has to be accepted as National education can hardly bear any fruit if it happens to ignore any of the four aspects. Hence National education expects schools to train the pupils to become able-bodied, intelligent, cultured, and self-reliant individuals who can hold their own and who can be trusted to contribute their best to the welfare of the country. Judged by this test, the Wardha Scheme applicable to

the whole population is undoubtedly the first important step in National education. The Central Advisory Board of Education has considered the Wardha Scheme and the recommendations it has made for the consideration of local governments show that the main principles of the Wardha Scheme are sound educationally, socially, economically and culturally. A reorganisation of higher education, Secondary and Collegiate, is equally important for more reasons than one. The reorganisation that is required is not a matter of inclusion of a subject or of a revision of the syllabus or of a change in nomenclature. Real and sound reorganisation involves a re-orientation and a new outlook on the part of all the parties associated with the education of the child. A good deal will, however, depend primarily upon the enthusiasm and spirit of determination on the part of the Government to realise fully its responsibility and adopt suitable measures from time to time. All eyes are naturally turned to the Minister for Education. What should the Minister do? It will perhaps simplify matters if I should tell you what I shall do if I should become a Minister.

Existing Schools. However dissatisfied the Minister may feel with the existing system, he will not be for throwing it overboard. He can maintain that it has served a good purpose all these days. How far can the existing schools be expected to bear the burden at the present moment will have to be considered. The Minister will undertake a survey of the existing institutions with reference to their number, distribution, resources, equipment, and achievements. It should be his endeavour to turn to good account as many of them as possible provided they understand the spirit of the times and are ready to play their part.

Management. The Minister will soon get into touch with the private management through whose efforts education has made good progress in our province. The official reports will have a lot to say about the dark buildings, lack of equipment, lack of resources, and the objectionable makeshifts employed to run the show. A conference will be convened with the managers to discuss the present situation without any reserve and evolve a plan of action in regard to the placing of National education on a sound basis. The desire of the management to itself run an institution on approved lines is legitimate and it will be granted. A definite understanding with regard to adequate financial help will be arrived at with due regard to the present and future needs. The grant-in-aid is promised only on the condition that the management agrees to abide by the conditions of service standardised by the Government. The management will also be required to appoint as teachers only persons whose names are published in the official list of qualified persons. It shall, however, be open to a management to enjoy a good

160083

measure of freedom in regard to the addition of subjects for instruction, time-table, and school days. The local bodies and municipalities that have come in for a good deal of criticism in connection with administration of schools will be called upon to express their view as to the application of a similar procedure in their case. It is quite likely that some of the institutions may be struggling or may be unable to do their work. In some areas it will be good if schools under different managements be transferred to one management. The possibility of amalgamation or federation should be explored so that struggling or inefficient institutions may be taken over by a public-spirited management. A reorganisation of the managing bodies on a voluntary or mutual consent basis will go a great way towards preventing wastage and improving the quality of instruction through provision for better resources and better teachers. Managers including local bodies and municipalities, will be persuaded to constitute themselves into a Provincial Managers' Association which the Minister should consult officially. The managements will then feel that they have a share in the policy and administration of education and that they should do their best for the institutions under their control.

Parents. There is a common complaint that the parent is very indifferent and that he is not likely to appreciate the soundness of the proposals for the reorganisation of education. The Minister will consider it his duty to carry the parent-public with him. Without its intelligent co-operation the educational system will be seriously handicapped. The Education Week will be popularised still further and the parents in the locality will be given opportunities to visit the school and find out for themselves what is being done for their children. Publicity leaflets explaining in a popular manner, from time to time, the object of the several educational measures and rules will be published and broadcast by the publicity department. It will also be the duty of the Government to take steps to convince the parent that the school education is intended for the benefit of his children and that it will be wise on his part to consult teachers and listen to their advice. Now that rural reconstruction is on the lips of everyone, the parents in the locality may be inclined to visit schools more often. Will it not be good if schools should function as community centres and serve the public through radio, pictures and entertainments? Surely, in course of time, better understanding will come to prevail and pave the way for properly organised Parent-Teacher Associations.

The Teaching Profession. How is the Minister to set about the reorganisation of the teaching profession? Is this not a big problem? The Minister who has before him valuable official information on the condi-

tions of service of teachers in general and of teachers in aided institutions in particular cannot keep quiet even for a minute. It is not for him to indulge any longer in old platitudes and exhortation. So far as his influence can go, he will see to it that the same principles that are in the interests of efficiency and purity taken into consideration in respect of recruitment to public service are applied in the matter of recruitment of teachers so that qualified persons may not only be attracted to the profession but may think it worth-while to stay in the profession. With the help of a small committee in which the profession and the management will be represented as indicated in a resolution of the Union adopted in connection with G. O. No. 4619, the Minister will have the scales of salaries standardised; and recognition and aid will depend upon the willingness of the management to agree to the salary schedule. The provision for old age will be improved by combining the provident fund scheme with insurance. To ensure security of tenure of service, the circumstances under which the services of teachers can be terminated will be specifically stated in the contract and an aggrieved teacher can have the right of appeal. These service conditions are improved just to relieve teachers from unnecessary worry and stimulate them to steady and enthusiastic work. He will now turn his attention to their equipment for the work ahead of them.

The minister may be asked if the view of our public men that the Wardha Scheme or reorganisation scheme cannot be tried with the existing teachers is justified. It is unnecessary for him to go into that question. He is more anxious to act. His political friends who have flattering notions of their own ability to work any constitution and hold any post will soon find they have been under a misapprehension. It is unfortunate that the politicians have not played the game. The Minister cannot fail to realise that a reorganisation scheme cannot succeed if the teaching profession be not taken into confidence and called upon to bear its responsibility. He should therefore welcome the presence of a Provincial Teachers' organisation which alone will be considered competent to represent the view of the profession to the Government. A professional organisation which throws open its membership to all teachers throughout the province, irrespective of grade, sex, salary, religion or language and which has numerous local associations affiliated to it is a valuable asset and the Minister should not go anywhere else in search of professional opinion if he means business. It can rightly claim the right of official representation on behalf of the profession in any *ad hoc* or statutory body or board appointed in connection with education. It is the country that will lose through denying such a right to the organisation. A friendly and definite attitude on the part of the Government will induce teachers in schools and

colleges, Europeans and Indians, to join the organisation and meet freely on a common platform to discuss educational questions. Since service conditions are settled for the time being, the Educational Conferences should show more life and deal with academic matters of great importance as they turn up. The Minister will be very glad to see the change on the part of teachers from the present practice of "asking" to the hopeful one of "giving". Why should not this large army of qualified teachers develop into a self-disciplined responsible body keen on taking the initiative when necessary and demonstrating to the public that expenditure on public education is a worthwhile investment? The Minister will not exhibit "the I know your interest mentality" which stifles initiative on the part of teachers and induces them to prefer a life of dependence. He is eagerly looking forward to the day when teachers will feel that they need not make any apology for the choice they have made. He will have no hesitation in assuring that he will render all possible help and watch with care and sympathetic interest the growth of the professional organisation.

Government. What is expected of the Minister in connection with his own department when great changes are under contemplation? It seems to him that the Government should itself have a clear idea of its educational policy and programme. What the financial implications of the programme are will be carefully worked out and adequate provision will be made in the budget. Legislative measures and educational rules and codes which are necessary for co-ordinating the work of different bodies will also be introduced in consultation with the parties concerned. It will be found necessary hereafter to strengthen the personnel on the academic side so as to build up a wholesome academic tradition.

(a) *Training Colleges.*—Reorganization of training schools and colleges cannot be delayed. It is a pity that these have not made their influence felt so far in the sphere of education. It is an insult to them if public men should go on saying that the teachers needed for the working of the Wardha Scheme cannot be trained in our Province in spite of an expenditure of about four lakhs a year on training institutions. Many questions will be constantly coming up for consideration. Should a training college be merely a convenient expedient for service exigencies? Why should it not become an active educational research centre with specialists studying scientifically problems as they arise. The present state of indecision even in respect of elementary questions like the medium of instruction, correlation of subjects, etc., is astonishing. The training colleges should continue to be in touch with teachers in schools and help them to maintain a high standard. They should give periodi-

cally short courses of lectures on modern topics of interest for the benefit of teachers and also have a programme of teacher-in-service-training.

(b) *Inspectorate.*—Why is our present system regarded wasteful, and lifeless? Why should not the public be impressed with the inspectorate? There is a frequent complaint that the number of officers is not adequate. It is all the more necessary that great care should have been taken in the matter of recruitment. Much is expected of inspecting officers in western countries and they are regarded as philosopher, friend, and guide. The reports of H. M. Inspectors abound in practical suggestions of great value to teachers. No inspector can hope to command the confidence of the school authorities and the profession in our province unless he has established his reputation as a teacher in a school. A reorganization of the inspectorate is long overdue. The Minister can realise there is much to be said for direct recruitment to the inspectorate from the profession up to a certain percentage as in the case of recruitment to the judiciary from the Bar. It is essential that the officers should be given facilities to visit modern training institutions, acquaint themselves with modern trends in education, and undergo a special course fitting them for the responsible work. It is also a matter for consideration whether the present system of inspection itself may not be altered. The strength of the inspecting officer should not lie in codes and rules but in his competence to understand sympathetically the difficulties in the class room and offer useful suggestions.

Brain-Trust. A Minister of education is constitutionally responsible to the public for the administration of education. If he be a wise man, he will not worry himself with administrative matters of no importance. It should be his eager desire to look at education as a whole, to keep his hands on the important nerve centres of the educational system and to carry through successfully the programme. Many difficulties are sure to arise in practice and new situations may have to be faced. He should therefore like to have about him a liberal-minded brain-trust that can with its experience and intimate knowledge give him proper advice. If this brain-trust should be efficient and business-like it must not be large. This brain-trust is the Board of Education, *Ad hoc* Committees cannot be thought of when reorganisation has to be planned and worked and when crores of rupees are to be spent. The Board is just an advisory body consisting of the representatives of the Managers' Association, the South India Teachers' Union and the Universities in South India with the Director of Public Instruction as Secretary and the Minister as Chairman. The above mentioned bodies are directly associated with education in schools and colleges and it will be a pleasure to the Minister to work with them. Any machinery which

brings together such representatives for the discussion of questions will promote better understanding and secure their willing co-operation. All parties may be trusted to pull together so that the education can make steady progress. The Minister who is the representative of people will be the connecting link between the public and the Board and he will be very often in a position to adopt a line of action in general conformity with the view of the Board and also acceptable to the public. The reorganisation scheme will be allowed to proceed according to programme and it will not be frequently meddled with. The opposition to reorganisation which is noticed in some influential quarters may be due to a vague fear that political and party influences may begin to dominate and cause confusion in the sphere of education. It may be that this fear is baseless but yet a possibility of that kind will be avoided if a Board of education constituted on non-communal and non-political considerations becomes a permanent institution charged with the task of examining educational questions in all their aspects and giving advice to the Minister then and there. Very soon a healthy convention will grow up and no Minister who takes his duties seriously will ever think of flouting the opinion of the Board. The country will in any case have a chance of seeing all sides of a question and it is quite likely that common sense will finally prevail.

The Child. The appeal of the Minister will be that the parties concerned, namely, the Government, the Management, the Public and the Teaching profession should always remember that the interests of the child have brought them together to work in a common sphere and they should not allow the child interests to suffer because of their individual differences. With goodwill and a spirit of give and take all parties can throw themselves heart and soul into the work of schools, especially when they feel confident that the Government is ready to lend a helping hand and do its utmost for National education.

SECONDARY EDUCATION REORGANISATION CONFERENCE

The Hon'ble Mr. C. J. Varkey when he was Minister in charge of Education with the Madras Government convened a Conference to consider the question on reorganisation of Secondary Education and the following persons were invited to attend the Conference:

The Conference met at Fort St. George on the 7th and 8th of September 1939. The Minister's speech set forth the aim of the Conference and the specific problems on which the Conference was requested to give its opinion.

On the first two days there were general discussions on the many problems suggested by the Minister's speech and the Agenda and at the end of the first session four Committees were appointed to work out details. The first Committee in charge of Vocational courses was again sub-divided into five Sub-Committees. The other Committees were in charge of Middle School course, Literary part of the Vocational courses in the High School, Pre-University courses and Physical Education. The Committees met and discussed their own problems or got their work done by circulation.

The Conference met again on the 13th and 14th of October 1939 and discussed not merely the recommendations of the Committees but the important question of the formation of a Provincial Advisory Council for Education and best method of improving text-books, and the question whether Higher Grade Elementary schools should continue or not. Suitable resolutions were passed on most of the topics. But as we are not in possession of the official version of the resolutions we do not publish them.

There were a few special features of the Conference which deserve to be mentioned before one would be in a position to appraise the value of the recommendations of the Conference.

The various persons invited to attend the Conference were representatives of learned bodies like the Universities, professional organisations like the S. I. T. Union and the Federation of Andhra Teachers and employers of labour like the Railway and so on. But this body of experts and men of business was not requested to devise a new scheme of Secondary Education. The Minister did not say "Our present system is unsatisfactory. What advice would you give us for improving it?" On the other hand, he placed a scheme of his own and wanted the Conference to pass its opinions on the various details of the scheme.

Secondly, there were many problems about Secondary Education reorganisation which were not touched at all. The question of improving the Grant-in-aid Code and making it possible for private management to come to higher levels of efficiency, the question of conditions of service of teachers employed in private schools and many other problems of similar nature which vitally affect Secondary Education were not considered at all.

Thirdly, Secondary Education as it is being imparted in our schools was the subject matter for consideration and not a complete revised scheme of national education with Secondary Education in its own proper place. Hence no serious attempt was made to adjust the present system of Secondary Education or its improved version with what is popularly known as Wardha Scheme of education. Our readers are aware of the fact that in two provinces, U.P., and C.P., the basic scheme has been accepted and the remaining portion of our educational structure are adjusted to suit this fundamental reorganisation. Not so in our province. From the recommendations of particular Committees it would be evident that the Minister was keen on making education universal up to the 4th Standard after which students would branch off to Secondary Schools.

Fourthly, the Government's responsibility in the matter of financing the new scheme without knowing which no management would come forward to shoulder the responsibility of modifying the school course, was not discussed. The Minister could not commit the Government to any definite contribution. All that he was able to say was that in course of time proper adjustment would be made and that the scheme could be introduced gradually.

Fifthly, as was mentioned previously all the recommendations of the Conference were purely of an advisory nature and the Minister took them as indicating the general opinion of the cultured public of the province on these matters. He was free with the help of his own educational expert advisers to frame the syllabus. None of the recommendations were in the least mandatory. Our readers would do well to peruse the recommendations of the various Committees in the light of the general observations given above.



DR. MARIA MONTESSORI

ANNOUNCEMENTS

LECTURES BY DR. MARIA MONTESSORI.

Dr. Maria Montessori has been pleased to agree to deliver a course of three lectures under the joint auspices of the Madras Teachers' Guild and the South India Teachers' Union. The lectures will be delivered on the 9th, 10th and 11th December 1939, each day at 5 p.m. It is hoped that the large number of teachers who could not take advantage of the intensive Training Course which the great Educationist is conducting at Adyar, would avail themselves of this opportunity and attend their lectures.

With a view to enabling teachers from the mofussil also to take advantage of the course, the lectures are arranged on a Saturday, Sunday and Monday. Admission to these lectures will be by tickets and the fee for the course will be Rs. 2 (Rupees Two only), per member. Teachers intending to attend the course of lectures should register themselves by remitting the prescribed fee on or before the 2nd December 1939. Remittances should be made to the Secretary, Madras Teachers' Guild, 41, Singarachari Street, Triplicane, Madras.

A GENERAL APPEAL TO EDUCATIONISTS ALL OVER INDIA

THE XV ALL-INDIA EDUCATIONAL CONFERENCE

TO BE HELD AT LUCKNOW, DECEMBER, 27TH—31ST, 1939

The general public and educationists in particular are aware that the All-India Federation of Educational Associations was started in 1925 to bring together and co-ordinate the activities of the educational organizations in various provinces and States of India. This Federation has almost all the Educational Associations in India affiliated to it, and it is in turn affiliated to the World Federation of Educational Associations.

The All-India Federation of Educational Associations holds its Annual Conference every year during Christmas. The first Conference was held at Cawnpore in 1925. Since then the Conference has been held in every Province in India. The last Educational Conference decided to hold the XV Conference at Patna, Bihar, but the Patna group was not able to arrange for the Conference because of the forthcoming annual session of the All-India Congress. The teachers of the Lucknow educational institutions extended an invitation to the Executive of the All-India Federation of Educational Associations to hold the XV All-India Educational Conference at Lucknow during the Christmas holidays. Mr. D. P. Khattry, General Secretary of the All-India Federation of Educational Associations, has accepted this invitation. The first Conference was held in U.P. in 1925, and having made a circle of all provinces, it is but proper that the XV Conference should be held again in the United Provinces. Lucknow is the Premier City in the United Provinces and it is in the fitness of things that the Conference should be held in Lucknow. A strong reception Committee is being formed to arrange for this Conference and we can confidently look forward to a very interesting and worthwhile Conference.

In connection with the Conference, I request all educational institutions, educationists and others interested in educational problems to (1) Plan to attend the XV All-India Educational Conference, (2) Circulate among schools and colleges under your control the notice about this Conference and urge upon all teachers to attend it in large numbers, (3) Send topics for discussion, papers and resolutions for the Conference, and (4) Send interesting exhibits to the All-India Educational Exhibition to be held as usual along with the Conference. For further information write to L. K. Shah, M.A., PH.D., General Secretary, The XV All-India Educational Conference, Lucknow Christian Training College, Lucknow, U.P.

A DRAFT OUTLINE SCHEME OF NATIONAL EDUCATION FOR INDIA

1. OBJECTS AND MEANS

(1) The aim of Indian National Education should be the realisation of the maximum growth of every individual with a view to evolving an efficient co-operative Social order.

(2) For the promotion of this aim, the following objectives should be held in view at every stage of education: (i) Physical Well-being; (ii) National Solidarity; (iii) Economic Efficiency; (iv) Development; (v) Ethical and Moral Consciousness.

(3) The general scheme of National Education should ensure for every individual a maximum possible general cultural education and a preparation for occupational life, labour and hand-work forming an essential part of general cultural education at every stage as far as possible.

2. THE GENERAL SCHEME OF EDUCATION

(i) That it should consist of three principal stages: (1) Pre-school, (2) School, and (3) University.

(ii) That the Pre-school stage should be for children below 7 years of age. The Committee could not, in the present circumstances, recommend that this stage should be treated as a necessary part of any provincial or state system of education requiring a provincial or State government to make adequate provision for it, though it would certainly welcome private bodies and individuals to undertake work at this stage with such financial assistance as may be available from Government.

(iii) That the School stage should be divided into (a) Primary and (b) Secondary stages.

(iv) That the Primary stage should consist of Basic Education for all children between the ages of 7 and 14 years.

(v) That Basic Primary Education should consist of Standards I-VII, of which Standards I-IV should be made immediately compulsory and Standards V-VII as and when circumstances permit.

(vi) That the subjects of the Primary School course should be, more or less, the same as those indicated in the Zakir Hussain Committee's Report with such modifications as local conditions may render necessary, Hindustani being included as a subject of study from Primary Standard V onwards as recommended therein.

(vii) That the method of instruction at the Primary stage should be that of education, as far as possible, through purposeful creative activities related to local occupations and industries, arts and crafts.

(viii) That the Secondary stage should be of 3 years for pupils of 14 to 17 years of age who have completed Basic Primary Education and that it should include parallel alternative courses, partly general or cultural and partly practical or vocational, e.g., a General Course with Practical work, i.e., some craft or productive work which the student may be able to pursue later at least as a hobby, if not as a vocation, a General and Commercial Course, a General and Agricultural Course, a General and Industrial Course, a General and Art Course in Drawing, Painting, Music, Dancing, Architecture, etc., a General and Home Economics Course. It is not intended that every school should make provision for instruction in all the alternative courses. What is intended is that each school should be left free to provide such of the courses, one or more as it may find necessary to provide to meet the varying needs of its pupils.

(ix) That about half the school time should be assigned to general education and about half to craft or vocational education throughout the school courses.

(x) That the medium of instruction should be the mother-tongue of the pupils at the Primary and Secondary School stages and, as early as possible, also at the University stage.

(xi) That change from one alternative secondary course to another should be permitted at any time during the secondary stage, provided the requisite fitness to enter another course is attained.

(xii) That adequate arrangements should be made for providing guidance to pupils in choosing their secondary school course.

(xiii) That the University stage should be divided into (1) Under-graduate and (2) Post-graduate stages (the first of three years).

(xiv) That the Under-graduate stage should include (1) Arts Courses, (2) Science Courses, (3) Commercial Courses, (4) Technical Courses, (5) Art Courses, (6) Home Economics Courses, and (7) Education Courses for Teachers, leading to the first Degree.

(xv) That the Post-graduate stage should provide for advanced work and research.

(xvi) That at the end of each school stage, there should be an internal school examination leading to a Primary or Secondary School Leaving Certificate awarded on the basis of the pupils' school record and performance at the examination.

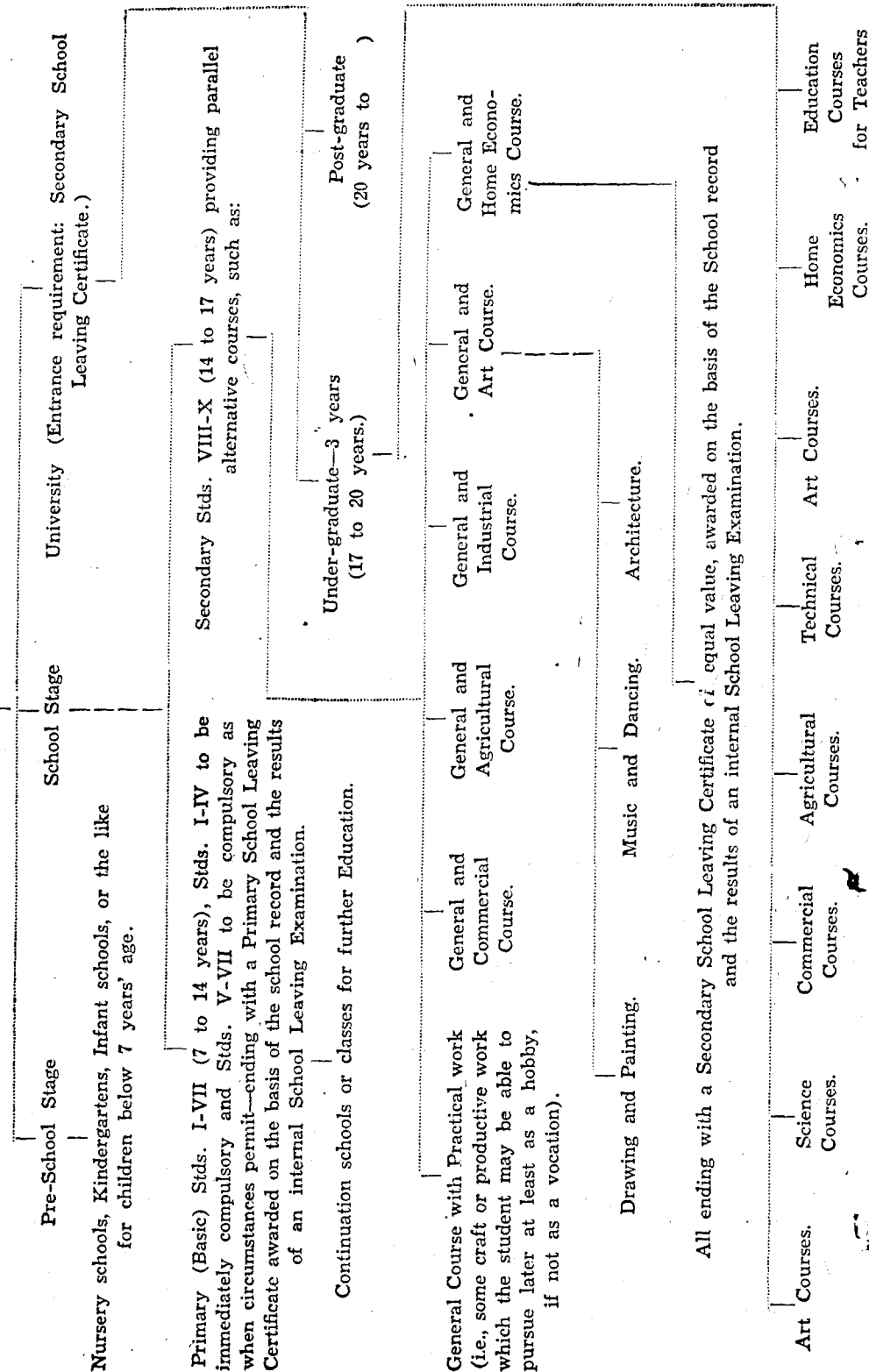
(xvii) That the Secondary School Leaving Certificate awarded at the end of the different alternative secondary school courses provided for in the scheme should bear the same value for purposes of employment in public service and for further study at the University.

(xviii) That persons holding the Secondary School Leaving Certificate should be considered eligible for admission straightaway to the Under-graduate University Courses corresponding to the Secondary School courses chosen by them in the secondary school stage, unless otherwise desired by the candidates for admission to the University. In the latter case, their eligibility for admission to a different course should be left to be determined by the Principal of the College in which they seek admission.

(xix) That adequate provision for continued education should be made at the end of the Primary stage for such pupils as desire further education by means of Continuation Schools or Classes according to their needs.

(xx) That adequate provision should be made for further primary, secondary, or university education of adults seeking it, according to their needs.

"A GENERAL SCHEME OF NATIONAL EDUCATION" STAGES



ANNOUNCEMENTS

489

THE S.I.T.U. MEETING.

Proceedings of the Meeting of the Executive Board of the South India Teachers' Union held on Saturday, the 4th November, 1939:—

Members present:—

Sri. S. K. Yegnanarayana Iyer	.. (Chairman),
„ M. S. Sabhesan	.. Secretary,
„ S. T. Ramanuja Iyengar	.. Joint-Secretary
„ V. Bhuvarahavamurthi	.. Treasurer
„ K. S. Chengalrayan	.. Salem
„ N. Kalyanarama Iyer	.. Tanjore
„ V. Jayarama Iyer	.. South Arcot
„ S. Natarajan	.. Madras
„ S. K. Subbaraman	.. Coimbatore
„ M. S. Koteeswaran	.. North Arcot
„ H. Sundara Rao	.. Chittoor
„ V. Srinivasan	.. Secretary, S.I.T.U. Protection Fund.

1. Minutes of the last meeting were read and adopted.
2. The President made a Statement regarding the proceedings of the Secondary Education Reorganisation Conference and about the printing of the Union journals.
3. The Secretary made a statement about affiliation and arrears of Guilds; and Education Week. The Joint-Secretary reported the action taken by him on the controversy regarding the question of delegation to Provincial Educational Conference and the reply of the Madura Guild Managing Committee.
4. The Treasurer made a statement about the finances of the Union. He reported that Salem, Kurnool, Chittoor, Madura, Trichinopoly, South Kanara and Tanjore Guilds have paid the affiliation fee. It was also reported that Ramnad, Malabar, Coimbatore and Tinnevely Guilds have not yet cleared their arrears of affiliation fee. It was also reported that the following Guilds have not yet sent their list of members and affiliation fee for the current year; Anantapur, Guntur, West Godavari, Madras, Chingleput, South Arcot, North Arcot, Tinnevely, Coimbatore, Malabar and Ramnad.
5. The letter of the Secretary of the S.I.T.U. Protection Fund re: The formation of a Trust, known as "The S.I.T.U. Profession Fund" was read.
6. The following resolutions were passed:—
 - (a) Resolved to send a reminder to the Government re: the S.I.T.U. Memorandum on the G.O. on Teachers and Elections. Resolved also to publish the Memorandum in the journals.
 - (b) Resolved that the proposal of the S.I.T.U. P.F. Board re: the constitution of the S.I.T.U. Profession Fund Trust be accepted, with the proviso that a smaller Committee be formed out of the Trust Board to administer the Fund.
 - (c) Resolved to treat the Madura Guild controversy on the delegation to the Provincial Educational Conference as closed.

(d) Resolved that the following persons be nominated for election as President of the ensuing Provincial Educational Conference:—

1. Sri. P. Ganganna,
2. Rev. Jerome De Souza, S.J., Trichinopoly, Principal, St. Joseph's College
3. Dr. A. Lakshmana Swami Mudaliar M.D., Principal, Madras Medical College, Madras.
4. Sri. S. T. Ramanuja Iyengar, B.A., B.L., L.T., Trichinopoly.
5. Sri. K. Rangaswami Iyengar, Madras.
6. Sri. P. Seshadri, Ajmer.

(e) Resolved to organise, under the auspices of the S.I.T. Union and the Madras Teachers' Guild, a short course of three lectures by Dr. Montessori on "The New Vision about the Child" in December 1939 and a reception by the S.I.T. Union to Dr. Montessori, the fee for the course being Rs. 2 per head. Messrs. M. S. Sabhesan and V. Bhuvarahavamurthi of the S.I.T. Union along with the Secretaries of the Madras Teachers' Guild were requested to organise the above course and the reception. A grant of Rs. 25 was made to meet the preliminary expenses thereon.

(f) Resolved to issue an appeal to Guilds to subscribe for a portrait of Sri. S. K. Yegnanarayana Iyer, President of the Union. Resolved to have the portrait ready for being put up in the Union Office.

(g) Resolved to register the S.I.T.U. Co-operative Publishing House at an early date.

(h) Resolved to request the Sub-Committee on Grant-in-Aid Code to submit its report by the end of December 1939.

(i) Resolved to nominate Messrs. M. S. Sabhesan, S. Natarajan, V. Bhuvarahavamurthi, E. N. Subramaniam and N. Subramaniam to represent the S.I.T. Union on the All-India Federation of Educational Associations.

(j) Resolved to agree to the suggestions of Kulapathi Sri. P. A. Subramania Iyer regarding the conferment of new titles like *Upadhyaya Sangha Kavi*, *Praveena* and *U.S.K.*, *Dhurandhara* on Union workers; resolved to accept them with thanks; resolved to confer at the next Provincial Educational Conference the title of *U.S.K. Praveena* on Prof. S. K. Yegnanarayana Iyer and the title of *Kulapathi* on Rao Sahib R. Swaminatha Iyer.

(k) Next Provincial Educational Conference:—Resolved to address the Tinnevely Teachers' Guild on the subject.

Resolved to adopt the following time-table about the Conference:—

- | | |
|------------------------------|------------------------|
| 1. Election of President | .. 15th December 1939. |
| 2. Resolutions | .. 31st January 1940. |
| 3. Registration of Delegates | .. 31st March 1940. |

(l) Resolved to have the next meeting of the Executive Board at the time of Dr. Montessori's reception and Lecture in December 1939.

(Sd.) S. T. RAMANUJA IYENGAR, (Sd.) S. K. YEGNANARAYANA IYER,
Joint-Secretary. President.

EDUCATION WEEK

BIMLIPATAM.

The Education Week commenced on the 4th instant with a benefit Dramatic performance of "Cinema Girl" in aid of the Education Week funds. There was an Exhibition of paintings, drawings and Teaching aims from 2 p.m., to 5 p.m., on the 6th instant which was largely attended by the pupils of the various schools. In the evening at 5 p.m. the inaugural meeting was held at the High School hall under the presidency of Dr. T. R. Seshadri, M.A., Ph.D., F.I.C., Professor, J.V.D. College of Science and Technology, Waltair. Vidwan G. J. Somayajulu, M.A., L.T., Lecturer, University College of Arts, Waltair delivered an interesting address in Telugu on "Modern Education". The pupils of the High School enacted a Telugu farce "Aparva Yagnamu" to the appreciation of all. On the 7th instant there was a grand procession of the pupils and teachers of the several schools of the locality, and the procession was taken to the slums to bring home to the masses the importance of literacy. On the 8th morning sports were conducted and in the afternoon there was a Ladies' meeting under the presidency of Srimati V. Rajyalakshmi, B.A. (Hons) Teacher, Queen Mary's High School, Vizagapatam. The pupils of the Municipal Girls Schools enacted a few scenes from *Krishna Leela* and *Mahananda*. On the 11th instant the prize distribution was held at 4-30 p.m. with Dr. K. N. Pisharoty, M.D., M.R.C.P., D.T.M., Asst. Professor, Medical College, Vizagapatam in the chair. The prizes were given away by Mrs. A. Ananthanarayana Iyyer to the winners in the several competitions. Dr. A. Ananthanarayana Iyyer, B.A., M.B.B.S., Asst. Professor Medical College, Vizagapatam delivered a lucid address in English on "Educated life". The pupils enacted a Telugu farce and a historical playlet *Veerabhai*.

NUZVID

Under the auspices of the S. R. R. High School Teachers' Association, Nuzvid, the Ninth South Indian Education Week was celebrated for two days.

A public meeting was held on 2-11-1939, in the High School Prayer Hall, when Sri T. Sankara Mallikarjunarao, B.A., B.Ed., presided. Sri T. Venkatapiah, B.A., L.T., Headmaster, welcomed the parents and appealed to them to have frequent contacts with teachers. Then he gave a critical account of the recent proposals of the Government of Madras on the reform of secondary education. He pleaded for the introduction of the American system of intelligence, attainment and aptitude tests before any attempt was made at classifying the boys after IV form. The necessity for standardizing "Indian English" by a Committee of experts culled from different language zones of India was stressed. He hoped that the Madras Government would observe closely the results of the introduction of Basic English in the Hyderabad state. The speaker outlined what changes had to be made in the national life before the recent proposals of the Madras Government were put into effect.

Sri T. Sitharamarao, B.A., B.Ed., read a paper on "Modern Education and the preparation for life."

Sri D. Suryaprakasarao welcomed a scheme of education built on the basis of the Wardha Scheme, a scheme which would look after the BHUKTI and MUKTI of every individual.

The day's proceedings terminated with a physical demonstration by the pupils of the High School.

The second day's function, on 4-11-1939, was presided over by the Kumara Rajah of Vuyyur. He dwelt on the good aspects of ancient Indian education which deserve to be preserved in modern times.

"An appeal to Parents" issued by the Central Education Week Committee was read. Then Sri P. Subbanna B.A., L.T., Senior Deputy Inspector of Schools, in the course of his speech on modern educational trends remarked that in spite of the many conflicting ideas on education now current in our country something very real could be done by the school master in his class room. He said that every parent ought to have a knowledge of child psychology.

Sri C. Appalachari, Civil Assistant Surgeon, outlined a scheme for the preservation of national health and also the part which education should play in it.

The teachers and students of the High School put on boards "Balavantha brahmanartham", a comic by Sri C. Lakshminarasimham Garu.

With the vote of thanks proposed by Sri B. Gouripati Sastri, B.A., B.Ed., Secretary of the Teacher's Association, the function ended.

KURNOOL.

30-10-'39.

Opening day.—The inauguration of the week took place in the Coles Memorial High School hall with Khan Bahadur Humayun Sahib, District Collector, in the chair. Many prominent citizens were present.

Mr. Humayun Sahib, in his opening address, paid a tribute to the South India Teachers' organisation and its noble efforts,—through the Education Week, to bring together teachers, parents and all others interested in education for the common purpose of educating the future citizens. He pleaded that the spread of education was the only means of wiping out colour, caste or race prejudices and preventing communal wrangles and riots. Modern education must seek to give the child a healthy body and a healthy mind by providing him opportunities for physical recreation and growth and for developing his innate mental and moral potentialities.

Mr. P. Raju, Vice-President of the Guild spoke on the objects of the Education Week. He said that the public who patronised schools ought to know what the educational needs were and the main problems connected with the work of schools. The parents must be made "school-conscious," so to say.

Messages wishing the week's programme a success were read out by Mr. K. N. Pasupathi, Secretary. There were two lectures: one in English by Sri S. Vaidyanatha Aiyar on "Our schools and modern Education"—a lively and instructive address—and the other in Telugu by Sri G. K. Srigiri Rao, pleader on "The lines on which parent could co-operate with schools"—an eloquent speech putting the parent's viewpoint before the teachers and pleading for a hearty co-operation of teachers and parents in the task of educating the children in schools.

After the Presidential remarks, Mr. K. N. Pasupathi, proposed a vote of thanks.

31-10-39.

An essay-competition in English for the High School pupils and in Telugu for the middle school pupils was held. The subjects were: The Red Cross Movement, Social service and how students can contribute to it, Prohibition and its benefits to India, the value of the Boy-Scout and Girl-Guide movement. Each institution that took part in the contest was awarded a prize for its best essayist.

1-11-39 "Ladies' Day."

The Ladies' Day of the Week, organised by Mrs. V. David, Headmistress, Government Middle School for Girls, was celebrated in the Coles Hall with Mrs. Rockwood in the chair. A variety entertainment consisting of songs, dialogues, Tableaux, dance, etc., was provided followed by a lecture in Telugu on "Schools and Public Health" by Miss Samuel. Mrs. David proposed a vote thanks.

2-11-'39.

In the Municipal High School under the presidency of Rao Bahadur T. R. Ramachandra Sastri, a demonstration of physical activities and group followed by Scout-display took place. Sri P. Venkata Ramana Rao, gave a talk on "Boys and Scouts" in Telugu dwelling on the great mental and moral value of Scouting. Mr. K. N. Pasupathi proposed a vote of thanks.

3-11-'39.

With Rev. W. J. Longley in the Chair, a public meeting was held in the Coles High School, when the prize-winning essays of school pupils were read and prizes distributed. P. Balasubrahmanyam, a pupil of VI Form, Municipal High School and B. Sundaraleelamma of V Form, Coles High School, were awarded silver medals and certificates for their English essays. Four prizes in the shape of books and also certificates were awarded to the Telugu essayists. An art demonstration, *Ashthavadhanam* in Freehand drawing was given by Sri K. Subba Rao, assistant, Government Training School, Kurnool. The public who had assembled in large numbers to witness this function, greatly appreciated the drawing skill of the artist. Mr. P. Kondiah, a Shroff merchant, and a few other citizens presented a gold medal to Sri Subba Rao.

Mr. K. N. Pasupathi proposed a vote of thanks to all who had helped to make the Week a success.

THE MADRAS TEACHERS' GUILD, MADRAS.

The Ninth South Indian Education Week was inaugurated at Madras on the 30th of October 39 by Sri S. E. Ranganathan, Vice-Chancellor of the University of Madras in the Kellet High School, Triplicane. Messages received from His Excellency the Governor of Madras, Sri C. J. Varkey, the Ex-Minister for Education, the Central Education Week Committee and the Director of Public Instruction were read by the Secretary. Exhibits on the trends in Modern Education were kept on show and the guests showed considerable interest in their study. Mr. K. Kuruvilla Jacob welcomed the distinguished guests and parents. Sri S. E. Ranganathan made reference to the reorganisation proposals of the Government in inaugurating the Education Week. Rev. A. J. Boyd of Madras Christian College delivered an address and appealed to teachers to see whether it was desirable for boys to go to the University at the immature age of fifteen.

On the second day a programme of demonstration of physical activities was arranged. This year individual schools had made their own arrangements for demonstration.

On Wednesday Sir. T. Vijayaraghavachariar, President of the Committee on Co-operation, delivered an address on "Modern Schools and Citizen training" in Sir M.C.T. Muthia Chettiar High School. Purasawalkam, with Sri T. T. Krishnamachari, M.L.A., in the Chair. In the course of his address an appeal was made to teachers that children should be taught from the very beginning to avoid thinking and acting on communal lines and that good-will and team-spirit should be cultivated from the earliest stage. The lecturer also emphasised that it should be considered indecent to make parade of one's religion.

There were oratorical and musical competitions in the course of the Week and pupils from boys' and girls' schools in the city participated in large numbers. On Saturday "the Guild Day" was celebrated in the Christian College High School with Mr. K. Kuruvilla Jacob, the President of the Guild in the Chair. The proceedings began with tea.

Mr. M. S. Sabhesan traced the history of the Madras Teachers' Guild and showed how the work of Guilds would go a great way towards helping the South India Teachers' Union to safeguard the interests of the profession. Prizes for the oratorical and musical competitions were distributed and the prize winners were given an opportunity to show their skill. Rao Sahib S. R. Ranganathan, the University Librarian, spoke on "Fundamentals of Reorganisation."

With a vote of thanks proposed by Sri T. P. Srinivasavaradan, the Secretary, the function came to a close.

CHEYGAR BOARD HIGH SCHOOL, TIRUVETIPURAM POST. (N.A.)

A Week of Education—Health—Cum Prohibition activities was celebrated in the school on the lines laid down in the programme drawn up by the three Central Committees that had been constituted for the whole taluk and its two hundred villages. The week from 30-9-1939 to 7-10-1939 was a unique success.

(2) The Teachers' Association of the High School resolved to continue the celebration during the Education Week so that the school might line itself up with the South India Teachers' Union in the celebration of the IX Education Week and might also give more of leisure to the pupils during the Dasara holidays to emulate themselves in creative activities in the direction of rural reconstruction work and preparation of educational exhibits.

(3) On Monday, 30-10-'39, the Week opened at 3-30 p.m., after the day's periods were run on a contracted basis. Sri Paul D. Viswasam, B.A., the Revenue Divisional Officer, Cheyyar, who presided on the Inauguration Day went round the classes with a Committee of judges to award marks for the decoration of the classrooms done on a competitive basis. Owing to inclement weather, the inauguration function was held in the Saraswathi Hall. Memorial verses specially composed to herald the Week were read by the Pandits of the School in Sanskrit, Tamil and Hindustani. Sri C. Perumalsamy Reddiar, M.L.C., President, District Board, North Arcot, unfurled the Education flag at the Flag Maidan while Sri. W. Srinivasa Rao, another Congress Leader of the District and Member of the District Board kindled the "Lamp of Learning". Sri T. Karia Gowndar, Sri. K. R. Kalyanarama Aiyer, Sri K. Jamadagni and Sri Narasimha Rao who all accompanied the President, district Board, spoke highly of the organization of the school and of the Week activities.

vities. Sri T. S. Harinarayana Aiyer, one of the local District Board Members and Sri S. Natesa Aiyer, B.A., L.T., Headmaster, spoke on the 'Ideals of the Week' and the meetings were well-attended.

(4) The evening of Tuesday, 31-10-39 was set apart for a craft competition in all the class-rooms, an extension period being provided in the order of periods for the day. Sri. P. Narayana Aiyer, B.E., L. F. Assistant Engineer, Ranipet division inspected the pupils at work and he was assisted by a Committee of visitors. At 4 p.m., a demonstration was given by batches of competitors in Chaika and Takli spinning, plaiting of leaves, basket-making, chalk-and-bead-and-clay-work and tape-weaving and lace making. Dyeing, Soap-making and Jam preparation were also exhibited. Towards the end of the meeting Sri. Chengaiah, B.A., B.L., of the Madras Bar and Sri S. K. Harihara Aiyer, the local Health Inspector, declared open the Educational and the Science Exhibitions in the School Laboratory.

(5) On the Third Day on 1-11-1939, different sections of the school garden were assigned to different forms and sections. Gardening activities and tree plantation programme were prescribed in advance and a light song was also sung by the parties lined up at each section after the period was over. The work of each class was judged competitively for certificates and shields. *The Good Will Tree*, a Banyan seedling of six months grown in a flower-pot, was given camphor offering. Sri. I. Kachapaeswara Aiyer, President, Panchayat Board, Anakkavur, declared the tree plantation activity open and the Headmaster exhorted the pupils to plant fruit bearing trees in their back yard.

(6) Thursday, the 2nd of November, was the Physical Education Day of the Week. The classes assembled for an Inter-class cleanliness parade and then "A Safety First March" was taken along a curve road three furlongs distant. The march was regulated by the volunteers of the School. From 4 to 4-45 p.m., a programme of "Play-for-All" pupils controlled and guided by the pupils themselves was run, in all the Field-Games for Forms and rural games and sports for classes. At 4-45 p.m., a demonstration was given in Pole, Wand Drill, Wrestling, Asanas, Pyramid building and Dhandals and Baskies. The day's function ended at 6 p.m.

(7) Friday, the 5th day of the Week, was set apart for Literary competitions. Kural, Gita selections and Achuth Balak Kirtans in Hindustani, Elocution contests, Impromptu speeches and Music and National Song items together with Fancy Dress events formed the main features. Sri Paul D. Viswasam presided. Sri V. Doraiswamy Aiyengar, Tahsildar, and Sri D. Gopal Mudaliar, Union Panchayat President were present on the occasion and were kind enough to assist in judging the events.

(8) Among the other activities of the Week were the Book collection programme by the School Rovers, Adult Education and Cheri Welfare work by the volunteers and Junior Red Cross Work by the Unit in the School.

(9) The Prize day of the Week was put off owing to rains. The Week of intensive activities was highly educative as judged from the number of participants in each competition and the high level of excellence of all the performances.

VILLUPURAM.

Municipal High School.

The Education Week was inaugurated on the 30th October by Sri S. Chidambaram Iyer, M.L.A., with Sri T. R. Venkatarama Iyer, Headmaster, Government Training School in the chair. Sri V. Krishnamacharya, delivered a lecture on "The Lines on which the Home and the School can co-operate." This was followed by a speech on the same subject by G. V. Desikan, B.A., B.L., Advocate.

On the first November, the Banish Illiteracy day was celebrated. Sri. A. Muni-swami, Chettiar, Deputy Inspector of Schools presiding, Sri. V. Jayarama Iyer, delivered an address on "The need for Rapid removal of illiteracy." The other lecture was on 'Home and Modern Education' by Sri. Lakshmanaswamy.

On the 3rd the Citizenship Day was celebrated under the presidency of Sri. C. M. Ganesan Municipal Commissioner, Sri Nityanandam, B.A., L.T., of the Government Training school spoke on 'The play ground—the lung of the community.' Then Sri Subramania Iyer, Revenue Officer, South Arcot Electric Distribution Co., addressed the audience on 'Training for worthy citizenship'.

On the 5th, the celebrations were presided over by Sri R. V. Raghava Rao Pantulu, District Munsiff. Sir V. R. Nagarajan, B.A., B.L., Advocate delivered a lecture on 'The Good neighbourly policy among nations'. Then there was a speech by Mr. P. Banu, a student of the high school.

CHIDAMBARAM.

The Education Week was celebrated by the Teachers' Association, Ramaswami Chettiar's Town High School Chidambaram, on 1-11-1939 and the following days.

The Week was inaugurated by M.R.Ry. Rao Saheb C. S. Srinivasachariar, Avl., M.A., Professor, Annamalai University. M.R.Ry., V. Rangacharyar Avl., Revenue Divisional Officer, Chidambaram presided.

After prayer, Sri R. Parthasarathi Ayyangar, B.A., L.T., president of the association, welcomed the guests.

In the course of his address, the professor favoured the introduction of a 7th form at the end of the High School stage. He referred to the efforts of the congress to introduce national reconstruction of education but pointed out that the Wardha Scheme had some defects in-as-much as it ignored the creation of adaptability and that it was better to evolve a scheme out of existing systems than to revolutionise systems obtaining now. Finally, he stressed the need for greater solidarity among teachers, and for greater attention to themselves and their needs.

The meeting came to a close after the President's speech and a vote of thanks proposed by Sri K. Subbaratnam Ayyar, B.A., L.T., Secretary of the Association.

The subject of discussion on the 2nd instant was 'Education and Health'. Sri L. K. Govindarajalu Naidu, B.A., B.L., Director of Physical Education, Annamalai University, delivered an address and Sri G. S. Sankara Ayyar, L. M. & S., Civil Assistant Surgeon Chidambaram, presided.

In the course of his address, the lecturer said that pupils should be trained to be healthy and strong as education was preparation for life. He expressed the view that schools ought to be interested in the health of the children for the sake of efficiency, prevention of waste, race-preservation and improvement. He then suggested that the health of children might be cared for, by feeding poor pupils and by removing ignorance and enabling pupils to keep off diseases. Referring to the medical inspection, he said that mal-nutrition should be removed and defects of throat, nose and ear should be remedied after the inspection. According to him, physical education should go hand in hand with health instruction and with health practices, and safety instructions.

The president, in his concluding remarks, desired that pupils should be made to practise simple and healthy living.

PATTUKKOTTAI

The Ninth South Indian Education Week was observed in Board High School.

On the "Pupils' Day", November 1st, Dr. Bhaskara Rao, MB.B.S., Local Malarial Health Officer delivered an address on "Personal Hygiene" to the pupils and teachers of the School.

On Friday the third November the Teachers' day was celebrated under the presidency of Sri T. S. Vaithinathasami Ayyar, B.A., L.T., Senior Deputy Inspector of Schools, Pattukkottai and the subject "Our Schools and Modern Education" was discussed.

The "Parents' Day" was held on Saturday the 4th November. Sri S. Nava-neethakrishna Nadiu, B.A., B.L., of the local bar delivered an address on "Parents' duties"; when Sri S. Varadarajalu Naidu, B.A., B.L., District Munsif Pattukkottai, presided.

TRICHINOPOLY DISTRICT TEACHERS' GUILD.

The Ninth South Indian Education Week was celebrated from Monday the 30th October to Friday the 3rd November.

30th October, Monday. Rev. Fr. Jerome DeSouza, S.J., Rector, St. Joseph's College, inaugurated the celebration at 5-30 p.m., in the St. Joseph's College. He explained the trend of Modern Education at great length. Rev. Fr. A. M. Antoniswami, S. J. President of the Guild welcomed the guests and presided on the occasion.

31-10-39. The second day was celebrated in the Roman Catholic Boarding and Training School. An educational exhibition was arranged by the School and pupils of all schools visited the exhibition. Rev. Fr. Antoniswami, S.J. President presided and Mr. E. V. Gopala Ayer, Senior Deputy Inspector of Schools, Trichy, spoke about the place of handicrafts in Elementary Education.

1-11-39. The third day of the Week was celebrated in the National College under the presidency of Sri R. Srinivasa Iyer, Secretary, National College management. Prof. Hirudayaswami, spoke about the appalling state of illiteracy in India and outlined some reforms to liquidate illiteracy of masses as well as children.

2-11-39. The fourth day of the Week was celebrated in the Guild House under the Chairmanship of Sri P. Ponnambala Gounder, President District Board. Sri K. R. Avadhani, District Scout Commissioner of the Hindustan Scout Association spoke about the growth of the Scout movement. He emphasised the need for nationalising the Scouting in India and appealed to those present to form Scout units in their respective area.

VIRUDHUNAGAR.

The Nadar Town High School.

Under the auspices of the Teachers' Association of the above High School, the Education Week was celebrated on 4-11-39 at 4-30 p.m., in the Central Hall of the School with Sri V. V. Ramaswami in the chair.

The celebration opened with a prayer song by S. Radhakrishnan. It was followed by a funny recitation of alliteration, "The Cataract of Lodole" by K. Packia Rajan of Form VI. Then Sri M. Sankaralingam, M.A., L.T., the Headmaster explained the purport and purpose of "This Week of ours." After his stirring speech J. Richard

3-11-1939. On the last day of the celebration, a meeting was held in the School Hall with Sri T. N. C. Srinivasavarathachariar, B.A., B.L., District Munsif in the chair.

Sri C. V. Srinivasachariar, B.A., B.L., delivered an address on "Schools and Society."

After welcome by Sri C. S. Ranganatha Ayyangar, B.A., L.T., the lecturer spoke on how the school and the society might be made to act and react one on each other, for the maximum benefit of society. As the aim of all true education was primarily to make the pupil take his rightful place in society and incidentally to eke out a livelihood, the educational system should be elastic and adaptable.

In his concluding remarks, the president appealed for greater co-operation between teachers and parents and suggested that the tutorial system might perhaps be more helpful in bringing pupils and their parents in closer touch with teachers.

With a vote of thanks proposed by Sri K. Subaratnam Ayyar, B.A., L.T., the Secretary of the Association, the meeting came to a close.

TIRUKATUPALLI.

The Education Week was celebrated under the auspices of the Teachers' Association, Sri. S. High School, Tirukatupalli, for three days, 1st, 2nd and 3rd instant.

Sri V. Guruswami Sastri unfurled the school Flag on the 1st instant before a large gathering of teachers and boys, and dwelt on the need on the part of pupils and their parents, to be alert in view of the rapid changes in Secondary Education. Mr. Sastriar felt that parents and teachers should understand the aptitudes of boys and guide them in respect of the choice of courses.

There was also a meeting of the boys in the School Hall with Sri N. Kalyanarama Ayyar in the chair. He observed that what was needed was adequate leadership. The cultivation of leadership in boys, he said, should on no account be neglected. More than a dozen boys spoke on the occasion. They cited practical items of work, such as the School Sanitation, The Book Selling Agency, etc., whose responsibility they could shoulder.

On Thursday the 2nd instant there was a meeting of parents, Sri G. Ramachandra Ayyar, L.M. & S., presiding. After prayer, Sri V. Muthuswami Ayyar, M.A., L.T., retired Headmaster, Government Training School, delivered an interesting address on "What Parents should know". He dwelt at length on the role of parents in the Education of children. He said that pupils were of varying capacities and that the time had gone when the teacher could easily arrange them under one general level. The lecturer appealed to parents to be alive to this responsibility, pay frequent visits to the school and consult teachers. Dr. Ramachandran in his concluding remarks observed that the hard days which caused depression to the parent mainly stood in way of the fulfilment of his duties by the school and teaching of music and fine arts would brighten the Life of the school.

Friday the 3rd instant was the last day of the celebrations, when Sri N. Yegnanarama Ayyar, B.A., L.T., delivered an address on "Preparation for Life" and Sri V. Guruswami Sastri, Headmaster presided. Sri M. V. Swaminatha Ayyar, Secretary of the Teachers' Association proposed a vote of thanks to the various participants of the Celebrations and the function came to an end.

Samuel of Form VI and S. Radhakrishnan of Form IV gave a musical entertainment—both vocal and instrumental. Sri. L. R. Chandrasekaran, M.A., L.T., also took part. Then select stanzas from Barathi's Kili Kanni were sung by J. Richard Samuel. After the concluding speech of the President, a vote of thanks was proposed.

SIVAKASI.

The Ninth South Indian Education Week was celebrated under the auspices of the Teachers' Associations and the Parents' Association of the S. H. N. V. High School, Sivakasi from Monday the 30th October 1939 to Sunday the 5th November 1939, both days inclusive. It was inaugurated by Sri P. Chinnachamy Talaivar Avl., B.A., Deputy Collector on Monday the 30th October 1939 at 5-30 p.m., in the central hall of the High School. There was a large gathering of teachers, parents and public. Sri V. R. Gopalan, B.A., L.T., Headmaster, welcomed the President and the gathering in a short speech. Sri K. A. Subramania Iyer, B. E., Junior Electrical Engineer entertained the gathering to exquisite music. After an interesting performance of kummi and kolattam by the girls of the school, Sri P. S. Ramachandran, B.A., L.T., the Secretary of the Association delivered an interesting lecture on "Our School and Modern Education", in which he stressed that the present system of education required a complete overhauling as it was unrelated to life and that the object of education should be not only the training of character and the promotion of culture but it should also help in getting a living; and pleaded for a craft centred system of education. The President in his concluding remarks endorsed what all the lecturer had stated, dwelt on the necessity for frequent contact between teachers and parents and made a strong appeal to parents for their hearty co-operation with schools, as education is a co-operative enterprise in which the school, the home and the community are all equally concerned.

On Tuesday the 31st October 1939 a meeting was held in the school under the presidency of Sri T. E. Gomathynayagam Pillai, Avl., Municipal Commissioner, Sivakasi, Sri R. Gopalakrishnan, Vidwan addressed the audience on "The Civilisation of the Ancient Tamils". Sri P. P. Kaliappan, a student of VI Form B, gave a short talk on "Temple entry and the duty of students." The meeting was well attended by parents and the public of the locality. The President in his concluding remarks appealed to the leisured, the educated, the unemployed and the rich for their co-operation in stamping out illiteracy.

On Wednesday the 1st November 1939, the Banish Illiteracy and the Health Act Day, a procession of pupils and teachers of various schools in the locality went round the town carrying placards containing Health and Education maxims and singing songs on the importance of Education, Health and Nationalism. Sri L. K. Venkataramaier, Commercial Instructor, gave a lecture on "The Removal of Illiteracy." Sjis. V. V. Raman, Subramanian and other students spoke on "Excursions". Sri S. Tyagaraj, B.A., Agent of Nadar Press, took the chair.

On Thursday the 2nd November 1939 Sri. S. Ramachandra Iyer, M.A., L.T., addressed the gathering on "Modern Education and a Healthy nation." There was a Magic Lantern show by Sri. M. Avudoiappan, Acting Sanitary Inspector, Sivakasi. Sri K. A. Subramania Iyer Avl., B.E., Junior Electric Engineer presided and entertained the gathering with delightful music. A good number of pupils and parents attended and enjoyed the function.

On Friday the 3rd November 1939 there was a debate on "Which is more important to a man—Character or Intelligence?" in which a good number of pupils

took part. Sri T. S. Kalyanasundaram Avl., B.A., L.T., delivered an interesting lecture on "Some Random Thoughts on our Educational Outlook," in which he deplored the woeful lack of moral and religious instruction in schools at the present day and explained with many instances how the present day education should be reorganised. Sri A. Devasagayam, Avl., L.M.P., Doctor, presided on the occasion.

On Saturday the 4th November 1939 Sri C. Arumuga Nadar Avl., B.A., L.T., delivered a long and thought provoking lecture on "Our Schools and Society" in which he dwelt upon the essential unity of all religions in the world and the need for inculcating in the minds of pupils love of humanity and international understanding. Sri V. Krishnamoorthy Rao, Teacher, Elementary School, gave an inspiring and short talk on "The removal of Adult Illiteracy." Sri R. Nataraja Pillai, Avl., P.W.I., S.I.R., Sivakasi took the chair.

On Sunday the 5th November 1939 the Education Week celebration concluded in an open Public Maidan lying to the East of the Barat Match Factory in front of the Vinayakar Temple and was largely attended by pupils, parents and labourers. An interesting and attractive entertainment in Kummi, Kolattam and music was got up. Sri R. Chellam Iyer Avl., Teacher, delivered an interesting lecture on "Modern Education and Labour" for well nigh two hours. Sri V. Krishnamoorthy Rao followed him and gave a short talk on "Adult Education and the Duty of the Educated." As representatives of parents Sri Velayutha Nadar, Avl., and Dr. A. Devasagayam, L.M.P., took part in the discussions. Sri V. R. Gopalan, B.A., L.T., Headmaster presided. The president in his concluding remarks spoke on the importance of the Education Week and congratulated the organisers on their successful celebration. Sri P. S. Ramachandran, B.A., L.T., the Secretary, proposed a hearty vote of thanks to all those who contributed to the Week's activities and the Week's success.

A special feature of this year's Week was the wide publicity given to the celebration by means of printed appeals to parents and the public and the tom-tom on all the days; and the holding of meetings in open public maidans instead of within the four walls of the school, when the public were exhorted to send their children to schools regularly and to co-operate with the teachers in all possible ways. The lectures were attended by illiterate and literate parents including several ladies. Opportunity was also afforded to parents to express their point of view with regard to Education for the India of to-morrow.

VIRAVANALLUR.

Under the auspices of the Hindu Middle School Teachers' Association the Education Week was celebrated in the second week of November.

On the 6th November two lectures, one on Parents' and Teachers' by Sri M. S. Subramania Iyer, and the other on the Aims of Modern Education by Sri K. Krishnaswamy Iyer, were delivered under the Presidentship of Rev. Amalraj S. J.

On the 8th Nov. two lectures had been arranged. The first on 'School and Parents' was delivered by Sri T. K. Aramvalathanatha Pillai Avl., B.A., the local sub-registrar, while the second on 'Modern Education and Peace' was delivered by Sri Y. Ananthanarayana Iyer, B.A., L.T., Headmaster of the institution. Sri V. S. Ananthanarayana Iyer, Retired Supervisor presided over the functions on the second day.

The 10th Nov. was mainly devoted to the Physical aspect of Education. Two lectures had been arranged, Doctor Sri Arumugam Pillai, B.A., M.B.B.S., a local

EDUCATION WEEK

private Medical Practitioner spoke on 'Our diet'. Sri T. V. Kulaikatha Aiyangar, L.M.P., Sub-Assistant Surgeon of the local L. F. Dispensary delivered his lecture on the public Health Bill and the medical inspection of the school children. Doctor K. Sabhapathy L.M.P., another local Private Practitioner was the president on the third day.

Some of the local gentlemen requested the Headmaster to move to the authorities concerned to shift the Education Week to some other season free from rain when it will be convenient to hold open air meetings as the rainy season caused much inconvenience. With a vote of thanks for all those who took part in the celebrations and with a sincere prayer for continuing the celebrations of the Education Week in future years also, the whole functions were given a happy ending. All is well that ends well.

PATTAMADAI.

Under the auspices of the Teachers' Association of the above High School, the Ninth Education Week was celebrated on Saturday, the 4th instant.

An Educational Exhibition was organized, representing various sections, such as Science, History, Geography Mathematics, Weaving and Handicrafts. It was open to the public from 10 a.m. to 3 p.m. There was a continuous stream of visitors, men, women and children and pupils from almost all the local Elementary Schools.

The Exhibits were entirely got up by the students themselves. In the History Section, besides maps, charts, diagrams and graphs representing the rise and fall of economic and political movements, a series of geo-political maps of Europe designed to explain the history of the present European War tracing it from the days of the Kaiser were put on show. Another interesting exhibit was a map entitled "The Ancient and Modern Monuments of India" drawn by a student of the Fourth Form.

The Geography, Handicrafts and Textiles Sections demonstrated the latent talents in our boys waiting.

In the Science Section, certain interesting demonstration were held, illustrative of some of the fundamental principles of Science and applications of everyday interest. The working of the dynamo, the city water supply systems, the properties of some gases and experiments based on atmospheric pressure greatly aroused the curiosity of the visitors.

The Public Meeting came off at 4 p.m., under the presidency of Sri A. V. Santhakarasubba Ayyar, M.A., L.T., Deputy Inspector of Schools, Ambasamudram Range. There was a large gathering of pupils, parents and guardians including ladies and a good number of teachers from the neighbouring schools. The proceedings began with prayer sung in chorus by the girls pupils of the school. Sri P. S. Pitchumani Ayyar, B.A., L.T., the Headmaster and President of the Association, welcoming the gathering, explained the aims and objects of the Celebration, and then outlined in all its aspects the working and achievements of the school. He made special mention of its several extra-curricular activities such as Scouting, Junior Red Cross, Students' Co-operative Stores, and the Fine Arts Club, consisting of the Histrionic, Music, Drawing, Painting and Handicrafts Sections which were all intended to discover and develop the talents and special aptitudes of the pupils and to make them well equipped for life.

The President then delivered a thoughtful address on "Schools and Modern Education", in the course of which he dwelt at length on the modern scientific method

160083

of teaching as distinguished from the old authoritarian method and pointed out how the Project Method and the Dalton Plan could be adopted with advantage towards the self-expression of pupils. He also spoke on the value of games and wound up by appealing to the parents to give their wholehearted co-operation and moral support to the school in all its activities.

An interesting programme was then gone through, consisting of music and the enacting of "Vichus Wife" in English and a scene in Tamil from "Mirabai".

The President in his concluding remarks made appreciative references to the Exhibition and the performance of the pupils in recitation, music and histrionics and also to the spirit of comradeship existing among the members of the staff.

With a vote of thanks proposed by Sri P. S. Pitchumani Ayyar, the pleasant function came to a close at 6-30 p.m.

SALEM DISTRICT TEACHERS' GUILD.

The Ninth South Indian Education Week was celebrated in Salem, under the auspices of the District Teachers' Guild from 30-10-39 to 4-11-39.

The week was inaugurated in the hall of the London Mission High School, Salem on the 30th October, 1939 at 5-30 p.m., Mr. A. W. F. Dixon, M.A., I.C.S., Collector of Salem who presided on the occasion observed in the course of his opening remarks that it was distressing to note that Salem District which was leading in so many things like Prohibition and Co-operation was perhaps the most educationally backward district in the province.

Mr. S. M. Abdulla Saheb, B.A., L.T., District Educational Officer, Salem who spoke on "The need for Extensive and Intensive development of Education of the Salem District" referred to the appalling state of illiteracy in the district and appealed to all concerned to make strenuous efforts to remove this blot on the fair name of this district. He suggested that the co-operation of all the Taluk Advisory Committees in the district may be secured to celebrate the week in all parts of the district more effectively and with a far greater measure of success. In conclusion he desired that the efforts made during the week should be continued throughout the year.

Mr. A. F. W. Dixon, in the course of his concluding speech, said that a district-wide drive for rural uplift was being made through village sangams and that the time had come to co-ordinate Education and other activities or rural uplift. He therefore appealed to village teachers to take a special interest in eradicating illiteracy in villages. He pointed out how there would be no use in their having a good school in a bad village, for if the village was bad, in course of time the good school also become bad; but when the village was reformed, Education could progress on Sound and Healthy lines. 'Democracy' he said 'would be a mere farce unless the masses were educated'. He also made a fervent appeal to Secondary School teachers to take a sustained interest in the extra curricular activities of the school.

The meeting terminated with a vote of thanks proposed by the Secretary of the guild.

On the 1st, 2nd and 3rd November, propaganda meetings were held in the various parts of the city, with a view to bring schools and parents into closer touch and to spread among the latter correct ideas as regards 'Modern Education'.

The first of the propanda meetings was held in the Vaisya matam Higher Elementary school, Shevapet, on 1-11-1939. when Mr. S. Krishna Iyer, M.A., Lecturer

in English, Municipal College, Salem spoke on "Modern Education and community life" Mr. T. A. Gurumoorthi Naidu, B.A., B.L., an Advocate of Shevapet presided. The second propaganda meeting was held at Kumarasamipatti, on 2-11-39, in the premises of the Municipal Boys' Elementary School. Mr. A. E. Venkatesa Iyer, M.A., B.L., Advocate spoke on "Modern Education and parents". Mr. M. G. Vasudeviah, B.A., B.L., Secretary, Salem Bank, Ltd.; presided. The third propaganda meeting was held at Ammapet on 3-11-39 in the premises of the Municipal Higher Elementary School for boys when Mr. A. V. Sundaresan, B.A., L.T., the Secretary of the Guild spoke on "Education and preparation for life." Mr. Vaidyalinga Mudaliar, Municipal Councillor of the ward presided.

The concluding day of the week was celebrated in the premises of the Municipal College, Salem on the 4th November 39, under the presidency of Major Sangam Lal, District Medical Officer, Salem. Miss L. Stanyon, B.A., Superintendent, London Mission Hobart Training school for women, addressed the gathering on "Modern Education and Citizenship." She said that the average citizen required to be trained in intelligence, industry and integrity, that Education must be based on these lines and that the cultural and economic sides of Education were no less important than the social side.

Major Sangam Lal, in his concluding speech paid a tribute to the work done by foreign missions in spreading Education and medical relief. To jump to an international concept of education at once might not be easy and practicable, he said, but it could well be kept as an ideal. Meanwhile they should strengthen the national point of view and march ahead. India, he said, was far behind other nations and it was up to teachers to enable the rising generation to develop quickly.

The meeting terminated with a vote of thanks by the Secretary of the Guild.

ATTUR (SALEM DT.)

Under the auspices of the Teachers' Association, Board High School, Attur, the IX South Indian Education Week was celebrated on the 3rd instant. There was a public meeting at 4-30 p.m. under the Presidentship of Sri Sivaramakrishna Iyer, M.A., Sri S. Raghava Iyer, B.A., L.T., welcomed those present and explained to them the objects of the Week. Sri Muthuswami Pillai, B.A., of Rasipuram spoke on "Modern Education." He laid emphasis on the right type of education to be imparted to our younger generation and exhorted the students to take the fullest advantage of their youthful period and equip themselves mentally, morally and physically, so as to be worthy citizens of the future. The President, concluding, stressed the need for moral and religious instruction, character training and a suitable change in the existing system, so as to enable the pupils to stand on their own legs, on leaving the school. With a vote of thanks proposed by Vidwan A. Sambasiva Reddiar, the meeting terminated.

KRISHNAGIRI.

The Ninth South Indian Education Week was celebrated in the premises of the Board High School, Krishnagiri. A meeting of the Teachers' Association was held on 1st November 1939. Sri V. Swamidoss, B.A., L.T., President of the Association presided. Messages were read by the Secretary, Sri K. G. Nair, B.A., L.T., There was a Tea Party.

KAVERIPATNAM.

The Education Week was celebrated in the Board middle school, Kaveripatnam.

RASIPURAM.

The Education Week was celebrated for 2 days on the 1st Nov. and 2nd Nov. 1939 as noted below:

- 11 a.m., to 1 p.m., Parents' Visit to class rooms.
- 2 p.m., to 4 p.m., Educational Exhibition.
- 4 p.m., to 4-30 p.m., Mass Drill.
- 4-30 to 6 p.m., Scout Display, Drama by girl pupils.
- 6 to 6-30 p.m., Talks to Parents on Parental Co-operation.

Printed invitations were sent to each parent. The celebration of the Week attracted greater attention of the Parents and Public than it did in Previous years.

The Exhibition consisting of charts, models, maps, Educational and Scientific appliances etc. was arranged in a big hall. Members of the staff explained the purpose and use of the various appliances and the public evinced keen and real interest.

The mass drill consisting of more than 600 pupils produced a spectacular effect. The display of the scouts of the school was much appreciated. The histrionic talents of the girl pupils were exhibited by their enacting the drama "Prahlada."

In bringing the celebrations to a close, the Headmaster appealed for the co-operation of the Parents, A special feature of this years' celebration was that it attracted a larger number of ladies for all the items of celebration.

OMALUR.

The Ninth South India Education Week was celebrated in Omalur with great enthusiasm. A Committee with Mr. V. Chidambaram Pillai, Tahsildar, Omalur as Chairman and Messrs. T. L. Perumal Chettiar, Manager and Correspondent of the V. C. Secy. School, Omalur, V. Moses Pillai, Headmaster, V. C. Secy. School, Omalur as Vice-Chairmen, Messrs. A. Munisawmy Naidu, B.A., L.T., Deputy Inspector of Schools, Omalur and Vidwan, D. Veeraraghavan, Tamil Pundit, as Secretaries and Mr. O. V. Kumaraswamy Chetty as Treasurer was formed to conduct the programme of the week.

The week was inaugurated in the premises of the V. C. Secondary School on 29-10-39 by Janab S. M. Abdulla Sahib Bahadur, B.A., L.T., District Education Officer, Salem when Sri V. Chidambaram Pillai, Tahsildar, Omalur spoke on, "The Education Week and our duty". Messrs. A. Munisawmy Naidu, V. Moses Pillai, G. N. Chakravarty Iyengar and Vidwan D. Veeraraghavan addressed the gathering. Some special songs composed by D. Veeraraghavan for the week were printed and sung before the audience. Before the commencement of the meeting there was a big procession consisting of all school children who went round the street of Omalur carrying placards with educational maxims.

On 30-10-39 a meeting was held under the presidency of Sri V. Moses Pillai B.A., L.T., when Sri R. Aiyasawmy Gounder spoke on "Parents' Duty."

31-10-39 was a day of sports when badminton and chadu-gudu matches were played by school children.

On 1-11-39 there was a procession of school children and the public intended to popularise the New Public Health Act. After the procession there was a public meeting under the presidency of Dr. S. Kolappa Pillai, District Health Officer, Salem when Sri K. V. Varkey, Health Inspector of Omalur spoke on the New Public Health Act.

On 3-11-39 there was a meeting presided over by Mr. Bernard Thomas, M.A., (Oxon), President, District Teachers' Guild, Salem, when Mr. P. Dhairiyam; Asst. V. C. Secy. School on "Our schools and Modern Education".

On 4-11-39 which was the last day of the week, there was a big public meeting presided over by Sri S. V. Ramaswamy, B.A., Bar-at-Law, when Sri K. G. Sivaswami, B.A., of the Servants of India Society, Mayanur, spoke on "Education towards rural uplift". In the end, there was a performance on flute by Sri S. Chennakesa Bagavathar. Prizes were also distributed to the winners in the various matches. With a vote of thanks proposed by Vidwan D. Veeraraghavan, the week came to a close.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND

(Registered under the Societies Registration Act and the Indian Companies Act).

*Proceedings of the Extraordinary General Body Meeting held on
5th November 1939 at 11 a.m. in the Hindu High School, Triplicane.*

An Extraordinary General Meeting of the Fund was held on Sunday, the 5th November 1939, at 11 A.M., in the Hindu High School, Triplicane, Madras, with Sri M. S. Sabhesan, the President in the chair.

35 Members were present.

Sri V. Srinivasan, the Honorary Secretary, read the notice of the meeting, dated 30th September 1939.

The President made a statement regarding the circumstances under which the Extraordinary Meeting was called.

The amendments to Rules recommended by the Board were passed unanimously—(Vide enclosed sheet).

The following resolutions recommended by the Board were passed unanimously :—

- (1) Resolved that the Fund be registered as an Unlimited Company under the Indian Companies Act
- (2) Resolved that the Board do take such steps as are necessary to register the Fund under the Insurance Act
- (3) Resolved that the expenses incurred in connection with the registration of the Fund under the Indian Companies Act and the Insurance Act and consequent re-organisation be met out of the Reserve Fund
- (4) Resolved that the Board be authorised to cancel, modify or add to the existing rules, as it may become necessary, to comply with the provisions of the Indian Companies Act and the Insurance Act, provided that the benefit claims of members are not in any way reduced
- (5) Resolved that, in view of the suspension of life assurance business consequent on the proposals for re-organisation and registration under the Insurance Act, the provisions under Rule 6 (2nd para) be waived, and that such of the applicants for admission to the Fund as have made part payments after 30th of April 1939, but have not been admitted before 30th of September 1939, may be admitted as members provided that the balance amount is paid not later than a period of three months from the date of registration of the Fund under the Insurance Act.
- (6) Resolved that the assets of the Profession Fund Account (including the loan advanced to the S.I.T.U.) as on 31st of December, 1939, be handed over to a Trust consisting of the Board of Management of the Protection Fund

and the Working Committee of the S.I.T.U. with the President of the Union as the President and the Secretary of the Protection Fund as the Secretary of the Trust, to carry out the object of the S.I.T.U. as contemplated in the Rules of the Protection Fund, and that the amounts to the credit of the Profession Fund Account every year be transferred to this Trust at the close of the year..

The Secretary proposed a vote of thanks to the President and to the authorities of the Hindu High School, Triplicane.

The meeting terminated at about 12 noon.

520, High Road,
Triplicane,
6th Nov. 1939.

M. S. SABHESAN,
President.
V. SRINIVASAN,
Hon'y. Secretary.

The following additions, deletions and alterations in the annexed Rules of the Fund have been made :—

RULE 3. MEMBERSHIP: Insert a new paragraph between the first and second existing paragraphs as follows:—

'Each member shall contribute to the Protection Fund hereinafter provided, and all contributors to the Protection Fund, shall be members and none others'.

RULE 7 (e). CLASSIFICATION: Delete the words 'as well as....at the close of the year' in the second sentence.

RULE 10. ELIGIBILITY. 3RD LINE: Delete 'five' and substitute 'three'.

TABULAR COLUMN: 3RD LINE, 3RD COLUMN: Delete 'Nil' and substitute '20.'

TABULAR COLUMN: 4TH LINE, 3RD COLUMN: Delete 'Nil' and substitute '30.'

Delete the footnote and substitute: 'Rule 19 (c) provides for the addition to these guaranteed amounts bonuses as are declared after actuarial valuation'.

RULE 14. PAYMENT OF DUES: Add the following :—

'(g) If a member makes default of any kind after he has paid all subscriptions and call money for a period of three consecutive years at least, his certificate shall not lapse by reason of non-payment of further subscriptions, contributions and call money and shall, notwithstanding such non-payment, be kept alive to the extent of its paid-up value, which shall bear to the scale of benefits set forth in Rule 10 and applicable to a member who is paying his contributions without default the same proportion as the total of the call money already paid bears to the total of the call money payable under the certificate'.

'(h) No reinstatement, however, of a certificate on which default has taken place shall be permitted after one year after the default'.

RULE 18. APPOINTMENT OF THE BOARD OF MANAGEMENT: Add as the last sentence the following:—'The Board of Management means and includes Board of Directors.'

RULE 23. GENERAL MEETING: Delete the last sentence in the second paragraph and substitute the following:—'At least 30 days' notice of every Ordinary General Meeting, and 15 days' notice of every Extraordinary General Meeting, specifying the day, place, hour, and business of the meeting, shall be given by notice sent by post, messenger, or otherwise to the registered address of every member'.

RULE 24. 2ND PARA: 3RD SENTENCE: Delete 'fifteen' and insert 'seven.'

The following announcements are made in compliance with Rule 11 (1) (a) (b) and (c) of the Insurance Rules, 1939:—

- (a) The certificates (life policies) of the Fund cover the contingencies of death or the survival of periods as may be stated in the certificates.
- (b) No rebates are offered.
- (c) Section 41 of the Insurance Act IV of 1938 lays down that—

No person shall allow or offer to allow, either directly or indirectly as an inducement to any person to effect or renew an Insurance in respect of any kind of risk relating to lives or property in India, any rebate of the whole or part of the commission payable or any rebate of the premium shown on the policy, nor shall any person, taking out of renewing a policy, accept any rebate, except such rebate as may be allowed in accordance with the published prospectuses or tables of the Insurer.

Any person making default in complying with the provisions of this section shall be punishable with fine which may extend to one hundred rupees, unless the default is made by a person effecting or renewing a policy, in which case he shall be punishable with fine which may extend to fifty rupees only.

The Fund was registered under the Indian Companies Act on 6th November, 1939.

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of the undermentioned two members and their nominees will be paid the amounts noted against them on receipt of the claim paper in order.

R. No. 35 Mr. S. Jayarama Iyer, National College High School, Trichinopoly, died on 29-10-'39 at the age of 44. Claim amount Rs. 316-4-0.

R. No. 03. Mr. N. Natesa Iyer, Municipal High School, Villupuram, died on 8-11-'39 at the age of 48, claim amount Rs. 602-8-0.

520, High Road,
Triplicane,
10th November, 1939.

V. SRINIVASAN,
Hon'y. Secretary.

THE TEACHERS' BOOKSHELF

Uttara Para Lecture of Sri Arabhinda Ghosh. Translated in Tamil and published by Kulapathi Sri P. A. Subramania Iyer, B.A., L.T., No. 84, Big Street, Triplicane, Madras.

People may sometimes wonder why distinguished personages like Sir Akbar Hydari make it a point to do periodical pilgrimages to Pondicherry to have the darshan of Sri Arabhinda Gosh. The answer to that puzzle would be found in the book under review. Even the most confirmed agnostic would be convinced about the sincerity of the utterance of a person who like the Rishis of old was blessed with what is called Sakshatkara or direct vision of God. Ramakrishna Paramahansa, Mahatma Gandhi and Ramana Maharishi might be stated as examples of others who had the same vision and who speak therefore on God with the same strength of conviction.

This Uttarapara Speech is a revelation to us ordinary members of humanity and is the communication of a revelation which the author himself had. Sri Arabhinda starts with the intention of talking on Hinduism and changes his topic to giving an account of the revelation he had in jail. While he was on it after he had paid a deserving tribute of Bipin Chandra Paul, the great servant of India, he again changes the topic in obedience to the Divine command and goes on to give an account of his spiritual experiences. He starts with a confession that he did not know the purpose of God in cutting him off from the field of intense activity for the liberation of the Mother-land. He is frank enough to confess that in those days he was full of egoism and believed that very few others would be able to accomplish his work. Then he gives his great experience in jail and his hearing the message of God that he must study the Gita and practice the true Gita spirit and be God's chosen instrument for carrying on His work in the country. He tells us how during those days of intense introspection and contemplation upon God the principles of Hinduism about which he had only vague knowledge were revealed to him. He realised that Hinduism is an actual fact Sanatana Dharma as the old Rishis called it embodying unlike other religious principles that are eternal and applicable to man-kind all over the world. He realised that India is to be uplifted with an unselfish motive not in order to domineer over other countries but to become God's chosen instrument in popularising the real Sanatana Dharma amongst all sections of humanity.

There are very many inspired passages and it is so difficult to choose where the general level of excellence is so high. Still the following passages might be mentioned as reaching the highest quality of spiritual fervour. The passage giving the spirit of the Gita on page (11); the passage about high destiny of India given on page (12) and above all the passages on pages (14) and (17) where like Arjuna in chapter (11) of the Gita he saw Vasudeva everywhere.

Kulapathi Sri P. A. Subramania Iyer has rendered a great service to Tamilians by translating this inspired speech in easily understandable Tamil and publishing it at a cost within the reach of the poorest. Copies of this book are available with the publisher at 84, Big Street, Triplicane. Price per copy 0-0-9. (Nine pies only). Those who send postal stamps of 0-1-6 annas value will receive a copy per Book-post paid.

S. K. Y.

Naganathan at School. By Glyn Barlow. Published by Messrs. K. & J. Cooper, Bombay. Price Rs. 0-14-0.

This is a reprint of an old favourite with High School boys. How old the book is, is indicated by a passage on page 27 where there is a reference to a half-anna stamp embossed envelope. This half-anna envelope was in existence about quarter of a century ago.

The book gives an account of the progress made by a young village boy Naganathan, who after completing his studies in his village middle-school goes to a neighbouring town to complete his high school education, and there he is subjected to the temptation of the place and finally fails in his Matriculation examination. But instead of returning home broken-hearted Naganathan goes to the city of Madras and begins life as a cooly earning a pittance. In course of time, however, fortune smiles on him and the story ends with Naganathan leading a happy life as a prosperous contractor and a District Board Member.

It is a good picture of South Indian life and of the educational system as it was in existence about quarter of a century ago. It was a great favourite with boys of South India at the time of its publication and we hope that it would continue to be that.

S. K. Y.

Sri Krishna Jananam. Selections from the 10th Skanda of Srimath Baghavam; published by Sri V. K. R. Achariar, B.A., B.L., Retired District Munsiff, West Mambalam, Madras; price As. 4, including postage As. 6.

Mr. Achariar is to be congratulated on his laudable attempt to make Sanskrit easy to be studied by one's own help. About two hundred verses from the most popular portion of the most popular Purana, the section dealing with the incarnation of Bhagavatha are taken and annotated. So far so good and we have nothing but praise for the author.

The author's ingenious attempt to get over the shortcomings of the Tamil alphabet by devising new symbols for the various sub-divisions of a particular Varga cannot be considered to be very successful as the typographical peculiarities are not easily discernable. Very much better is the attempt popularised by some publishers of putting small numerals above a particular symbol to indicate, whether it is to Khara, Atikhara, Mrudu, or Ghosha. 1, 2, 3 and 4 standing for them respectively.

The author has taken considerable pains to explain the rules of Sandhi, the co-alescing of sounds in Sanskrit. In the text itself he has given the combining words separately and has also indicated how they would combine.

The notes given are above the understanding of the average reader. Pages 178-79 and 188-89 contain the formula for various forms of verbs and nouns and for their conjugations and inflections.

There is no royal road to the mastery of Sanskrit. The rigorous discipline taken for granted in the study of Siddharupa and Dhathurupavali cannot be got over by short-cut methods. We congratulate the author on his first attempt to make Sanskrit popular and his enthusiasm deserves appreciation and encouragement. But we look upon this as only an experiment and we hope that the author will learn by what we call the Trial and Error method and find out for himself what is the best method for popularising Sanskrit.

S. K. Y.

Prose Selections with Exercises. Second year: published by Messrs. Macmillan & Co., London, price 1sh. 9d.

We had the pleasure of reviewing the first years' course in the June number of the magazine. The Second year course is the continuation of the same and is pitched in a slightly higher key. As usual there are selections from well-known classics and childrens' favourites like the "Gulliver's Travels" and the "Book of Golden Deeds." The element of romance so dear to children is to be found in "A Perilous winter in the Antarctic" or in the delightful episode about David Copperfield's running away. The special feature noticed on the list, i.e., of modern Broadcast Talks being introduced is continued and the subject is of great scientific interest, namely, the Eruption of a volcano. There are helpful notes and directions for useful study at the end of each lesson. We have to add as we did with regard to the first book that though the book is intended for students whose age is 12-13, in this country it can be used only by students about three years older.

S. K. Y.

Report of the Work of the Education Department, London, for the year 1937-38.

This annual publication by Dr. Thomas Quayle, Secretary to the High Commissioner, Education Department should be of great interest to educationists of India. We are glad to be told that the number of students pursuing post-graduate studies in the United Kingdom shows a tendency to increase. As the Educational Director and the High Commissioner remark Indian parents will do well to realise that there is no use in sending immature youths with no special aptitude or definite aim. Post-graduate students on the other hand have proved their worth in that country and are in a position to derive the fullest advantage from the facilities for further study which may not be easily available in this country.

We are glad to note that the number of women students is on the increase, and most of them seem to be taking either medicine or Education though some take to pure science. Another matter for gratification is the record of success achieved by Indian students not only in their educational career but in the field of athletics as well. We are glad to be told that our students in England including women "recognising the vastly increased opportunities for public service awaiting them when they return home to the rapidly changing India" are taking interest in social-service activities along side of their academic course.

The sections dealing with social and welfare work and the general observations of the Director are particularly interesting.

It is hoped that Indian parents will realise that it is wastage of money to send their children to England provided an equally good course is available in India and that students should be sent only for securing qualifications which cannot be secured in Indian Universities. India a comparatively poor country is spending half a million pounds every year on our students living in the United Kingdom. Every pie of it should be properly utilised. The High Commissioner and the Education Director deserve the thanks of India for the good care they take of our students in England.

S. K. Y.

Bihar Mass Literacy Campaign. Report of the first year's work: 1938-39.

"India has deliberately chosen democracy as the path of her political and civic development. If we are to work out our choice to its logical conclusions, and fulfil our political destiny, democracy in India must be rooted in the masses of India." The above quotations taken from the introduction to the report serves as an exposition of the motive for the campaign of mass literacy which was carried out in Bihar, and whose results are embodied in the report under consideration.

The movement started with an appeal by the Minister for Education issued in the middle of March 1938 calling upon the students and teachers of the province to devote their attention during vacation to the liquidation of the illiteracy of the masses of the province. In response to this appeal professors of colleges and teachers of schools in Patna organised a public meeting which was addressed by the Hon'ble Minister for Education. A mass literacy Committee was formed, and the lecture on "Some Random Thoughts on our Educational Outlook", in which the students at their meeting agreed to co-operate whole-heartedly. The whole month was spent in the formation of the actual plan of work, preparation of charts and primers, enrolment of volunteers for the work and in getting them trained.

From May when the campaign was started upto October 1938 the movement passed through what the report calls its first phase. The volunteers both primary school teachers and college students had to work hard and fight not only with the apathy of the literates but occasionally against the opposition of the leaders of the village. But the good work done in May and June continued even though there was a set back in July with the re-opening of schools and colleges. The revenue officers of the Province evinced considerable enthusiasm and philanthropic gentlemen came forward with practical assistance in the way of getting books and charts printed.

From November onward the movement entered its second phase during which period over and above the general work that is being carried on all over the province, about twenty centres were opened for intensive campaign the ideal being that every illiterate male adult between the age of 15 and 40 be made literate within six months. There is a Committee in charge of the work in the province as a whole with a provincial executive Committee, and there are District Committees and Taluk Committees and Committees for smaller areas.

We are glad to be told that up to 31-3-1939 over 14,000 centres were working with over 10,000 teacher volunteers and about 5,000 non-teacher volunteers. Three lakhs of people were brought within the range of literacy campaign and according to the rough test employed about half of them are declared to be literate. It is interesting to note that the response from Harijans throughout the province has been encouraging.

The work among women of the province has not been so effective owing to the paucity of lady workers. Jails, factories and other centres of large population were taken on hand and the authorities co-operated effectively.

As a result of the mass awakening the need for the formation of village libraries is being felt and we are glad to note that the Government have planned to start 2,500 village libraries each containing 200 books dealing with topics that would be of interest to the villager in his daily life. The cost of the campaign during the two phases has been barely a lakh and a quarter for which the Government contributed nearly two-thirds.

The success so far achieved is encouraging but the task waiting to be done is still huge and the report appeals for co-operation not only from the members of the

Education Department but from other Departments and from the general public. And we hope the appeal will be responded to.

Other provinces have got a lesson to learn from this work efficiently done and we hope that ere-long a similar campaign will be launched in our province as well.

S. K. Y.

Through Elizabethan Eyes. Published by Cambridge University Press, price 2s.

Literature is being recognised more and more as the reflection of the genius of a nation, and in the books of every epoch literary tendencies exhibit themselves. So far as England is concerned we see that the Drama, the Essay and the novel and other forms of literature have been coming into prominence at particular periods and have been serving as nations' mouth-piece.

The Elizabethan period was rich in its literary out-put and the most outstanding channel of expression of the literary genius of the nation was the Drama.

There are two schools of criticism about the Drama, one school holds that it is a purely objective production, and the other thinks that in spite of its objective appearance it is merely the expression of the author and his age. Whatever be our opinion on the matter there is no denying the fact that a knowledge of the age in which dramatist lived the people amongst whom he lived, their ideas, hopes and aspirations, is of invaluable help in understanding the literature of the period. The book under review gives in a small compass many facts about Elizabethan England.

The student of University class may go to bigger books like Prof. Raleigh's, *Shakespearean England* or the author's own bigger book on the subject, of which this is only a condensation. But even the high school student who reads extracts from Shakespeare plays and the average English high school student who reads other forms of English literature of the Elizabethan period will be helped considerably to understand what he reads by this book under review, which deals extensively both with various phases of English life both in the country and in the city of London which then, as now, was a very important centre of English life. We commend this book to students and teachers of schools and to school libraries.

S. K. Y.

Stories to tell in the Infant School. By Roselin F. Cole; Published by Messrs. Macmillan & Co., Ltd., London. Price 2sh. 6d.

This is a delightful collection of nice little stories to be narrated to little children and the author is to be congratulated on her rich poetic imagination which enabled her to write out all these original stories. They are what such stories should be, short, having a central point of interest and genial humour about them. The well-known device of lengthening the story by a chain of incidents of the same nature as in the popular nursery story of the Tamilnadu called "Kosha Kosha Kanre" i.e., "O Fat little calf!" is freely resorted to as in the story of the Magic Drum, the Giant and Father Sparrow.

All things take place in a romantic world inhabited by elves and fairies, wizards and wise-women to which the keen imagination of children give them easy access.

We wish that similar bright little stories would be written for the entertainment and edification of the children of this country as well.

S. K. Y.

Poetry and Appreciation. By A. F. Scott, published by Messrs. Macmillan & Co., Ltd, London. Price 3sh. 6d.

As the author makes it clear in his preface this book is intended to serve the pupils of Sixth Form in the difficult but very necessary art of poetic appreciation. English literature is taking the place of the old classic in England and in order that its study may have the same intellectual value it must be done with the rigorous discipline which characterised the classical studies. Such a course of intensive study and general appreciation is attempted in this book under review. It is divided into two sections. The first section has 87 poetic selections from Langland and Chaucer down to living poets of to-day. Each selection is followed by suggestive questions which can be answered with the help of general notes on the various kinds of poetry and prosody and the chief poetic devices, various English metres and main features of poetic language and style given at the end of the book.

If the first section has been carefully gone through in the manner intended by the author, it must be possible for students to attempt the second section where poems 42 in number are arranged in more or less chronological order. But no information is given about the authors. The student is expected by intensive study of the general features of the poem and the introductory note on the development of English poetry down the ages to easily assign the poems to authors.

In these days of increasing importance of science even the study of literature takes a scientific turn and just as a Botanist and a Zoologist would examine various specimens of plant and animal life, study their characteristics and classify them, the student of literature is expected to go through a similar disciplinary course.

The book though intended for Sixth Form students in England will be found very useful by the Under-graduates of Indian Universities. Those amongst them who take to the study of English literature as their special subject will do well to subject themselves to the discipline of intensive and carefully planned study of poems as indicated in the book.

S. K. Y.

Looking Back. By Prof. D. K. Karve; published by Hindu Widows' Home Association, Poona, 4.

We take it that there are very few cultured persons in India of today who have not heard of Prof. Karve and his Indian Women's University. Prof. Karve has laid the world under a deep debt of obligation to him by publishing his autobiography. The story of his struggles against difficulties and of his triumphant achievement.

Sri Karve thinks that he is a man of rank and file and his story will be the source of encouragement to other people of the rank and file. But Mr. F. J. Gould who writes preface to the volume has aptly characterised him in the following words. "He had the Arjuna gleam in his Brahman eyes, the gleam that tells—not of dreaminess which only dreams, but of dream-genius that frames a noble conception and proceeds to plan, with concentration and business capacity schemes for the service of humanity, and goes out into the wide world and realises the plans. And India and civilization whisper blessings on this aged hero's name" Sri Karve was born in 1858 and is an octogenarian today. He was born of a poor Chitpawan Brahmin family in the village of Murud and had his course of elementary education in the village and his highest ambition was to pass the vernacular final examination. The story of the heroic adventure of young Karve and his friends who walked 110

miles in order to present themselves before the Commissioner of Examinations at Sitara reads like a romance. Sri Karve was eighteen years old before he learned the English alphabet. But once started he went on steadily up the educational ladder. While studying in school he earned a mere pittance of two or three rupees by private tuitions which went to augment his very slender resources. He entered college as a youngman of 27 and during his college days at Bombay and before his settling down in Poona he passed through very hard times. He was asked to join the Deccan Education Society and he worked his full term there. His marrying a widow as second wife (He was married to his first wife when he was very young and she died about a year later) was a momentous step in his life. But he took that step deliberately. In those days widow re-marriage was vested with harsh punishment by the orthodox section and many were the humiliations that Prof. Karve willingly underwent. In 1896 he started the Hindu Widow's Home and later on the Mahila Vidyalaya for imparting high school education. His various institutions have now been amalgamated. The idea of the Women's University was first adumbrated by him in 1913. It was the accidental receipt of a pamphlet giving a brief account of Japan's Women University that fired him with the ambition of founding a similar University in India, and the rest of his life has been devoted to that purpose. Starting in a humble way and depending upon himself and a few fellow-workers he carefully nurtured it in its earlier stages. It is now called Shreemathi Nathibai Damodher Thackersey Indian Women's University because of the princely gift given to the University by Sir Vithaldas Thackersey. There was a period of great anxiety when owing to the technical objection it looked almost as if the gift would not be realised. But it has all ended well and visitors to Poona can see today the fine building in which the Women's University is lodged just outside the city precincts.

Prof. Karve started for a world tour in his 71st year and later on undertook a special tour to Africa. He has been keeping account of every pie that he earned and spent which shows what an extraordinarily careful man he is. His life set forth in very simple way in this book should be an inspiration to all especially to the young who have taken to the profession of teaching. We cannot conclude this brief study more appropriately than in the concluding words of the preface: "The great French philosopher Auguste Comte said that woman is the true type of the human race. Hence the progress of womanhood is the purest and surest test of the progress of civilization. A magnificent instinct has moved Prof. Karve to the activity and devotion of a long lifetime in the endeavour to give an Indian realization and embodiment to this vital principle. In doing this he has served Poona; he has served India; he has served Asia; he has served humanity."

S.K.Y.

My Story: The Autobiography of a Hindu Widow; by Mrs. Parvati Athavale; published by The Hindu Widows' Home Association, Poona.

In chapter 16 of Prof. Karve's autobiography mention is made of Parvati Bai Athavale younger sister of Sri Karve's second wife, who joined him in his work when starting the Women's Association at Hingne outside the limits of the city of Poona. The lady herself has set forth the main incidents of her life in the Marathi book which has been translated by Rev. Justin E. Abbot, D.D. who was working as a missionary in the Maharashtra.

This story is equally romantic and equally inspiring. Born of an orthodox family in an out of the way village Parvati had no education except the training at home for looking after the family work. "If we girls learned how to properly

arrange for the worship of the idols, how to pound and shell the rice, how to properly remove the plates on which the family had dined, and how to bathe and care for the younger children, we were thought to have obtained all the education that was necessary for a girl." There is plenty of heridity to explain her forward tendency. Her father though very orthodox was a humanitarian and was prepared to offer drinking water to the untouchables at all hours day or night which was a very daring act in those days.

She was married when young to a poor Brahmin who was lame and was earning fifteen rupees as a clerk. She had three children by him but of that the first and the third died immediately after birth. The second a son by name Narayan is now the Registrar of the Womens' University, Poona.

Her married life was not long. She returned after widowhood to her paternal home where unfortunately her two other sisters had also come as widows. But the situation cleared a bit when the eldest of them was re-married to Prof. Karve. It was through Sri Karve's exertions that Parvati was induced to go to Poona and study Marathi. She qualified herself for a teachers certificate, and when Prof. Karve started the Widow's Home she was attached to it as a worker and in a brief interval of four years she continued to be connected with that institution which has grown from humble beginnings to its present position.

The chief work that she did for the institution was to tour the country and appeal to people for subscription for the Widows' Home and the Womens' University. Though she was ignorant of English and new for the Maharashtra she was able to tour almost throughout India and it is gratifying to note that on an average she was able to collect three to four thousand rupees every year and her total collections during about 20 years amounts to sixty to seventy thousand rupees, a very notable achievement for a helpless widow who travelled all alone. During the course of her travels she seems to have come to our province as well and what she observes about the conditions of Temples and Mutts in Udipi and Malabar deserves to be noted. (Page 45).

All these years she remained a widow quite orthodox not even interdining with re-married sister and getting her head tonsured. It was only in 1913 when she was 43 years old that she thought of giving the tonsured and it was just at that end that she began to pick up some English. During the years 1916-20 she went to America more with a view to pick up English by living in the English speaking house and many were the difficulties she had to encounter.

She has her own independent views on the sort of education necessary for girls and she is strongly of opinion that it should not be a mere duplication of the education given for boys. Nor is she in favour of absolute equality to man and woman in all walks of life and the women being compelled to earn her livelihood. She feels that the home is the women's true sphere and family life ought to be preserved unimpaired and she is for giving our girls such education as would enable them to make their homes attractive.

The story of an ordinary widow who by dint of perseverance and single-minded devotion to duty was able to do so much is very inspiring and we hope it will be translated in all the Indian languages so that millions of women of our motherland may be inspired by this worthy example.

S.K.Y.

EDITORIAL

EDUCATION WEEK

Elsewhere an account of the celebrations of the Education Week observed throughout the presidency is given. For want of space it is not possible to publish in full the matter received from various centres. We have no doubt that the proceedings will be read with great interest by all those interested in Modern Education. The celebrations were held in very many centres from the distant Waltair on the North to Pattamadai in the South. A note-worthy feature is the interest which some Elementary Schools have shown in the celebrations. It is refreshing to notice that in many centres the citizens in the locality including Government servants and Lawyers have freely co-operated with the local Committees. The opinions they have expressed in regard to Educational Reorganisation must carry considerable weight, and teachers will do well to examine the several points of view presented by them. If the good influence of the Education Week should be lasting it is very necessary that the various centres should have a programme of follow-up activities. Parents also are seen to have taken part in the celebrations and the leaflet prepared by the Central Education Week Committee for the perusal of parents seems to have been well received. It will be good if the various centres should send us suggestions for the improvement of the programme of the Education Week. Teachers and schools need not be told that education can make progress only with the intelligent co-operation and support of the public and the parents. Will the public continue to complain that the expenditure on education is mounting up if it be given opportunities to realise that this expenditure though high is not high enough for the great nation-building work? It is therefore primarily the duty of the teaching profession to make even the man in the street realise that the expenditure on education is a worthwhile investment. That this expenditure is very necessary will be easily understood and accepted by the public only if it be impressed with the work done in schools. It is the object of the Education Week to make the public realise the responsible nature of the task the schools are called upon to undertake and the strenuous efforts they have been making towards the all round development of children. We hope that this Education-Week-consciousness will become province-wide and that every school will have a well-thought out programme of its own which will appeal to the imagination of the people and bring home to them the goal and requirements of modern education.

SECONDARY EDUCATION REORGANISATION CONFERENCE

The attention of our readers is invited to the short note on Secondary Education Reorganisation Conference contributed by the President of the Union, Sri S. K. Yegnanarayana Iyer and published elsewhere. This note contains a brief account of the Conference and the president has tried to explain how certain points of importance have not been taken into consideration in the Conference. Our readers will no doubt desire to know the recommendations made by the various Sub-Committees. We regret it has not been possible to publish these recommendations since they run up to about 25 pages of typed matter. The recommendations are now before the Government and we do not know what action the present Government may choose to take. It is, however, necessary that the profession should have an idea of the recommendations in a general way. It has been suggested that the recommendations may be published as a special leaflet by the union and be made available to all the constituent associations and schools at cost price.

Our readers will be glad to know that Committees were appointed for (1) Vocational Courses (2) Middle School Course and Literary part of Vocational Courses (3) Pre-University Course and (4) Physical Education. The Committee for Vocational Courses has with the help of a number of sub-committees given suggestions for as many as 18 courses such as :—

- Vocational Course for Ministerial Service.
- Vocational Course for Teachers' Training.
- Vocational Course for Travelling Agents and Salesmanship.
- Vocational Course for Civil Science.
- Vocational Course in Pottery.
- Vocational Course in Leather Work.
- Vocational Course in Textile Subjects.
- Vocational Course in Book Binding.
- Vocational Course in Tailoring.
- Vocational Course in Engraving.
- Vocational Course in Wood Work.
- Vocational Course in Drawing and Design.
- Vocational Course in Metal Work and Electro-plating.
- Vocational Course in Carpentry and Rattan Work.
- Vocational Course in Printing.
- Vocational Course in Electrical Engineering.
- Vocational Course in Mechanical Engineering.

The details given under these Vocational Courses are very interesting and they will give the profession an idea as to the great scope, there

EDITORIAL

is for the training of students in the Vocational courses. The recommendations in respect of the Middle School Course and the Pre-University Course have already been brought to the notice of associations in some form or other and criticisms have already appeared in the press. The Middle School Course is to be a uniform course for all and there is bifurcation after the Fourth Form.

As has been pointed out by the President of the Union in his note every one will naturally begin to ask what financial provision is proposed to be made by the Government. Vocational Courses cannot all be started one fine morning, and very few of the existing schools can command the necessary resources. Mere inclusion of Vocational Courses in the scheme is only the first-step. Again many of our public men have their own doubts about the possibilities of running the Vocational Courses with the existing teachers. It may be that existing teachers cannot undertake instruction in Vocational Courses all at once. But the authorities and public men do not tell us how they propose to deal with the problem. They will do well to remember that many of the young teachers in schools are prepared to undergo a course in suitable vocational subjects so as to qualify themselves fully for the work. If public men and authorities mean business they will have to think out a plan of refresher courses for the training of suitable teachers. It is hoped that Government will also undertake a survey of the existing schools with reference to their resources, equipment and programme. They will have also to get into touch with the management and find out how far the managing bodies will be able to bear the burden and co-operate with the authorities in regard to reorganisation. A reorganisation of schools cannot certainly be undertaken all at the same time, and it will be some years before reorganisation programme is completed. But wastage will be avoided and the courses will have a chance of bearing fruit if a definite plan is decided upon on the basis of the existing resources and the future needs. The importance of reorganisation has been pointed out by the Government of India; and the Director of Public Instruction, Madras, has again and again referred to the necessity for reorganisation.

As matters stand at present it is for the Government to adopt a definite line of action in regard to reorganisation. We, therefore, are eagerly awaiting the step that the Government is likely to adopt in regard to this big question. What the Government may choose to do will perhaps be indicated in the budget for the coming year.

A GREAT EDUCATIONIST

We have great pleasure in extending on behalf of the teaching profession of South India a cordial welcome to the distinguished

ed educationist, Dr. Maria Montessori. Madras teachers are fortunate in having now in their midst such a distinguished educationist whose contribution to education is admitted to be unique. We are glad to learn that the S.I.T. Union is taking steps to give a reception on behalf of the teaching profession to Dr. Montessori in December 39. We understand that Dr. Montessori has been pleased to agree to deliver a course of three lectures for the benefit of teachers in general in Madras in December 39. This course of lectures is, we understand, arranged at a weekend so as to enable the teachers from the mofussil to go to Madras and have the benefit of the course. We do hope that representatives of teachers' associations and schools will find it possible to go over to Madras and take advantage of the facilities which the S.I.T. Union and the Madras Teachers' Guild have been able to provide through the kindness of Dr. Montessori. The attention of our readers is invited to the notice published elsewhere in this connection.

PUBLICATIONS OF THE LEAGUE OF NATIONS

The 1938 issue of the ARMAMENTS YEAR-BOOK

of the League of Nations is the only publication in the world in which it is possible to find all essential information published by Governments, or obtained direct from Governments, on the armed forces of nearly every country in the world.

In the case of land armies, air forces, navies of national defence expenditure, figures for 1938 (or 1938-39) will be found for the majority of the countries.

1114 pages (bound in cloth) .. Rs. 17-3 postage extra.

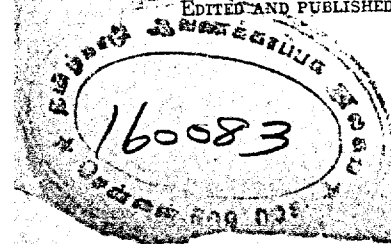
The **STATISTICAL YEAR BOOK OF THE TRADE IN ARMS & AMMUNITIONS** which is now in its fourteenth year of publication, contains information concerning the imports and exports of arms, ammunition and implements of war of 60 countries and 64 colonies, protectorates and mandated territories. The statistical information covers, in general, a period of 5 years ending with 1937.

340 pages .. Rs. 8-10 postage extra.

Authorised agents for the publications of the League of Nations:—

1. League of Nations Delhi Office,
4, Curzon Road, New Delhi.
2. The Book Co., Ltd.,
College Square, Calcutta.

PRINTED BY G. SRINIVASACHARI, B.A., AT THE G. S. PRESS, MOUNT ROAD, MADRAS AND
EDITED AND PUBLISHED BY S. K. YEGNANARAYANA IYER, M.A., FOR THE S. I. T. U., AT
520, HIGH ROAD, TRIPPLICANE, MADRAS.



160083
T-21, N30
N39-12-2-5