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MOTIVATION: ITS IMPORTANCE TO LEARNING

How to Accelerate the learning process.

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The problem of education is essentially the problem of learning. In fact learning constitutes the essence of all forms of development—whether it is intellectual, moral, physical, or religious. The process of learning is the mechanism by which the latent powers of the individual are given free scope for full expression and orderly growth. Learning is the realisation of the native potentialities, and is the very heart of the educational process. Mental growth is directly the result of learning. The aim of all sound education is to provide opportunities for the students to learn the maximum within a stipulated time, and to inspire them to work at their highest level of efficiency so that their creative and specific talents may find their fruition in sound and socially serviceable achievements.

It is in this connection that psychology makes itself immensely useful as the handmaid of the science of teaching by pointing out the laws of learning, and revealing the steps to be taken to increase the efficiency of the process. Psychology rightly asks if we are applying the most efficient technique in our school system, and suggests the ways and means which will effectively stimulate the individual to master the desired forms of activities. The questions that every teacher has to face are : what are the potent stimuli which will inspire the students to concentrate on the subject on hand? What are the effective motives which will unflinchingly impel the pupils to form the necessary habits? In a word, how are we to motivate the pupils? Learning is facilitated only when it is properly motivated; and education will become a futile task if the psychological principles governing motivation are not clearly grasped and strictly adhered to in everyday teaching. Of course the growth is spontaneous and comes from within; but it will have to be drawn out; and this is fundamentally a problem of correct motivation. The pupil's intellec-

tual advancement is the joint product of the inward energy and the environmental influences. The demand for self-expression depends on the right kind of stimuli that are presented.

WHAT MOTIVATION MEANS.

Now what is meant by motivation? To motivate is to energise by a specific goal, to create a mental set, to set in motion a tendency, to produce a tension and a predisposition. All these are dynamic terms and imply a definite purpose in the realisation of which the individual is ceaselessly active, effortful and restless. If education is a failure, and if learning is futile, it is entirely due to lack of proper motivation. Normal development is possible only when there is the correct incentive. Initiative depends on the striving towards an ideal. The capacity to learn is not the monopoly of human beings alone. Animals also are capable of learning. The circus animals and the rats, cats and dogs in psychological laboratories manifest very clearly this universal trait of all forms of learning. The animal exhibits a tendency to learn only if it is hungry, and when food is employed as an incentive. A well-fed animal stands pat and is impervious to any kind of stimuli. So the most powerful way to promote learning is to energise the individual by a personal aim, and to create a tension in him which will keep him dynamically active till the goal is reached. The process of learning is quickened, and its progress is assured and occurs with greater speed under the tension caused by motivation. It is this tension which releases the learner's reserve energies, and helps him to over-ride obstacles and difficulties, avoid distractions, and persist in the task on hand with great tenacity and grim determination.

Readiness and willingness to learn, real and abiding interest in school work, and confiding trust and genuine love for the teacher are the basic foundations for education, and should be guaranteed if teaching is to be effective and successful. It is the attitude of mind towards study which is the most important point in the educational effort. To requisition the aid of disciplinary measures and punishment as special agencies to help the process of learning is based on faulty psychology, and is a definite step in courting disaster. Nor is there any truth in making learning pleasurable. It must be noted that learning is action taken in the line of the greatest resistance, that it is essentially a trial and error process, and that it is effortful and painful both at the start and during the course until it gets established as a habit. It is a well-tried fact that failures are an important factor in learning, and are as much stimulative as success in contributing to the mastery of the subject selected.

FAULTY MOTIVATION.

Much harm is done by introducing utilitarian motives and commercial standards in the education of the children. To teach only that which is practical and immediately useful has unfortunately become the ruling principle in school curriculum. The fundamental psychological truth is that the child is an idealist; ulterior motives do not at all weigh with him. He is eager for new information on any subject, and is directly and immediately interested in acquiring knowledge for its own sake. Curiosity and the desire to learn are so powerful and natural with him that discoveries, new ideas, and personal achievements are intrinsically valuable and delightful to him and are their own rewards. Bribes, rewards, and hypocrisy are entirely foreign to the

life of the child; they are the unenviable products of "civilisation!" Every average child has an inordinate desire to play with ideas out of the sheer joy of finding out where they lead. In the interests of the free growth of the mental powers and for the sake of the ultimate usefulness of education, care should be taken to create a lively and personal interest in the subject learned, and to prevent the pupils from getting the notion that practical utility is the only test of knowledge.

Dean Ashbaugh has rightly pointed out that "the evidence of a great teacher is not that his students know the material he has taught, but that they come from his courses with an insatiable desire to know more and more of his field." It is not the quantity of information one has acquired that ought to determine the value of education but the initiative, independence of thought and the desire to learn which are aroused in the pupils. The child is by nature adventurous and fights desperately for his own initiative; he manifests a genuine and sincere joy and love for learning. Therefore the parents and the teachers, in their eagerness and anxiety to "control" education and make it profitable, are likely to sterilise the ambitions and discourage the spontaneity of the children by over-emphasising the practical usefulness and the commercial value of the information sought to be gained by them.

CULTURAL VALUE OF LEARNING

The child is dependent for his growth on the personalities and the ideals that obtain in the home and in the class-room; and the great problem of education is to arrange that the human environment and the intellectual atmosphere at home and at school enliven the native interest, quicken the ambition, and afford wholesome opportunities for unfolding the hidden potentialities. Creativeness, adventurousness, and the acquisition of knowledge for its own sake constitute the basic nature of the child; and in every case of learning he is more interested in the immediate result than in its remote utility. The momentous problem for the teacher is not to demonstrate how the mathematical laws and physical principles are used in the construction of bridges and other everyday conveniences; it is not even the devising of technical methods for speedy and efficient learning, however valuable these are in the art of teaching. The vital problem for him is to present knowledge in such a way as to insure its intellectual and emotional appeal. When the child's native curiosity is aroused, and his will to learn and the cultural interest in learning are properly and sufficiently stimulated, the minor problems of the specific methods and details of acquiring mastery over the different subjects may safely be left to take care of themselves. The details of the learning process are all features of a single unified response which is conditioned by the tension caused by motivation. It is impossible to have a single goal all through life. As life advances, the goals also change. The progressive realisation of goals develops a clear insight into one's own capacities and enlarges the scope and variety of learning. Learning thus is the natural form of growth and consists in the realisation of the potential; and the effect of motivation on learning is to assure and accelerate its efficiency.

"SOFT" PEDAGOGY INADEQUATE.

There are a few more accessories to motivation the adequacy of which will have to be tested in the light of psychological principles. One method

is to stimulate the play motives and present the facts of knowledge in the spirit of play and make them as easy and as attractive as the recreational activities of the games and sports. Of course this form of "soft" pedagogy has got its own merits, and is hallowed by tradition and sanctified by "big" names. But it is open to question if it is right to "sugar-coat" knowledge in this way and make the children swallow it without any genuine love for it and without giving them its true nature and its inherent difficulties. As discoveries and achievements are their own rewards, the child lives the life of the scientist, the inventor, and the explorer. He is basically serious and derives happiness from serious research and difficult exploration. Acquisition of skill and growth of full manhood are realised only when difficulties are met and obstacles are overcome. Self-expression is always due to restraints and hardships which are frankly recognised as such and ultimately conquered. This basic psychological fact is clearly illustrated in the case of those children who wilfully make trouble just for the fun of inviting restraint, because they are pampered and always have their own way.

FEAR MOTIVE HARMFUL

Another form of motivation is punishment. It is usually pointed by those who are addicted to this method that it is legitimate and is absolutely indispensable in certain cases. Of course this method is eminently effective in all cases of animal learning; but the wisdom of applying it to human learning is certainly open to serious objections. If the aim of education is to inspire children to work to their utmost capacity, and to present opportunities for inventiveness and discovery, then motivation by punishment is hopelessly out of place and positively destructive in its effects. Fear and coercion are intrinsically negative and inhibitive, and wholly disintegrative in their results. They actually produce aversion for the subject and hatred for the teacher and eventually lead to intellectual paralysis. The child who is in constant fear of punishment completely loses interest in his work, becomes easily tired, and ultimately falls a victim to nervous breakdown.

VALUE OF PERSONAL CONTACT.

Among the various forms of motivation, the most dominant one is the personal contact of the teacher. Genuine culture is always the result of the impact of one personality upon another. In the last resort it is the power of personality of the teacher which determines the success of the educational enterprise and insures the willingness of the child to learn. But unfortunately this is a condition which cannot be easily realised in all institutions. Library, furniture, buildings, laboratories, and the whole gamut of educational paraphernalia pale into insignificance before this most important factor which is indeed the central citadel of the educational fortress. Learning is essentially a voyage of discovery and a career of invention. The child has to learn almost everything, and the development of personality is a learning process which goes on silently but steadily from infancy onwards. And in this mighty task of building up of a coherent body of knowledge and of a properly integrated personality, the intimate contact between the teacher and the pupils is the chief determining factor. It is a noteworthy feature that the most intangible things like culture, honour, personality and truth are the most potent forces for guiding and regulating human conduct and destiny.

The gifted teacher exhibits an all-round enthusiasm for everything that he does, for the subject that he teaches, and for the lives and interests of his pupils. He believes in the cultural value of his knowledge and creates the same faith in his pupils. This is more a process of personal transmission than a laboured and formal communication. He is perfectly poised and well-balanced in his attitude towards life; and there is a joy and an abandon in his work which is eloquent and catching. His freshness, dignity, cheerfulness, self-control, grace, ease, unerring insight into the needs and capacities of his pupils and a whole host of kindred qualities make life in the class-room a glory and the task of learning a delight. Blessed is the institution which has such teachers on its staff, and more blessed are the pupils who get the unique opportunity of coming into personal contact with such living embodiments of real culture and high character.

RE-ORGANISATION OF S. S. L. C. ENGLISH SYLLABUS II.

BY

MR. A. S. VENKATARAMAN,

A. EXTENSIVE READING AND RAPID READING.

The rapid increase in the multiplicity of books and the enormous output of literature day after day have given rise to a number of problems that must have been unheard of years before. Among them, there is no problem which has been less envisaged than extensive and rapid reading.

A distinction is often made between intensive and extensive reading. Other terms used instead of extensive reading are "Cursory Reading" and "Non-detailed" a term of an absurdly and stupidly negative significance. The one is concerned with the interpretation of words, phrases and sentences and so on while the other requires simply a general comprehension of the book, a knowledge of the development of the plot, an acquaintance with the personal qualities of the characters and similar points. In short, books meant for cursory reading should be capable of being read by the pupils themselves in their out-of-school hours, though a few discussions and talks might be necessary in order to direct attention to the development of the story or plot, the role of certain characters, to help to explain the back-ground of the story or to clarify by a series of questions any vagueness of the boys.

In the words of Louis De Glehn in the chapter on "Modern Foreign Languages" forming part of "The New Teaching" by Prof. Adams, "It is an advantage to have two kinds of work the one definite, carefully composed and graduated, somewhat rigid and systematic, providing the discipline in accuracy in and through the linguistic content to be assimilated by the pupil, the other easier, more fluid, more intuitive, providing a pleasant relaxation for the pupil and above all, an opportunity of realizing his growing powers of understanding and thinking in the foreign language."

One main purpose of cursory reading is to train pupils to read widely and rapidly, to improve their vocabulary and, it may be, to enable them to interest themselves in English literature. Perhaps ultimately a liaison between the linguistic side and the literary aspect can be effected.

The main line of division between linguistic reading and cursory reading having been drawn, we have to distinguish before we pass on to rapid reading, two vocabularies, passive and active. It is plain to the simplest understanding that a child's powers of expression, i.e., *her* passive command of language is greater than *her* active command. What applies to a child applies to an adult and what is true of the mother-tongue is also true of the foreign language. That there is need for two vocabularies, active and passive, the veriest tyro in educational psychology knows. Now the principle underlying intensive reading and cursory reading (more commonly, if less logically called non-detailed study) clearly recognises the need for the two vocabularies, in that in the one, the active vocabulary is stressed while in the other the passive aspect receives greater stress,

Dr. West fails to recognise the necessary distinction between the two vocabularies, active and passive. But that is perhaps beyond his scope, for the vocabulary that he introduces in his New Method Readers is wholly passive, his aim being mainly to foster the reading ability on the part of Indian children.

His scheme in his Supplementary Readers is based on the same vocabulary (and that is of a passive kind) and his attention is to increase fluency of reading, rather than to create a situation for the pupils to tackle.

And here we are confronted with a problem for which Dr. West himself gives no satisfactory solution. The pupils in the first five years of their English course are to be on a *pabulum* that is given in terms of a limited or controlled vocabulary. At one stage or another the children will have to face an unprepared material and inferential reading will have to be attempted. In other words, how is the transition from controlled vocabulary to unprepared material to be effected? An essential advantage in independent unaided reading (as cursory reading ought to be) is lost when the same vocabulary is used for both detailed and cursory study. The opportunities for self-reliant, independent effort, are jettisoned. If it is true that schooling is an attempt to predict the situations of actual life, as Dr. West must admit, then the scope for independent, inferential unaided reading at least from the third year of English course must be created to enable children to get into touch with unprepared material and cope with it.

This cursory reading is only a part or a phase of the bigger problem of rapid reading. This problem has not been properly envisaged in this country and its possibilities remain unexplored. In the words of Prof. Thorndike: "Understanding a paragraph is like solving a problem in Mathematics. It consists in selecting the right elements of the situation and putting them together in the right relations and also with the right amount of weight or force for each. The mind is assailed as it were, by every word in the paragraph. It must select, repress, soften, emphasise, correlate and organise all under the influence of the right mental set or purpose or demand." In this work, the prime factor is the intelligence of the child. The correlation between speed of reading and intelligence has been found to be a high one. The co-efficient of correlation has been found to be as high as 72. The quickest readers are generally the most intelligent and here, there is no cause for surprise. Reading implies a process of thought, perception and the discernment of relationships, much like intelligence. "Slow and sure" is therefore the principle, which need not be followed in reading and we endanger nothing by increasing the speed.

A broad principle in this connexion is to be remembered. In the first two years of the English course, there will be no extensive reading or rapid reading. In the next three years, books on adventures and narratives suited to Indian children of different ages may be tackled and they should be based, for the most part, on the vocabulary of the linguistic text but with some additions to the vocabulary consisting of not only words but also of language forms, but not too many. In the higher forms, rapid and private reading may be encouraged with a view to strengthen and extend the pupils' command of the language.

What are the devices to improve rapid reading and comprehension? Experiments have shown that by means of advance questions on the material to be read, comprehension can be increased by between 30 and 40 per cent. These questions are meant to assist the scholar in analysing the passage and separating the important from the un-important, a matter of very great importance in reading. Another device is to conduct an advance discussion and explanation which is likely to be equally efficient in aiding comprehension.

Experiments in America have shown that the rates of reading ranged from 100 to 743 words a minute. Perhaps this is an extreme case, but this is a clear indication of variations to the extent that one may read seven times as quickly as the other. In our country experiments have been made by Dr. West and they show that the rates attained in America are also attainable in our schools with some training and practice.

Having made out a case for extensive and rapid reading, let us come to grips with the problem of its practical application to the S. S. L. C. This is of immediate importance in view of the unfortunate step taken by the S. S. L. C. Board in doing away with cursory reading from IV Form this year. The plea—for I believe it is more a plea than a ground that has prompted this step—is that the pupils get away from the habit of reading the set books in order to con the examination guides or cram books which sometimes even precede the prescribed text books. More often than not, such books are written in a hasty ill-considered manner that they can be no more models of literary excellence than some of the so called *Model Schools*. Taking for granted that this state of things is deplorable, what is the remedy? The scrapping away of the 'Non-detailed' study is certainly not the remedy. At any rate, it is worse than the disease. For that matter, the plea of the evils wrought by the printed summary holds good in the case of the detailed text also and do we on that account remove it from the course of studies? A right choice of the material for cursory reading and a right way of handling it both by teachers and the taught offers rich possibilities for widening the vocabulary of pupils and opens out bright vistas for rapid reading and these are of greater consequence than the preparation for an examination. I, for one, believe, that the annotators cannot bear all the blame for they claim the examiners as their co-parceners and strangely enough, in this case, the two are more like the lawyers in a court than the parties to a suit, for while, they quarrel in the open court, outside it they rub shoulders with one another and exchange courtesies.

The death-warrant of the 'Non-detailed' study has been signed and Library study has been installed presumably in its place. The scheme of Library work has its merits and defects that have to be examined and some of them are peculiar to our schools that they cannot be visualised by western critics.

In the first place we have to find out how many of our boys have the urge to continue reading on leaving school, what are the means of satisfying it, whether they know well how to use a library and if the libraries are stocked with such books as will help the scholars to lead a fuller and happier life. Secondly we have to enquire into the number of schools where the library is a room with books in 'open shelves' giving facilities to pupils to pick them out, taking for granted that books meant for enjoyment have been included.

There are other things also to be considered. How many of our pupils hail from homes each of which has any collection of books? How many of our teachers have been enlightened and trained to read in a particular way so as to teach their pupils to read with a sense of enjoyment? How many of them are so placed above want as to purchase the books that they need?

It is not my object to create obstacles where there are none nor to magnify them where they are trivial. Despite the obstacles, let us go ahead. All schools have a library of a sort and some money is spent on it. Let it be well spent. Modern publishers are busy with the latest catalogues and teachers will do well to make a serious study of libraries and the expenditure of money upon them. The writer is aware of a headmaster, who though not an ideal man for the place, in every way, kept himself busy collecting catalogues and using his blue lead freely, marking and underlining. This is one useful line of activity which the headmasters will do well to follow.

The School library is to be kept open and the almirahs should be thrown open. The library hours must be properly arranged as to come at the end of a session lest the pupils should feel that their interest and enjoyment are being guillotined. As most of our pupils come from homes, where books are unknown, it is the duty of the teacher to encourage boys to read as much for interest as for examinations.

The library hour may be utilised as to give a maximum benefit to the pupils in rapid reading. The problem here is how to create a taste for reading. In the early stages, the teacher may so arrange as to relate stories. After a time some of the forward pupils may be asked to do it and this will be a feature of all library periods. Later still, independent and silent reading may be practised. If the library work is to be tested, the writing of stories will be demanded from pupils or the description of a concrete situation and evaluation may be done on that or other equally satisfactory basis.

How to test library work is indeed a problem. If it is to be tested, the procedure will be elaborate and if it be perfunctorily done, the death-knell of the library hour will have to be sounded. If it is not to be tested, the analogy of the old B group subjects, History and Elementary Science, is against it. How to steer clear of the Scylla of testing it and the Charbydis of not doing it, is sure to rack many a teacher's brains. But all things considered it would seem advisable to leave it untested in any formal manner, and to allow freedom of pupils to utilise the library in the best manner they could choose?

Whether there is any logical connexion between the two steps, the scrapping away of the "Non-detailed" and the substitution of library study, has been already inferentially answered in the negative. For the cursory reading is to rapid reading what the avenues are to a villa and to me it seems that building up a library work on the ruins of cursory reading, is an attempt to stage "Hamlet" with the part of the Prince of Denmark omitted.

I dare not say, that they who have done it, know not what they are doing. But I certainly believe that the picture cannot be complete without cursory reading and if it is true, that rapid reading may lead to the creation of a literary sense, it is truer still that cursory reading is a means, an effective means, nay, the *sine qua non* of success in rapid reading, for which alone

the library work is meant. We are compelled to the conclusion that the library study far from replacing the cursory reading text, will be a valuable supplement to it, if properly planned and rightly conducted.

B. TESTS

In the previous section, the aims of English studies and methods of teaching were considered and it is for us to enquire what are the modes of testing candidates in the light of our aims.

To a large extent, the methods of testing should be fashioned by the objectives before us. It has been agreed that we expect a S. S. L. C. pupil to be able to speak English clearly and correctly, to understand spoken English, to write English and to read it. This is the minimum English equipment that is expected of a S. S. L. C. pupil.

Syllabuses are prescribed, courses of training are held and examinations are conducted. Which of these is the determinant of teaching in practice? In no other country than this perhaps is it true to say that the examination is the be-all and end-all of human endeavours. It is the bread-winner, the life-giver and what not. And why is it? Why not, asks the parent and he is the paymaster of the schoolmaster. The other day a parent came to me with a request that his son might be selected for the S. S. L. C. Examination, for he was not going up for the University course. I pointed out to him that the utility of the S. S. L. C. Examination has been so narrowed down as to help the eligibles to seek only the University course. But the father wished that his son must be a S. S. L. C., so that he may become at least an Amin. I had no other go but to say *Amen*.

Now this examination governs the teaching practice, shall I say, darkens the teacher's door. Tall is the talk that the teacher should not be a mere coach and the efficiency of the school should not be judged by the output of the manufactured S. S. L. Cs. But in practice, in this as in many other things, there is a divergence. The teacher does prepare his pupils for an examination and the efficiency of the school, and of the teacher is judged by the number of *eligibles*, the efficiency increasing with the increase in the number of passes.

Seemingly there is no harm but the evil is far more serious than we are inclined to view it at first. If the teacher prepares the pupils for an examination, it is because the examiner tests that which can be easily tested and the examiners are amateurs in the sense that they have made no special study of examinations in spite of their examinership extending over a decade or two and no statistical measurement or investigation has so far been attempted. Perhaps you can alter teaching by changing the examination but you cannot alter examination by changing the methods of teaching. We have therefore every reason to congratulate the S. S. L. C. Board on the wisdom of its step, in having issued model question papers.

We must admit that schooling is an attempt to predict life-situations, and the final aims of examinations, as of teaching are the same, namely, to impart an ability to face a life-situation, but the immediate aims seem to vary. Teaching helps the prevention of mistakes while examination allows

them. And curiously enough the examiners under pretext of testing skill, really test knowledge. Testing knowledge is the easier of the two operations. Is it any wonder that pupils cram? An examination that tests knowledge must encourage cram. The surprise is not that there is much of cram in our schools, but there is not more of it. There can be no difference of opinion that cram is due to faulty methods of examination and that it grows by what it feeds on. And the examiner is not to blame entirely. For whenever there is some departure from the stereo-typed methods of questioning, 'Letters to the Editor' are written, the academic bodies are moved in spite of their size, the Senate and the Syndicate are pulled by the ears. So an unholy alliance of the parents and the public is formed to convert a test of skill into a test of knowledge.

In defence of my position and by way of elucidation of the issues, I have raised, let me give a concrete example. Once an examiner set a question on the analysis of a sentence. The examiner wanted to test the pupil's ability to analyse a sentence; presumably his skill in analysing a sentence. The sentence is generally chosen from the prescribed text and what happened was that the pupil drew upon his memory and did the analysis by dint of cram work. It was found to be a piece of cram, for certain words, which had been omitted from the question paper but which had been included in the text, were supplied by the candidate. Moreover the pupil had betrayed in another answer a lack of skill to construct a complex sentence (a specific question having been asked). Here it will be found that the examiner while aiming at a test of skill, really tested knowledge (the sentence being found in the book and in schools, almost every sentence is analysed in class teaching) because it was easier for him. This has encouraged cramming on the part of the pupil.

We shall now consider some of the features of the English Paper, the first paper or the second paper of the old type. Almost every question demands a knowledge of the text, the detailed or the non-detailed except of course the general questions in the second paper. The answer to every question has to be in the form of an essay, essay first, essay second and essay always, though in some cases, there was a relaxation in the formal type. Memory is tested at the expense of intelligence and the defects are many. In the first place, it is not valid, in the sense that it does not test one thing in particular. A test of the subject matter must be conceived of as different from the test of expression and to test both is to do neither well as has been the case all along with the essay type. Secondly it is not objective. A valuation of the essay type of answer requires more than ordinary skill to assess the true worth of a paper and it gives room for errors in valuation, and the free play of the element of chance. The standard is apt to vary from examiner to examiner and in the case of the same person at different times. Thirdly, the old type is not a reliable test in that it does not produce the same result when it is held year after year from time to time provided the other conditions remain the same. It is a matter of common knowledge that year after year the percentage of passes varies and there is a wide disparity between the results of one year and those of another.

To add to these, when pupils are asked to choose from among the questions given, there is a possibility of certain portions being omitted by the examiner or the examinee and the scope for free play of chance widened. It is conceivable that a pupil being thorough with a limited portion will get

the better of another who has neglected no part of his studies and on this account a premium is placed on gambling in questions and a pass. It is not unusual for many a pupil in colleges and in schools also, but to a lesser degree, to migrate during the examination season from place to place in search of questions. It must be said at once that surmising questions or predicting them has been in several cases cultivated as a fine art.

To remedy these defects, the S. S. L. C. model question papers have been issued, obviously to minimise cram, to reduce the cram books, to give scope for the exercise of intelligence, to detect the resources of pupils and to restrict the opportunities for chance work.

An analysis of the paper, the First Paper (this applies to the second paper as well) reveals some marked features. Two questions, requiring essay type answers as they are called, have been replaced by six questions, three of them testing the ability of pupils to write paragraphs and three others testing their ability to construct sentences with certain usages in them. In all these cases, certain catchwords have been given. The remaining questions are common to the old type and the model paper. Memoriter, writing out the substance of an idea, explanation of words and expressions, bringing out the context, analysis, punctuation and use of certain words in independent sentences—all these are common. What applies to the first paper, applies to the second paper, as well. The questions on 'Non-detailed' study requiring essays to be written have given way to a number of small questions requiring short answers, the ability to write sentences as well as paragraphs being tested.

The model paper has some virtues of its own. It is less subjective than the old paper and therefore less subject to the vagaries of examiners. Since the questions cover the whole syllabus, the chances of error due to choice questions are reduced to a minimum. The questions being more specific, the examinees are in a better position to understand what is asked of them. If the examiner can be precise in what he asks and if the examinee can lay his finger on the right answer, then, the question of examinations becomes easier of solution.

Virtues apart, the model paper is not free from defects. That there is an infinite scope for making it more objective and more specific, must be admitted. The model paper is still far off from the real objective test. Presumably the watch words of the reformers have been more of caution and compromise and less of courage, conviction and carrying forward.

To make the paper more acceptable and precise in aims, a few suggestions are made. The guide words that are given, may either be used or are meant to help the examinee to follow the trend of the required answer. It is not clear whether they are to be used or if their equivalents will do or if the idea suggested by each of them has to be expanded. In other words, whether the use of guide words or equivalents is obligatory, needs clarification.

Secondly, the question asking the examinees to expand a particular idea is either a test of knowledge or a test of skill. If it is the latter, its object is defeated. If it is the former, it is bound to encourage cram. And as it is, it is doubtful it satisfies the features of a test of skill. The same thing holds good in the case of the question asking a pupil to write a short note on some short incidents or other similar subjects.

Thirdly, it would be better to encourage a reproduction of good passages rather than to encourage a reading of cram books. Requiring the pupils to write out the substance of a given stanza or to expand the idea in a given line or two leads the pupils away from the text proper to the examination guide.

So far about the specimen papers issued by the S. S. L. C. Board. I shall now deal with the new test in practice in the light of experience gained in giving two papers on the model of the S. S. L. C. specimen paper. In the first place, there is a clear line of division, a marked cleavage in the old type test, most marks ranged between 30% and 40%. In this test, however, there is a wider range. The 35% minimum has had some effect on our marking the answers of the old test but its influence does not seem to have any effect on marking the new type test scripts. In marking the answers to the traditional type questions it must be admitted that there is very little difference between 33 and 37 for if an examiner is prepared to mark an answer 33 he may as well evaluate it at 35 and in the same manner any paper getting 37 may be marked for 35. In the new type, however, 33 is 33 and 37 is 37 and there is a real difference between the two marks. The difficulty in detecting any differences between 33 and 35 as between 35 and 37 is now lessened. Again, the inexact marking—it is bound to be so according to the old type test—even of the most scrupulous examiner, creates problems of raising the percentage or lowering the percentage of passes. Happily for us such problems are not likely to arise in the future.

Another point I wish to place before your readers is that the general attitude of indifference fostered by the traditional type test—for the pupils cannot by any sincere efforts directly improve their answers unless their intelligence helps them—is likely to disappear before long. The situation can be described thus: In the old type test, the pupils are unable to please the teacher examiner, the S. S. L. C. examiner is generally dissatisfied. Every one concerned is at fault, including the teacher, the examiner and the candidate. No one knows who is at fault but every one shifts the blame to the shoulders of every other person and the fable of the dragon's teeth has been enacted. One wishes that this state of things had ended earlier. The new type though not likely to work miracles all at once, is calculated to improve the existing state of things. Of course it cannot benefit the pupils whose motto is, "I will fail and none shall save me."

To me, however, an ideal test in English (a new type one) is altogether different. It must test all the things that are expected of an S. S. L. C. pupil. The ability to pronounce English words must be tested, as well the stress, intonation and the rhythm. If this cannot be done, at the Public Examination, this must be done in schools. The ability to speak English should be tested by means of questions on dialogues, letters, the actual situation being exactly described to the pupils.

The ability to write English may be tested in various ways. Pupils may be asked to translate a given passage in the vernacular into English and vice versa. The gist of a long passage may be required in a shorter form. An extract is given. Questions on it are set and answers are demanded. Prepositions and conjunctions may require to be inserted in some questions. Use of idioms may be tested, in particular situations, in what are called self-

interpreting sentences. Distinctions in meanings between word and word have to be drawn out. Less simple English may have to be made into simpler English. In corrections may require to be corrected. Stories in outline may be expanded. A simple description of a town, a scene, a report of an accident may be asked. A knowledge of grammatical usages may be tested. Besides these, questions on analysis, synthesis, direct and indirect speech and punctuation may be set. In a paragraph, as in a sentence clauses and phrases may be disarranged. Arranging them in the form of sentences or paragraphs is one useful exercise.

The ability to read English must also be tested. If this be not possible in a public examination, it may be arranged at school, the performance in which must be taken into account along with the other tests. Advance questions on the matter to be read are given and answers are demanded short but likely to cover a knowledge of a number of pages marked for the reading test.

An important measure of reform would be to effect a liaison between examination and teaching. A special committee may be appointed to investigate every question paper, examine its effect on teaching and to revise the methods of examination whenever necessary. It shall set a typical paper to be issued to teachers, call for their opinions and hold a periodical review of examinations, system of the award of marks and other things with a view to make the standard more scientific, precise and reliable and also less open to comment and criticism.

INITIATION OF READERS IN THE USE OF LIBRARY APPARATUS

BY

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The object of modern Librarianship is Service to the Community through the systematic and successful utilisation of library resources. To accomplish this, Library Authorities who have come under the irresistible influence of the New Library Outlook, have introduced many reforms and innovations in library administration and activities, the outstanding among which are: (1) Classification of libraries by highly scientific schemes, (2) Arrangement of books on the shelves in a classified manner, (3) Introduction of a Classified Card Catalogue with a relative index to enable the readers to exploit the resources of the library, (4) Simplification of issue methods, (5) Free access to shelves, (6) Reference Service, (7) Introduction of the Card System of maintaining records wherever possible and bringing the routine work of the library to an irreducible minimum in order that the time and energy of the staff may be saved to be directed towards Reference Work, (8) Adoption of methods of Salesmanship and Publicity to make known to the public the resources and services offered by the library, (9) Participation in the activities of outside agencies like the School, College, Adult Education organisations, etc.

Having socialised the library in its aims and practices and extended the scope of library service by these methods, the Library Authorities, owing to the lack of the requisite equipments on the part of the clientele, have to confront all the problems that a democratic state has to face in order to make democracy a success. As the contemplated library service is very extensive and co-operative in nature and the users of books, ill-equipped, the librarian is in a very exacting position. He has to satisfy and reconcile the often conflicting demands of students, teachers and departments. Rules of the library are not adhered to by readers. Rights of others are not respected. Penalty on overdue books is resented. Open access, unless carefully safeguarded, may result in a wild freedom which disregards everybody and everything. Materials used are not infrequently misplaced. Books are handled like bricks. They are underlined and mutilated. The clientele is so much lost to all aesthetic sense that the waste paper basket in the reading room is never put into requisition. The librarian is often obliged to point out even the rudiments of library etiquette and library methods to young and old, to students and teachers alike. His intervention in this behalf is sometimes either misunderstood to be an inroad into the freedom of readers or an action which belies the spirit of the library administration. Needless to say, that the clientele is innocent of the technique indispensable to self-education viz. the ability to get ideas independently from books and to use the Library Apparatus to that effect.

Under these circumstances, if the ideals of modern Librarianship are to be achieved, the next concern of the Library Authorities is to have a clientele which has developed a proper attitude towards library methods, a high

civic sense, sane library ethics, and an ability to use books and library apparatus intelligently. In other words they want an enlightened and enlivened library citizenry as a necessary concomitant to library service. This can be secured only by deliberate instruction and training given in the period of formal schooling.

This need for training the readers in the use of books and Library Apparatus is being increasingly recognised in all countries and is being tackled by all authorities concerned. But in our country this problem has not yet been sufficiently realised. In a few metropolitan and university centres only, where libraries run on modern lines have already come into existence, Library Authorities are confronted with this problem in a very large scale. The Madras University Library is one such typical library in a typical centre with a typical problem. It is the object of this paper to consider this and to state how it has been tackling it.

The Madras University Library is intended for advanced study and research. It has a clientele with a uniformly high level of education. A noteworthy feature of this library is that it has instituted a Reference Section which aims at a high standard of Reference Service. But owing to the unfamiliarity of the clientele with modern library methods in the colleges and the consequent inability to use the Library Apparatus, there is a tendency for the Reference work to degenerate into answering common place questions, helping to find out ready references, like finding out meanings of idioms, locating all the related articles in a given subject in the encyclopaedia, use of indices, locating the required books on the shelves and to give such other elementary aids in the choice of materials. This state of affairs has to be viewed with very great concern since it has tremendous reactions on the quality of reference service, the library contemplates to render. For, in any library the quality of Reference work is enhanced in proportion to the ability of the readers to use books and Library Apparatus intelligently.

As the subject is vast, I shall deal in this paper with only one aspect of library instruction (i.e.) the initiation of readers in the use of Library Apparatus and of the Library Apparatus, only three viz., (1) Card Catalogue, (2) Signboards, (3) Borrowers' tickets. I shall also enumerate our experience here and state how we have been tackling this problem.

THE CARD CATALOGUE

On seeing the Card Catalogue, some new visitors in the library are upset with a sense of despair and helplessness. It is a huge and complex machinery which they think they are not competent to wield. That the cabinet consists of so many drawers each holding in front, labels containing inclusive letters or class numbers of the cards therein, does not strike them. Sometimes they cast a vacant glance at the cabinet and ask in dismay "Where is the catalogue?" This is partly because they have not come across a catalogue of this type in their school or college library and partly because they are not able to get away from the old notion of a catalogue in book form.

Then there are some who recognise in the cabinet the catalogue of the library and make bold to pull out a drawer and locate the correct guide card in it; but they look for information in front of the guide card instead of at

the back without a knowledge of the convention that the arrangement of cards in the cabinet goes from Front to Back. There are yet some readers who do not realise that the card catalogue consists of two parts, in one of which cards are arranged by the call numbers and in the other by the alphabetic sequence of words occurring at the top lines of the cards. So much with regard to the external form of the card catalogue.

With regard to referring in the index portion of the catalogue to specific authors, many know neither alphabetisation nor which part of the name to look under. Having Bernard Shaw or Mathew Arnold in view, many look under Bernard or Mathew and come to the conclusion that their work are not available in the library. If they succeed in locating a Goethe or Emerson, it is not because that they know where to look under but because they are accustomed only to this part of the names but not the full names as Johann Wolfgang von Goethe or Ralph Waldo Emerson. Compound English names like Baring-Gould, Roberts-Austen, Wingfield-Stratford, Headlam-Morley, become a difficult problem to them and the more so, Indian names. The entries "Ghose (Aurobindo) *see* Aurobindo Ghose" or "Aravinda Ghose *see* Aurobindo Ghose" convey no meaning to them. They remember only one part of the name or one mode of spelling relating to an author and look for it accordingly. If they come across the desired title it is by their good luck or accident. If they find only a cross reference card, they conclude that the books are not available as they fail to take the suggestion that they must look under the entry referred to. No wonder that the other possibilities of this part of the catalogue are not known to them. They do not often know that they can look for information under "topical headings," "series headings," under names of editors, translators, joint authors, "non-significant" titles of books, etc.

Coming to the classified part of the catalogue, the Call Number is viewed as a puzzle by many. The capital letter, the small letter, the colon, the dot and the dash which constitute the call number have no significance for them. If they want to locate here a class number or call number which they have found out by the success in their adventure with the index part of the catalogue, they fumble. As they are not accustomed to call numbers according to scientific classification scheme, the reference staff have to arouse their curiosity by interpreting the call numbers and impart to them by slow doses the significance, the sequence in arrangement and the usefulness of the call numbers. To be brief, the readers do not, if unaided, take the most economic advantage of the indefatigable labours of the library administration in the preparation of the catalogue in the manner they ought to.

SIGN BOARDS, ETC.

To facilitate the readers to find their way about in this ocean of books, the library has kept at the entrance of the stackroom a chart showing the general arrangement and location of books. Every row of racks at both ends, is provided with signboards to indicate what subjects are contained therein. Each shelf in its turn holds shelf labels. But the pity is that the readers do not read them and do not guide themselves. It is not uncommon for readers to approach the reference librarian when he is busy salvaging from oblivion a valuable article from a back number of a periodical for the use of a serious research student and to put the question for the 100th time, "Where are

the works of Thackery ?” or “Where are Geology books arranged ?” all the while standing opposite to signboards, staring them in the face with the names of the subjects “English Fiction,” “Geology” respectively and even offering to wait till the reference librarian disengages himself from the work on hand.

TICKETS

The necessity of tickets for the administration as a tool for charging books and the seriousness of the problems that the loss of tickets will give rise to, to the administration which is dealing with thousands of members, is not realised by the readers. Their statements like “I forgot to remove the tickets when I threw my coat to the dhoby and I don't think I will get them back. Hence give me duplicate ones,” or “I have forgotten to bring my tickets, please lend me these books and I shall send my tickets through my peon this evening or tomorrow,” only betray their lack of understanding of the library's point of view. Asked to produce the tickets when applying for books, occasionally a member states also as follows : “I had destroyed my tickets last time under the impression that new tickets will be issued to me as often as I come to the library to take books.” Does it need any stretch of imagination to infer from the very get-up of the tickets that they are intended for permanent use? Would he have done that if he had only read *once* the rules of the library or the instructions printed in the ticket itself? It is often a fact that the members of the library do not read even *once* the rules of the library and instructions on the tickets until they get into trouble with the administration for their failure to do the same.

The facts and experience of the kind enumerated are not peculiar to India but are universal. The following statistics relating to America will show how similar circumstances have prevailed there also. “Out of 343 fresh men only 163 claimed any previous acquaintance with either a card catalogue Dewey Classification, or magazine index; only 40 per cent had ever used a library card catalogue; less than 15 per cent knew what Dewey Classification meant and only 20 per cent had used magazine indexes.”* Hence there need be no despair to my fellow workers in the library world about the capacity of our people. These are not due to any inherent incapacity or inefficiency in our readers. On the other hand, these things are not instinctively learnt but must be consciously, deliberately and systematically taught. What is required is that the Library, School and College Authorities should as in other countries which are in advance of us in this respect, rise to a sense of the importance of library instruction in developing self reliance in the pursuit of knowledge. In fact, we have succeeded to a large extent in breaking in most of our readers in the use of our Library Apparatus. And by a systematic initiation of freshmen at the commencement of each academic year we have been tiding over this problem.

HOW WE INITIATE

For the purpose of initiation in the use of Library Apparatus, the readers in this library may be brought under two classes: (1) Aged and

*School Library Year Book No. 1 pp 99 (American Library Association).

middle aged graduates and (2) Young graduates and under-graduates. With regard to the former, it is a matter of common knowledge that people on the wrong side of their lives cannot easily adapt themselves to the new order of things. On being told of the 'open access' system by which they have to help themselves, they simply collapse in their seats heaving a sigh of woe and exclaim "Are those glorious days gone when we could order from our seats tens and hundreds of books? Certainly something unhappy is befalling the library. Then you fellows, you are all paid for nothing." Such people have to be served willy-nilly according to their own methods but always with the consciousness that this is only a passing problem but is inevitable in a period of transition. On the other hand, it is the young men who are in an impressionable age, whose habits are in the formative period and to whom initiation in Library Apparatus will be a lifelong benefit, that are entitled to the best attention of the library staff in the matter of initiation.

The beginning of the academic year is the season when fresh men joining the constituent colleges either enroll or can be made to enroll themselves as members of the library. As this is the period when they are free from obsessions of examinations and are necessarily inclined to visit the library frequently, this is just the opportunity to attract them, to initiate them in the use of the Library Apparatus and to create in them a growing and enduring interest in the library. Hence, by circulars and personal talks we request the principals and professors of constituent colleges to direct their students to the library in small batches. Also independently of this, we invite students by announcements in the newspapers offering to initiate them and help them in the choice of reading materials. In order that the reference staff may devote their maximum time to the fresh men, all their routine work is reduced to the minimum in this season.

When fresh men call at the library, the staff member at the Counter receives them cheerfully and directs them to the Reference Librarian who awaits them at the entrance to the stackroom. He greets them with a bright smile and a prepossessing look in a manner that each may feel that he is best attended to. The greeting of fresh men in any part of the library is to be done without any fuss or artificiality about it and as if it has become the expression of the spirit of the library. The Reference Librarian shows them first the chart which gives the location of the various subjects in the library and then takes them round the stackroom drawing their attention, on the way, to signboards, tier guides, and shelf labels which are intended to guide readers. He also asks them in the meanwhile to note in particular the location of the subjects they are interested in. He selects for illustration a subject in which they are commonly interested and takes them to that region to show the arrangement of the books in detail. The fundamental point 'Face the shelf and move to the right to follow the arrangement of books' is impressed on them. The resemblance of the plant to a line, a tier to a column and a row of racks to a page of a newspaper is brought home to them. This need not appear to be trivial since it has been found out by actual experience that fresh men waste a lot of time to learn the natural arrangement of books. Then the grouping of books on the shelves by class numbers and the internal arrangement in each class by book numbers are shown to them. As ocular demonstration always produces better impression than oral instructions it is here that are pointed out, the

significance of the symbols that constitute the call number, the precedence they take in arrangement and how a failure to understand the same will not only cause a havoc to the arrangement of books when they happened to browse among the shelves but also to launch them into wrong regions leading to disappointment and waste of time. For example, how according to the *Colon Classification** classes like 09 and 0:9 are apart by 100 feet, V6 and V:6 by 150 feet because of the colon and how La and LA occupy the extremities of the subject "Medicine" because of the small *a* and the capital *A*, and how the Book Numbers F2, F211, F2.11, F2.11-1 F21.11,113 take precedence in arrangement are impressed on them.

Next to showing the stackroom, the use of the catalogue is demonstrated. It is explained that card catalogue is in two parts, the classified part and the index part and that the arrangement of cards in the former is by call numbers and in the latter by the alphabet. Taking first the Index part, the label in front of each drawer, the arrangement of cards from front to back, the presence of cross reference indexes in red cards and their significance, what part of the name to look under in the case of English names, English compound names, French names, Indian names, etc., are all shown. The fact that topical headings, series headings, names of editors, translators, joint-authors, 'non-significant' titles of books, etc., are also indexed here is explained by actually working with the catalogue, by locating some typical names, topics, series and titles of books. Further, they are shown how in certain cases like literary authors, biographies of eminent men, etc., the index card under their names gives only the class numbers and not the full call numbers and how it is necessary to refer to such numbers in the classified part of the catalogue to find out what works and how many editions thereof relating to them are available in the library.

With regard to the classified part of the catalogue the points that are explained are the general outline of the "Colon Classification,"* the division of knowledge into 27 main classes of which 26 are represented by letters 'A to Z' and how each of the 27 main classes is again subdivided. The subject which interests the fresh men in common and which was taken for illustration near the shelves is to be taken and all the processes done there are repeated here also so that they may correlate what they see and strengthen the impression that the books on the shelves are by the same arrangement as the cards in the classified part of the catalogue. Then they are shown how under each subject the white main cards represent books exclusively devoted to the subject, the cross reference red cards represent books not shelved with the subject but yet contain matter on the subject in the pages referred to and how by the main and cross reference cards, the entire book resources of the library on a subject can be seen at a glance in one place in the card catalogue. Here it is also explained that the call number is constituted by the class number and the book number both of which are necessary to locate a desired book. An analogy is drawn between a Library and a City, the main classes resembling the various wards, sub-classes resembling the streets and the book numbers resembling the door numbers of the houses and they are made to realise the idea that a particular book is not individualised without the book number. After the de-

*Colon classification by S. R. Ranganathan, M.A., L.T., F. L. A., Librarian, Madras University Library Published by Madras Library Association.

monstration of the use of the catalogue, the fresh men are again taken round the stackroom so that the whole arrangement of the library may be viewed in relation to the catalogue.

With regard to tickets they are told that every depositor is given as many tickets as the books he is entitled to borrow at a time and that they are designed for permanent use and must be returned to the library when he withdraws his deposit. Attention is drawn to the instructions printed on the tickets and they are enjoined to jealously preserve the tickets and also not to sublend them.

Lastly they are asked to read the rules of the library drawing special attention to those governing the duration of loan, renewal of loan and the penalty on overdue books. After attending to their requirements for the time being and informing them of the registration system by which they can manage to obtain books which are out on loan, they are left to study or browse among the shelves with a very brief and relevant farewell chat, the manner of which should prove an irresistible lure to the library.

All this initiation should normally begin in the Libraries of primary schools and be continued in those of the High Schools and Colleges so as to create a disciplined library habit in students for the lifelong pursuit of knowledge.

As Library Instruction is woefully absent in our country in the earlier stages of education, this work devolves upon adult and University Libraries seriously handicapping more important and legitimate items of work. Will the High School and College Authorities realise the importance of Library Instruction, reorganise their respective libraries, put them in charge of specially trained librarians, inculcate through them library habit in students and turn out at least in the next generation intelligent users of libraries of this kind, thus relieving us of the drag of initiation in the adult stage and rendering possible Reference Service of a high, intensive and creative order which alone is the 'crown' and 'flower' of our calling ?

THE TEACHERS' SERVICE CONDITION BILL

BY

MR. S. T. RAMANUJA IYENGAR.

GENESIS

The bill relating to Teachers' Service Conditions in the province of Madras is the constructive solution of the South Indian Teachers' Union to regulate the service conditions of Teachers under different agencies under the control of a common authority. It contains the substance of the demands of the South Indian Teachers' Union during its twenty five years of life. It is the outcome of the N.U.T. spirit generated in 1908 and blessed in 1933 by the first Secretary of the S.I.T.U., the Rev. W. M. Theobald of Ootacamund. It is the result of the recognition Teachers of South India that what is good for teachers in the N.U.T., of England is equally good for teachers in the S.I.T.U.

THE BACKGROUND OF THE BILL

The bill is based on the conclusion that the diversity of origin and control of our educational system should be ended by bringing all the limbs in the educational machinery under a common statutory authority to regulate education and educational organisation. Most European states have solved the question "Who is Responsible for Education—State or People?" and have undertaken state responsibility.

In India, however, as in politics, Education is suffering from the joint responsibility muddle of state and people. Educational agencies and Educational Services are pulling away from, and to the detriment of one another and concerted co-ordination. The bill seeks to destroy this unwanted dyarchy in Education and arrest the chaos of conflicting claims in the no man's land of Education. It endeavours to establish State responsibility for all forms of Education and supervision of Education.

PRECEDENTS IN INDIA

The principle of State responsibility and control of Education has found expression in many provinces of India. The Madras Educational rules are an instance in point. The Government of Burma have standardized Salary Scales for Teachers enforced in their area. Bengal has Arbitration Boards to settle disputes between educational employers and employees. The Central Provinces has a Provincial Board of Education. Ceylon has a system of salaries, increments and pensions for teachers in the Colony.

GUIDANCE FROM ABROAD

Guidance from abroad is equally in favour of State control. France has State decrees about the Salaries of Teachers. Germany has recognised teaching as a Civil Service with pension. Greece has a scheme of National Teachers' Insurance. Switzerland has provided judicial trial for dismissed

teachers. Denmark has taken up State responsibility for appointments of teachers, with right of appeal and right to good salaries and allowances. Mexico has provided trial by jury for dismissed teachers.

CONDITIONS IN MADRAS

While that is the sort of guidance everywhere, ministerial effort in South India to raise the Teaching Service and through it, the educational level has been in the nature of a dis-service. The dominating creed of communalism has been allowed to invade the educational institutions. Appointments are made and disappointments are caused by credal and communal considerations, raised to the dignity of political principles. Ministers have given expression to the view that teachers are commodities, regulated by the law of supply and demand. The Ministry's indifference to the interests of the teaching profession and, therefore, of Education has placed the teacher in the vortex of struggles to live, to survive and to retain his position, prestige and soul. Ministerial misdirection has led to departmental apathy, teachers' demoralisation, and the growth of the Kanganis spirit in school management.

TEACHERS' PLIGHT

Under such conditions, the teacher is being definitely depressed. In some institutions, the teacher is afraid to come together. Teachers' Associations have no freedom to function, much less to debate or decide. Teachers' pay and prospects are determined by market considerations. Teachers are unable to show morality in action owing to the subtle subterfuges of Educational Kanganies. Contracts are made against the free will of teachers. Salaries are arbitrarily fixed, rendered binami, delayed and cut. Provident Fund rules are violated in practice. Leave rules are varying and are worked in relation to persons. Terminations are a matter of routine, instead of being for professional misconduct or inefficiency. Contracts are dissolved arbitrarily and the teacher is struck in the dark and below the belt, and the department of education, which controls him, is unable to protect him from the vagaries of employers. These disabilities render it impossible for the teacher to labour honestly in his vocation.

CASE FOR THE BILL

The case for the bill rests on abuses which exist and which have been exposed by District Educational Officers in the report on Education. The bill takes its stand on existing practice and recognises that all service is under a contract. It pleads for a statutory recognition of service conditions of teachers on the ground that teachers are public servants and limbs of the educational machinery. As teachers are partners in the work of education with employers, it insists on protection for the teacher from the vagaries of managements, party-politics and unethical codes of conduct of all alike.

THE PLAN OF THE BILL

The bill defines the duties and rights of teachers in respect of pay, leave rules, cadre, transfer, codes of conduct, period of service, terms of termination and right of redress. It defines the employers' obligations to the employee without leaving them to fluctuate at will. It also enunciates the

nature of the control over employers to be exercised by the common education authority in the interests of the proper use of schools and education endowments as trusts. It makes the Provincial Board of Education the co-ordinating agency, representing all employing agencies and workers, and the controlling agency in the matter of recruitment, appointment, terms of service transfers, control, discharge and redress.

THE NEW TECHNIQUE

This plan is based on the new technique of partnership between employers and employees in educational matters, which is the result of the new educational ideal of co-operation between all concerned in education. This technique implies certain statutory adjustments in the relationship between employer and employee, allowing for existing factors. It recognises the vested rights of employers but changes the character and outlook of employers on the ground that the school is not a private property but a public trust built up not merely by the managements' funds, fees and grants, but by the teachers' sacrifice in terms of low salaries, cuts and contributions.

THE ADJUSTMENTS DEFINED

The adjustments involved in the new technique are defined. The Management will have the right to appoint teachers, the obligation of paying the initial salary is a standardised scale, the right of control on the spot, the obligation to submit to scrutiny by the public, the right to enforce proper work by teachers, and the obligation to provide the necessary equipment in teaching aids and buildings on a system of equipment grants. The teacher will be organised under a registration council, standardised salaries, common leave rules, uniform conditions of work, a code of professional conduct, service cadres and definite assurances of a career. The Board will be the machinery to effect adjustments, the director of educational services, the arbitrator of disputes, the authority to enforce decisions, and the link between the government and the educational agencies. The government has to recognise its responsibility for the expenditure on the Teaching Service by bearing all incremental charges on salary scales, instead of awarding grants.

THE BILL—THE WAY OF REDRESS

The legislative measure is the wisest solution of the vexed problem of service conditions. Resort to law is a waste and a misdirection of educational effort. Redress through the department is ineffective as the department is handicapped by extra-educational policies and considerations of the new democracy. The path of strife with employers takes away from the nobility of the Teaching profession. Registration of the S. I. T. U. under the Trade Union Act may help the Union to get the right to enquiry and conciliation in the matter of trade disputes. But the right way is for the legislature to place the Bill on the statute book as a matter of urgent public necessity.

OBJECTIONS ANSWERED

It is said by certain friends of the profession that a good teacher does not require any protection. This ignores the fact that the conditions of the

teachers' environment do not help the proper functioning of good teacher. Moreover, a teacher cannot live merely on the metaphysical conception of his vocation, especially when there is no attempt on the part of the public and the authorities to bring about the necessary correlation of physiological and psychological needs of his profession. Objection is taken to bringing all types of institutions in one bill. The idea is to create professional solidarity and it is waste of time to have different bills for different grades of teachers. Another objection is that teachers in local bodies need not be brought under this bill. The statement of objects and reasons clearly explains the need for bringing in teachers of local bodies under the bill. Even if local board servants have better service conditions than in aided schools, they have to be included in the bill in the interests of homogeneity. The provision for transfer is objected to on the ground of language difficulty and likelihood of dislocation of work. The objection betrays lack of understanding of the bill. Transfer is to be resorted to only in the interests of service exigencies. Only in the case of college teachers will transfers be from one linguistic area to another. In schools, transfers will be within linguistic areas and within one district. The Board must be expected to use its discretion. The question is raised if unification of the Teaching service is feasible. Unification is different from provincialisation and unification under the cadre system proposed is quite feasible. It is suggested that the bill need not include the professional code. This betrays lack of appreciation of the need for defining what is professional misconduct, the absence of which is responsible for a lot of the present service scandals caused by employers and employees alike. The professional code is a vital part of the definition of teachers' service conditions. It is pointed out that scales of salaries need not be obligatory because salaries may vary from district to district according to local conditions. Under the bill, salaries will be standardised for qualifications and will be average scales within modest limits. The adoption of such obligatory scales is to prevent chances of employers demeaning themselves and humiliating teachers by offer of salaries as are at present in vogue, with no regard to service, qualification or merit. Moreover, standardised scales are introduced with a view to make clear the obligations of employers and government in respect of initial salary and incremental charges. Teachers with the missionary spirit may fund the salary to the institution as missionary agencies are doing. The idea to leave out unaided institutions is to discharge the growth of schools which do not want their finances to be submitted to public scrutiny. Missionary agencies object to statutory definitions in the interests of Xian Education. Their objections have to be over-ruled in the interests of education and the appropriation of public funds for cosmopolitan purpose. Other objections relating to representation on the Board and manner of dismissal from service are all matters for adjustment.

CONCLUSION.

In spite of objections from interested quarters, teachers have to be united in their demands and forge sanctions for the bill. Even if the present legislature with its pre-occupations is unable to bestow any thought over the teacher, it is the duty of the S. I. T. U. to educate M. L. Cs, the department, the ministry of education and the various agencies, in the intentions of the Bill with a view to make it a live issue in the representative legislatures to be formed.

TIT-BITS FROM THE EDUCATIONAL WORLD

BY

ANGLER.

Education in India—Task ahead.

The statement of the Government of India about the progress of Education in India reveals the following interesting figures, at the end of the years 1931-32:—

<i>Scholars.</i>		<i>Institutions.</i>	
Scholars in Colleges	78,044.	Arts Colleges	223.
„ in High Schools	8,62,513.	High Schools	2801.
„ in English Middle Schools	4,10,459.	English Middle Schools	3875.
„ in V. M. Schools	7,54,521.	Vernacular Middle Schools	5894.
„ in Elementary Schools	73,77,257.	Primary Schools	1,68,835

The percentage of male scholars worked up to 6.98% of the population. The percentage of female scholars worked up to 1.8%

The expenditure in thousands of rupees is as follows:—

From Government funds:	.. 124,601
From Local funds:	.. 28,001
From Municipal funds	.. 15,817
From fees and other sources.	.. 103,438

The percentage of male scholars to the population of Madras was 3.1%. The expenditure in Madras amounted to Rs. 56,762,000.

The task of Educational reconstruction on a nation-wide scale is the problem before us and let teachers realise the scope there is for the pursuit of their vocation, if only they respond to the call of their profession with energy, enthusiasm and initiative, under the direction or organised teaching opinion. Let us energize ourselves and distribute ourselves in centres which need us, instead of losing our souls by serving Educational Kanganies, and sticking to jobs out of an imposition of beggarly necessity. The S. I. T. U. must prepare, unofficially, area schemes for educational expansion, make a list of unemployed teachers and send them to new areas, and if need be, subsidise them to create S. I. T. U. Educational centres. Public sympathy and effective financial support are bound to flow, if the S. I. T. U. gets out of its pale and gets into the currents of public work.

THE NEW TEACHER.

The conception about the teacher is changing with the changing conceptions about Education. Teaching is by some considered to be a vocation and not a profession. The modern teacher cannot merely treat teaching as a vocation. He has to live in a competitive and aggressive world and so he has to become a member of a fighting professional unit. For this, he has to be a school master of the new type with high vocational and professional ideals, translated into practice and he has to teach not merely pupils but parents and authorities. This claim may look audacious but if the teacher is ever to walk erect and be respected, he must cease to be the school-master of the present, who is

guilty of disloyalty to the traditions of teachers in the noblest sense of the term, and who is the abettor of a system of Education which kills the individual and professional soul of the teacher.

RAISING THE TEACHER.

Mr. K. S. Vakil, I. E. S. (Retired) has done a distinct professional service by his valuable presidential address at the eighth session of the Bombay Secondary Teacher's Conference on 10-2-34. The entire address is full of constructive suggestions for raising the teachers, who to use the words of Dr. Keatings of Oxford, are "mediocre drudges" Teachers have to know not merely educational theory but also have a good knowledge of the subjects they teach and a comprehensive outlook on life. They must have professional status through a Teacher's Register, backed up by a statutory provision that they alone could practise. To have public esteem, they must secure suitable service conditions regarding pay, promotion, Provident Fund and provision against insecurity, accident, illness, old age, and death. Mr. Vakil puts forward a powerful plea for raising the minimum qualification of a teacher of any grade to that of a university degree and making it compulsory after a period of grace. To prevent teacher from being seized with educational inertia, periodical refresher courses and quinquennial efficiency tests in educational tendencies and practices may be conducted. There is a plan for the S. I. T. U. and, in fact, for all Teachers' organisations.

A COMMON EDUCATION AUTHORITY

While our ministry of Education is enjoying the fruits of office without discharging its responsibilities to the country, Ceylon is forging ahead with its educational policy by a new bill to re-enact the Ceylon ordinance of 1920. The bill calls upon local authorities to submit area schemes for the progressive development and comprehensive organisation of education. The existing schools (Government, Government-managed, and assisted) are all brought under a common authority in each area which will look after the educational needs of the area systematically, instead of supplying special needs as occasion arises or as selfish party politics permit. Above all, the new ordinance brings government schools, which hibernate in security, under a public body, and converts private schools, which pass for private property, as educational trusts. The Board of Education set up before the Donoughmore Commission instead of being a misfit as at present, is made a real board. Discussions on the draft bill of Ceylon are now over and the Minister is to place it before the Ceylon Council. Will our Minister of Education bring forward an official bill to arrest the drift of our Educational policy and place all Educational institutions under a common authority in the interests of sound educational development and organisation?

WAYS OF EDUCATIONAL KANGANIES

Here are some cases for the D. P. I. One is a case from Guntur of cut in salary and reduction of cut-salary of teachers in a school, irrespective of the agreement in vogue. Another from Calicut is a bit more complicated—due to arrears of salaries for months, reduction in salaries, funding of salary-arrears to the school, and non-payment of contributions to Provident Fund, in spite of the agreement in vogue. Yet another is a case from Tinnevely where arrears of salaries were made up for departmental satisfaction by teachers being made to sign in the acquittance register when payment was not made. When some of the teachers refused to be a party to such loyalty to employers, they have been turned out, and their conduct is called into question. These cases from the Andhra, Malabar and Tamil Nadu are but instances of the ways of educational

employers, who, in pride of power, treat agreements, legal and moral, as scraps of paper,—all because M. L. Cs. of these places are otherwise busy and the Department of Education has its own limitations under the baneful system of dyarchy in Madras. There is only one reply which teachers can give, and that is to create a compelling public opinion by exposing vagaries of Managements through organised teaching opinion.

EXPANSION THROUGH CONSOLIDATION.

In the discussions and writings, as in the propaganda for and against the Champion Scheme and the Government orders thereon, organised teaching opinion must assert itself. It is good to repeat the arguments for and against the scheme of Mr. Champion in the interests of clear thinking.

The arguments against the scheme are these:—

- (1) The scheme has no legislative sanction.
- (2) Education should not be a state monopoly.
- (3) Catholic Education is the concern of the Holy Family.
- (4) Islamic Religious Education will suffer under centralisation.
- (5) Vested interests of Teacher managers will suffer.
- (6) Teachers are likely to be thrown out.
- (7) Expansion of Elementary Education will suffer.
- (8) Concentration of Elementary Schools will not conduce to efficiency.
- (9) Co-education is a discredited experiment.
- (10) The scheme will not bring economy in finance but more expenditure.
- (11) The central school in urban areas is needless owing to existence of the High Schools with primary schools and the central school in rural areas is impossible owing to distance and the limitations of the child.
- (12) Elementary Education will suffer a set-back.

The arguments for the scheme are as follows:—

- (1) The diagnosis of the defects of the Elementary Education is correct.
- (2) The principles of consolidation and concentration with a view to expansion are desirable.
- (3) National need requires fusion of all elements under a central non-denominational school.
- (4) Fusion of schools is to be without dislocation.
- (5) Supervision and control are made easy.
- (6) There will be a healthy competitive atmosphere.
- (7) There will be better resources for teaching well in a central school.
- (8) Schools will become public, instead of being credal, communal and private.
- (9) There will be form and symmetry in the grading of schools.
- (10) Interests of Education demand qualitative expansion.
- (11) Expansion will be on efficient lines.
- (12) The principle of State responsibility for at least Elementary Education is recognised.
- (13) The solution of ending inefficient schools, preventing mushroom schools, fusion of small schools, creating big schools, and establishing central schools at the top

of aided, central junior schools—is educationally sound, economically imperative, and nationally wise.

(14) The scheme is an essay in organisation for the good of the child in terms of the nation—dealing a blow to separatist tendencies at the foundations of Education in order to bring about equality through equal opportunities in the interests of cosmopolitanism in Future India.

The S. I. T. U as a cosmopolitan educational body must express educational opinion, and stand for expansion through efficiency and economy. It has no need to be loyal to Catholic missionaries, or Muhammadans or Teacher managers or even to Teachers, where the interests of education require efficiency

THE S. S. L. C. MUDDLE.

In the situation created by the Academic Council's decision, teaching opinion has to assert itself. Whether it be Matriculation or S. S. L. C. scheme or University scheme of studies or Departmental scheme, the S. I. T. U. has no need to forsake fundamentals and suggest compromises. Let the Vellore Conference demand for a Secondary Education Act be the watchword of the S. I. T. U. Let Secondary Education be organised statutorily with the department as co-ordinating agency and the District. Secondary Education Boards be the common authority in each area for the control of Secondary Education according to national and local needs of each district with district examination and district syllabuses. Let the University have its entrance examination and let employers have their own tests. This is the only way out of the muddle. Then each district will at least try to show educational initiative and adopt experiments. Will the Ministry bring forward a Secondary Education Act?

FROM OUR ASSOCIATIONS

BOARD HIGH SCHOOL, PANRUTI

The anniversary of the Board High School Panruti was celebrated on Friday the 2nd instant under the presidency of M. R. Ry. T. V. Apparsundara Mudaliar, Avl., M. A. L. T., District Educational Officer South Arcot. The function began with prayer. The Headmaster of the institution Mr S. R. Krishnaswamy Aiyangar, M.A., L.T, read the annual report. He referred to the steady increase in the strength of the school and the various extra-curricular activities of the students. He made mention of the keen interest taken by the District Educational Officer in such healthy activities as the Scout Movement, Excursions and assembly classes. There was a tamil lecture on "*Education is an investment*" by Sundararamanajua Naidugaru Senior Tamil Pandit of the School. The variety entertainment which followed was much appreciated by the public. Prizes were awarded to students for their merit in their examination and to winners in the School Sports. In his concluding remarks the president spoke as follows:—

"The report that has been read out to us speaks of an all-round progress, not only in respect of the inner life of this institution; but even in regard to its extra-curricular activities. This institution has achieved a large measure of progress which is solely due to the efficient working of the staff, ably directed and guided by the headmaster of this institution. It is particularly pleasing to note that there is a Scout Troop attached to this institution. There can be no better movement started than this great Scout Movement which teaches the boys to be courageous, to be faithful, to be loyal and to do their very best to love their fellowmen. In my opinion, no secondary school can be complete without a Scout Troop being attached to it. It is my sincere hope that every school-boy will become a member of this great educational movement. It is a mistake to suppose that an extra-curricular movement like this is likely to interfere with the legitimate school work. If there is any one who is labouring under that mistaken conception, it is my wish to wipe it out from the minds of those who are assembled here to-night. Students who go out of an institution, where extra-curricular activities constitute the very essence of the school-life, in my opinion develop and grow into a true type of citizens who will be of real value to humanity.

I must congratulate you, boys, on your having shown a very keen interest in sports. If we learn anything from games at all, it is this. It teaches you sportsmanship. The great lesson of game is this: it tells you that you will win again. If you do not win it again, you will have to accept defeat in true and proper spirit. This is in my opinion, the great message of games.

What you exactly learn at school is not merely book-learning. What you learn at school is something very much more than book-learning. The one great thing that you learn at school is that you learn to take your place in the world amongst equals. And that you learn to play the game. This is the great thing that you learn at school.

Another thing that you learn in the school is this. And that is discipline. I am a great believer in discipline. I have great faith in discipline, for to my mind it is a great thing, to be disciplined in life. If the English people owe their present position, if the English people are very high, and are keeping a very high place in the scale of nations, it is because they are a disciplined nation."

The function came to a close with a vote of thanks to the President and the ladies and gentlemen present.

THE CHINGLEPUT DISTRICT TEACHERS' GUILD.

An ordinary meeting of the guild was held on Saturday 3rd March 1934 at 3 p.m., in the hall of the Anderson High School, Conjeevaram with Rev. J. H. Maclean M.A., D. D., the president in the chair. The meeting commenced with prayer. After prayer the following resolution was passed, all the members standing:—

The Chingleput District Guild puts on record an expression of sorrow at the death of its Secretary Mr S. Rangaswami Ayyangar and of the loss which the Guild has sustained thereby. Mr. S. Rangaswami Ayyangar was one of the founders of the Guild in 1927 and was its first Secretary. To this office he was appointed last year and he served the Guild faithfully till his death last December.

The Guild assures his widow and children of its sincere sympathy with them in their great sorrow.

Mr. C. J. Lucas, M.A., L.T., Principal of the Union Mission Training School, Vellore delivered an interesting and instructive lecture on "*What Secondary school Teachers and pupils may do for rural uplift*" He said.—

India is a country of villages Any well-wisher of India must needs turn his attention to village uplift. The villager is highly conservative and looks with suspicion and distrust at any new changes. The village uplift worker must possess considerable tact, patience and sympathy. He must gain the confidence and good-will of the villager by impressing upon him that he has a genuine desire to be his guide and friend. He must make a survey of the village and study its problem before setting out to work. Dirt, disease, indebtedness to money lenders, ignorance and caste-prejudices are some of the evils which must be fought out. The worker must set an example to the villagers by himself putting into practice what he preaches. He must not be discouraged by adverse criticisms against his work.

The lecturer then answered some questions put to him and the meeting came to a close with a hearty vote of thanks proposed by the Secretary to the lecturer and the Chairman.

The meeting broke for a short time when refreshments were provided to the members by the Conjeevaram Teachers' Association.

The Guild re-assembled and transacted the following business:—

Mr. V. V. Duraiswami Ayyar, B.A., L.T, Assistant, Pachaiyappa's High School, Conjeevaram was elected as Secretary.

The Executive Committee was requested to find out the financial position of the Guild and to take steps to ensure regular working.

Resolved that in accordance with the regulation passed by the University of Madras in 1933 the Director of Public Instruction be requested to make speedy arrangements for admitting *bona-fide* trained teachers who have passed the B.A, degree examination into the Teachers' College Saidapet, for undergoing a course of Special Training to enable them to appear for the L.T., degree examination.

THE ANANTAPUR DISTRICT TEACHERS' GUILD.

Fourth Annual Conference.

The Fourth Annual Conference of the above Guild was held at Uravakonda on Saturday the 3rd instant, in the Board High School. About 27 delegates representative of almost all the affiliated associations in the district were present, besides a few distinguished visitors prominent among whom were Messrs N. R. Subba Ayyar and T. M.

Margasahayam Chettiar of C. D. College, Anantapur, D. Bheemaiah, Secretary, M. Karibasappa, Rahimtullah and the Deputy Inspector of Schools, Gooty Range.

In the unavoidable absence of the President of the Guild, the Vice President presided over the occasions. The proceedings commenced with a prayer, after which Mr. P. Raghavendrachar, headmaster, Board High School, Uravakonda welcomed the delegates in a short speech in which he traced the commercial importance, of Uravakonda and the history of the School in which the Conference was being held.

Mr. S. Vaideeswara Aiyar, Vice-President, then requested Mr. G. Lakshmana Reddy, President District Board to open the Conference Mr. Lakshmana Reddy in his sweet short address pointed out the usefulness of the Guild meeting at least once a year for the exchange of thoughts and declared the Session open.

The Fourth Annual report of the Guild was then presented by the Secretary. This was followed by a lecture on Plant Life and its study in Schools by Mr. M. S. Sabhesan, M.A., Professor, Christian College and Secretary of the South India Teachers' Union. Janab Gulam Dastagir Sahib Bahaddur B.A., L.T., the District Educational Officer, presided over the lecture

The Lecturer started with the fundamental aims of Secondary Education and emphasized on the study of Plant and Animal life in Schools as the essential part of the curriculum. He also pointed out that plants were better studied outside the school rooms on the fields and in gardens and during excursions. The President while thanking the Lecturer for his thoughtful address, pointed out that teachers should assert themselves and that it was their timidity that brought so many dictators over them and frequent interference with the school curriculum.

Immediately following this was the opening of the Educational Exhibition by Mr. F. M. Smith M.A, arranged by the Uravakonda High School, the exhibits contained Fret Work from the L. M. High School, Gooty and Radio parts from the C. D. College Anantapur. A meeting of the members of the Reception Committee of the 26th Provincial Educational Conference was then held at which the following Office-bearers were elected.

Chairman of the Reception Committee:—M.R.Ry. G. Lakshmana Reddy Garu, B.A., District Board President.

Vice-Chairmen:

1. Mr. Amruddin, Chairman, Municipal Council, Anantapur.
2. Mr. F. M. Smith, Manager, London Mission High School, Gooty.
3. Mr. T. M. Margasahayam Chettiar, M.A., B.L., L.T., Lecturer in Physics C. D. College, Anantapur.
4. Mr. S. Kuppaswami Aiyar, B.A., L.T., Headmaster Municipal High School, Anantapur.
5. Mr. D. Bheemaiah Chetty, Chairman, Municipal Council, Hindupur.

General Secretary:

Mr. C. Ranganatha Aiyangar, M.A., L.T., L.M. High School, Gooty.

Joint Secretaries :

1. Mr. M. Appu Rao, B.A., L.T., Municipal High School, Anantapur.
2. Mr. V. Ramanathan, B.A., L.T., Municipal High School, Anantapur.
3. Mr. P. Raghavendrachar, B.A., L.T., Headmaster Board High School, Uravakonda.
4. Mr. T. Lakshminipathy, B.A., B.Ed., Board High School, Dharmavaram.
5. Mr. M. S. Natesan, B.A., L.T., Headmaster Municipal High School, Hindupur.

With powers to co-opt. members to form Sub-Committees.

It was resolved that the membership fee for Reception Committee be Rs. 3 for non teachers and As. 8 for Elementary School Masters.

The delegates were treated to a sumptuous lunch by the Uravakonda Teachers' Association followed by a demonstration of physical feats by Mr. Y. C. Venkata Subba Rao, Headmaster of the Local Elementary School. There was also a group photo. The business session of the Guild was held at 5 p.m, at which Mr. M. S. Sabhesan spoke on the work of the S I T U. Resolutions were passed, the most important of which referred to the necessity of continuing the present S. S. L. C. Scheme for some more years and to the need for a refresher course in Natural Science at Anantapur for the benefit of the District Teachers.

The Uravakonda Teachers' Association made very good arrangements for the comfortable accommodation and boarding of the delegates and deserves to be heartily thanked.

RESOLUTIONS

Resolved,

1. That a Committee be appointed by the Executive Committee of the Guild to investigate into the causes for the low percentage of eligibles in the S. S. L. C. in the District.
2. That the present S. S. L. C. Scheme be given a fair trial for a reasonable period of some more years.
3. That the managements of Elementary Schools be requested to help Elementary Schools by contributing a reasonable amount for games.
4. That managements of Schools be requested to contribute to the Games Fund, an amount equal to the Games fee collections of the Schools, in the interests of efficient organization and conduct of athletic activities
5. That early steps be taken to arrange for a refresher course in Natural Science at Anantapur for the benefit of the Science Teachers in this District.
6. That as the Taluk Boards are going to be abolished, and the Elementary Schools handed over to the District Boards, there may be every likelihood of teachers being transferred from one taluk to another. The Elementary School Teachers, being ill-paid, will feel great inconvenience if such transfers are effected. The Dist. Board President is therefore requested to effect transfers only within the Taluks in which the teachers are working.
7. That the District Board President be requested to entertain Secondary Grade Teachers working in Board Elementary Schools, in the District Board High Schools whenever Secondary Grade Teachers' posts fall vacant in them.
8. That in consideration of the fact that as many as fifty Secondary Grade Trained Graduate Teachers are anxiously awaiting the opening of the short-term course in the Teachers' College, Rajahmundry, this conference humbly prays the D. P. I., Madras, to make speedy arrangements for the opening of the same to alleviate the grievances of this section of teachers.
9. That the next Annual Conference of the Guild be held at Dharmavaram
10. That the question of increasing the Executive Committee of the Guild from 5 to 7 be referred to affiliated associations for opinions and these be placed before the next Annual Conference.

The Anantapur Dist. Teachers' Guild,
and L. M. High School, Gooty.
6-5-1934.

C RANGANATHA AIYENGAR,
Secretary.

RAMNAD DISTRICT TEACHERS' GUILD

Conference at Rajapalayam, on 3-3-1934.

A Conference of the Ramnad District Teachers' Guild was held on Saturday the 3rd of March 1934, in the S. S. Board High School, Rajapalayam. Over sixty teachers attended, who represented ten affiliated associations.

The Conference, which met at 4 p.m., was opened, in a highly sympathetic and highly valued speech, by Mr. V. T. S. Sevuga Pandiya Thevar, Zamindar of Seithur, in which he evinced his keen interest in education, especially in the new methods of education and new schemes for its expansion.

Two lectures were then delivered under the presidency of Mr. V. R. Ranganathan, M.A., B.Litt., the District Educational Officer of Ramnad. The one by Mr. M. Rajah, B.A. Hons., (of Paramakudi), was on "The Golden Age", in which he placed the Golden Age neither in the past nor in the present, but said it could be materialised in the future only with the help of the Teacher and the Press. The next lecture by Mr. S. Dandapani Ayyar, B.A., L.T. (of Satur), was on "Social Service and Education," in which he enumerated the various kinds of social service in which pupils can beneficially be engaged. After the concluding remarks of the Chairman, the delegates and other visitors were treated to an excellent performance on the flute by the famous musician, Mr. Mayandi Pillai of Rajapalayam.

Supper over, the Conference proper commenced with the President of the Guild, Mr. N. S. Venkatarama Ayyar, M.A., L.T., in the chair. The following resolutions, being discussed, were all unanimously adopted.

RESOLUTIONS

1. If, as the Guild understands, provision is shortly to be made by the Government for the better supervision of Elementary Schools by appointing a fresh cadre of Supervisors and Educational Officers, the Guild commends to the Government, and the District Boards the claims of trained and experienced teachers in the District for such appointments.

2. The Guild deprecates the hasty doings of the University Authorities in shuffling and re-shuffling the S.S.L.C. Scheme, without consulting the representatives of Secondary Education, who might well be expected to offer expert advice on the subject.

3. The Guild disapproves of the recent proposals to harden the Elementary Mathematics curriculum in the S.S.L.C. Scheme by including in it Algebra and Geometry, whose rightful place is in the optional group of subjects.

4. While cordially thanking the Government for its effective measures to prevent excessive arrears of pay due to teachers in certain schools, the Guild requests the Government to take similar steps with reference to many a school in this district, where payments of salaries have been unduly delayed.

5. The Guild expresses its deep sense of sorrow at the sad demise of Mr. A. Rangaswamy Ayyangar, Editor, *The Hindu*, to whom the school-world owes the introduction of the much appreciated Weekly Educational Supplement.

The meeting terminated with the President heartily thanking the Teachers' Association of Rajapalayam for their liberal hospitality to the delegates on the day of the Conference, and for the organising for the morrow of a teachers' excursion to the Ayyanar Falls.

On the Sunday following, as many as thirty members of the Guild went out on an excursion to the Ayyanar Falls, situated seven miles from Rajapalayam. After a

highly enjoyed stay at the Falls in the forenoon and a sumptuous *Vanabhojanam* there, the party returned to Rajapalayam in the evening, thus bringing to a close a very successful session of the Guild.

DEVAKOTTAI

The usual monthly meeting of the Devakottai Elementary Teachers' Association took place on Saturday, the 3rd March under the presidency of Mr. V Krishnaswami Iyer, the Deputy Inspector of Schools, and the *ex-officio* president. The association has paid the sum of Rs. 3, the affiliation fees to the Ramnad District Teachers' Guild. Mr. G. Sankaranarayana Iyer, B.A., L.T., the First Assistant of the High School spoke to the members about the Champion scheme and how the elementary teachers can work to modify the application of the scheme. He pleaded for the modification that instead of the 30 for a class, a school having 30 students in various classes might be recognised. Then he exhorted the members to organise themselves and put forth strenuous efforts to better their lot.

The Elementary Teachers have made up their minds to be well-versed in the contents of the monthly copies of the South Indian Teacher through people who can read them.

In accordance with the appeal in the Editorial of the January issue efforts were made to successfully send Rs. 75 by collections through the scouts, students, past and present, from the public to 'The Hindu' Earth Quake Fund besides the school itself contributing Rs. 17-8-0 to the above Fund

TEACHERS' ASSOCIATION, SATTUR

A meeting of the Nadar High School Teachers' Association was held on the 9th February last under the presidency of Mr. N. Chakravarthi the Headmaster of the school. Mr. S. Dandapani, B.A., L.T., Secretary, moved the following resolution:—

"This association expresses its sorrow at the premature demise of Mr. A. Rangaswami Iyengar, the Editor of *The Hindu* at this critical juncture in the History of the country, when his services are needed most and conveys its whole-hearted sympathy to the members of the bereaved family, *The Hindu*, *The Swadesamitran* and their staff. It was carried *nem con*, Mr. Aiyaswami Iyer, B.A., L.T., supporting it. Another resolution requesting the president to send Rs. 5 from the Association to the Bihar Earth Quake Fund was also passed.

ELEMENTARY TEACHERS' ASSOCIATIONS, KALAKAD

The Anniversary of the Teachers' Associations, Kalakad, Singikulam, and Tirukurungudi was celebrated on Friday, the 23rd February 1934 in the pandal specially erected in connection with this function, in the premises of the Edward VII Coronation School, under the distinguished presidency of M.R.Ry. K. S. Appaswamy Iyer, Avergall, B.A., L.T., District Educational Officer, Tinnevely. The Senior Deputy Inspector of the range M.R.Ry. K. Nambi Iyengar, Avergall, M.A., L.T., and the two Junior Deputy Inspectors accompanied the president. An interesting programme was gone through.

With a vote of thanks proposed by M.R.Ry. R. Viraraghava Iyengar, Avergall, Junior Deputy Inspector of the range to the president and others the meeting terminated by the singing of the National Anthem.

In the night the boys of the Pillai Elementary School, Koilpattu staged 'Saranga-dharan' and the boys so well acted that M R. Ry. R. Viraraghava Iyengar, Avergall, presented medals to the actors.

THE MADURA DISTRICT TEACHERS' GUILD.

Madura Session, 3rd February, 1934.

An ordinary meeting of the Madura District Teachers' Guild was held on Saturday, the 3rd February, 1934, from 3 p.m., in the Union Xian High School, Madura. Reverend Father M. Amalorpavam, S. J., the President of the Guild, presided on the occasion. A large number of teachers from the city and the mofussil attended.

With a few introductory remarks from the Chairman relating to some of the urgent educational problems before the teachers, the subject of "The proposed changes in the S. S. L. C. syllabus" was taken up for discussion. The Chairman enlightened the teachers on the nature of the changes in the agenda of the ensuing Academic Council meeting. According to these, English, Vernacular and Elementary Mathematics (including Algebra and Geometry) formed the A Group, Manual Training, Outlines of the History of England and India and Physical Training formed the B. Group to be studied in Form IV, and three optionals, one from each of the three groups, Science, History and Commercial, formed the C. Group of studies. After some discussion, it was resolved thus:

"That Algebra and Geometry be carried over to the C. Group in the Science Group, and that two optionals be chosen, and from each of the Science and History groups and a third from any one of the three groups."

Mr. E. S. Sunda, B.A., B.L., was then requested to address the teachers on the "Teachers' Service Conditions Bill." The following is the substance of his criticisms:

The clause relating to the "Objects and Reasons" of the Bill did not take in teachers of the Technical Institutes. The omission had to be rectified

Regarding the clause relating to the Unification of the Teaching Service, he warned the members against its possible dangers. If the authors of the Bill really meant to use it as a means of creating a spirit of brotherliness, it would be all right. But if unification meant keeping all the teachers under the *protecting wing, control* and care of a Provincial Board, they would be betraying their cause.

Some anomalous situations that were likely to crop up by the creation of a Provincial Board were pointed out. The power of transfer vested in the Board would work great havoc. Experience had shown that mofussilites suffered a good deal, and advantage rested with the Metropolitans. The non-official members of the Board would prove veritable bureaucrats.

Transfer of teachers would tend to jeopardise school interests in several ways. It would interfere with the pronounced policies of institutions which owed their foundation to set purposes. Mission schools would feel it a great hardship. Institutions run on a spirit of service with minimum salaries for their employees would receive a setback. Another serious danger was the lack of opportunity to schools to develop traditions of their own. The frequent transfers of teachers in Government and Local Board Schools were instances in point. These latter lacked personality, social relationship and social culture.

If instead of a Provincial Board with powers as stated in the preamble, teachers would like to have an Arbitration Board, it would admirably serve their purpose. All that the members needed at present was that their tenure and salary should be safeguarded and the vagaries of managers checked effectively. These objects could be well accomplished by the creation of an Arbitration Board. This should not have any *administrative* or even *controlling functions*. The Act might lay down a definite code of conditions of service (details being left to be worked out by each institution), and the Board might see to the strict adherence of these rules by either party. It might be a tribunal to hear complaints and judge, and its decision might be final and executable like a decree of a civil court. The management and teachers might both be represented on the Board. This step would cure all the ills of the profession.

Clause 12 of the Bill related to the Professional Code. In the lecturer's opinion, a code in the affirmative aspect ('shall do this' etc.) was not coming with grace in the provisions of an enactment. It would be a good set of maxims to be followed by teachers, but not fit to find a place in a statute book. The phrase 'discharging duties to the satisfaction of his employer' was quite elastic and pregnant with mischievous possibilities.

There was provision in clause 7 for four representatives being recommended by the S. I. T. U. Executive to the Provincial Board. This was against all elements of modern democracy. The matter should be left to the general body for election.

As there was no time for a discussion of the criticisms above, the next subject was taken up, after duly thanking Mr Sunda for his valuable remarks.

The last subject was 'The Champion Scheme of Consolidation and Concentration of Elementary Schools'. The chairman with his intimate knowledge of the subject gave a lucid explanation about its aims, how it sought to reform existing conditions of things, and how the suggested measures were defective and prejudicial to the interests of elementary education. The two aims of the scheme were to secure 'Economy' and 'Efficiency.' The first was sought to be achieved by avoiding the present wastage of finances by the abolition of inefficient schools and concentrating the savings on really efficient schools and 'Central Schools' to be newly created, the second, by dispensing with the system of single teacher schools, by employing trained men and strengthening the supervision exercised on these schools, among other things. The chairman pointed out how the suggestions were not practical and ignored the conveniences, policies and sentiments of people managing and contributing to these schools. Among the serious defects, the following were drawn attention to. The establishment of Central schools abolishing the existing ones in villages required children to walk nearly 4 miles every day, which no parent would like, especially under the present rural conditions. Co-education was opposed to Indian sentiments. Existing school buildings were unfit to locate large central schools, and there was paucity of funds to put up new ones. Large schools would not be so efficient as small schools. To secure a minimum of 30 pupils in the higher stages would mean a larger number of divisions in the lower classes, to secure which was not practically possible now. The chairman showed how the scheme was not conceived with due regard to the criticisms above and how its shortsightedness would prove a set-back to Elementary Education.

The following resolution was moved and adopted:

"The Madura District Teachers' Guild is of opinion that the Champion Scheme should be held in abeyance till 1936 and in the meanwhile a Commission be appointed to tabulate and give its considered opinion on the grievances and suggestions of all private educational and political bodies as to how it can be made workable and acceptable."

The meeting terminated at 5-30 p.m., with a vote of thanks by the Secretary. There was a pleasant 'Social' at the end.

NORTH ARCOT DISTRICT TEACHERS' GUILD, VELLORE.

The half-yearly meeting of the North Arcot District Teachers' Guild was held on Saturday, the 10th instant, in the Cobb Memorial Hall, Voorhees College, Vellore, with Mr. V. P. Adishesiah, M.A., L.T., the President in the chair. More than 60 members representing the different institutions in the district attended the meeting. The president welcomed the delegates in a short address in the course of which he reviewed the work of the guild during the half year. Four new associations were affiliated to the guild and the President and the Secretary visited a few places in the district to infuse fresh vigour and enthusiasm in the working of the institutions. He also referred to the loss the guild sustained in the death of Mr. Thomas Harris, B.A., L.T., headmaster of the Voorhees High School and a former President of the guild. He referred at great length to the recent

decision of the Academic council about the revision of the S. S. L. C. scheme and said that the S. S. L. C. was being kicked as a football from the Syndicate to the Academic Council, from the Academic Council to the S. S. L. C. Board and from the S. S. L. C. Board to the Government and so on. In no other country was the system of Secondary education subjected to such violent and big changes in a short time. He was of opinion that the present scheme might be allowed to continue at least for some years to come.

Mr. S. Subramania Ayyar, B.A., L.T., Headmaster, M. E. L. M. High School, Ambur proposed and Mr. K. R. Venkatachala Aiyar, B.A., L.T., Islamiah High School, Melvisharam, seconded the following resolution :—

“This guild places on record its deep sense of sorrow at the death of Mr. Thomas Harris, B.A., L.T., Headmaster of the Voorhees High School and its great appreciation of the valuable services rendered by him as its president and in various other capacities.”

Mr. M. S. Sabhesan, M.A., Secretary of the South India Teachers' Union, who was present at the meeting associated himself with the sentiments contained in the resolution, referred to his work as Chairman of the Reception Committee of the XIX Provincial Educational conference held at Vellore in 1927 and supported the resolution.

The resolution was passed unanimously the whole audience standing.

Mr. M. S. Sabhesan next delivered his address on the Service Conditions Bill in the course of which he said:—

The object of the Bill is to make education efficient and the system of education cannot be considered efficient unless the teachers are contented. Teachers in aided schools are doing as much national service as any other Government servant and they are entitled to the protection of the state. He pointed out by statistics that aided schools play a very prominent part in the education of this presidency in both the elementary and the secondary stages. Out of 44637 elementary schools 27533 are aided schools and as many as 1199815 pupils are receiving instruction there, the number of teachers employed being 55426. Out of 521 secondary schools 251 are aided schools and 102720 scholars are educated therein 4980 teachers doing the work. Hence it behoves the state to keep the teachers contented. Right Hon'ble Fisher, as Minister of Education in England gave the assurance that teachers of aided schools are doing national work and Government have to give them protection. Hence the necessity for state intervention to co-ordinate the activities of the numerous schools working under different agencies so as to ensure adequate return for the outlay was pointed out. He then explained the chief provisions of the bill and asked the house to give its considered opinion on the several clauses of the bill and to broadcast the ideas of the bill as to enlist the sympathy and support of the public.

There was a keen discussion on the subject in which large number of members took part. After a thorough discussion and searching questions the following resolution was unanimously adopted:—

(a) “This guild welcomes, in general, the service conditions bill and requests the S. I. T. U. executive to arrange to have it introduced in the Legislative Council as early as possible and it assures the South India Teachers' Union that it will try its best to enlist the support and sympathy of the district representatives on the Madras Legislative Council.

(b) This guild is of opinion that:

(i) the scales of salaries in the bill are not inadequate.

(ii) the professional code is necessary in the bill.

(iii) it is desirable that teachers under local bodies are brought under the bill.

(iv) the unification of the teaching services as contemplated in the bill requires some modification—a teacher transferred should get at least the salary he was drawing previously.

(v) the powers of transfer as contemplated in the bill are sufficient.

(vi) the Government is to make the necessary financial provision for the provincial Board in this bill itself to enable the Board to function properly and managements to maintain the schools efficiently.

Messrs. K. Krishna Rao and V. Subramania Ayyar, B.A., L.T., were elected as Auditors of the guild and the secretaries Messrs. S. Srinivasa Ayyar, B.A., L.T., M.R.A.S., and E. V. Kalyanasundaram, B.A., B.Ed., as delegates to the ensuing annual meeting of the South India Teacher's Union.

The members then spent an enjoyable half hour at lunch which was served on a lavish scale.

The house re-assembled after lunch when Mr. E. V. Kalyanasundaram, B.A., B.Ed., read an interesting paper on 'The Champion Scheme'. He traced the genesis of the scheme, pointed out its main features, dwelt at great length on the several criticisms levelled against it, answered the various criticisms and pleaded for a fair trial of the scheme.

The house next elected the Rev. Henry Schultz, M.Ed., the M. E. L. I. Mission, Ambur, as an honorary member of the guild.

The President wound up the proceedings in a few words after which the Secretary Mr. S. Srinivasa Ayyar, B.A., L.T., thanked the President, the several delegates, Mr. M. S. Sabhesan for his valuable address, Mr. E. V. Kalyanasundaram for his instructive paper and the authorities of the Voorhees College for placing the hall and other accessories at the disposal of the guild.

HEADMASTERS' ASSOCIATION—MADURA DISTRICT

The Victoria Memorial High School, Periyakulam and its spacious premises put on a festive appearance on Saturday the 10th instant, when the Seventh Session of the Madura District Headmasters' Conference was held. Mr. R. M. Savur, B.A., (Cantab) the District Educational Officer and the headmasters of ten High Schools of the district were present. Rev. Father Santhappan S. J. headmaster, St. Mary's High School, Dindigul, the President of the Headmasters' Association, took the chair.

Mr. R. M. R. Rengaswami Ayyangar, Avl., M.A., L.T., headmaster, V. M. High School, Periyakulam, in welcoming the members, described the origin, working and achievements of the association and referred to the lead given to the association by Mr. R. M. Savur, District Educational Officer. The valuable services rendered by Mr. Abraham and Father Amalorpavam were also referred to by the speaker.

Mr. Sankara Ayyar, headmaster, Madura College High School, on behalf of the members expressed his appreciation of the kind hospitality of Mr. M. R. Rengaswami Ayyangar who had made splendid arrangements on a lavish scale to make the stay of the guests quite comfortable.

After the minutes of the previous meeting were read by the Secretary, Mr. James, headmaster, Pasumalai High School, the report on the formation of a Co-operative Society for teachers in the District was submitted. The Society is intended to print assignments and tests in the various subjects, publish suitable books and in the long run extend credit facilities to the members. A discussion then ensued in which the District Educational Officer, Messrs. V. Aravamuda Ayyangar, M. R. Rengaswami Ayyangar, James and a few others took part. It was resolved to form a committee to draw up a constitution for the society so that it might be circulated among the staffs of the schools of the district for favour of their opinion and to register the institution if the rules are approved.

Mr. J. D. Manickam, M.A., P.H.D., headmaster, U. C. High School, Madura then read his report on the "New Specimen Questions" sent by the S. S. L. C. Board to the

various schools of the presidency. The report was an elaborate one and embodied the opinions of many of the schools of the district on the questions and some helpful and constructive suggestions calculated to improve the papers. A number of resolutions were then passed to give effect to the main recommendations of the committee. The first was that the prescription of specific text-books in each subject for adoption in schools is absolutely essential and the new type of questions must be based only on the books prescribed. The next one expressed the opinion of the Headmasters' Association that the paper-setter must be in touch with High School work, be aware of the span of comprehension and be in the know of the speed and accuracy of the sixth form pupils to ensure the benefit of the new type of questions. Another resolution aimed at the distribution of marks in Elementary Science, proportionate to the scope of its component parts. It was agreed that the above resolutions were to be circulated among the headmasters and their opinions were to be revised, if necessary, in the light of this year's S. S. L. C. Examination Papers.

Mr K. R. Sreenivasa Ayyar, B.A., L.T., a teacher of the Madura College High School then gave a report of the University lectures in English delivered in December last in Madras, by Messrs Douglas, Champion and Savur, Miss Barrie and Miss Sykes. The account of the lectures was interesting and instructive.

The District Educational Officer next referred to the work ahead of the Headmasters' Association and formulated certain proposals calculated to make the members take an abiding interest in educational research. He deplored the lack of suitable readers in Tamil for the various classes and forms and exhorted the headmasters to help in the preparation of good text books in the subject in consultation with savants of Tamil literature. A committee was appointed for the purpose. In the opinion of the District Educational Officer the present assignment in English were not altogether satisfactory and they were to be revised by a few members of the association, in the light of the suggestions made by the teachers handling the classes. He then dwelt at length on the imperative necessity for the pupils of the various classes and forms to have a basic common vocabulary of English words and observed that the word-frequency lists in English recently prepared with great effort by the teachers might be utilised to achieve the object. The preparation of a better class of readers had also to be kept in view as one of the objects of the association. Suitable selections had to be made from the modern English publications of English Authors and assignments had to be prepared in advance for the use of the pupils of forms IV and V next year. A committee was also constituted to carry out the objects outlined above.

The constitution of the association was also revised with a view to afford facilities for headmasters of the training schools of the district to become members. The President in his concluding remarks gave a resume of the work done in the present session and referred in appreciative terms to the wise guidance and right lead given by the District Educational Officer and hoped for a still better record of work in the future.

With a vote of thanks to the President, the District Educational Officer and others proposed by Mr. Sankaranarayana Ayyar, headmaster of the Sethupathi High School, Madura, the conference came to a happy close.

B. H. SCHOOL, ARNI

A Teacher Retires

A function was got up under the auspices of the Teachers' Association, Board High School, Arni, on Thursday the 1st instant to bid farewell to M.R.Ry. V. Vedamoney, a Secondary Grade Trained Teacher of the School who retired on 28-2-34.

M. R. Ry. S. Natesa Aiyer Avl., B.A., L.T., headmaster, Board High School, Arni, who presided paid a fitting tribute to the teacher referring to his sweet manner, his

equanimity of mind, his well-disciplined life and his vast experience in the teaching world for over 36 years. Eulogistic speeches in appreciation of the qualities of his head and heart and of his long and well merited service were made by many of his colleagues. M. R. Ry. S. Sundaresa Aiyer Avl., B.A., L.T., Deputy Inspector of Schools, Arni Range, Arni, associated himself with the sentiments expressed by the previous speakers. The guest made a suitable reply after which he was profusely garlanded.

With a vote of thanks and the singing of the National Anthem, the function terminated.

Another retirement.

A function was got up under the auspices of the Teachers' Association, Board High School, Arni, on Friday the 16th instant to bid farewell to M. R. Ry. S. E. Bedford B.A., L.T., the senior science Assistant of the school who retired on 10-2-'34. M. R. Ry. S. Natesa Ayyar, B.A., L.T., headmaster, Board High School, Arni, who presided paid a glowing tribute to the teacher and referred to his suavity of manners, his cheery outlook on life and his technical skill in varied arts and crafts. Speeches in appreciation of the long and meritorious service of the teacher and his successful attempt at journalism as the Editor of the "Deenabandhu," an organ which espoused the cause of the depressed classes were made by several of his colleagues. The guest made a suitable reply after which he was profusely garlanded. With a vote of thanks the function terminated.

THE KELLETT HIGH SCHOOL

The 'Old Boys' Day' of the Kellett High School was celebrated on Saturday the 17th March at the School premises in Triplicane with Mr P. Venkataramana Raju, Executive Engineer, Tanjore, an "Old Boy," in the chair. Sports were held in the morning and in the afternoon a business meeting was held, followed by a special and a public meeting.

A portrait of Mr. C. S. Ramaswami Iyer, retired Headmaster of the Primary Department of the school, was unveiled by Rao Bahadur K. V. Sesha Iyengar. Mr. C. S. Ramaswami Iyer thanked them all for the very kind words they spoke.

The Chairman, in winding up the proceedings, traced the history of the Old Boys' Association and exhorted the members to take an active interest in the work of the school. The usual toasts were proposed and responded to. The function terminated with a variety entertainment in which the school-cubs and several "Old Boys" took part.

OUR LETTER BOX

THE S.I.T.U. PROTECTION FUND

An Open Letter to

Mr. V. Sreenivasan,

Reg. No. 7, of the S I. T. U. Protection Fund,

Sir,

We the undersigned have come to know that you have given notice of the following amendment to Rule 6 of the S.I.T.U. P. Fund for consideration during its 6th Annual Meeting to be held on 1-4-1934:—

After line 6, add "A member may apply for any number of additional units (subject to the maximum fixed) payment towards the same and benefits accruing therefrom commencing from the date of sanction of that application by the Board of Management. Such a member shall pay in addition to the extra monthly call an annual contribution of Rupee one and annual subscription of Rupee one per extra unit.'

First of all, let us consider the financial position of its Working Fund. It has a closing (surplus) of Rs. 364-0-9 at the end of the year 1933 (Statement I). So, there is no necessity for such extra annual subscription and annual contribution for every extra unit taken by a member.

Many of our brethren feel and say that the benefit amounts of the Fund according to the Revised Scheme are not attractive for an annual premium of Rs. 14. This is one of the reasons why people are not inclined to join the Fund. While such is the case, it is unwise to make a member pay Rs. 2 every year for every extra unit he takes.

When the number of members of the Fund increases to 2,000 (in 2 or 3 years as the result of the Propaganda by one and all), a fat sum of Rs. 3,000 or more will be available for its Working Fund. Then the additional expenditure contemplated in your letter published in the current issue of the South Indian Teacher, will very easily be met.

If your amendment is carried and given effect, we are of opinion that there will be room for suspicion; people may hesitate either to join the Fund or to increase their units; and some of the existing members with 2 or more units may withdraw.

In view of the above arguments and in the interest of the future welfare of the Protection Fund, we request you to withdraw your amendment to Rule 6 and leave it as it is now.

Yours very sincerely,

(Sd.) K. S. SUBBIER,

(Sd.) WILLIAMS K. HABASON,

(Sd.) H. THANGASWAMI SOLOMON,

Reg. No. 210,

" " 585,

" " 634.

From:—

Pope Memorial High School,
Sawyerpuram, Tinnevely District,

7-2-1934

MADURA DISTRICT BOARD'S MEETING AND THE PERIYAKULAM
HIGH SCHOOL

It is very regrettable to note that after all a special committee has been appointed at the meeting of the Board held on the 12th March, 1934 at the instance of Mr. N. Duraiswami Pillai for the purpose of considering the question of retaining the control and management of the V. M. High School, Periyakulam and making necessary recommendations to the Board. However, it is reasonably expected by the citizens of Periyakulam and adjacent villages who are deeply concerned in the school and its management that the committee will go into the whole question of the management of the school over again and decide once for all that it will not redound to the credit of the Madura District Board to give up the management of the school in the face of a very strong public opinion that the District Board alone should be pleased to retain the control and management of the school in its own hands, as no other body under the present circumstances will be able to shoulder the burden of managing the school and running it on sound and up-to-date lines.

The case for the Periyakulam School on public grounds is very strong.

(1) Out of the Secondary Schools under the management of the Madura District Board, the strength in the Periyakulam school alone is the highest, far exceeding 450.

(2) The Periyakulam School is a long-established school whose popularity and efficiency have been well-maintained in these 30 long years.

(3) The School ministers to the needs of several people living in non-Municipal areas as well

(4) The School has been attracting an ever-increasing number of boys from backward communities.

(5) The financial position of the Periyakulam Municipality will not warrant the taking back of the school from the District Board.

(6) No private management, mission or non-mission can dream of taking over the management, in the face of its financial implications.

(7) The Government will not come to the rescue, excepting perhaps by making a more liberal grant to the District Board.

(8) Every aspect of the question has been considered fully and sanction of the Government also obtained before the District Board actually took over the management of the school from April 1928.

(9) The District Board is now morally bound to retain the management in its own hands in the best interests of secondary education in the rural parts of the District.

(10) The financial position of all District Boards will ere long undergo a great transformation consequent on the abolishing of Taluk Boards leaving greater resources at their disposal.

(11) There is again the question of the restoration of Tolls on Non-Motor Vehicles which is also expected to bring in increased revenue to the District Boards.

(12) The Periyakulam School has got an excellent staff of able and experienced men, both L.Ts. and secondary grade men whose past services and work merit every special consideration.

Taking all these facts into consideration, there is no real case for giving up the management of the school in a precipitate and ill-considered manner. The best thing for the Board to do will be not to take up or open fresh schools for several years to come but to manage all the existing six schools on economically sound and efficient

lines. It is therefore expected that the special committee will after studying the whole question at first hand wisely decide to retain the management of the V. M. High School in its own hands and take a very paternal interest in its further advancement unhampered by past prejudices and obsessions.

Innocent teachers at Periyakulam should not be made to suffer for party considerations which will no longer hold good, now that an era of unanimity for the Madura District Board is being ushered in again. The Madura District Board has everything to gain by continuing its old policy with respect to the expansion of Secondary Education in rural and backward areas, consistent with sound economy. No retrograde step will meet with the approval of the Government.

If necessary, the Board would do well to approach the Government for a more liberal grant. The present Government grant of Rs. 400 for the Periyakulam School is no doubt niggardly.

A CITIZEN.

THE S. I. T. U. PROTECTION FUND

List of names (Continued)

Reg. No.

1109. Mr. Appukuttan, T. P., Asst., B. E. M. High School, Palghat.
 1110. „ S. Chinnathambia Pillai, Asst., R. H. School, Sivaganga.
 1111. „ V. Krishnaswami, Asst., Bd. High School, Arni (North Arcot).
 1112. „ William I. Paul, Asst., Voorhees College, Vellore.
 1113. „ S. Devasirvatham, Asst., Voorhees College, Vellore.
 1114. „ R. Perumal Konar, Asst., Bd. Higher Ele. School, Kurumandur. (Coimbatore Dt).
 1115. „ T. M. Sivagnanam Pillai, Clerk, R. High School, Sivaganga.
 1116. „ G. R. Mahadevan, Asst., Raja's High School, Chirakkal (Malabar).
 1117. „ P. Emberumal, Asst., T. T. V. High School, G. T., Madras.
 1118. „ P. M. G. Venkatakrishna Mudaliar, Asst., T. T. V. High School, G. T. Madras.
 1119. „ S. Ramachandra Ayyar, Headmaster, Bd. Middle School, Kattumannarkoil, (South Arcot).
 1120. „ S. V. Venkatasubba Rao, Asst., M. Higher Ele. School, Coimbatore.
 1121. „ K. V. Subramanian, Asst., M. Higher Ele. School, Coimbatore.

Triplicane,
 17th March, 1934.

R. RAMAKRISHNAN,
 Hon. Secretary.

THE TEACHERS' BOOKSHELF

High School English Grammar and Composition.—By Graham Sutton, M.A., (Oxon.), and S. Subramania Aiyar, B.A., L.T.—The Indian Publishing House, Madras—Pp. 358, Price Rs. 1-12-0.

It is claimed that the authors have followed the S.S.L.C. Syllabus in English Grammar and Composition in the preparation and arrangement of the topics dealt with in the book. The method of treatment is inductive and psychological. The nomenclature adopted in the book is that recommended by the Joint Select Committee of 1910, on Grammatical terminology. However, to avoid any possible confusion different names in usage are also given here and there. Each chapter contains questions on formal and applied grammar. The reasoning followed in this book seems to be largely that of E. A. Sonenschnen, D.Litt. (Oxon.), in his *English Grammar*. An attempt is also made to give the students a groundwork in the rudiments of composition. This will be a useful text book for High Schools.

Junior Sanskrit Composition.—By V. Krishnamurthy Sastry, Senior Sanskrit Pandit, P. S. High School, Mylapore—Pannim Publishing House, Mylapore, Price 12 annas.

This book deserves to be placed in the hands of every student learning Sanskrit in our High Schools. The sixty exercises in the book are carefully graded; the topics chosen are familiar stories or essays. Short and useful grammatical hints in addition to some intelligent and suggestive oral questions, at the end of each lesson are some of the welcome features of the book. Some passages for further study, most of which are chosen from standard works are also given. The work is the result of the author's ripe experience of over two decades in teaching the language. It is an excellent introduction to Prof. Apte's 'A Guide to Sanskrit Composition'.

Great Expectations.—Abridged and simplified by Ambika Brothers, Educational Publishers, Mylapore, Pp. 126, Price 12 annas.

We have before us the abridged edition of 'Great Expectations' by Ambika Brothers. The work shows the care with which the author has condensed the original. The links that he has supplied fit in easily. He has scrupulously avoided all minute details. The language is well suited to the High School standard. The exercises for composition will be of much help to the pupils. It can, therefore, with advantage, be prescribed as non-detailed text for any of the three higher forms.

R. M. Savur's Individual work Method for Elementary Schools. Individual Reading cards and sheets (Tamil) for Standard I.

This is the first time in the history of the school publications that a set of individual reading cards have been brought out and we sincerely congratulate Mr. R. M. Savur for having propounded a new method of teaching language, through individual plan. The cards and the reading sheets are properly illustrated with pictures and are suitably graded. They are printed in thick bold types. The words are all familiar to children and the matter in the reading sheets are properly arranged.

Plenty of exercises for recognising words as a whole have been given in the reading sheets. We are sure that the children of class I will find it a source of pleasure in handling pictures and cards and learning to read at the same time. A class room with all the cards and reading sheets cannot but create a thirst in children for reading.

At the same time we would like to offer a few suggestions for the making of the set more useful.

1. A key-book for teachers explaining the method of using these is very necessary. 2. As these cards and reading sheets can be purchased only by school authorities, a handbook for the guidance of children and parents may be brought out. This should contain only the matter in the reading cards and sheets. 3. In the packets small cards with the printed words alone can be enclosed in addition to the existing card, so that the children can match the right word with the picture revealed by it. 4. As the children require also class teaching side by side with individual work, the teacher will have to follow some systematic plan in following the word-method.

There are two questions here :—(a) Whether it will be possible to teach *பை, மை* first and then teach *ப, ம, பூ, மூ* etc., in some indiscriminate order, of course through familiar words? (b) Would it be better to teach *ப* first and then *பா, பி, பீ* etc., in their proper order through easy and familiar words?

Sometimes it so happens that the children do need to learn the sounds of letters. This problem could be solved by providing some recapitulation lessons.

5. In the tamil language there are the difficulties of sounds and letters *ஓ, ஔ, மா, பா*, etc., Long and short sounds *கூ, கு, பூ மு* Hard and soft sounds (*ற, ற*) and other sound difficulties such as *ல, ள, ன, ற, ண*, etc. It would be worthwhile to consider how lessons from the very beginning can be given to children in order to eradicate some of these real difficulties felt in the elementary schools.

6. By teaching the word *தின் கிற து* as a whole, the child remembers the form *தின் கிற து* as a whole and repeats the same in other sentences in the reading sheet. Word form presented as a whole though made easy at first, presents difficulties afterwards etc., *தின் கிற து* sometimes appears to the children as *தி ன் கி ற து*. Hence we think that sufficient drill in the sounds of letters is also necessary.

7. Provision may also be made for the inclusion of some familiar words with the sanskrit characters *ஜ, ஸ, ஹ, ஷ* etc. These are some of the points that may be considered in the next edition.

We again congratulate Mr. R. M. Savur and the enterprising publishers for having brought out a set of useful cards and reading sheets for the benefit of the younger children of the elementary Schools. Teachers in the lowest class of the elementary schools will do well to use these cards for daily work and in revision lessons.

Granthalaya Sastracha Onama (Primer of Library Economy). By Raghunath Satanand Parkhi, Cert. Lib., Madras University, Dip. Cat. and Class. Columbia University, Asst. Librarian, Fergusson College, Poona, 8vo. Pp. xiv, 224, 4 Pub. by The International Book Service, Poona, 1933.

In view of the wide-spread interest in the Library movement evinced, of late, in our country, and of the paucity of adequate literature on Library Science in the Indian languages, this Marathi Primer on Library Economy should be welcomed by all those who are interested in Library Science. The vastness of the subject and the limitations imposed by the size of the book do not in any way handicap the author in his attempt to bring within the scope of this little book, all essential information on the subject. The book contains, among other things, the author's conception of a modern library, a brief survey of the history of libraries in India and elsewhere, library planning, and equipment, library administration, selection and purchase of books, their accessioning, cataloguing and classification, history of classification, a detailed consideration of Dewey's *Decimal Classification*, a brief exposition of Ranganathan's *Colon Classification*, bibliography, maintenance of the *Card Catalogue*, issue system, reference work, book-binding, methods of dealing with periodicals and a bibliography of library economy. The empha-

sis laid by the author on the need for the open access system, scientific classification of books, card catalogue, reference work and the personal touch of the library staff with readers are all particularly noteworthy. Illustrative charts and diagrams enhance the value of the contents. It appears that this is the first book on the subject published in the Marathi language hitherto and the author must be congratulated on this pioneering work.

The readers of the South Indian Teacher will be interested to know that the author was one of those who underwent training in Library Science in the Madras University in 1932.

The book is attractively got up and the language is simple. The Marathi knowing public should be grateful to the author for the light he has thrown on the subject through the medium of the language and for having supplied a real want by bringing out a book of this kind.

C. SUNDARAM, B.A.

Practical lessons in Elementary Science and Hygiene for Class IV (Telugu). By M. S. Subramanian, Viravanallur (S. I. R.), pp. 71. Price 0-5-0

Elementary science readers intended for young children should be profusely illustrated, and the language of the book should be simple and conversational. Each lesson should be suggestive and intended to stimulate the interest of the child. It should afford opportunities to the child for exploring sources of pleasure or joy in familiar objects. If the child can discover for himself one simple fact through his own observations the purpose of the lesson is fulfilled.

We doubt whether the book under review will satisfy the needs of a IV Class child as outlined above. In a book of seventyone pages written for IV Class children there are only twelve illustrations, and even these are neither attractive nor realistic. Many of the lessons should have been shorter. No purpose is served by a descriptive lesson of four pages on the parrot with a single unattractive illustration. As for language, it could have been uniformly simpler.

R. V. S.

Kindness to Animals: This little book is written by Rao Sahib N. C. Rangaswamy Aiyangar, Assistant Secretary, S. P. C. A., Madras (for children in Tamil).

It contains about 20 short stories written in simple style on birds, beasts and flies. They are all very interesting and instructive and our children will easily learn to be kind to animals if they read this book. We are glad that this book has been approved by the Madras Text-Book Committee and therefore "it is very important that our children in schools should be brought up with kindness to animals instilled in them."

We hope that this little book will be largely used in all the Elementary and Secondary Schools in South India and that the author would try to write another work containing stories from the Hindu ancient books which have good many short stories on the animals. It is priced at As. 5 and can be had from the author.

The Continent of Asia by Lionel W. Lyde. Published by Macmillan & Co., Ltd. 8.4" by 5.4", xxii + 777 pages, 144 diagrams and maps. Price 16s. net.

This new book by the septuagenarian geographer is a substantial contribution to geographical literature and will be welcomed by 'several thousands of old students' of the professor and many others who are interested in the study of geography. In the preface Prof. Lyde points out how the present book has been written from the same standpoint and on the same lines as his earlier work *The Continent of Europe*. It is clear that the

book represents the continuous and laborious study of the available materials for about a quarter of a century. In the preface where the author has outlined his methods of work it is noted: "My mental picture of this continent took longer to form than the picture of any of the other continents. Different regions are treated in different ways, the particular way being generally decided by the human note. The collection of families that we call China is presented mainly in little plots of economic analysis: that part of the old coast of the continent which now constitutes the Kingdom of Japan—admitted as an island group with marked relations, climatic as well as historical, to the continent—is summarised historically; in Arabia I was thinking always of the Semitic type and tongue; in Mongolia—long before the recent discoveries—I was obsessed with time and space."

This book has been divided into two parts. The first part (pp. 1-186) of 13 chapters deals with the continent in general beginning with World relations (Ch. 1), Relief, Structure, Climate, Economic vegetation and Some controls (Ch. 13). The second part or Regional Geography is dealt with in pages 189-747. The latter portion is generally quite balanced in its treatment as will be seen from the number of pages devoted to the study of the regions. Russian Asia 189-231, India 356-481, China and its dependencies 537-686, Japan 686-729. It may perhaps be desired that a somewhat fuller account may be made available regarding that Asiatic power which is quite advanced in western civilization and is the foremost of the Asiatic countries in manufacturing industries. It is regrettable to note that Prof. Lyde should have thought fit to omit completely a treatment of the East Indian islands which have been important through the ages culturally in the past, commercially in the recent past and politically and economically at the present day. Under each chapter Prof. Lyde has given a select list of recent books that might be referred to by those interested in the further study of the topics dealt with. There is one serious omission in this particular. On page 435 we find that reference to all Indian chapters are given on page 748. The same page is indicated as the one where references on the Indo-Pacific lands are given. Page 748 in the book is a blank page nor has the reference been found printed in any other page. The student's desire to find what the author's reference books are must be left unsatisfied.

In the chapter on Major Climatic Provinces (map on page 126) the author divides the continent into 12 provinces. 1. Tundra. 2. Ob. 3. Lena. 4. Kamchatka. 5. South Easterly (East temperate) monsoon. 6. South Westerly (Tropical) monsoon. 7. Equatorial. 8. Tibeto-Gobi. 9. Irano-Sindh. 10. Aralo-Caspian. 11. Mediterranean. 12. Trade wind desert. The author includes with justification in the South Easterly (East temperate) monsoon all lands from the Tropic of Cancer to as far as north as the river Amur. An elaborate explanation is given with the climatic data as to how this classification is justifiable (pp. 564-65 and 568-70). Table of climatic statistics is found on page 145. In the 6th region 'South-Westerly (Tropical) Monsoon lands' is included the South-Western part of Arabia.

Regarding this classification the author remarks as follows on page 131: "It may seem strange to put Aden and Singapore, even tentatively, into the same climatic province, however closely similar they are in commercial and strategic importance; but a region must be judged by its normalities and not by its abnormalities. Aden is really as abnormal as Verkhoyansk and the desert part of tropical Arabia as abnormal as the Thar, if this is kept within the Indian province; but the monsoon fragments of it are as much akin in kind to the Indian regime as the Okhotsk is to the Sino-Japanese," but whether this will be really acceptable to all is at best a doubtful point.

It would have been very helpful to the student as well as the general reader if these had been put in a large sized co-ordinated regional map of Asia. It would equally be sound if the individual units of India had been removed from their political connection and treated wholly as geographical regions.

The author is the master of vigorous phraseology and unstilted expression. To quote but one among the many effective passages of the book would be sufficient. Regarding the Armenian crown he says, "Historically if the desert sands of the south have been the political and spiritual focus, the snow swept folds of the north have been the economic focus, as water-shed and thoroughfare; and the real pivot has been Armenia, because central by position and essentially montane. With its maximum heights central, it could have no desert; essentially montane it could have little arable land. Isolated, unattractive, inaccessible especially from the north or south it made an admirable refuge; but its regional separateness was always encouraging political separatism, while the continuity of the Alpine folds made the middle-man equally accessible from east or west. Erzerum has been for centuries equally on the road from Tiflis to Tarsus and on that from Tabriz to Trebizond (Page 233). The two words wrongly spelt Elbruz (in the map on page 50) and drugs (for durg or hill on 464) are instances of very occasional misprints. While Prof Lyde's opinions on many matters will be accepted some statements are open to question as when he quotes the opinion of Dr Mukhtar in support of his statement that in India workers are not industrially inclined. The success of Jamshedpur, the cotton industry in Bombay and Ahmedabad and the jute industry of Calcutta must give the lie direct to the Indian economist's seemingly objective conclusions. Various other factors lead to the workmen leaving the jobs and migrating to the villages.

The author's idea of giving the plan of a city may better be substituted for sketches the importance of the situation of towns. The plan of Madras given on page 471 is the Madras of Black Town days—before 1906. More than a quarter of a century has elapsed, the busiest part has been re-named, the harbour has been re-built beyond recognition and the town limits have been extended.

The inclusion of one separate chapter on Manchuria as a matter of topical interest is good. We fail to find to such a detailed reference to volcanic region and line of earthquakes in the continent. The twenty-nine pages of index are very full (749-777) and so will be extremely useful in finding out references. The book would be made very attractive if fine photographs illustrative of natural scenery, physical phenomenon and commercial activity had been included.

Every page of this book will be read with delight. There is a great deal of political, social and economic history explained through geographical relations with admirable sense of proportion. In addition to its usefulness to the student population, the book will be of great help for non-academic reading public as well.

S.

Readings Selected by Walter De La Mare and Thomas Quayle. Books IV, V and VI. (Published by Basil Blackwell, Oxford).

These readers are intended to rouse the curiosity of students and make them go to the original books from which these interesting extracts are taken. The ultimate aim is to enable the students to know what a good piece of writing is, so that he might avoid wasting his time on what is poor, dull and shallow. Moreover, the subject matter dealt with is in most cases concrete, so that the attention of the reader is drawn to beautiful things. It is hoped that when young persons read these beautiful things, they would put themselves in imaginative sympathy with the actions described and try to do the best that they can by keeping the achievements they have read about as an ideal to reach up to. But one remark we have to offer. Remembering the fact that conditions of schools and students in India are peculiar we are constrained to state that these readers cannot be of much help to High School students in India. They take for granted a certain amount of knowledge of English which is much above the standard of most of the High Schools in the country. As for English boys for whom these are evidently intended we are absolutely certain, they would enjoy the reading of these extracts from cover to cover.

and would in due course be led to the originals from which these are extracted. The publishers deserve encouragement and support.

S. K. Y.

Tales from Longfellow by R. Sivaramakrishna Iyer, B.A., L.T., Headmaster, English High School, Quilon. (Publisher: S. Gnanskanda Iyer, Trivandrum. Price As. 14.).

These stories are retold from the poems of that well-known American Poet and Story teller, Longfellow. They are written by one who has, during his long service as a teacher, acquired a full knowledge of the requirements of the average Indian student and his capacity to appreciate English, and, therefore they would be an excellent Text-Book for use in any High School Class. The stories are carefully chosen from the treasure house of Longfellow's poems. As in the famous Lamb's Tales from Shakespeare the author has, as far as possible, retold the substance in the poet's own words. We also hope with the author that the prose rendering offered in the book will lead the students on to the study of the originals. The language is chaste and simple and suited to the requirements of the average High School student. Printing and get up leave little to be desired and the few simple pictures add to the attractiveness of the volume. We congratulate the author on his excellent production and we hope, he will continue to render similar service to the student world which he loves so much.

S. K. Y.

Progressive English for Seniors. Books I to III (Gateways to English series) by George Ogilvie. Messrs McDougall's Education Company represented in India by Messrs Longmans, Green & Co., Ltd., Madras. Price 1sh. 4d., 1sh. 5d., and 1sh. 6d.

This series, as its name implies is a carefully graded course intended for the post primary classes in England. Its principal aim seems to be the development of literary appreciation and of an acquisition of fluency of expression. The passages have been very carefully selected and the questions set at the end are devised to develop the reader's understanding of each passage and to lay the foundation of reasoned appreciation. In book II are found extracts from prose and poetry which are interesting for the information they convey and important as models of literary forms of a simple nature. The questions at the end of each extract in this book help to good understanding and introduce literary appreciation and technique. Book III has a literary basis. The passages included have been so selected and graded as to take the pupil from the simplest form of composition to the highest. The exercises in this book are intended to increase vocabulary and create interest in the function of words and to develop power in composition. It also contains two useful appendices—a directory of literary terms and a summary of English grammar and etymology. Simple notes on grammar are given in each book and the treatment is such that only the essentials needed for correct composition are given. The book may with advantage be tried in Indian schools for forms II to IV as they appear to constitute a comprehensive, instructive and interesting course in English on modern lines.

S. N.

OUR UNION LETTER

IMPRESSIONS OF A PROPAGANDA TOUR IN SOUTH INDIA

Recently I had the privilege of visiting a few of the important centres in the districts of South Arcot and Tanjore during a short propaganda tour I undertook, and I am glad to say that there was a great enthusiasm for the cause of the S. I. T. U. evinced by the members of our profession wherever I had the privilege of addressing them.

I had to request organisers of meetings to arrange for them at all hours to suit my convenience and to accord with my plan of rapid motion from place to place. In some places meetings were held at 7 o'clock in the morning, at some others 12 noon and at 2 p.m., and only in few places at 5 in the evening. But whatever be the time fixed, meetings were held and attendance was very satisfactory.

I laid great stress on three points during this propaganda tour namely, the need for strengthening the professional organisation and contributing substantially to the Silver Jubilee Fund, greater support for the Magazine and thirdly, the desirability of all eligible members joining the Protection Fund.

It is a pity that the benefits of the Protection Fund have not been brought home to the mass of the teaching profession. If they only realise its vast potentialities they would come in much larger number into its fold than they have done hitherto. Much spade work has yet to be done in districts on this account.

Naturally a good deal of curiosity was evinced as to what would become of the S. S. L. C. Scheme ; but what struck me most was that no body of teachers felt it their duty to express their views in as emphatic a manner as possible leaving it to the authorities to take cognisance of them or not. Teachers in High School classes have yet to realise the force of combination. If headmasters and High School teachers make up their minds definitely on the essential questions regarding the S. S. L. C., no outside authority however high dare slight their well-considered opinions.

One strange experience I had was the enthusiasm of every High School Association to play its part in the activities of the District Guild and yet the unwillingness on the part of almost every High School Association to shoulder the responsibility of convening a meeting of the District Guild. This apparently contradictory attitude is explained by the fact that according to an unhealthy convention that has grown up, the inviting institution is expected to give free boarding to the delegates coming from other centres and the cost of playing the host is too heavy for a small High School Association and hence in spite of their enthusiasm, they are unwilling to invite the District Guild and guild meetings are fewer than they should be.

The only one way out of this difficulty is for guild members to realise the business aspect of the whole transaction and send representative delegates from different centres and enable them to pay for their boarding at least partially, so that the host association may easily bear its financial burden. If this general principle be accepted, it must be possible for every association to invite the District Guild once a year and every guild can have at least 6 or 7 meetings. In fact our aim should be for every guild to have a minimum of

three meetings in the year ; we may very well have the maximum of 9 meetings even.

I hope this frank expression of mine will be accepted in the spirit in which it is given. I am anxious to see that guilds which are constituents of the S. I. T. U., and Teachers' Associations which are the constituents of the Guilds all are active, in a healthy way from month to month and not to get into a sort of feverish activity at particular times of the year only and allow the rest of the year to pass without any useful work to their credit.

Madras,
15—3—'34.

S. K. YEGNANARAYANA IYER,
President of the S. I. T. U.

AN APPEAL TO TEACHERS

Friends,

When in obedience to the mandate of the Provincial Conference in 1927 held at Vellore, the Executive Committee of the S. I. T. U., started the Journal, *The South Indian Teacher*, they counted upon the fullest support of the profession and I am glad to say that we have received a good deal of the support expected. We have passed through 6 years and we have entered upon our 7th year.

The usefulness of the Journal has been recognised by everybody and its prestige is increasing day by day. I am but stating the bare fact when I announce that the Director of Public Instruction and other officers of the department have shown great interest in the Journal and we have evidence to show that they have been carefully reading the Journal from time to time.

It was in a moment of inspiration that the first editors chose the very apt motto from the great "Geetha" "*Raise Thyself by Thine Own Efforts,*" as the guiding principle to be followed by the Journal and by the organisation of which it is the official paper. We have hitherto been supported almost exclusively by the members of our own profession in this province and outside ; but just at present there is a tendency for this support to wane a bit on account, perhaps, of general economic depression.

During my recent propaganda tour in South Arcot and Tanjore, I placed the following proposition before the audience of teachers that I had the privilege to address, that in every complete High School, the institution must subscribe for a copy of the Journal, the L. T. Teachers must subscribe among themselves for another copy and the Secondary Trained Teachers for a third copy. I think that even in institutions having only one section in each of the High School classes there would be at least 4 L. T., teachers and if each of them were to pay one anna per month—a very small sum even for a poor-paid teacher—the four together would be able to subscribe for a copy ; similarly, amongst the Secondary trained teachers if every eight of them join together and subscribe half anna per month each, they can help us by taking a copy. This is a very easy and practical plan and if every High School in our province were to follow this principle and subscribe for three copies of the Journal, we would be absolutely above all financial needs and would be in a proper frame of mind to make our Journal more useful, attractive and popular. I make this earnest appeal to my brother teachers with the full hope that my appeal will not go in vain.

The S. I. T. U. Office,
41, Singarachari St.,
Triplicane, Madras,
15—3—1934.

S. K. YEGNANARAYANA IYER,
President of the S. I. T. U.

EDITORIAL

AN APPEAL

The Journal Committee requests all subscribers to remit their subscriptions early in April and help the Committee to carry on the work of the Journal without difficulty.

SERVICE CONDITIONS BILL

This Bill is proposed to be taken up for discussion at the ensuing annual meeting of the South India Teachers' Union to be held in Madras on 31st March. We understand that a number of amendments have been received from the affiliated associations. Only one association seems to think that there is no need for the Bill in view of the agreement that is now enforced by the department. That this agreement does not serve any useful purpose is admitted in the report of the Director of Public Instruction for 1933 and it is not wise to ignore the importance of the observations made by the departmental officers. The affiliated associations approve of a Bill of this kind and some have even pointed out the urgent need for going ahead with the bill. As a result of the propaganda work done in the press and on the platform, it has been possible for teachers to understand the significance of the several clauses of the bill. They have, however, raised certain points for careful consideration. The idea of the unification of teaching service is variously interpreted and it is believed in certain quarters that this is premature. While this high-sounding phrase is likely to raise false hopes or to create alarm the body of the bill is criticised as dealing with this idea in a halting manner. The question of transfer is considered as bristling with difficulties and managers as well as teachers want to have an idea as to how this power will be exercised. Since no teacher can be sure of drawing at least the present salary on his transfer to another school, it is felt that the advantage of transfer will be doubtful. The clause which has received considerable attention is clause II which relates to service conditions including the scales of salaries. While discussing this clause, it is desirable that teachers should take note of the tendencies of the times. All around us there is an appreciable cut in salaries. Side by side with cuts or reduction, there is also an increase in the number of hours of work. Any figure that is higher than what is found in the Government scales will have no chance of being accepted. As a matter of fact, the managers feel that they will never be in a position to pay the salaries obtaining in Government institutions unless they are able to receive liberal grants from the Government. Our readers should have known that our public men express frequently that no more money can be spent on higher education. It will be wise therefore not to suggest scales which may easily be shown to be very liberal. Even the scales mentioned in the bill are reported to be beyond the resources of several aided managements. There is one other point that has to be borne in mind in the discussion of the question. The tendency that often shows itself on the part of different grades of teachers to pull one another's legs should be resisted as far as possible. The question should be viewed in a detached manner as one concerning the whole profession. The wisdom of specifying definite salary schedules in the body of the bill itself is questioned by some teachers. The amendment of the Madras Teachers' Guild seeks to minimise

the conflict by leaving the scales of salaries to be governed by the rules to be framed under the Act. There is much to be said for this suggestion. While it makes the bill more elastic, it is sure to prevent internal dissension in the profession itself. The amendment of the guild however is inclined to insist on the provision for a minimum initial salary for every grade. It is for the general body to consider whether such details which are likely to give a wrong lead to the managers and also to embitter the relations between different grades of teachers may not be more properly left to the rules. The essential point to be kept in view is that our bill should be made acceptable to a number of managers and public men. If they be opposed to the bill, our chances of success will be remote. It will then be difficult for us to persuade any member to introduce it in the Legislative Council. Some associations recommend that the Government institutions also should be brought within the scope of the bill in order that unification may be real. Teachers in Government schools are governed by service and conduct rules that are applicable to all Government servants. It may not be a practicable proposition to include the Government institutions in our bill. This unification may have to remain an ideal for years to come and the primary idea behind the bill should be to ensure security of tenure of service and satisfactory conditions of service in non-Government institutions. It is essential that this is not allowed to be forgotten. Teachers in the service of local bodies may have even now a measure of protection and some of them are not sure whether their schools should be included in the bill. Complaints regarding irregular payment of salaries, reduction, termination and interference are not uncommon in the case of local bodies and it is not often that a teacher can hope to get wrongs redressed quickly. It will be found that this bill makes their position more secure and there is no doubt that their interests are certainly safer in the hands of the Provincial Board of Education. Let us not spoil a good case by bringing too many things within the bill! Let us take stock of the existing situation and decide upon what is practicable and reasonable. Let us make a beginning in the hope that our successors will have brains enough to tackle fresh problems as they arise.

EDUCATION IN THE LEGISLATIVE COUNCIL

The unreal nature of the Budget discussion was referred to more than once at the time of the debate. Nevertheless the speeches may extend to numerous pages. The budget session is not usually marked by any sensation or excitement in our Council. Members are not at all tired of harping upon the same string on every occasion. One feels as if he is listening to a gramophone record. It has become the fashion for members to urge on every occasion the adequate representation of his community or sub-sect in public services. When public men have their attention solely directed to a side issue, several important questions of policy fail to receive any attention. The Minister who holds the portfolio of education in our presidency is a lucky man indeed. He is not compelled to defend himself or to explain his position. The indifference of the public, the lack of funds, and the complexity of the problem are perhaps so patent to our representatives that they do not like to embarrass the Minister. This year the Champion Scheme served a very useful purpose. The vote on the education grant amounted to a discussion on the Champion Scheme and every member felt he should say something on it. The Minister had on the whole a very easy time. Is it not a desirable thing for members to come to some understanding amongst themselves with regard to the selection of topics to be brought to the notice of the Council. It should

have been possible for members to cover a wide ground if they had formed a plan beforehand. They need not become a party to an expenditure of a greater sum on higher education but they should certainly see that their is adequate return for the money spent on higher education. In spite of the repeated talk on the need for increasing the expenditure on elementary education, it has not struck any member that the conditions of service of teachers in elementary schools whether local body schools or aided schools, should be placed on a sound basis. The Champion Scheme lays emphasis on efficiency and economy. Are these terms intended to be anything more than catchwords? If the authorities and public men be really keen on efficiency, they cannot remain indifferent to the conditions of service obtaining in elementary schools. What has the Minister done to ensure regularity in payment of salaries in local body schools? Members should like to know what plans the Minister may have in contemplation for the replacement of lower grade trained teachers by higher grade elementary teachers. Our public men are not slow to tell teachers what they should do for the country on all public occasions. While we welcome such advice and appeal from our public men, we should also expect them to do their duty by making a careful study of any educational problem and urging the authorities to take necessary action. It rests with our public men to give the proper lead. "Education is the most important thing in the world, and the most mismanaged." This observation of Mr. J. K. Jerome is very significant.

ORGANISE YOURSELF

Teachers are often called upon to organise themselves in order that their representations may receive the attention they rightly deserve. The South India Teachers' Union is organised on a federal basis and its chief limbs are the District Teachers' Guilds which in their turn organise Teachers' Associations in different schools and taluk centres and grant them the privilege of affiliation. There are 16 different Teachers' Guilds affiliated to the Union. In his presidential address at Guntur and Masulipatam, the President of the Union appealed to the Andhra teachers to organise District Guilds and affiliate them to the Union so that the teaching profession in South India may speak with one voice and with one mind. So long as the Andhra districts form part of the Madras Presidency and are under the control of one department, they will be doing the proper thing to join hands with the Union and give their whole-hearted support. As was pointed out by the President, the rules of the Union extend equal opportunity to every district and each district Guild is entitled to send one representative of its own to the Executive Board of the Union. A District Guild for each Andhra district has not yet been organised, while District Guilds have been actually functioning in Kurnool and Anantapur as members of the Union. It is our firm conviction that, with mutual good will and co-operation among all districts, the teaching profession will be able to make its influence felt. We therefore appeal to the existing organisation to get themselves affiliated to the Union and to start District Guilds where no such institution exists. It is also our hope that the guild that was recently organised at Mangalore would become a member of the Union as soon as possible. It is very unfortunate that the Malabar District Teachers' Guild should have become dormant. It was started under good auspices and was responsible for making satisfactory arrangements for the Provincial Educational Conference recently. The number of teachers and schools in Malabar is considerable and their strength will be highly valued by the Union. Bellary, which till recently was an active member, became

dormant and the associations in that district chose to be individual association directly affiliated to the Union. It is not possible for us to understand the difficulties in that district but we sincerely hope the associations in that district will constitute themselves into a district organisation. Cuddappah has not yet begun to move in spite of the presence of friends of the Union like Mr Ameeruddin. The work that is ahead of us is to revive the dormant associations, to start associations where none exists and to propose a definite line of activity. The activities of the Union have not yet been fully understood by teachers in all the districts and many are not aware of the existence of our official journal or of our Protection Fund. Much depends upon publicity work and the thanks of the teaching profession are due to the management of the Protection Fund which has allotted a sum of Rs. 300 from its profession fund account for propaganda in 1934. A large number of workers who are directly associated with the administration of the Union and the Fund are authorised to tour in their own and adjoining districts and to give publicity to the work of the Union.

Secretaries of District Guilds and Teachers' Associations may by sending previous intimation sufficiently early to the office of the Union be able to secure the services of any worker in the list to deliver lectures and to explain the programme of the Union at their meetings and conferences. The travelling charges of authorised workers are met from the propaganda fund and the guilds can have the advantage of the presence of workers in their midst. It is hoped that some of the workers will visit Malabar, Mangalore, the Andhra area and Cuddappa this year and make the Union a truly representative organisation.

A GOOD SCHEME

Very often good suggestions making for real improvement are made by persons or bodies outside the recognised profession. We hasten to congratulate the Madras Library Association on the success that has attended its efforts towards promoting the *reading habit* among school children. The Library Association has succeeded in stimulating the self-activities of pupils. It has instituted prizes to be awarded for the best of the essays received from the competitors in the selected schools. The school is at liberty to choose any topic, from which it can find printed resources in its locality. The essay is to be presented in the form of a book and it is to be well-illustrated. This scheme has been tried for three years and a perusal of the books is sure to impress anyone with the immense potentialities in our pupils. There is distinct evidence in the preparation of the book, of careful planning, steady application to work, relevant and purposeful reading, and healthy imagination. It is really the Dalton Plan in a wide or extended sense and the scheme is an excellent instance of motivated study. Students are not prohibited from consulting teachers and friends and the acknowledgments which they often make are commendable. In 1933, students of the Vaniyambadi High School chose *Tobacco* as their subject and the numerous appropriate illustrations show that they know what they are about. Our complaint has been that students merely repeat what has been taught and that too very indifferently. The prize essays show that the mistake does not lie with the student. It is the system or method that is responsible for the barrenness of school work. In his excellent book on "If the blind lead," Mr. Pink laments that we do not pay proper attention to the education of the gifted pupil. He feels that, in the meaningless cry of equality of opportunity, the importance of educating the gifted youth on proper lines and thus making it possible for the country

to count upon a supply of competent leaders is not clearly understood. It is not enough to lift the retarded. It should also be our aim to make the gifted boys look up and give them plenty of scope. The experiment of the Madras Library Association has pointed out clearly of the existence of undoubted talents in our pupils. It is the duty of schools and teachers to apply the principle of this new scheme in day-to-day work so that the gifted pupils may be able from their training in the school to take the initiative and to plan wisely when it is their turn to act. It will be a great advantage if the authorities of the Madras Library Association be pleased to give wide publicity to the prize essays by keeping them on show on the occasion of the ensuing annual meeting of the S. I. T. U. or of the Guild Educational Conference to be held at Madras. Teachers will be convinced of the soundness of the scheme and they will be glad to see that our pupils are not a bad lot after all. There is good material with us and it rests with schools to create the suitable environment and let the talents of boys express themselves.

THE XXVI PROVINCIAL EDUCATIONAL CONFERENCE, ANANTAPUR

BULLETIN NO. 1.

The Twenty-sixth Provincial Educational Conference will be held at Anantapur in December 1934. A strong and influential Reception Committee has been constituted with Mr. G. Lakshmana Reddy, President, District Board, as Chairman.

Educational organizations, Teachers' Associations, and individuals interested in Education are invited to co-operate in making the Conference a success. Papers are invited on experiments in teaching in general and on different subjects, extra-curricular activities and on such subjects as are of special and original interest.

An Education Exhibition is also proposed to be held. Exhibits, details of which will be published later, are invited on various phases of school work. A special feature of the Exhibition will be an art section separately for drawing and painting of exceptional merit.

All communications may be addressed to:—

C. RANGANATHA AIYENGAR,
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XXVI Provincial Educational Conference,
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24—3—1934.