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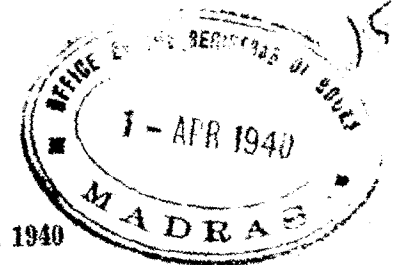
Vol. XIII

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The South Indian Teacher

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



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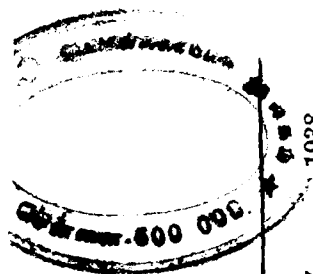
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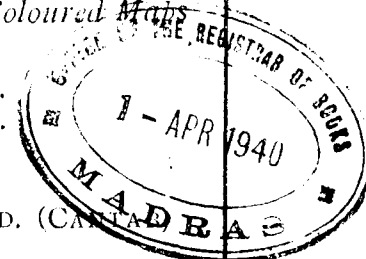
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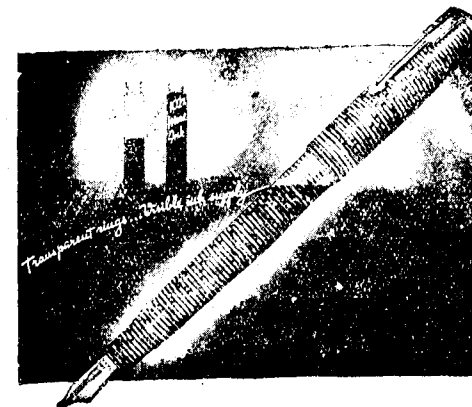
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THE SOUTH INDIAN TEACHER

Vol. XIII

February 1940

No. 2

LECTURE III. THE DECIMAL SYSTEM

BY

DR. MONTESSORI

One of the first difficulties that are found in our elementary schools is that in the teaching of numbers. I wish to state at the outset although it may seem to you vainglorious, that the subject in which our children derive joy is the teaching of arithmetic and algebra. What is necessary is to give the children clear ideas from the very beginning. Not only this but special methods of dealing with numbers are necessary. The decimal system is one of the greatest inventions in counting numbers and doing problems. The decimal system like all things which have been invented to facilitate study must be given in its integrity to the children. In the ordinary methods there is always the preoccupation of knowing how to count. What is thought of is a slow process, counting one by one and this kind of progression is very slow. Then come the sounds as something apart with special difficulties, difficulties which are artificial, difficulties which do not exist if the decimal system is applied integrally. We often teach the children in such a fashion as though the facility of the decimal system did not exist at all. In the programmes or syllabuses of school it is stated for instance that in the first year the children should know how to do questions within ten, in the second year within hundred and so on. This progression is very slow especially when we remember that the child comes to the second standard between the ages of six and seven. Without making any further criticism of our present methods I shall show straightaway how the decimal system has to be taught.

The system can be presented to the child between four and five years of age. The first thing to remember in this connection is that the decimal system is given in its function. So the child is not required to learn to count from ten up to hundred and to one thousand, nor is

he required to learn to do sums within twenty and then further on. The child is shown the number ten and he is taught to associate the number (written on a card-board) with space, say ten units of length of a rod, the units being painted alternately red and green. The length is then analysed into parts. The symbols to be learnt are therefore only from 0 to 9. That is the beauty of the decimal system.

After we have given a clear idea of the quantities corresponding to the first nine symbols our aim is not to teach the child how to count but to teach him the functions of numbers in the decimal system. This is done with the help of beads. The beads are in units, tens, hundreds and thousands. The handling of these beads is like play to the children. The function of numbers is explained this way. As long as there are nine beads they have, so to say, freedom. If the tenth bead is added they lose their freedom and become one larger object. Again as long as strings of ten beads remain less than ten they have their freedom as tens. But when ten groups come in they lose their freedom and they are substituted by another object, the hundred beads joined in ten rows of ten beads each. Then we make the idea clear that the ten represented to the child as ten tens and 'thousand' as ten hundreds.

If you think that this method of teaching 'hundred' and 'thousand' is difficult it is only prejudice. The new thing is only a name 100 which is not new; for the child would have heard it being used many times. If you think it difficult for the child to remember the name hundred, how will he remember the names father, mother, brother, sister and so many others? If the child found some difficulty in remembering these names, hundred and thousand, he would say the square of ten and the cube of ten. If he does this, he goes to higher things in Mathematics. We must get rid of the prejudice that thousand is more difficult than hundred. If you look at the question in the same way as the child does, you will see no difference in difficulty between ten and hundred or hundred and thousand. If it is a question of counting the units (of beads) are more difficult than hundred or thousand, because the loose beads are small and liable to slip away whereas the latter are more easily seen and can be felt more easily being of big sizes. Teaching hundreds is the same thing as teaching two things. For instance in 200, we have the words 'two' and 'hundred'. Just as you may have one chair and so on you may have one hundred, two hundreds, etc. For teaching thousands only three objects or three words are necessary. It is no more difficult to count thousands than to count three kings, four priests, and so on. But the beautiful part of it is that there cannot be more than nine kings or nine priests. To learn numbers in this way it may take an hour. To become familiar with it may take one week. This is the deci-

mal system and this is the facility which I talked about in grouping quantities.

There is no difficulty in putting together one thousand two hundreds three tens and seven units. The only thing you have to teach the child is to put the smaller number (on cardboards) upon the bigger ones like this 1 2 3 7.

Addition.

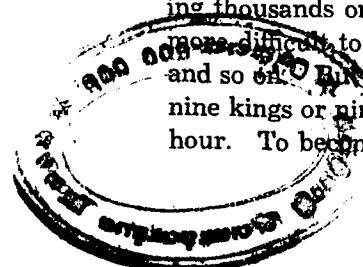
The process of addition can be taught in this way. To each of three children give separate numbers like 2035, 1732 and 3457. Ask the children to pick up the quantities represented by their numbers. (Remember that for four digits there must be four cardboards, for three digits three cardboards, and so on). Here we must keep in mind that we do not teach the children counting but we teach them the mechanism of the decimal system. What is the nature of an addition sum? The sum is only an accumulation of quantities. For adding quantities it is enough if the child knows how to count up to 9. The quantities brought by each child are added counting up to 9 and when ten is reached the loose beads are substituted by a string of ten beads; because when the number of loose beads reaches up to ten, they lose their freedom. In the same way when ten strings of beads are counted they are substituted by the bigger object the square of ten, namely 100 and similarly when we reach ten hundreds we come to 1000. Finally the number on the cardboards corresponding to the total quantity represents the sum of the three numbers.

Multiplication.

If the children brought the same quantities instead of different quantities will there be any difficulty in finding the sum? Only instead of calling the process by the word sum we call it multiplication.

Subtraction

Subtraction is the process of taking away something from what you have. Give to one child a certain number. Another child comes and says that he wants so much. The quantity represented by the number of the first child is taken. The quantity wanted by the second child is taken out of the first quantity. If the units to be taken are more than the units in the first quantity, one ten in it is exchanged for ten loose beads. In this way the quantity to be subtracted is counted out. In every case the counting does not go above ten. After taking out the quantity required by the second child, what is left behind is the remainder. The remaining quantity is correlated with the number on the cardboards and this gives the result. This is not teaching subtraction, but illustrating the nature of subtraction.



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Division.

Subtraction is a partition into unequal quantities and division only a partition into equal quantities. Children are apt to wonder when a quantity say 333 is divided among three children and when the quantities is said to be 111, what has happened to the remaining 222. It must be made clear that every child gets 111 and therefore the quantities are safe.

Miss Brockway who presided thanked Dr. Montessori for the ingenious presentation of the method of teaching arithmetic to children to avoid their tears and sigh in working questions.

Mr. S. Natarajan, the Secretary of the Madras Teachers Guild thanked Dr. Montessori for having been kind enough to address the members in the midst of her strenuous work. He hoped that the presence of Dr. Montessori would result in the women teachers taking an active part in the work of the Guild.

HITLER'S IDEAS ON EDUCATION

[Exclusive Contribution to "The South Indian Teacher", Madras.]

BY

K. N. PASUPATHI, B.A., L.T.,

Kurnool.

Question :—"Who, children, is it in these days who most reminds us of Jesus, through his love of humble people and his readiness for self-sacrifice?"

Answer :—"Herr Hitler, the Fuhrer".

The above is an extract from a scripture lesson to school children that has been in force in Nazi Germany ever since the rise of Hitler to power. Belief in Hitler is being substituted for faith in Jesus Christ. The way in which the German Fuhrer is deified in educational institutions in Germany to-day, the way truth and religion are sought to be banished from young minds in order to foster sedulously an aggressive type of nationalism, the way reason is suppressed and individually of outlook is being ruthlessly stamped out,—all this must compel any reasonable person to revolt against some of the educational aspects of Nazism.

Mein Kampf

Hitler's "Mein Kampf", the most widely-read book in Germany and the "Nazi Bible", as it were, to-day, gives one a fairly accurate idea of the author's conception of the educational system that should prevail in a state. While the reader who peruses the pages of this book cannot help feeling disgusted with Hitler's ideas of attack and aggression, brutality and violence, intolerance and hate, mastery and domination, fantastic racial theories and racial arrogance, iron discipline and blind obedience, and other nauseating sentiments which fill the work, he will, nevertheless, be interested in the author's views on some educational topics such as the importance of physical training and character-development in schools and the methods of teaching history to pupils.

Importance of Physical Training.

It is universally recognised now that the most appalling evil in the Secondary education system is that it is overcrowded with subjects and

curricula and overdone with examinations. The crying need is more physical and moral training and fewer subjects. There is a greater need for a balanced development of mind and body of the school-child, and the development of his character. Secondary education, which has tended to be too much a matter of subjects—and one may well add, of examinations—and too little of education, has to be reformed thoroughly with a view to pay more regard to the pupil's needs and less to examinations.

This evil was found in Germany too, and since the Nazi party stepped into power, attempts have been made to check it. Germany paid far too much attention to mere book-learning, as we have been doing in India. Hence, Hitler saw the need for an overhaul of the educational system, so that the curricula of studies in schools took the requirements of practical life into account instead of simply giving theoretical knowledge "95% of which was useless in after life." As Nazi leader, his great aim was obviously to turn the young people leaving schools and colleges into "Out-and-out militarist Germans." He states in "Mein Kampf" that the German boy's whole education must give him the conviction of "his own unquestioned superiority over others and the invincibility of his race." Ideas such as these might be necessary for Nazi purposes but they detract not a little from the value of the book.

Hitler attaches great importance to physical education. The educational system must produce a proper balance between mind and body. So the state must base its educational work not on the mere imparting of knowledge, but rather on physical training and the development of healthy bodies. The cultivation of the body, character and strength of will, must occupy the first place, while the cultivation of the intellectual faculties came only in the second place. Hitler writes, "A Nation composed of learned men who are physical weaklings, is not capable of asserting even its own existence on this earth."

So, the first aim in education must be to train the bodies of school children systematically from infancy onwards. Hence mere "book learning", a secondary aim much more time than at present should be allowed for physical training in schools—say, an hour in the morning, and an hour in the evening every day. Every sort of sports and gymnastics must be included in the Physical training, so that the pupils would cultivate pluck and endurance and the "spirit of attack". The education given to young people must promote, primarily, physical fitness, will-power and joy in responsibility, while "learning" was only a secondary aim. Hitler says that "it is nonsense to burden young brains with a load of material "by way of mere information or knowledge, as the heaping of such information on the mind of the impressionable pupil must retard its growth and diminish its vitality. He therefore lays less

stress on book-learning and more on the growth of the body and its integration with the mind.

It is now realised by all people that in the education of the young in schools, the physical along with the mental must be brought into the field of education proper. The mind and the body, psychologists say, should be treated as one inseparable unit. What made the Greek Ideal of beauty immortal was the wonderful union of beauty with a nobility of mind and spirit.

Aim in Teaching History

Hitler's ideas on the teaching of history in schools are sound and interesting, though one may not agree with all that he says in "Mein Kampf" on the subject. He holds that the state is an instrument to build up a certain type of culture, and hence his conception of a German national state is founded on race. According to him, the subject of history must be taught with particular attention to race and blood purity. A reform in the methods of teaching history is advocated in "Mein Kampf". The subject be studied not simply to know what happened in the past, but to serve as a guide for the future. History must be taught to serve as a means to this end. The aim of teaching the subject is to make the principal lines of historical development understood and to fulfil the true mission of history—that is, to provide the average man with an amount of necessary historical knowledge to enable him to form an independent opinion on the political events of his own country.

The subject matter of historical study, in schools, according to Hitler, must be considerably curtailed. Only a few dates and names are to be introduced, but it is more important to stress on the main trends of historical development. The essential facts that are of real significance must not be lost sight of, and amidst the mass of date and chronological events, "the inner motivating urge" must not be ignored. A few leading ideas must be well impressed on the pupil's mind by constant repetition. Every school child is to be taught the cultural, economic and political greatness of Germany, so that he may feel a legitimate pride in being a German. Moreover, "the national ambition of children must be set aflame by a few brilliant names and examples of history." Hitler writes that few teachers realise that the purpose of teaching history is to "search for and discover the forces that are the causes of these results that appear before our eyes as historical events." The memorising of dates and facts is not what the student is interested in knowing: it is immaterial to him "when the crown of his fathers was placed on the brow of some monarch", or, on what date a particular battle was fought. The casual connections in historical study must be made intelligible to him.

Hitler's History Teacher.

Speaking of his own experience, Hitler feelingly writes that his "whole future life was determined" by a—professor of history under whom he had the good fortune to study. Dr. Leopold Poetsch, this well-spoken teacher, had in him all the qualities necessary to make him an ideal history teacher. He was full of enthusiasm and had the power to inspire his own enthusiasm in the study of history. "Even to-day, I cannot recall without emotion that venerable personality, whose enthusiastic exposition of history so often made us entirely forget the present and allow ourselves to be transported through the dim mist of thousands of years and transformed the historical memory of the dead past into a living reality. When we were listening to him, we became afire with enthusiasm and were sometimes moved even to tears." (Hitler's "Mein Kampf").

This teacher had a proper conception of the purpose of teaching history. Hence he was able not only to illustrate the past by examples from the present, but he drew from the past, lessons for the present. He utilised, says Hitler, the national fervour, which the pupils felt, as an instrument of their education and appealed to their patriotism. Hence, history became a favourite subject with Hitler, and world history became, to him, more and more an inexhaustible source for the understanding of contemporary events.

The state, according to Hitler, must, reconstruct the educational system in such a way that it will provide every school child general instruction that is essential, that is, the fundamentals of the various subjects, to serve as the basis for an all-round education. While a general instruction in all subjects should be obligatory, specialisation should be left to the choice of individual pupils.

MALABAR TEACHERS' QUESTION

BY

S. T. RAMANUJA IYENGAR

The Malabar Aided Teachers Union is a registered body which was started in August 1934. It was registered in 1938-'39. (Appendix 1).

The Union has got on its rolls 8 taluq unions and a total membership of 9561 representing teachers under all types of aided agencies. (Appendix 2—Classified list of teachers under different aided agencies).

Recognition and Disrecognition.

The Union was recognised by the D.P.I.'s R.O.C. No. 2068 B-39 dated 30-6-'39, under para 1, of G.O. No. 416 Education dated 24-2-'39. The Union was unrecognised for about 5 years. It experienced difficulties in getting recognition. The President of the Union was among other reasons removed by the management he served, it is alleged, at the suggestion of the District Educational Officer, North Malabar. On 1-11-'38 the Union applied to the D.P.I. for recognition but the application was returned by the department in its N. Dis. 4586 B. dated 12-11-'38, with the remark, "it is not clear why the recognition of the Union by the Director is sought for. The Director has not so far recognised any teachers Union." On 1-12-'38 the Union replied to the above but this again was re-transmitted by the D.P.I. in his N. Dis. 5088 B-38 dated 7-12-38. Meanwhile the dismissal of the President of the Union took place, among other alleged reasons, for not complying with the management's direction to give up the Presidentship of the unrecognised Union (Appendix 3 printed pamphlet). On 31-12-38, the Ottapalam Conference of the Union passed a resolution requesting the Government to grant recognition to the Union. On 9-1-39, the Union appealed to the Government against the decision of the D.P.I. On 21-1-39, "recognition day" was celebrated through out Malabar. On 13-2-39, the Secretary of the Union interviewed the Hon. C. J. Varkey at Badagara, and the Hon. Minister promised consideration of the question. On 24-2-39 G.O. 416 was issued. On 10-4-39 the Secretary again interviewed the Minister for Education at Chombala, Kurumbranad Taluq, and representations were made orally regarding the recognition of the Union and the dismissal of the President of the Union. On 1-5-39 a reminder was sent to the Government.

On 15-5-39 the Secretary of the Union received an intimation from the D.P.I. in his L. Dis. 2000 B-39 dated 15-5-39 stating that "no attention can be paid to his letters until the Union is recognised." Later letters were received from both the D.P.I. and the Government directing the Secretary of the Union to address the D.P.I. afresh for recognition through the D. E. O. On 26-5-39 a new application for recognition was submitted to the D. P. I. through the D. E. O. North Malabar. On 2-7-39, after considerable delay and hardships, the Union received its recognition order. Similar difficulties and delays were experienced in the recognition of the Taluq Unions, except in Ponani and Palghat. The recognition thus obtained was lost on 11-11-39 by R.O.C. No. 147 B-39 of the D. E. O. North Malabar and by the D. P. I's. R. C. No. 1 dated 6-11-39.

Union Representations

The demands of the Union are embodied in the Malayalam pamphlet dated 21-9-36, in the memorial submitted to R. M. Statham Esq., D. P. I. in English and in the memorial submitted to the Hon. Dr. P. Subborayan, Minister for Education on 28-11-37. (Appendix 4-copies enclosed). These demands relate to 1. Security of tenure 2. Scale of pay 3. Non-payment of salaries to teachers 4. Abolition of Aided Schools 5. Teaching grants in instalments 6. Provident fund for all 7. Extra teacher 8. Representation of the Union in the D.E.C. 9. Grant of Elementary School Leaving Certificate 10. Intimation regarding the date of the annual inspection 11. Unemployment of trained teachers 12. Management of Elementary Schools 13. School Boards 14. District Co-operative Society for running schools 15. Education through panchayat board 16. Rent grants to managements 17. District Educational Councils 18. Curricula of studies 19. Teachers' Union and Educational Officers in Malabar 20. Training Selection 21. Qualification and age limit of teachers 22. Teachers and Politics. Taluq Unions also had been making representations from time to time regarding arrears of salary (Cannanore Women Teacher's case) and dismissal of teachers (P. Sankaranayar's case, Calicut). Interviews with the D.E.O. North Malabar by the President of the Union were refused. Similar cases of refusal of interviews to local taluq union officers are on record by the local Educational Officers.

Direct Action and Repression

It was in this state that the Union was led into making attempts to demonstrate their discontent by direct action. A hartal was organised. Then boycott of teachers associations against the unhelpful official attitude was begun. Picketing of teachers associations was also begun,

to arrest attention. A general strike was proposed. These were met by withdrawal of recognition of the Unions, cancellation of certificates, suspension of teachers, and termination of teachers services by managements in order to combat the provisions of the service register. Arrests of teachers began and the conviction of teachers followed.

Mediation and Suspension of Education

At this juncture, Mr. V. R. Nayanar began his mediation move. The S.I.T.U. also took part in this mediation and as a result of the S.I.T.U. mediation, and in response to the Malabar Collector's appeal and the Government Communique, the Malabar Union have suspended the general strike, boycott of teachers' Associations, picketing and all direct action, pending redress of their grievances and satisfaction of their demands and release by Government of teachers in jail and under arrest and restoration by the department of the *status Quo Ante* before direct action and restoration by managements of victimised teachers.

RECENT UTTERANCES

INAUGURAL ADDRESS BY PANDIT JAWAHARLAL NEHRU

The following is the full text of Pandit Jawaharlal Nehru's address inaugurating the XV All-India Educational Conference at Lucknow :—

When your friendly invitations to inaugurate this Conference reached me by telephone at Wardha, I hesitated for a moment, but for a moment only, for one may not dally with a long distance trunk call on the telephone. I felt honoured that a body of learned men should have summoned me to their select gathering. For though I have not been a stranger to the halls of learning, for many years my path branched off from them and took me to strange and dusty byways.

Often I had dipped into those wells where lie imprisoned the thoughts and dreams and experiences of past ages, but fate and circumstance conspired together to drag me away from that pleasant and ordered life and cast my lot among the vast unlearned of this country.

VITAL NECESSITY

I met multitudes of men and women, the vast majority of whom had never known school or college, nor had they ever been touched in any way by the education that the State or private enterprise had organised.

I felt attracted by your invitation for what is there more attractive and vital to-day than education? In this warring world, full of sorrow and conflict, with a thousand problems oppressing us, how shall we find peace and a solution for these problems except through right education?

So I have come to you to wish you well and to commend your labours. It would ill become me, a layman and an amateur, to discuss the intricate problems which are meant for experts. But there is danger in the expert's specialised way of looking at things, for he may lose the right perspective and forget to see life as a whole. That danger has to be guarded against especially now when the very foundations of life are challenged and are at issue. What is your objective, your aim in education? Surely you train the rising generation for life. What pattern of life do you envisage, for unless you have that clear picture in your minds, faulty and aimless, and your problems and difficulties will ever increase. You will go on lecturing on navigation while the ship is going down.

IDEAL OF EDUCATION

The ideal of education has long been the improvement of the individual. That ideal must inevitably hold, for without individual advancement there can be no social progress. But even that care of the individual must to-day be considered in terms of the mass of the people or else the enlightened mass. And in any event, is it right or just that a group of individuals should have opportunities of advancement and growth which are denied to the many?

THE ENVIRONMENT

Complex of Prejudice and Superstition.

But, even from the standpoint of the individual, a vital question has to be faced. Can an individual truly advance, except in the rarest cases, if the en-

vironment that surrounds him pulling him back all the time? If this environment is evil or injurious to him, the individual battles in vain against it and must inevitably be crushed by it.

What is this environment? It consists of inherited ideas, prejudices and superstitions which restrict the mind and prevent growth and change in a changing world. It is the pressure of political circumstances that keep the individual and the group in enforced subjection and thus starve his soul and crush his spirit. It is, above all, the stranglehold of economic conditions which deny opportunity to vast masses of people. It is this complex of prejudice and superstition, political and economic conditions that form our environment which holds us in its grip.

ACQUISITIVENESS

Through your educational system you may teach all the well-known virtues, but life to-day teaches something else, and the voice of life is louder and more effective. You may teach the advantages of co-operative effort, but our social structure is based on cut-throat competition, and each one tries to rise on the dead selves of others. The glittering prizes go to him who is most successful in knocking down and crushing his rivals. Is it any wonder that our youth should be attracted by these glittering prizes, and should hold that acquisitiveness is the most desirable quality in an acquisitive society?

We swear by non-violence in this country, yet violence envelops us not only in its more obvious forms of warring nations but in the very social structure in which we live. Out of this violent environment no real peace or non-violence can ever come, unless we change that environment itself.

FORCES OF EVIL

Our educational system, in spite of the ideals which it may profess, is itself an outcome of and a part of this environment. It seeks sustenance from it and, consciously or unconsciously, supports it. Yet if there is anything clear in the world to-day, it is this; that this environment is the cause of most of our troubles, and to leave it as it is, is to head straight for disaster.

Indeed, it may already be too late to prevent that disaster, and the war that is raging in Europe may yet share the edifice of modern civilisation. We shall not escape this tragedy, and even if we survive this general collapse our own problems threaten to overwhelm us, unless we see aright and act aright. Recent events have shown how strong the forces of evil and disruption and narrow minded bigotry are in this country. We have seen also how the dominant political and economic interests resent and combat change.

SOCIAL OUTLOOK

These are larger problems which will not come up before this conference, and yet they affect our education vitally and all our educational efforts will be in vain if these problems do not find proper and early solution. But even apart from the problems of the moment, no educationist can ignore the vital question of what education should aim at in the social and economic sphere. All education must have a definite social outlook and must train our youth for the kind of society we wish to have. Politicians may strive for political and economic changes in order to bring that society into existence, but the real basis of that society must be laid in the teaching of our schools and colleges. The real change will have to come in the minds of men, though that change

can and will be helped greatly by external changes in the environment. The two processes go together and should help each other.

Our present-day social fabric is a decadent and dying thing, full of its own contradictions, and leading continually to war and conflict. This acquisitive and competitive society must be ended and must give place to a co-operative order, where we think in terms not of individual profit but of the common good; where individuals co-operate with each other and nations and peoples work in co-operation for human advancement; where human values count for more and there is no exploitation of class or group or nation by another.

If this is the accepted ideal of our future society then all our education must be fashioned to that end and must not pay homage to anything that is against this conception of the social order. That education will always have to think in terms of the hundreds of millions of our people, and not sacrifice their interests for any group or class. The teacher will then be not just a follower of a profession which gives him a livelihood, but one who has chosen his vocation in the ardent spirit of a missionary in a sacred cause which fills his being.

ROLE OF TEACHER

Recently much thought has been given in India to educational progress and people's minds are astir and expectant. That is full of hope in this world of to-day which has so little hope. You will no doubt consider the new Basic scheme of education. The more I have studied this and watched it grow, the more fascinated I have been by it. Further experience will no doubt bring changes and variations but I have little doubt that we have found in this scheme the path that leads to mass education on the right lines, when education keeps in tune with life and prepares for life. Particularly it is suited to a poor country like India.

TRAGEDY OF INDIA

As I have wandered about India and seen her millions of unhappy, sorrow-laden people, with sunken eyes and hopeless look, I have felt overwhelmed with tragedy of India. Yet I have always sensed the tremendous vitality of our people and felt confident that they will pull themselves out of this miserable condition and recover the bright and happy faces and hopeful eyes that should be the birth-right of every individual. They hunger and have not the wherewithal to eat, they seek work and find none, their bare bodies shiver in the cold, their homes are mud huts, continually tumbling down, bright-eyed opportunity never comes their way.

All this is tragedy and must be remedied. But the greatest tragedy is the killing of the spirit, when there is no hope or sense of adventure or pride left in them. It is this that we have to end before India is reborn.

*"Let not young souls be
smothered out before
They do quaint deeds and
fully flaunt their pride,
It is the world's one crime its
babes grow dull,
Its poor are ox-like, limp
and leaden-eyed.
"Not that they starve, but
starve so dreamlessly,*

*Not that they sow, but that
they seldom reap,
Not that they serve, but have
no gods to serve,
Not that they die but that
they die like sheep."*

UNPLEASANT REALITY

It is pleasant for intellectual and enlightened people to discuss calmly the affairs of a troubled and distant world. They feel secure and well-contented in their limited spheres, cut off from reality. But reality is upon us now and the troubled world is no longer distant but threatens to envelop and overwhelm us. Those who are frightened of this unpleasant reality and seek refuge from it, struggle helplessly and bitterly against fate, and function more and more like marionettes controlled by unseen forces. None of us dare to act in this weak ineffectual way when everything that is worthwhile in life calls to us to clear thought and brave deeds. The world is unpleasant; let us realise it and then, like men, seek to change it and make it a pleasanter, juster place for all of us to live in.

BASIC ENGLISH BY REV. M. G. KUOLT

Rev. M. G. Kuolt began by saying that the introduction of some plan as Basic English with a simplified grammar would achieve much in improving the standard of correct English in schools. He took it for granted that English was to be continued to be taught in the Secondary Schools. The problem of English as a second language was not peculiar to India but it was an international problem found in every part of the English speaking world. In India, the problem had been mooted by Michael West and by the despatch of the Court of Directors even in 1854 and by the Interim Report of the Committee on Vocabulary Selection issued in 1936. Thompson and Wyatt in their "Teaching of English in India," had stated the aims of English teaching as a practical command of the language in terms of ability to write in good modern English on any single topic without previous preparation. It appeared to him that it was a little shortsighted to neglect or belittle the international aim or value in knowing English. English since the last Great War had served as a common medium of communication, goodwill and commercial intercourse and had opened up to the world a wealth of knowledge. What English was doing in the International setting could also be achieved in India in a national setting.

Touching upon the literary and university aims in the teaching of English, the lecturer emphasised the need for a linguistic approach rather than a literary approach at the secondary school level.

Dealing with the tools for the mastery of the English language, Rev. Kuolt enlarged on the need for a practical English vocabulary to promote reading and writing ability. The problem of a controlled vocabulary had been tackled by Michael West through his Readers and also by the Oxford Readers and by the Thorndike Readers. Ultimately, controlled vocabulary meant utility vocabulary. It was in this connection that Mr. Ogden had brought out a basic vocabulary of 850 words, known as Basic English. These 850 words were simply to be practice field. They were developed in the stage of expansion into a vocabulary

running upto nearly 2,000 words. This vocabulary work according to the basic way had been illustrated in the Basic Readers to cover a course of 4 years.

Continuing the lecturer emphasised the need for the use of a dictionary to visualise the English teaching and discussed the relative merits of various school dictionaries in the field. He also stressed the need for simplified spelling and paid a tribute to the work of the B.B.C. in the matter of spelling and pronunciation. He recommended newspapers and magazines as other helps to English learning particularly at the last stages of the Secondary School level. Another help was the library stocked with proper books and he pleaded for the use of the library by learners with a view to find little bits of information which would stick. He paid a tribute to the work of the library movement in South India and pleaded for small and useful libraries for every level and group of learner. He also pleaded for a simplified grammar scheme which should be designed as a tool to promote the art of speaking and writing a language with propriety. He thought that on the secondary level no grammar book was necessary but rather the pupil should write his own grammar book. He recommended Thompson's plan embodying a grammar scheme for secondary schools. He finally pleaded for the proper use of phonetics with a view to end the present vicious circle of bad pronunciation growing up in India. By phonetics, he meant not the representation of each sound by a distinctive character, but the signs of articulate and correct sound.

Concluding, the lecturer pleaded for the use of gramophone records like the Lingua Phone which would teach the correct sound values of distinct words through close observation. He also stressed the need for the use of Radio and School broadcasts in order to hear English correctly spoken.

Rev. Kuolt considered that no foreign language could ever be successfully learnt or taught except by a proper linguistic foundation in the mother-tongue. He opined that where the mother-tongue had been carefully taught, the progress in English was equally good. He deplored the lack of training that Indian students had in their mother-tongue in the matter of logical arrangement of thoughts and the power to read and speak and enunciate clearly and distinctly. The mother-tongue well taught, would be a tool for the improvement in the teaching of English and would ultimately help to cut down the time element in the teaching of foreign language. He pleaded for co-ordination of work by consultation between teachers of Tamil and teachers of English in secondary schools. Thus simplified, with 5 periods a week for 6 years, it was possible to develop a type of English less literary, but more practical than what they were achieving to-day.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the joint meeting of the Executive and the Working Committee of the S.I.T.U. held in the Office of the S.I.T.U. at 11 a.m. on Saturday, the 17th of February 1940.

Present :

1. Sri S. K. Yegnanarayana Iyer,	.. President
2. " M. S. Sabhesan	.. Secretary
3. " S. T. Ramanuja Iyengar	.. Joint Secretary
4. " V. Bhuvaramurthi	.. Treasurer
5. " S. Natarajan	.. Madras
6. " N. Kalyanarama Iyer	.. Tirukattuppalli
7. " K. S. Chengalroya Iyer	.. Salem
8. " V. Sreenivasan	.. S.I.T.U. Protection Fund
9. " H. Sunder Rao	.. Chittoor
10. " M. S. Kotiswaran	.. North Arcot

I. The Secretary read letters from the following persons expressing regret or inability to attend the meeting :—

(i) Messrs S. Ramachandra Iyer, Mangalore; (ii) V. Jayaram Iyer, Villupuram; (iii) M. Seshachari, Nellore; and (iv) S. K. Subbarama Iyer, Coimbatore.

II. The President made a statement about the action he took regarding the Ramnad District Guild and reported that a conference of the Guild is likely to be held on Saturday the 24th February 1940 at Manamadura and hence no action need be taken upon that. He also made a statement about the Special Train he was contemplating to arrange to be run at the time of the Conference.

The Secretary made a statement about the action taken on the resolutions of the last Provincial Conference and on other administrative matters.

The Joint Secretary made a statement that he corresponded with the Director regarding the affiliation of range associations to district guilds and about the supply of G.O.s etc., for publication in the official journals of the Union. In both the cases, he was told that the Director expressed his inability to comply with his request.

The Treasurer made a statement about the arrears due from Coimbatore, Malabar and Ramnad Guilds.

Mr. V. Sreenivasan made a statement about the S.I.T.U. Co-op. Publication scheme.

Resolved to address the individual associations of Coimbatore with regard to the heavy arrears of affiliation fee due to the S.I.T.U.

III. The President made a statement about the Malabar Elementary Teachers Question regarding the action taken by the Secretary, the Joint Secretary and himself. After prolonged discussion, the following resolutions were passed :—

(a) the Executive Committee approves of the action already taken by the Office-bearers of the S.I.T.U.

(b) the Executive Committee is of opinion that the Malabar Aided Elementary Teachers Union should as a body officially pass a resolution expressing regret for launching direct action, and

(c) that the director be requested to accept the apology and re-recognise the Unions and take all steps to restore healthy atmosphere.

(d) In as much as direct action has been given up by the Malabar Aided Elementary Teachers Unions, the Director be requested to issue instructions to managements and to local Education Officers not to penalise teachers for being members of the Un-recognised Unions pending the final settlement.

IV. Read letters from Messrs. N. Kuppuswami and B. Balasundaram regarding the coming by-election to the Senate.

Resolved that the S.I.T.U. take no action in the matter.

V. Read letters from Mr. S. Ramachandra Iyer, Mangalore, about exempting teachers from being members of the jury. Recorded.

VI. Read letter from 4 teachers of Dr. Varadappa Naidu's Aided Higher Elementary School for Girls, Chittoor. The S.I.T.U. does not see its way to interfere in the matter as it is in agreement with the general policy of replacing male teachers by lady teachers in girls' schools.

VII. Auditor's Appointment:—Resolved to request Mr. Soundararajan to audit the accounts of the S.I.T.U. including those of the S. I. Teacher and Balar Kalvi and that he be paid a suitable remuneration.

VIII. Read printed letter from Mr. V. Aravamuda Iyengar, Secretary, Madura District Teachers' Guild expressing on behalf of the Working Committee the view regarding timelimit for the election of delegates to the Conference. The Executive Board felt that the one has come up several times for discussion previously and that no new argument had been advanced to change the decision of the Executive Board. The Executive Board felt that the extension of time suggested, namely, up to the 20th of April, be granted to all associations.

IX. Read letter from Mr. E. M. Subramania Pillai, Secretary, South India Pundits' Union, Sankarankoil, suggesting amendments to the rules of the S.I.T.U. Resolved that the amendments of which notice was given be placed before the general body meeting of the Union at the time of the Conference. (The amendments will appear in the next issue).

The Resolutions to be included in the agenda (for the XXXI Provincial Educational Conference) will be published in the next issue.

(Sd.) M. S. SABHESAN,
Secretary.

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

To

The Secretary, S.I.T.U., Madras.

Sir,

Ref: Subject of time-limit for registration of delegates to the ensuing Provincial Educational Conference at Ambasamudram in May next.

The Working Committee of the Guild, on behalf of the Guild, submits the following for consideration of the Executive Board of the S.I.T.U.

1. The rules of the S.I.T.U. under which the Executive Board has sought to restrict admission of members to the Conference by a time limit, have been

admitted by the Working Committee of the S.I.T.U. and its Joint Secretary to be vague, and before they have been clarified and modified by the general body constitutionally, the Executive Board has again put into effect the rules in controversy, ignoring the assurance of the Joint Secretary in his letter of 27th October 1930 stating that 'the Union Executive is taking necessary steps to get things clarified for future conferences along constitutional lines, open to all.'

2. The statement of the Secretary and the Joint Secretary of the S.I.T.U., that the action of the Executive Board above has been ratified by the general body at its meeting on 10th May last, has not been borne out by the printed proceedings of the said meeting appearing in May number of the S.I.T.

3. Powers have been claimed for the Executive Board as being implied in the existing rules, and precedents have been quoted. It is one thing to invoke the rules to regularise the procedure of a Conference by fixing time-limits to voting of the President for the Conference and the submission of resolutions and amendments, but it is quite another thing to make use of them to disfranchise members, the fundamental right of franchise being supreme so long as they pay subscription in time as under rule 3(c).

4. Teachers have not yet reached that ideal state of things when all who are required to book their delegation beforehand could expect to attend the Conference as planned. The state of their purse, the nature of their domestic environment, the conditions of service in their schools, and other circumstances beyond their control, largely influence their movements, so that only at the eleventh hour they are in a position to decide.

5. If a very few had taken exception to the ruling of the Executive Board, their silence should be construed not so much as amounting to acquiescence but only as an evidence of the general apathy and inertia of members in relation to activities of educational organisations, a result of the present depressing conditions of service. Care has need to be taken that the zeal of the few who consider the Conference as an annual event of their life is not damped by restrictions.

6. In the present circumstances of the case, where the Executive Board has not obtained the previous sanction of the general body by reference to the various constituent guilds and where it has already committed itself to a definite course, the best that it could do would be to extend the time to April 20 for the submission of lists of elected delegates and make the delegation fee payable by the delegates when actually attending the Conference. Enforcement of the ruling of the Executive Board last May resulted in only about 50 per cent of the registered delegates attending the Conference; larger attendance and greater efficiency could have been secured by a relaxation of the ruling.

7. In presenting the above to the Executive Board of the S.I.T.U., the Working Committee of the Guild desires it to be understood that it has done so only in the interests of the profession and it assures the S. I. T. U. of the Guild's co-operation in all matters relating to the regularising of the work of the Conference by constitutional means.

Madura Dt. Teachers'
Guild, Madura,
3-2-1940.

Yours sincerely,
For the Working Committee of the
Madura Dt. Teachers' Guild,
V. ARAVAMUDA AIYANGAR,
Secretary

THE MADRAS TEACHERS' GUILD

41, Singarachari Street,
Triplicane, Madras,
22nd February 1940.

THE UNIVERSITY ENTRANCE EXAMINATION

Sir/Madam,

It is understood that the Madras University will be holding its own Entrance Examination in the near future. The idea that the Universities may hold Entrance Examinations of their own was acceptable to all sections when the reorganisation of Secondary Education was under discussion. The Madras Teachers' Guild has appointed a Committee to consider the suggestion of holding an Entrance Examination on its own merits and in all its aspects and to submit a report. It will be good if the attention of teachers and Teachers' Associations be focussed on the immediate and future needs. The Committee has prepared the following questionnaire with a view to elicit information bearing on the question. It will feel thankful if teachers be pleased to examine the questionnaire and furnish information so as to enable the Committee to make suitable proposals. Teachers and Teachers' Association are requested to send their reply to the Secretaries, The Madras Teachers' Guild, 41, Singarachari Street, Triplicane, Madras, before the 15th March 1940.

Yours sincerely

T. P. SRINIVASAVARADAN,
S. NATARAJAN,

Hon. Secretaries.

QUESTIONNAIRE

The University Entrance Examination

1. What is the average strength of VI Form in your school for the past three years?
2. What percentage of the pupils of VI Form in your school do you ordinarily expect to proceed to the University?
3. What percentage of pupils of VI Form in your School do you expect to be keen on taking a job immediately after completing the School course?
4. What do you think to be the chief object of the parents in your locality in giving their children facilities for high school education?
5. (a) Are you satisfied with the dual purpose (qualification for a job and preparation for the University) expected to be served by the present S.S.L.C. Scheme?
(b) If so, why?
(c) If not, why not?

6. (a) Do you regard the S.S.L.C. Examination along the eligibility process satisfactory for admission to the University?
(b). If not, what changes can you suggest within the S.S.L.C. frame work to make it a satisfactory test for admission to the university?
7. Are you in favour of a separate Entrance examination being conducted by the University?
8. Granting that the S.S.L.C. Examination alone is recognised as qualifying for public service, what percentage of pupils of VI Form in your school will still choose to appear only for the Entrance Examination of the University?
9. Granting that the Entrance Examination is also recognised as qualifying for public service, what percentage of pupils of VI Form in your School will prefer to appear for the S.S.L.C. examination alone?
10. What percentage of pupils of VI Form in your school do you expect to sit for both the S.S.L.C., and Entrance Examinations irrespective of their inclination for a job or for the collegiate education?
11. (a) Should Entrance Examination be open ordinarily to pupils completing their school course in a recognised high school?
(b) If so, why?
12. If your answer to 11(a) be in the negative, what do you think to be the reaction on School system?
13. Do you regard a regular course in a High School for a reasonable period necessary for a pupil desiring to join a College?
14. Are you in favour of letting such pupils as are selected by Headmasters of recognised High Schools for S.S.L.C. Examination appear for the Entrance Examination?
15. Do you think a general School Leaving Examination for all pupils necessary and desirable until the reorganisation of Secondary Education on the lines of bifurcation becomes an accomplished fact?
16. Do you think there will be a great strain on pupils if they should find it necessary to sit for both the S.S.L.C. and Entrance Examination in the same year?
17. What is your suggestion for relieving this strain?
18. What is your view of the suggestion that the strain be relieved by examining the pupils only in a few select subjects?
19. Do you think an Examination in the three subjects, namely, (1) General English, (2) General Indian languages and (3) Mathematics or Physics or Chemistry or History will be satisfactory and adequate as a test for admission to the University?
20. What Minimum will you suggest in each of the subjects prescribed for the Entrance Examination?
21. Are you in favour of prescribing in addition a minimum percentage of total marks?
22. Are you in favour of the S.S.L.C. Examination being conducted in atleast a month before the Entrance Examination is held?

OUR GUILDS AND ASSOCIATIONS

MALABAR DISTRICT TEACHERS' GUILD

An important meeting of the Executive Committee of the Malabar District Teachers' Guild was held at Alathur on Saturday the 20th January, 1940 in the Nellikkal Edom High School hall with Mr. K. P. Varid, Headmaster, Mission High School, Palghat, the President of the Guild in the Chair. Representatives from eight of the twelve affiliated associations partook in the proceedings.

The resolutions adopted at the annual conference relating to the Grant-in-aid Code, the G.O. banning teachers from seeking election to seats in Local Bodies, Age-limit of teachers, Contributions to the Provident Fund and the suggestion that the salaries of teachers confirmed before the new scales came into force should not be adversely affected were unanimously approved to be forwarded to the 31st Provincial Educational Conference to be held at Ambasamudram in May next.

The next meeting of the Guild was fixed to take place at Palghat on Saturday the 24th February.

Mr. P. Vasu Nair proposed the following resolution:—

"This meeting views with alarm the continuance of the conflict between the Elementary School teachers on one side and the Managers and Government on the other as such a state of chaos is sure to have injurious effects on the progress of education in the District and notes with relief that the proposed Strike and Boycott has been temporarily suspended and that efforts are being made to end the impasse. This meeting feels that the lot of the Elementary School teacher has been growing from bad to worse and that they have been compelled to resort to unconstitutional methods in desperation and strongly appeals to the Government and the Managements concerned to give a sympathetic ear to the grievances of the Elementary school teachers and to redress them at an early date."

The motion was declared carried by a large majority with only one dissentient. After the usual vote of thanks, the meeting terminated.

K. S. VEERARAGHAVAN,
Secretary

THE MADRAS TEACHERS' GUILD

Mathematics and Science Section

An ordinary meeting of the above section was held in P. S. High School, Mylapore, on Friday the 26th of January 1940 at 5-15 p.m.

Sri. S. Balakrishna Aiyar, Retired Vice-Principal of the Teachers' College, Saidapet gave a very interesting talk on 'The Typical Errors in the Story of S.S.L.C. 'C' Geometry.'

For purposes of illustration, he took materials from the S.S.L.C. answer-papers as well as from the Examiners' Reports from 1911 to 1937. He classified

OUR GUILDS AND ASSOCIATIONS

the errors into four major heads: (a) Definition; (b) Axioms and Theoretical demonstration; (c) Proof.

Due to ignorance of meaning, want of appreciation of conventional terms, unnecessary restrictions in definitions, inaccurate learning, errors arise in the study of Geometry. He remarked that the difference between axioms and postulates were not understood by the students. In stating the general enunciation, significant words and phrases were omitted. More often, particular enunciations were completely omitted by many. The figures drawn were inaccurate. Candidates took, for purposes of proof, only particular cases of the theorem to be demonstrated. In stating proofs, absence of logical treatment, was often noticed. The students failed to generalise wherever necessary. Important steps were omitted in proving a proposition. The students failed to supply necessary connections in the course of 'proof.'

N. SUBRAHMANYAM,
Section Secretary.

THE TRICHINOPOLY TEACHERS' GUILD CONFERENCE

The General Body of the Trichinopoly Teachers' Guild met at Lalgudi with Rev. Fr. A. M. Aantonysami, S.J., President of the Guild in the chair. Amendments to rules and byelaws of the Guild and the programme of Guild's Golden Jubilee were adopted. A resolution authorising the Secretaries to found Taluq branches of the Guild comprising individual and Association members in that area was also passed.

After dinner the Guild Conference met under the presidency of Rao Bahadur M. C. S. Ananthabhadmanaba Rao, Rtd. I.E.S. Sri. M. S. Ramasami Iyer, Headmaster, Board High School, Lalgudi also welcomed the Conference on behalf of the Board High School Teachers' Association. Sri. N. Kuppusami Iyengar, Rtd. Lecturer Trivandrum Training College, delivered a lecture on 'Elementary Education' according to the Lucknow scheme of the All-India Federation of Educational Association. The Taluq Branch of Lalgudi was then formally inaugurated. Resolutions relating to Elementary Education were then passed. Nearly 350 delegates attended the Conference. Mr. G. Varadaraja Pillai and a committee of hosts including the Board High School Association were 'At Home' to the Guild.

KAMUTHY, RAMNAD DISTRICT

The Teachers' Association, Board High School, Kamuthy, (Ramnad District) gave a farewell party to Sri. Rengasayee Iyengar on 16-12-39 on the eve of his retirement after 35 years of unbroken service in the Education Department. A group photo was taken and most of the members spoke highly of his good qualities and sincere work. Mr. Rengasayee Iyengar replied suitably comparing the present status of teachers with that of the past and exhorting teachers to adjust themselves to the new environment.

IDIGARAI

I desire to inform you, with great pleasure, that an excursion party, consisting of 90 boys, 30 girls and 3 teachers went out on an educational visit to

Kaleswarar Mills; Brooke Bond Tea Coy., and the Goschen Park at Coimbatore on the evening of 6-2-40. After spending a pleasant hour in each place the party returned home.

THE NAMAKKAL BOARD HIGH SCHOOL

The Second Anniversary of the Hindustani Premi Mandal came off on Sunday, 4-2-40 at 6 p.m. Shri. V. Srinivasan, B.A., B.L., President, Panchayat Board, Namakkal, presided.

Shri. Vrajanandan delivered an interesting lecture in Hindustani on "Hindustani and the Mother-tongue."

Select scenes in *Rana Prathap's Vow* and *Lava-Kusa*—both in Hindi—were put on boards by pupils of the lower forms and there was also a dialogue in Hindustani by girls.

SALEM DISTRICT TEACHERS' GUILD

Audit Report for the Year 1939.

I have the honour to present the Audit Report of the Salem District Teachers' Guild. A Statement of Receipts and Charges is enclosed.

At the beginning of the year, there were forty-one Teachers' Associations and two individual members. During the year, two Elementary Centre Teachers' Associations and one Women Teachers' Association got themselves affiliated, and one individual member joined the Guild. Consequent on G.O. No. 416 twenty-nine Elementary Schools Teachers' Associations were disaffiliated in June 1939. Out of the four Associations that were in arrears at the end of 1938, two have paid their subscriptions: one association not having paid the subscription for 1938 and 1939, it ceases to be a member from 1-1-1940 as per Rule III (d) of the Guild. The fourth is an Elementary School Teachers' Association which has been disaffiliated as a result of the G.O. No. 416. Two of the three individual members and one association have not paid the subscription for 1939. At the end of the year, there were fourteen Teachers' Associations attached to Secondary Schools and three individual members.

The Guild was registered under the Societies' Registration Act on 14-10-'39.

The year opened with a balance of Rs. 175-4-5. The amount collected by way of subscriptions (current and arrears) from associations and individuals was Rs. 177-0-0. The Guild's share of the delegate fees collected by the Krishnagiri Educational Conference Reception Committee is Rs. 8-4-0 and the same is credited to the Guild funds. A sum of Rs. 5 was received as donation towards the S.I.T.U. President's Portrait Fund, from two associations.

The total expenses, including the registration fee of Rs. 50 and the donation of Rs. 15 paid towards the S.I.T.U. President's Portrait Fund, came to Rs. 240-13-0, leaving a balance of Rs. 124-11-5. All items of expenditure are sanctioned and supported by vouchers.

The Guild owns a Teakwood Almirah.

RECEIPTS

Opening Balance	175	4	5
Subscriptions—			
Arrears 1938 Sec. Schools	19	8	0
Current 1939 Ely. Schools	21	0	0
Sec. Schools	134	8	0
Individuals	2	0	0
S.I.T.U. President's Portrait donation	5	0	0
Krishnagiri Conference Delegate Fees—District Guild Share	8	4	0

Total

365 8 5

CHARGES

S.I.T.U. Subscription	30	12	0
S.I.T.U. Education Week donation	5	0	0
S.I.T.U. President's Portrait donation	15	0	0
District Guild Registration Fee	50	0	0
Subscription, Journal of Education	5	0	0
Subscription, Balar Kalvi	2	0	0
Subscription, Government Communique	3	8	0
Provincial Conference Hand Book	1	0	0
Ely. Schools' Syllabus	0	4	0
Travelling Expenses	57	5	0
Postal Expenses and M.O. Charges	31	12	6
Stationery, Ptg., etc.	39	3	6
Closing Balance	124	11	5

Total

365 8 5

M. K. MARGABANDU, B.A., L.T.,
Hon. Auditor.

K. S. CHENGALROYA AYYAR,
Joint Secretary,
Salem District Teachers' Guild.

Krishnagiri,
Dated 9-2-1940.

THE THIRTY-FIRST PROVINCIAL EDUCATIONAL CONFERENCE

EDUCATIONAL EXHIBITION

Bulletin I

The Educational Exhibition that is being organised in connection with the Thirty-first Educational Conference to be held in May 1940 at Ambasamudram (Tirunelveli Dt.) will consist of following sections:—

1. Craft centered Education (Wardha Scheme).
2. Nursery Schools.
3. Child Education.
4. Teaching appliances.
5. Special methods.
6. Education of the defectives.
7. Pupils' Work (class & individual) Art.
8. Pupils' Work (class & individual) Craft.
9. Pupils' Work (class & individual) Literature, Science, Geography etc.
10. Extra curricular activities.
11. Adult Education.
12. Technical Education.
13. Educational Publications.
14. Educational History and Statistics.

The Exhibition will be housed in spacious rooms of solid masonry structure in the premises of the Tirthapathy High School, Ambasamudram.

The Railway authorities are being requested to allow exhibitors the usual concessions in transit charges for objects sent.

The dates for sending exhibits will be announced later.

All schools and colleges are requested to send in as many exhibits as possible and make the exhibition a success.

All correspondence in connection with the Exhibition should be addressed to the Joint Secretary, Educational Conference Exhibition, Coronation High School, Srivaikuntam.

Srivaikuntam,
7th Feb. 1940.

V. VENKATAKRISHNAN,
Joint Secretary.

T. T. V. HIGH SCHOOL EDUCATIONAL TOUR

24th to 29th January 1940.

A party of 372, consisting of 310 pupils, 50 teachers and 12 old pupils of the school, left Madras by a Special train on the afternoon of the 24th January, on a tour to Kumbakonam, Tanjore, Trivadi, Srirangam, Trichy and Upper Anicut.

The party made its first halt at Kumbakonam, where, after visiting the temples they visited the Town High School, Kumbakonam. The Masters' Association of this School presented an address of welcome to the excursionists. Tanjore was reached the same evening and the party were met at the station platform by the Chairman, the Vice-Chairman, a few members of the local council, and the Headmaster of the Kalynasundaram High School with a few of his assistants and the school scout-group. The next day was spent in visiting the temples of Trivadi and the Brihadeswarar temple, the Palace and the Library at Tanjore. The Kalyanasundaram High School was visited late in the evening, when the Headmaster, the Masters' Association and the Pupils' Association of the school accorded a welcome to the excursionists and entertained them with music, recitals from Shakespeare and pictures on the Screen.

The party next visited Srirangam. The spacious buildings of the Srirangam High School were placed at the disposal of the party. The party visited the Temples and the Rock Fort and went round the St. Joseph College buildings which were kept open for the sake of the party. The most enjoyable part of the tour was the trip to the Upper Anicut to reach which the party crossed the River Cauvery in basket-boats. After their return to Srirangam, the party boarded the train on the night of the 29th January and reached Madras the next morning.

On the last day of the Party's stay at Srirangam, the Chief Commercial Superintendent of the S. I. Ry., presided over a Variety Entertainment provided by the party and congratulated them on their excellent performance. He also presented each member of the party with a souvenir, in the form of beautiful pictures of South Indian Shrines and scenery to be preserved by them as mementos of their tour.

This excursion was more enjoyable and educative than the previous one, as this provided for trips by train, bus and boat. The health of the party throughout the tour was excellent, and the thanks of the Party are due to the South Indian Railway Co., Ltd., particularly to its Publicity Officer, Sri N. V. Vaidyanatha Iyer, and its Catering Department which was responsible for the catering arrangements almost throughout the tour.

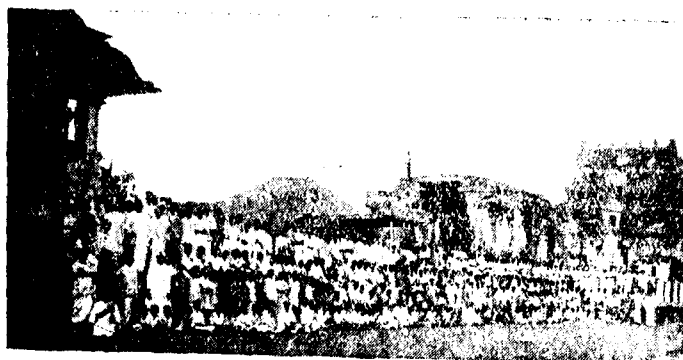
Sri Rao Sahib C. N. Saravana Mudaliyar, B.A., the Correspondent and Honorary Secretary of the School accompanied the party and the party acknowledge with grateful thanks the liberal donation made by the School Committee towards the expenses of the excursion. The party are also grateful to the Headmaster of the school, who was mainly responsible for arranging this large-scale excursion, and to the Assistant Headmaster, Mr. M. V. Doraiswami Ayyar, who led the party.

By the Secretary of the Excursion,
Committee.

T. T. V. HIGH SCHOOL EXCURSION PARTY



Special Train Leaving Madras Beach.



At Brahadeswara Temple at Tanjore



Dinner at Tanjore (Railway catering)

THE SOUTH INDIAN RAILWAY CO., LTD.

TRAVEL NEWS

The following institutions organised excursions during January 1940 :—

1. *The Government Agricultural College, Coimbatore.*—44 members toured between 3—1—40 and 12—1—40 visiting Kasargod, Mangalore, Taliparamba Road and Pattambi.
2. *Government Training School for Women, Karur.*—81 members visited Mettur Dam on 26—1—40.
3. *Board High School, Kodavasal.*—About 30 members went on excursion between 24—1—40 and 28—1—40 visiting Tanjore, Trichinopoly and Mettur Dam.
4. *St. Berchman's College, Chengannacherry.*—About 30 members visited Pam-ban between 27—1—40 and 31—1—40.
5. *Tondaimandalam T. V. High School, Madras.*—A party of 372 teachers and students led by the Secretary and Correspondent of the School, went on an excursion to Kumbakonam, Tanjore and Trichinopoly. The Railway provided the party with a special train and chosen officials were deputed to look after them. The Catering at all the places except Kumbakonam was in the hands of the Railway. Arrangements were also made for the party to visit the Upper Anicut near Elamanur from Trichinopoly and Trivadi from Tanjore. The road transport was also arranged by the Railway. On the second day of their stay at Trichinopoly, a reception was held by the party to which all Railway Officers were invited. The Acting Chief Commercial Superintendent who presided over the function, made a brief speech and presented souvenirs to the boys in the form of attractive pictures on art boards to be framed and kept by the boys.

THE XXXI PROVINCIAL EDUCATIONAL CONFERENCE

to be held in

May, 1940 at Ambasamudram, Tinnevely Dt.

1. Affiliated Associations alone are eligible to send delegates.
2. The time-limit for submission of lists of delegates by the associations to the Office of the S. I. T. U. 520, High Road, Triplicane, Madras is extended to 20th APRIL 1940.
3. The delegation fee of eight annas per member must be sent along with the list of delegates to the Office of the South India Teachers Union.

M. S. SABHESAN,
Secretary
S.I.T.U.

THE S. I. T. U. PROTECTION FUND

LIST OF NAMES (Continued.)

Name and Address.

1658. Mr. G. Rangaswamy Iyengar, Hindu High School, Triplicane.
 1659. " L. Sundara Reddy, Chengalvaroya Naicker's Technical Institute, Vepery, Madras.
 1660. " A. N. Lakshmana Rao, Board High School, Chengam.
 1661. " S. Sunderesa Sastry, Board Muhammadan Boys Elementary School, Porto Novo.
 1662. " T. M. Ramachandran, N.C.B. Aryan Sec. School, Trichy.
 1663. " V. Venkatasubban, Sankara Vidyasala High School, Kodumudi.
 1664. " B. Venkataramanayya, Kellett High School, Triplicane.
 1665. " S. R. Rajamani Iyer, Board Higher Ele. School, Vangal, Karur.
 1666. " A. Amirthalinga Mudaliar, Board Higher Ele. School, Vangal, Karur.
 1667. " M. P. Rajagopal, Sir M.C.T.M. High School, Madras.
 1668. " K. Kuruvila Jacob, Christian College School, Madras.
 1669. " M. Mariappa Bhat, Christian College School, Madras.
 1670. " K. R. Viswanathan, Hindu High School, Madras.
 1671. " A. S. Swaminathan, Municipal High School, Villupuram.
 1672. " V. Narasinga Rao, St. Joseph's High School, Chingleput.
 1673. " K. M. Seshadri, St. Joseph's High School, Chingleput.

520, High Road,
 Triplicane,
 20-2-40.

V. SRINIVASAN,
 Hon'y. Secretary.

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of Mr. S. Rathnasekhar of London Mission High School, Gooty, 22-1-1940 at the early age of 29 and his nominee and wife was paid the claim amount of Rs. 1,000 on 13-2-1940.

520, High Road,
 Triplicane,
 20-2-40.

V. SRINIVASAN,
 Hon'y. Secretary.

THE TEACHERS' BOOKSHELF

Review of Education in Australia 1938. Published by the Melbourne University Press, pp. 253.

The Australian Council for Educational Research which has brought out "Education for Complete Living" based on lectures delivered by the members of the New Education Fellowship that visited the continent in 1937 have brought out another publication called "Review of Education in Australia for the year 1938."

It consists of three main sections. The first deals with the general system of education prevalent in Australia with detailed information regarding the systems as obtain in each of the States of the New South Wales, Victoria, Queensland, S. Australia and Tasmania. Each of these State systems is described and explained graphically. The chart showing the State machinery and the Chart showing the various educational institutions through which children of various ages pass and examinations to which they sit at the end of the courses are very useful. The relationship between the federal government and the individual State Governments in the matter of educational organisation and financial responsibility is also dealt with.

In all the States education is a governmental responsibility. But among the non-state agencies the Catholic Church has got a well organised band of workers and practically a white department in charge of the various institutions. There is an account of this organisation.

The second section deals with recent developments and activities in various educational fields. This would be found to be by us in India a most inspiring portion and we have much to learn from our brethren in Australia regarding school broadcasts, visual education, psychological clinics, medical service in schools to mention just a few out of nearly 30 items under which the forward moments are brought together and studied.

The third section deals with what has been done in the year 1938. An exhaustive bibliography and a useful index bring this handy volume of about 250 pages to a close.

We wish there are publications like this about Indian education.

S. K. Y.

The Activity Method in Education (Saimurai Kalvi). By J. T. Rajanayagam, B.A., L.T., Superintendent of London Mission Community Training & Model Schools, Erode. Published by the Author. Price Rs. 1-12-0. Pp. 252.

When the New Education Fellowship visited Madras, one member of the party Mr. Hankin one of His Majesty's Inspector of Schools of England, brought as many as 250 photographs dealing with the various aspects of English Primary Education as it obtains at the present time, and in a hand book published as a guide the following sentence occurs:

"Not many years ago the school was a place where the child is mainly to sit and listen. Now it is becoming a centre where they move and express themselves in a variety of activities."

This sums up recent advancement which owing to the progress of psychological knowledge it has been possible to achieve in handling the problem of educating the child.

From the time of J. J. Rousseau, Frobel and Pestalozzi the new education making the school "child-centre" and laying emphasis on the activity of the child has been slowly gaining ground and every school is getting converted from being a centre of book learning to be a centre of child activity through which the child is made to learn.

The book under review by Mr. Rajanayagam, Superintendent of London Mission Community Training School, Erode, is a book that explains this change, in easily understandable Tamil and would be of great help to teachers in our village schools if they want to keep themselves abreast of the times.

The book is broadly divided into three sections and each section is subdivided into many chapters each dealing with an important topic. The psychological basis of the whole process of learning is first dealt with and the necessity for activity curriculum is thus established. Then the Author tries to show how if children are led along their natural lines of growth, they not only learn easily but in such a manner as to have a deep impression on themselves. They gather many great truths and facts about the physical world which they live and of the society whose culture they inherit.

It is not a book dealing with the theoretical aspect of the change only. As in the famous Moga School in the Punjab, the Erode Training School has been experimenting with the activity method. Mr. Rajanayagam as Superintendent of the School has been mainly responsible for the training of teachers for well over a decade. So he writes with his own personal and intimate knowledge about the requirements of teachers in South India and with special reference to elementary teachers in the Tamil Nad. We particularly welcome the 3rd section where sample activity curriculum is given for the first five classes of a primary school. The activities chosen are such as could be practised in any school in S. India and there are songs set to popular tunes which would make social activity among children pleasant. We commend this book to all those interested in the improvement of the elementary education in our province.

S. K. Y.

Annual Report of the All-India Institute of Hygiene and Public Health, Calcutta, 1938.

The report contains a brief account of the working of the Institute as a whole together with a detailed account of the working of the several departments contributed by the Professors in charge of those departments.

It is a pity that even the small number of technically trained persons is unable to find employment in the State Health services of Provinces and States. The cause according to the Director is a magnitude of the problem which almost makes one despair and the paucity of the funds available. It is interesting to note that the preventive medicine is jealous of her sister, the curative medicine which has long established itself and which is able to show its effect in a more tangible and spectacular manner.

We are glad to note that the authorities of the Institute have recognised the need for tackling the health problem with special reference to local conditions. They

also recognise the need for correlating theoretical instruction in the Institute with training obtained by practical work in the country.

Judging as laymen we may say that a good deal of very useful work is being done in the Institute. We hope its resources would be augmented so that its usefulness might be increased and made available to larger number of people.

S. K. Y.

Report of the President of Columbia University for 1939.

The annual report of the President of Columbia University is a document well worth the careful consideration by all those who care for the upward intellectual and spiritual movement of the world. The Columbia University is a gigantic institution. Total number of professors, Associate Professors, Assistant Professors etc., exceeds 2,000 and if those engaged in University Extension and Summer Session be included the number exceeds 3,000. In India at the present time the tendency is to have smaller Universities having jurisdiction over a limited area and to us such a colossus of a University with 3,000 members of the staff is unthinkable. The total number of degrees, certificates and diplomas conferred during last year exceeds 5,000. The expenditure for the year 1938-39 exceeds one crore of dollars i.e., at least 3 crores of rupees. During the year under review about 7 lakhs of dollars were received as addition to the capital of the University and over 6½ lakhs of dollars or nearly Rs. 20 lakhs was received as contribution to the current income. The total number of under-graduates receiving instruction exceeds over 32,000.

It is much to the credit of the University that of the 32,000 and odd of students the men are less than 14,000 and women more than 18,000. Though there are colleges exclusively for men and women there is co-education throughout and women have been admitted on equal terms with men to every part of the University except the School of Engineering.

The main object of the University is well set forth in the following paragraph of the address presented to His Majesty the King Emperor when he visited the University.

"This University, representing and reflecting as it does the best traditions and the highest ideals of the older and historic universities of Great Britain, of France, of Spain, of the Netherlands, of Belgium, of Germany, of Switzerland and of Italy, aims by the conservation, the advancement and the dissemination of knowledge to establish civilization on a constantly stronger foundation of sound principle and moral purpose which will some day have built upon it the superstructure of a prosperous and peaceful world."

The report mentions the main events of the University during the year. The outstanding achievements of its staff, the distinction conferred upon the University through the selection of many of its members to render important scholarly or public service, honours conferred upon many members of the University staff, the publications of the important works by the staff, the visit to the University of distinguished foreigners etc. The most outstanding of these visits was that of Their Majesties the King and Queen of England.

The University has to its credit the holding of a great Congress on the most vital problem of "Education for Democracy."

Prof. Nicholas Murray Butler the famous President of the University is an Educationist of International reputation and his observations on essentials of college teaching and the main trends of modern life are extracted and published elsewhere.

The University remains so far as we in India are concerned an inspiring ideal and illustrious example.

S. K. Y.

Madras as a seat of music learning. By Prof. P. Sambamurthi, B.A., B.L.

In this pamphlet Prof. Sambamurthy points out how the City of Madras has been a great centre of musical culture and how giants in the art of music have been living in and round Madras. It ends properly with an appreciation of the good work that is being done to encourage Indian music by the University of Madras.

Biographical details about the musicians which are traditionally neglected have been gathered together with care and made available to lovers of music in this pamphlet. A very useful publication from many points of view.

S. K. Y.

The Wallajahabad Elementary School, 1939 (23rd year of the school).

Our elementary schools generally are very common place and dull institutions, where young children are kept under rigid discipline and are taught some bookish knowledge. The Wallajahabad school differs from this common type and can bear comparison in many respects with up-to-date elementary schools in England or America. Boys learn many things by *doing* things and the departments of activities are very varied, suited to children of all ages. Religious, physical and aesthetic instructions are well cared for and parental co-operation is secured to the fullest extent possible. All those who have visited the institution have spoken highly of the ideals that actuate workers and that are put into actual practice. We wish more institutions like this will arise and make children's life during their school period happier.

S. K. Y.

Administration Report of the Government Museum and Connemara Public Library, Madras, for the year 1938-39.

The report for the year under review unlike its predecessors affords very interesting reading. As the Director remarks it is a survey of the present position rather than the general summary of the year's working.

The policy started by the first full-time superintendent of concentrating upon things pertaining to South India has been continued. Another policy started by his successor of making the museum educationally useful has also been kept in view. The library attached to it has grown into a first class reference library and it has recently started lending also.

The report deals with the various sections, Zoology, Botany and Geology, Anthropology and Prehistory, Archaeology, Numismatics and Chemical Conservation. It is the Archaeology section that deserves special mentioning. Collections have been arranged in the extensions recently built according to the period to which each specimen belongs so that it is now possible for a student with an historical sense to study Hindu sculptures in its chronological developments. The

absence of general culture among the masses necessitated masterpieces in ancient sculptures in stones being rescued from among the blocks of stones used as revetments on the P.W.D. tank bund or from sluices into which they have been built.

We hope facilities for education afforded by the authorities would be used to the fullest extent by the schools not only of the city but of the mofussil as well, who are now developing the wander-lust thanks to the special facilities given by the Railway Companies. We wish the Director and his enthusiastic band of Curators greater success in the years to come.

S. K. Y.

London Teachers' Association: Report for 1938.

The London Teachers' Association in the Administrative county of London is to be the National Union of Teachers what the Madras Teachers' Guild is to the S. I. T. U., with this difference that a member of the Madras Teachers' Guild pays subscription only to the Guild and the Guild pays an affiliation fee to the S.I.T.U., whereas a teacher in London is very often a member of the L. T. A. as well as of the N. U. T., by paying a subscription of 10sh. for the first and 21 sh for the second.

The constitution provides that the Vice-president of one year shall become the President of the succeeding year and as ex-president he is given a seat for two years after relinquishing his office as a member of the Committee.

In each school there is a school secretary as in Madras who collects subscriptions from members and receives and distributes the associations' official communications.

Like the Madras Teacher's Guild, the London Teachers' Association also holds its sectional meetings.

It has got a Board of Arbitration and Conciliation which is intended to secure amity and settle differences and also to offer members an opportunity of clearing themselves of charges made against them. There are sub-committees in charge of professional and judicial problems.

There were more than 14,000 on the rolls for the year 1938 of whom more than 12,000 were members of the National Union of Teachers also. During the year under review they celebrated the issue of the thousandth number of the London Teacher by publishing a special number. The annual subscription exceeds £17,000. The report also gives the names of various schools and members of the London Teachers' Association from every one of schools. We wish the London Teachers' Association greater success in years to come.

S. K. Y.

Pedanandipadu B. H. S. Magazine.

We have received a copy of the first number of the school magazine of the Board High School, Pedanandipadu. School magazines are worth encouragement as they give ample opportunity for the students especially for self-expression. Teachers can also make use of it to ventilate their views on educational problems or to give useful suggestions and advice to their students. A third purpose served by such school magazines is that they give publicity to the activities of the school.

ciding by all these three tests, the magazine of the Pedanandipadu school comes off very well. We wish it all success.

S. K. Y.

Social Services and the Schools:

The Educational Policies Commission appointed by the National Education Association of the United States and the American Association of School Administrators have brought out a book dealing with the important subject of social service and the schools.

The main thesis of the book is that the various authorities engaged in doing Social Service ought to be brought more intimately together and centralised administration should be formed to take charge of the various departments. The authorities in charge of schools cater to the needs of infants and adults by running schools wherever possible and moral development of pupils is cared for. Authorities in charge of public libraries cater to the needs of all persons, whatever be the age interested in books. Similarly there are authorities in charge of public recreation grounds who give a healthy turn to the leisure time activities of the public. Fourthly there are authorities in charge of Public Health. They deal with the rural population of the country and try to promote the health of the people and protect them from diseases as far as possible. Lastly there are persons working for the amelioration of the conditions of defectives delinquents and poor people. The book is an eloquent plea for the co-ordination of these various activities. The diagram given on page 26 brings home at a glance how the authorities of public library, schools and recreation work in an overlapping manner instead of being directed by a central body with effective co-ordination.

The recommendation of the Commission that "sound educational policy requires that Public schools' properties be opened to public use outside of school hours subject to such regulation as will safeguard the public interest" appears somewhat revolutionary to us but if the school is looked upon as a community centre objection cannot be taken to such a view.

The home which unfortunately in the present economic condition of the people especially in Western Countries is losing its hold upon the young is recommended to be resuscitated. The Commission remarks: "The principle of constructing social service programs in such a way as to dignify the status of the home and family life is not only sound public policy but essential to the achievement of democracy." The Book stimulates thinking and with suitable modification recommendations made therein may be applied to our own country.

S. K. Y.

A School Course of Biology. By L. J. F. Brimble. Published by Messrs. Macmillan and Co., Price 6 sh.

The author seeks to meet the needs of pupils preparing for the school certificate examination conducted in Great Britain, and Eire. He has, however, taken care to include topics of modern interest in Biology. It is the aim of the author to avoid the division of the subject into Botany and Zoology and thus to acquaint the pupil with the chief points in the science of life. The whole field of modern biology is covered and the subject matter is dealt with under suggestive headings.

The book contains up-to-date information on all aspects of biology and the study of the human body is rightly given its proper place. The pupil is taken step by step from the study of organisation and functions of plants and animals to the interesting but complex topics of heredity and evolution. The treatment of each topic is such as to call forth a feeling of satisfaction on the part of the pupil. The book is divided into six parts containing on the whole twenty-one chapters. The chapters on food materials of living things, sexual reproduction in animals, man in relation to plants and other animals and Environment of plants will be appreciated by pupils and teachers. The sixth part dealing with the History of Living things and heredity is a successful attempt to bring to the notice of the pupil the results of modern research. The author has given suggestions for practical work at the end of each chapter and the list of one hundred and ninety-two questions set for the several school certificate examinations shows that the immediate needs of the pupils have not been forgotten.

This book is a very interesting book and the author is to be congratulated on the grand presentation of the subject matter. Many of the chapters can be easily understood by pupils and it will also prove useful to teachers who are handling biology. The illustrations are appropriate and interesting and the get-up is neat. This book should find a place in the library of every secondary school and it is sure to stimulate interest in pupils in the observation and study of living things.

M. S. S.

Biology for Junior Forms. By M. R. Lambert. Published by Messrs. Macmillan and Co., Price 3 sh.

This little book has been brought out with the object of popularising the study of biology in the junior forms of secondary schools. It has been planned to serve as a good foundation for the school certificate biology in the senior forms. In the preparation of this book the author has taken care to bear in mind the fact that many of the teachers may not have undergone a special course in Biology. The author is anxious that maximum benefit should be derived by pupils from the study of biology and hopes that this book will form a good guide to teachers. There are forty-four chapters in this book. An account of the structure, functions and forms of plants is given in the beginning and then the different groups of animals are dealt with. This is followed by the study of the human being, and the last two chapters are devoted to the origin of life and health and fitness. Suggestive experiments are given wherever necessary and there are a few questions at the end of each chapter. The description of different types of plants and animals is simple and clear and the numerous illustrations will be appreciated by pupils. The get-up is good.

M. S. S.

Modern Science. Book III. Biology. By M. Munro. Published by Messrs. Macmillan and Co. Price 3 sh. 6d.

This is a book intended for use in Senior and Central schools in Great Britain. That the pupil should be trained to observe carefully even the common forms and learn more about them, is the aim of the author of this book. The routine plan of a text-book has not been followed. There are twelve chapters, each chapter being devoted to some important aspect or other of living forms. The two appen-

dices at the end of the book should be of interest to pupils and teachers who are likely to devote some attention to field work. The first appendix deals with typical food studies relating to birds and fishes. The second appendix contains suggestions for out-door study. The one hundred questions at the end of the book and the glossary are other noteworthy features of this book. Many are the books in biology that continue to appear and it is good that the approach to the study of biology is not the same. Our desire at the present moment is "a pupil for every book and a book for every pupil" and Modern Science Book III will have a large circle of its own pupils. The instructions for simple experiments and field-work will stimulate curiosity and train pupils to observe plants and animals carefully. The chapter on "Some life histories" contains interesting information about the day to day life of common plants and animals. Equally interesting are the chapters on "animals in captivity", "our own homes and food" and "some plant and animal communities". A perusal of this book will make our pupils biology-minded and they will acquire the capacity to observe things for themselves. The book is profusely illustrated and these illustrations are varied and to the point.

M. S. S.

Psychology and Principles of Education by Prof. Anjilvel V. Matthew.

This treatise on the Science and the Art of Education which is at once exhaustive and up-to-date must make a very useful contribution to the literature on the subject. It is divided into four sections dealing respectively with the Aims of Education and the Place of Psychology, the Fundamental Factors in Education, the Psychology of Learning, and the Psychology of Conduct. No view or school of thought of importance is ignored nor is any over-emphasized. Without being partisan, the book is sufficiently suggestive and acquaints the reader with the middle course he should pursue in educating the children. The author has already made himself known by the first edition of this book published a few years ago. The improvements and additions made in this edition must make the book much more useful and popular. The reader is struck by the success with which the author has made a subject, ordinarily felt to be technical and difficult, easy and interesting. This is largely due, as observed by the author himself in his preface to 'its lucidity of expression, its simplicity of language, and the numerous homely and concrete illustrative instances cited in the text.' The book must therefore prove a very useful guide not only to teachers of experience but also to the student-teachers who are preparing for the teaching profession and to the parents.

M. S. S.

The Wardha Scheme of Education (in Tamil) by C. J. Varkey, M.A., M.L.A.,
Published by the Oxford University Press. Price As. 14.

We had the pleasure and privilege of reviewing Mr. Varkey's original book in English in the pages of this journal. We welcome this translation into Tamil. We hope it would be translated into the other languages of the Presidency as well.

There is a great necessity for overhauling the system of Education and making our schools into activity schools and child centred. As is well known Mahatma's scheme goes even further than what the most ardent advocates of learning by doing would be prepared to go. These ideas of fundamentals of education ought to filter down to the masses so that our elementary schools would not be the

dull and drab places they are at present, almost houses of correction for innocent children whose only crime is that they are children, but places of joy where children will give free vent to their inclinations and learn things worth learning in the most natural way possible.

The translation has been fairly well done and we hope the book would prove of immense use to the elementary teachers of the Tamil Nadu.

S. K. Y.

India, World and Empire by Herbert Pickles. Published by The Oxford University Press, Crown 8 vo, pp. 404. Rs. 1-12-0.

This book is a reprint of the special Madras Edition first published in 1932. How widely used this book is can be seen from the fact that it has been reprinted almost every year since its first publication. Part IV of the book includes a short sketch of studies in climate and world regions. As usual the book has been well printed and neatly got up.

A Map book of Asia by A. Ferriday, M.Sc. Published by Messrs. Macmillan and Co. Crown quarto 64 pages. 1sh. 9d.

The plan adopted in this book is the same as in the previous books of this series—presenting the geographical features in map form with accompanying text on the opposite page. The different countries receive treatment according to their importance. (India 7 pages, China 4, Japan 3). There is a page of map on the airways and seaways of Asia. This is a very helpful book.

Oxford Geographical Note Books by J. H. Stembridge No. X India and Burma.
O.U.P. 32 pp. As. 8.

This book it is stated has been published at the request of teachers for use in India and Burma. This maintains all the praiseworthy features of the other books in the series. If all exercises in this book are systematically worked pupils will be greatly benefitted.

S. RAJAN.

have any difficulty in choosing its delegates since notice was given as early as November, 1939. It may be that a teacher chosen as a delegate may not find it convenient to attend the Conference. There is no limit to the number of delegates to be sent by an association and its interests are easily safeguarded. The loss caused to the member or association is just the delegation fee of annas eight. But members should realise what great inconvenience will be caused to the Reception Committee if it is not able to have an idea of the number of delegates attending the Conference sufficiently early. A time limit for the registration of delegates had made it possible last March to send the programme and agenda directly to the delegates chosen by associations and they were in a position to take part in the discussions with considerable interest. We hope that the Affiliated associations will appreciate the spirit of the Executive Board in fixing the time limit. If 31st March 1940 be considered too early, an extension of time limit can be easily obtained and it may be seen from the proceedings of the joint meeting of the Executive and the Working Committee, published elsewhere, that the time limit for the registration of delegates has been extended to 20th April 1940 as suggested by Mr. V. Aravamuda Iyengar. It is quite desirable that the delegation fee should be sent along with the list of delegates so that an official list of delegates could be published early enough as was done in last March 1939.

We are asked by the authorities of the S.I.T.U. to inform the Affiliated associations and teachers interested in the XXXI Provincial Educational Conference that associations should send the list of delegates to the office of the union not later than the 20th of April 1940 along with the prescribed fee of *eight annas per delegate*. Those who have not registered themselves as delegates in time may be able to attend the Conference only as visitors on the payment of a fee prescribed by the Reception Committee. Our readers may be aware that visitors do not enjoy the privilege of participating in the discussions and of voting at the Conference or the General Body meeting.

Malabar Teachers.

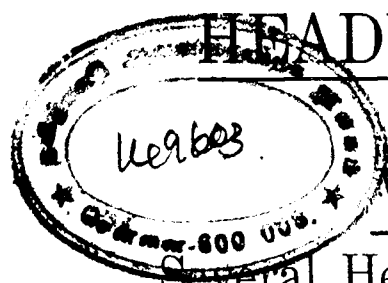
Our readers would by this time, be familiar with the circumstances which led to the unfortunate situation in Malabar. The S.I.T.U. which is interested in the cause of teachers in general made an appeal to teachers in Malabar to stop direct action. An appeal was also made to the authorities to release the teachers sent to jail and to restore their certificates. The Malabar Teachers' Union was requested to forward to the S.I.T.U. a memorandum setting forth very clearly their special grievances one after another. The object of the S.I.T.U. in calling upon the Malabar Teachers Union to send such a memorandum was to persuade

the Director of Public Instruction to consider the grievances and to give relief. The President and the Joint Secretary of our Union had an occasion to meet the workers of the Malabar Union and at their suggestion documents relating to the development of the Malabar Situation were sent to the President of the S.I.T.U. The Executive Board of the Union considered them and felt that the grievances referred to in the memorials were by no means peculiar to Malabar. The grievances seem to be more or less of a general nature. It was difficult for the S.I.T.U. Executive Board to feel quite sure whether they were so grave or special as to provoke teachers to direct action though it may sincerely sympathise with them.

We are however glad that direct action had been stopped at the suggestion of the S.I.T.U. and the members of the local Committee. This committee that was appointed at the public meeting at Calicut interviewed the Director of Public Instruction and the statement issued by the Convener of that Committee points out the measures that have to be adopted by the Government to improve the atmosphere in Malabar. The Director of Public Instruction has issued a statement in which he has expressed his willingness to restore the certificates if teachers should express regret. The Executive Board of the S.I.T.U. considered all the relevant documents in its possession and adopted a resolution that the Malabar Teachers' Union should officially express its regret and that the Director of Public Instruction should be pleased to accept this regret and restore the certificates. We hope that the Malabar Teachers' Union would take a realistic view of the situation and make it possible for its sympathisers to bring about an honourable settlement.

We understand that several teachers who happen to be members of Teachers' Unions in Malabar are asked to quit service since recognition has been withdrawn from these Unions. We appeal to the Director of Public Instruction to kindly instruct the management immediately not to take disciplinary action against such teachers and also to re-recognise the Unions so as to restore the normal and healthy atmosphere.

Approved for class use for schools in the Madras Presidency. (Vide "Fort St. George Gazette," dated 2nd May '39.)



HEADMASTERS SUGGEST

AND

WE RESPOND.

Several Headmasters informed us that, though Wren's High School Grammar was the best of its type, it did not cover completely the syllabus laid down for the General English Paper.

We sent them for their consideration Wren & Martin's High School Composition. The reply was that though this book covered the syllabus more fully than Wren's High School Grammar, it could not by itself be used without the latter book.

This suggested the issue of the ONE-VOLUME edition of Wren & Martin's High School English Grammar and Composition, meeting fully the requirements of the New Syllabus in English for the Matriculation Examination.

The ONE-VOLUME edition contains 647 pages of closely printed matter and yet it is priced at Rs. 3 only.

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