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STATISTICAL METHODS IN EDUCATION *

BY

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Since there will be an interval of a month between this article and the previous one, the reader will permit a little repetition.

The existence of a pattern—the normal curve—and its applicability to measurements of human traits has been proved both mathematically and experimentally. Therefore we can safely assume that out of a random group, 80 per cent. should complete the Secondary school course.

At the outset, I ought to explain what I mean by “completing the Secondary school course.” This is best done by explaining what I do not mean. I do not mean securing “eligibility” at the Public Examination. I do not mean being considered fit to appear for the Public Examination. I aim much lower. For our purpose let us take all those who reach Form VI as having completed the course. Surely this is not an impossibly high objective.

The strictly random group would be a group of all children who join Standard I. Each year this group undergoes a process of selection. But let us ignore this and consider all children who join Form I of a High School as joining a random unselected group.

Applying our pattern we should be justified in expecting at least 80 per cent of these should reach Form VI. If less than 80 per cent reach Form VI, then promotions are already too strict.

Now please refer to the figures given on pages 318-319 of the last issue. We find that only about $1/3$ reach Form VI.

It has been argued by some that large numbers of promoted boys leave school in the middle of the school-course owing to poverty. I sent a questionnaire to all the Headmasters in a District and the practically unanimous reply was that the number of promoted boys who leave is almost negligible when compared to the number of detained boys who leave. It is clear, therefore, that this wastage is chiefly due to detention. Let the reader who doubts

* For the previous article on this subject by Mr. R. M. Savur, please see pp. 317-323.

this take figures from his own school and verify this. Now, would the reader say promotions are too lax ?

So far I have been considering only the case of those who are promoted. All know that large numbers who fail are yet promoted. Let us look at the number of failures in any class. Let us take one or two of the higher forms. Normally, owing to the group having undergone the process of selection several times already, we should expect a smaller percentage of failures in Form V than in Form I. Let us simplify the case by considering only one subject. The Table below gives the reader an idea of the percentage of failures in an average school.

Frequencies.			Class Inter- vals.	Frequencies.		
F. I.	F. II.	F. III.		F. IV.	F. V.	
15	5	5	0—19	14	13	
11	9	4	20—24	17	11	
2	7	1	25—29	12	12	
<hr/>						
Total.	28	21		43	36	Total failures if passing mini- mum is 30%.
	9	17	12	30—34	24	8
	11	9	8	35—39	12	8
	14	6	16	40—44	13	2
	3	6	8	45—49	6	1
	8	2	13	50—54	2	1
	4	4	4	55—59	4	..
	4	1	3	60—64	1	..
	..	1	2	65—69
	1	70—74
	<hr/>					
	82	67	76		105	56
	<hr/>					Grand Total No. of boys in each class.

This table shows the number failing in each class if the passing minimum is fixed so low as 30% : e.g. in Form IV, 43 fail out of a total of 105, and in Form V, 36 fail out of 56. If passing minimum were 35%, 67 out of 105 fail in Form IV and 44 out of 56 in Form V. As the Headmaster dare not detain so many, more than half the failures were actually promoted.

Let the reader study these figures and then read again what was quoted in the last article—"Such is our confidence in the existence of our pattern that if the marks showed an erratic distribution very different from the normal curve, we should be fully convinced that there was something wrong either with the examination itself or with the marking of examiners."

Right here a couple of questions suggest themselves. The reader will find it an interesting task trying to answer these.

(1) Many "failed" boys are promoted. What is the psychological effect on the boys of promoting failed boys ?

(2) Would it not be better to give "passing" marks to all boys whom we have decided to promote ?

(3) What effect does the practice have on the boys' attitude to the examination of promoting "failed" boys ?

The existence of our pattern enables us to determine beforehand what should be the percentage of failures given proper methods of teaching and examination. The purpose of an examination is to separate the sheep from the goats—the inferior from the average and superior. If the sifting were satisfactorily done we should get a resultant group with no inferior boys.

This can be realised by taking Diagram III. Suppose we decided to eliminate from this group all those below 64 inches in height. In the resultant group there would be none under 64 inches. If on remeasuring the resultant group we find any below 64 inches, then we would conclude there was something wrong with the first measurement. It has been stated before that such selection would yield a skew curve.

Similarly for any other human trait. We measure a random group for intelligence and eliminate the inferior; if we then remeasure the resultant group we should find none of inferior intelligence. If we did we would conclude the intelligence test used was unreliable and invalid.

As we go up the classes of a high school, the percentage of failures therefore should rapidly decrease. On the other hand in almost every school we find quite the reverse. Let the reader here study the table above and study the marks of his own school at the last few examinations. A random unselected group gives the normal curve. Repeated selection and elimination, such as goes in our schools from class to class, should ultimately give a skew curve with no inferior boys—or what amounts to the same—few or negligibly few failures.

This gave me the starting point for an investigation. Curves were plotted from the marks for more than one year of numerous classes of several schools. Practically none of these curves bore the faintest resemblance to the normal curve. But one peculiar feature appeared to be common to all of these curves.

The curves of marks for the lowest form were the most erratic and only in the Fifth forms was any resemblance to the normal curve noticeable. This feature was remarkable as it was quite the reverse of what ought to be. The first form being the unselected group ought to give the normal curve and the Fifth form curve should be a skew curve with scarcely any "inferior" boys. The problem that suggested itself from this was: Whom have we been eliminating year after year if the fifth form groups still contain the normal proportion of "inferior" boys?

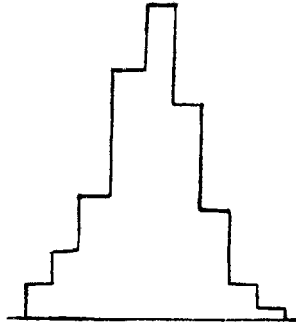
The next step naturally was towards verifying by other methods whether the fifth forms still contained the normal proportion of "inferior" boys.

As at the time no "intelligence" test in the vernacular was available for use, I decided to test whether at least boys with poor memory were being eliminated by our class examinations. An auditory memory test (immediate recall of meaningful words) was administered to several hundred boys in Forms I to V, of two schools. *Every class gave the normal curve.* This showed that our annual promotions do not eliminate boys with poor memory: for the persistence of the normal curve means that even the fifth form group, after repeated elimination, still contains the same proportion of boys with inferior memory as a random unselected group.

Do our examinations at least eliminate 'stupid boys—boys of low intelligence? This was the next step.

I prepared and standardised a group intelligence test in Tamil after one of the best known standardised tests used in England. This was carefully prepared and subjected to all the necessary statistical treatment. It was then administered to over 2,000 boys from class 4 to Form V of five schools carefully chosen to represent the whole school-going population of the district.

All fifth forms thus tested for intelligence, yielded the normal curve.



Diag. IV. Histogram of I. QS of 243 V Form boys.

243 fifth form boys were tested on the whole. This group gave a symmetrical curve as near a normal curve as can be expected from such a small group.

Median. 103.4	} No. of cases between ± 1 S.D. = 68% of all cases. (Compare this with actual for a pucca normal curve viz., 68.26% of all cases. Dia II. page 322).
Mean. 104.8	
Mode. 100.6	

That the mean and median are slightly more than 100 may be construed as evidence of selection. But this can be adequately explained by other reasons than the validity of our school examination. e.g. :—

I. The 1% of mental defectives and 3 to 5% of border lines (vide—Table on p. 323—Distribution of Intelligence in a normal population) found in an unselected group are what may be called self-eliminating. They never even seek admission into a Secondary school.

II. Out of the group of 243 fifth formers tested nearly 160 or more than half the total number happen to be children from families of higher social status : it is well-known that in such groups the average I. Q. is often slightly above 100. This preponderance of children of better social status was quite accidental and could not be avoided as it was not every school that would give me facilities for my experiments.

All this firmly establishes that we start with an unselected group giving the normal curve in Form I and after repeated selection end with a group which still yields the normal curve. We start with a group which contains inferior, average and superior in the proportion of 20:60:20 ; after repeated attempts to eliminate the inferior we still find in the fifth form group the same proportions of inferior, average and superior boys with which we started off.

Suppose we take 20 black marbles, 60 white, and 20 red ones and put them in a bag. We shake the bag thoroughly and ask a blindfolded person to eliminate 20 of them by drawing out one marble at a time. What will be the proportion of colours left in the bag? Both experimentally and mathematically we can prove that the colours of the marbles left in the bag will still be 20:60:20. We may repeat this process any number of times and yet the original proportion of colours will persist. Supposing we substitute a system of lottery for our examinations. We write the names of our first form boys on slips of paper and put the slips in a bag. We ask a blindfolded person to eliminate some by drawing out one chit at a time. What will be the distribution of inferior, average and superior boys left? Naturally the resultant group will contain 20 per cent inferior, 60 per cent average and 20 per cent superior. This proportion will persist however often this process of elimination is repeated. Yet this is just what we appear to achieve by our elaborate system of class examinations. Would we be worse off if we were to substitute for our class examinations some system of elimination by lot?

Our present system seems to be governed too much by the element of chance. Making promotions stricter merely means that the blindfolded person draws and rejects 40 marbles instead of 20. This will not decrease the proportion of black to other colours. How can matters improve by merely making promotions stricter?

Some readers who, as a result of my appeal, have decided to adopt the scientifically critical attitude towards everything that I say in these articles, will probably now say to themselves. "This man is giving us a great deal of argument mixed up with a very small amount of experiment. Can he prove this?"

(1) that stricter promotions do not actually raise the standard of attainments;

(2) that stricter promotions only raise the average age without raising the standard of attainments;

(3) that even after very strict promotions—without changing the basis of promotions—the proportion of boys of inferior intelligence continues unchanged."

Fortune favoured me considerably. I found ready to hand a school whose headmaster had administered the remedy of stricter promotions prescribed by himself as a chief examiner for the S. S. L. C. In my next article, I shall deal with the questions raised above.

“CITIZENSHIP THROUGH GEOGRAPHY”

“The approach to the teaching of a subject like that of the aims and achievements of the League is necessarily cautious. Direct or dogmatic methods might arouse the opposition of the parent, and in some cases the resistance of the pupil who, in this country, is reserved about giving any outward expression to his convictions.”

The Report itself reveals that, with characteristic diversity of method, there is a large volume of education upon the aims and achievements of the League of Nations in the schools, and everyone familiar with English education will agree that both in and out of school hours, on corporate occasions and by individual study, the schools in making known the work of the League are doing a great work for international goodwill. Undoubtedly, the most effective work is that done naturally in the class-rooms, for when “League Instruction,” as it has been termed, falls within the curriculum as part of the normal syllabus, children appreciate in a way not otherwise possible that the League of Nations is not some abnormal excrescence, but an integral part of our system of government. I do not intend to suggest that it is not a suitable subject for the school on corporate occasions, but rather to stress the view that it is no less for that reason the concern of the normal curriculum. The abnormalities of School life tend to produce reactions, and, like Christmas pudding and simnel cakes, can be indigestible. The progress of the study of world citizenship depends largely upon how far teachers succeed in finding it a place in their syllabuses and upon what that place is. Since opinion appears to be strongly against its inclusion as a separate subject, the question resolves itself into its incorporation into existing subjects of the curriculum or, more correctly, the assumption by one or more of those subjects of an international bias.

POLITICAL AND CULTURAL SIDE OF GEOGRAPHY

The growing tendency of the geographer at the present time to introduce this bias is one of the most hopeful signs that has yet appeared of a satisfactory method of forming an inter-nationally minded citizenship. The tendency is natural and unforced. The teaching is not extra to the curriculum; nor does it rely for its creation of international outlook upon pamphlets, occasional talks in the Assembly Hall, or an exceptional share of the school notice board. It is a movement of the class-room and is an unrestrained evolution of geographical method. In a paper written last year by Mr. Donal Gray on the teaching of geography he puts the position as follows:—

“Hitherto geography has tended to stop after physical and economic questions have been dealt with. Only very recently has political and cultural side begun to receive adequate treatment under such teachers as Professor Fleure of Manchester. The inter-dependence of nations in trade is obvious, but respect for our neighbours will be assured by recounting their contributions to civilisation as well as to trade of the world.

The movement is strong in many elementary and secondary schools and where it flourishes, the geography room is not only a hive of intellectual

activity but also a miniature Chantam House in which information about world affairs, pictorial, statistical, and literary, is carefully docketed and readily obtainable.

Outside the class-room, the most valuable ally of the geography teacher is undoubtedly travel. As John Locke advocated the grand tour for young ruling classes of his aristocratic age, so should we urge forward the well-prepared school journey and the interchange of teachers as essential parts of the educational system from which our young citizens derive their philosophy. At present, travel and interchanges are incidental, a sort of extra arranged only "by special requests," but it seems likely that they will become, in time, a regular feature of everyone's education and of every teacher's training. It is encouraging to note that, in 1931, over 60,000 British children travelled under the auspices of the School Journey Association, of whom 10,000 appear to have visited Europe or gone even further afield."

INTERNATIONAL RELATIONS AND THE SCHOOL CURRICULUM

A word may usefully be said as to the danger of introducing international relations as a separate subject in the schools. Enthusiasm may encourage some in that direction, but not if they reason it out. In the first place, let them remember that in the hands of any but a profound student of foreign affairs—a Wickham Steed or A. E. Zimmern—it can become a most arid theme, a medley of petty details about constitutions, assemblies and treaties. In like manner, it can relapse into the other extreme, an abstract study lacking that reality which children demand. On the other hand, there can be no question that, in efficient geography class-rooms, pupils are to-day receiving an education which gives them an insight into world problems almost as sure as the knowledge which pupils of an earlier generation had of Caesar's exploits. We may know more about the Gallic wars than they ever will, but they, in their turn, will not share our ignorance of Central and Eastern Europe, they will know why China and Japan are unfriendly, they will understand the implications of a White Australia, they will be alive to the significance of the Monroe Doctrine in the New World, and they will realise as we do not, the mighty significance of an awakening Africa. Such knowledge must, at least, help to stimulate an intelligent public opinion in international affairs, and it should tend to give the nation balance in times of international stress. It is premature to speculate as to whether far-reaching consequences may evolve from it, but, if this learning geography should ever permeate the class-rooms of the world, civilisation will be much better equipped for that "last ascent" which Kant declared mankind could only hope to climb after "a long and intensive education of the spirit for all citizens in every country."

THE GENESIS OF THE SHELF SECTION AND ITS POTENTIALITIES *

BY

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The problem of library administration is a very complicated one requiring foresight as well as, it should be said, near-sightedness. While administering to the immediate needs of the library, a librarian should also be planning to meet the future developments bearing in mind the Fifth Law¹ of Library Science, *viz.*, "A library is a growing organism." He or she—hereafter he 'or she' will be omitted as it has not yet become quite necessary in our country to add that—should think about the various lines along which the library is likely to develop and take early steps to organise the administration elastically so as to take up the increasing load without strain. He must effect a proper differentiation of function and introduce a corresponding division of labour between the various sections of work in his library. Extra-sectional work should be minimised in order that each section may do its work efficiently. He will even have to form new sections in the light of the growth of the existing sections so that each section may specialise in a compact, specific field of work.

FUNCTIONAL ANALYSIS

The main pieces of work in a library—by library I mean a fairly big library with open access to shelves, a classified catalogue and reference service—may be enumerated in a somewhat evolutionary order as follows:—Pure administration which comprises control of finance, establishment and other official routines, ordering and accessioning, work connected with periodicals classifying and cataloguing, reference work and lastly, issue or circulation work. The administrative section looks after finance, establishment and correspondence. The Ordering and accessioning section and the Periodicals Section buy the necessary stock of books and periodicals. The Classifying and Cataloguing Section classifies, catalogues and makes them, in every way, fit for use. The Reference section in the stack room is ready like salesmen to interpret and serve them to the readers in fulfilment of the Second and the Third Laws of Library Science, *viz.*, "Every reader his or her book" and "Every book its reader." Once the readers get their books, the circulation section is there to control and regulate their issue and return.

A GAP TO BE FILLED

From a glance at the above mentioned order of work, one can easily see that there is a gap between the Classifying and Cataloguing Section and the Reference Section. The former is ready with the books for the readers and the latter is ready to serve them to the readers. But who is to take the books to the stack room which is in a sense the library proper, the Holy

* I am indebted to Mr. S. R. Ranganathan, University Librarian, Madras, for the suggestion of the subject and the help rendered in the preparation of the paper.

1. Ranganathan, S. R.; *The Five Laws of Library Science*, Madras Library Association, 1931.

Sanctum where so many throng to commune with the Muse of Knowledge ? Who is to arrange and display them on the shelves in such a manner as to satisfy the aesthetics of the readers and to fulfill the Fourth and Fifth Laws of Library Science, *viz.*, "Save the time of the reader" and "A library is a growing organism ?" Who thereafter is to look after them and keep them in a trim condition in the shelves ? Who is to bring the vagrants and render account for the missing ones ? The answer is the formation of a new section which shall do all this work and fill the above mentioned gap.

GENESIS OF SHELF-SECTION

After several experiments in the efficient performance of these pieces of work, a new section has recently been formed in the Madras University Library and christened *Shelf-section*. First we shall explain how this section justifies its existence and expects perpetual life in the annals of library administration and later on we shall show why these items of work cannot be done as pieces of extra-sectional work by the other sections and in what way the efficiency of the work is affected if it is distributed among the other sections.

ART OF SHELF ARRANGEMENT

To begin with, the Shelf-Section is to be in complete charge of the shelves. It should arrange the books in the shelves so as to fulfill the Fourth Law of Library Science, *viz.*, "Save the time of the reader." Reference books like Encyclopædias, Directories, current Year-books and Directories and recent additions should be located in a prominent place and as near as the reading room as possible. The selection of the works for this group has to be determined and has to be varied from time to time by careful observation and experimentation. A list of the recent additions for a period of at least six months may be kept in the same place. Latest numbers of periodicals should be exhibited on the tables with adequate table guides for each subject. The arrangement of books in the stack room itself requires special consideration. The arrangement cannot be permanent in the changing library world. It will have to be judiciously varied and readjusted from time to time. Several factors will have to be examined from time to time for this purpose. One would very much like to have the books and periodicals arranged in the order in which the subjects occur in the schedule of classification for the mere satisfaction of having them arranged in strict accordance with the schedule order. But the logical or psychological order of the subjects found in the schedules of classification is seldom strictly parallel to the popular order. Nor is the popular order a permanent one. It does and must change with time.

VARIATION OF SEQUENCE

Hence, the rigid arrangement by the schedule of classification only results in wasting the time and energy not only of the reading public but also of the Reference staff. In an arrangement like this, a majority of readers may have to waste time and energy in walking unnecessarily great distances to get at their books. The reference staff also are affected in the same way as their movements are dependent on the movements of the readers. It is quite necessary to break the schedule order and judiciously repermute the classes on the shelves. To give an example, literature as the most popular subject attracting the greatest number of readers may be located as near the entrance as possible, irrespective of its proper place in accordance with the schedule of classification. Other subjects may be

arranged at distances from the entrance varying inversely with their popularity. Any one arrangement should not be considered as final (merely on the ground of unwillingness to undertake additional labour). Its utility must be constantly tested by experience in the light of the statistics of issue. Any re-shuffling of subjects found to be necessary should be immediately carried out even at the cost of additional labour and time, as *the* convenience of the readers is *the* convenience of the library. This sequence of popular groups may be called the Main sequence, as it has been done in the Madras University Library, to distinguish it from other sequences that are to follow.

MULTIPLICATION OF SEQUENCES

In every subject, we have three groups of volumes. One group consisting of standard books and current treatises, a second consisting of periodicals and serials and, a third, of the books of archaic interest and hence of comparatively infrequent demand. In an ordinary library, the popularity of these three groups is likely to be in a descending order of magnitude. If the volumes of the second and third groups are allowed to be in the Main sequence, they will be obstructive rather than helpful and make the readers traverse unnecessarily great distances between the various main subjects or classes, nay even between the various sub-classes of one and the same main class. To walk to and fro along rows of chemistry journals before getting a text book in chemistry or to run your eyes through volumes of budget estimates before locating a book on public finance may prove to be a regular ordeal for a large class of readers. Hence, the volumes belonging to the second and the third groups should be separated and located quite apart from the Main sequence. They are called the Secondary and the Tertiary sequences, in the Madras University Library. It is not enough if the volumes are merely separated but their location should be indicated by putting near the call number a suitable symbol in the volumes and in all the connected records wherever the call number appears. This symbol will indicate that such volumes are kept in a place different from their normal position, in the Main sequence. This symbol is quite necessary also to facilitate the re-shelving of the books returned at the counter from time to time. In the case of subjects and whole divisions of subjects, periodical sets and serial publications which by their very nature are to be located only in the secondary sequence, the secondary sequence symbol may be omitted.

CLOSED SEQUENCES

Again, certain types of books, if they are put in the way of the readers, are likely to be adversely affected by their being mal-handled by a few black sheep to such an extent that they are of no use to others who really want them. In this category we may include Fine art books, books full of art plates and books of pornographic interest. Each book may be kept in a non-open-access or closed sequence (not necessarily in closed shelves). By closed sequence is meant that readers will not normally be allowed to have direct or open access to the shelves forming it, but will obtain their books in most cases by the old application slip system. Their restriction may be waived in the case of certain classes of responsible readers. This closed sequence arrangement gives us a control over the use of these books. None of the Fine Art books will ever contain good plates if they are placed in the open access shelves. Similarly all pages savouring of obscenity are systematically purloined (to satisfy the morbid curiosity of the black sheep) from otherwise scientific treatises. A monumental example of this in the Madras University Library is Havelock Ellis' *Psychology of*

Sex. This book, as it is now, presents the pitiable condition of a lynched destitute. Previous to its withdrawal from circulation, it was in so much demand that it was treated as a reference book and kept on the issuing counter. Every alternate reader would ask for "Ellis." Such books also should be taken over to the closed sequence. Such a closed sequence is called the *Special Collections Sequence* in the Madras University Library and their call numbers are put between two horizontal parallel lines to indicate their location.

Again in a large growing library of national importance, it may not be desirable to weed out the out-of-date editions and books. At the same time, it would be uneconomical to put them in the Main sequence. They may have to be kept in a sequence of their own. It is usual to allot to them the far off and the inaccessible parts of the library. It is called the *Tertiary Sequence* in the Madras University Library.

ABNORMAL SIZE SEQUENCES

To come to the actual arrangement of books on the shelves, it is quite necessary to see that the shelves present an aesthetic appearance. This presentable appearance is of extreme importance in an open access library; for, the first thing that creates a good impression in a reader is the trim condition of the shelves with sufficient direction guides, stack guides and shelf guides. It is a most unsightly thing in a library to see on the shelves giants, pygmies and weaklings all in a conglomeration minus the respect due their ordinal arrangement. Hence all volumes which, on account of their size and weight, preclude easy handling should be kept in a separate sequence called the *Oversize sequence* in the Madras University Library and in such a manner that their potential energy is at a minimum. For example, the bottom most row throughout the stack room may be used for this sequence. A suitable method invented by the Madras University Library to indicate their location is to overline their call numbers. Pamphlets and miniature volumes may be kept in a closed sequence, (called the *undersize sequence* in the Madras University Library) and their location is indicated similarly by the underlining of their call numbers. If this is not done, such volumes invariably get themselves lost, either amidst other volumes or in the pockets of the book vandals.

TEMPORARY SEQUENCES

The above mentioned sequences by no means exhaust the sequences that should be maintained in a growing library. While these sequences are of a permanent nature, need is felt for the formation of certain temporary sequences.

CORRECTION SEQUENCE

If the library makes any attempt whatever to keep itself abreast of the times, there will be constant need to revise the class numbers assigned to the books in stock, in the light of the experience gained in serving the books to the readers and in consequence of the re-alignment and re-orientation of the divisions of knowledge brought about now and then in the learned world.

For example, it is by no means easy to determine the most helpful placing of books on Psycho-therapeutical interest. It is possible to find a place for them in Psychology as well as in Medicine. In such a case, it is desirable to experiment with either placing and arrive at a decision in the

light of the experience gained. Such experimentation necessarily implies revision of class members.

As an illustration of the operation of the second cause for correction, one may cite the example of X-Rays. When they were first discovered in association with the conduction of electricity through gases, Dewey accommodated them in Electricity. But it soon came to be realised that they constituted a class of radiation. This realisation naturally brought in its train the need for changing the class number of the books on X-Rays from the number in the division "Electricity" to the number in the division "Radiation."

Another example is that of Humanism in Metaphysics—Humanism is itself being developed just now by Irving Babbit, Paul Elmer More and Ernest Seilliere. Books pertaining to this school of Metaphysics came to be published only during the last decade. When the first few volumes came, it was hardly possible to appraise them correctly. It was very difficult to fix their correct "View Number" as their point of view appeared to be very elusive; with the result, different books received different point of view numbers. But quite recently, when a sufficient number of books of that nature had arrived in the library, they were all assembled together and re-examined in relation to one another. Further, some of the latest books contained some definite marks of crystallisation. With the aid of this data, the Madras University has recently decided to give them the 'View Number 9' and to amplify the digit '9' by the Subject Device, using for the amplifying number 'Y' Social Sciences. This is to say, the class number of those books has come to be fixed as R 39 Y. So long as human knowledge progresses, this kind of correction must also go on.

When the groups of books are segregated from the stock assembled for this kind of re-examination and re-christening, they have always a tendency to stay long, away from the stack room. Special steps have also to be taken to call for them at systematic intervals to prevent their staying away altogether. The Madras University Library has found it helpful to regard this temporary group as a temporary sequence. It has called it the correction sequence." In practice, this correction sequence is divided into several sub-sequences depending upon the section that takes the responsibility for the correction.

BINDING SEQUENCE

Another factor that calls for a temporary sequence is a necessary occurrence in a popular library which gets books well-used and well-thumbed. As the books get worn out by such legitimate use, it falls to the lot of the Shelf Section to play the role of the family doctor to such books. At the right time, the Shelf Section is to send such books to the hospital on medical leave. The process of relieving them, keeping them in mind when they are patients in the bindery, reclaiming them promptly when they have been set right, is best regulated by looking upon them as forming a temporary sequence—"the binding sequence." Here again, it is likely that more than one monthly batch will be in the hospital simultaneously. It may also be wise to their call number re-examined and re-shaped before they are sent away to the bindery as they are likely to have their call number marked permanently on their back in glittering letters of gold when they come back hale and healthy from their sojourn in the bindery. These considerations are enough to show that the binding sequence should have a number of sub-sequences.

LIST OF SEQUENCES

It may perhaps be better at this stage to give a complete list of the sequences maintained in the Madras University Library, to bring out the vastness of the complexity of the problem.

PERMANENT SEQUENCES

With Open Access.

1. Counter sequence. No symbol. Books in constant use which are kept at the counter.
2. Reference sequence. No symbol. Contains reference books, such as encyclopædias, dictionaries, etc.
3. International Mind Alcove sequence. Symbol "I.M.A." Call number on the tag in red ink. Books supplied by the Carnegie Endowment for International Peace, assembled permanently in the reading room to arrest the attention of the public.
4. Main sequence. No symbol.
5. Secondary sequence. Symbol "*" "

Without Open Access.

6. Language sequence. Several sub-sequences, one for each language. Books in the Indian languages in all subjects with the exception of Philology, Religion and Indian Philosophy and books on literature in the European languages other than English, are assigned to these groups of sequences. No symbol necessary as the language number will indicate it.
7. Special collection sequence. Symbol *Call Number*.
8. Undersized sequence. Symbol *Call Number*.
9. Oversized sequence. Symbol *Call Number*
10. Worn out sequence. Symbol, encircling the call number.
11. Tertiary sequence. Symbol, putting "T" above the call number.

With No Access.

12. Duplicate sequence. No symbol necessary.

Departmental Sequence.

13. General Departmental sequence, or (G.D.)
14. Mathematics Department sequence, or B.D.
15. Bio-Chemistry Department sequence, or E.D.
16. Botany Department sequence, or I.D.
17. Zoology Department sequence, or K.D.
18. Music Department sequence, or N8.D.
19. Sanskrit Department sequence, or O15.D.
20. Islamic Department sequence, or O2.D.
21. Tamil Department sequence, or O31.D.
22. Malayalam Department sequence, or O32.D.
23. Kanarese Department sequence, or O33.D.
24. Philosophy Department sequence, or R.D.
25. Geography Department sequence, or U.D.
26. History Department sequence, or V.D.
27. Economics Department sequence, or X.D.

Temporary Sequences.

28. Recent additions sequence or R.T. (*i.e.*, books held over in the Technical section).

29. R. C. sequence, or recent additions of the current week.
30. R. E. sequence, or recent addition of the week earlier to the current week.
31. B. T. sequence, or books picked out for binding and lying in the Technical section or for correction.
32. B. S. sequence, or books lying in the Shelf Section, being prepared for binding.
33. B. (month) or the sequence of books lying in the bindery, the month indicating in which it was sent out of the library, e.g., B. (July). B. (August), etc.
34. B. C. sequence, or the sequences of books sent to the binder for correction, that is, rectification of the mistakes made in binding or in tooling.
35. B. S. P. sequence, or the sequence of books sent for urgent binding apart from the monthly batches.
36. C. R. sequence, or the sequence of books lying with the Reference Section for correction of call number.
37. C. T. sequence, or the sequence of books lying in the T. Section for correction of call number.
38. B. L. sequence, or the sequence of books lost by readers and pending their being replaced.

From our experience in the Madras University Library, the readers of this article may be assured that this bewildering number of sequences is by no means to be attributed to the "fascination of the fuss" which a new profession like the library profession may be suspected to be prone to. On the other hand, the enormous difficulties, misfits and confusions experienced by us were eliminated only after the discovery of the need for and the bold adoption of such a multiplication of sequences.

Having been obliged to disturb the schedule order and to arrange the books in so many sequences, it is a great responsibility for the Shelf Section to maintain correct order in the shelves and to see that every book is in its correct place. The mechanical apparatus invented by the library profession to secure this is what is known as the Shelf Register. It is made up of cards of standard size, viz., 5 inches \times 3 inches, written on the principle, one title, one card, with the call number in the Leading line. These shelf register cards are kept *absolutely parallel* to the books on the shelves, which means they are to be arranged in 38 sequences. What is more, except when the books leave their proper place on the shelves to get into the hands of a reader, every movement of the books should be controlled and imitated by an exactly parallel movement among the shelf register cards. The discovery of this *principle of parallel movement* has turned out to be the panacea of most of the ills in the management of the books in the library and brought in its train the inevitable genesis of the Shelf section.

It will be shown in the second half of this paper that, in consequence, the Shelf Register cabinet has become the hub of the stack in the library and correspondingly, the Shelf Section has become the hub of the staff of the library.

(To be continued.)

PUPIL TEACHERS' SECTION

[The two short articles published below are selected from over 20 essays written by the teachers in Training in the Pasumalai Training School. This section is always open to students in Training Schools and Colleges and the Editor will be glad to publish contributions from students of Training Schools and Colleges.]

STUDENT—SELF-GOVERNMENT

We are living in a time when all nations are trying to get democracy, when our own mother-land cries out for self-government. We know that there is a good number of able people in our country, who know the art of governing. Yet it requires many more abler people.

Then arises the question of how to make people efficient in governing. Year after year numerous children attend our schools. Some go out of schools to continue university courses, some to professional courses and some enter into the world and begin to earn. These are the people who are going to be great men of our country in future. If so, are all these trained in self-government? Scarcely we find any. Has education anything to do with self-government? Certainly, it has. It is by education and education only our young country-men can be trained to this end. As teachers let us think for a while and suggest a method by which we can, in a way, train our children in self-government.

In the first place we can put some life into the literary society in schools. We can make it a little more active and see that all the pupils take part in them. It makes them bold and helps them feel their responsibilities. It yields ample opportunities for them to select a man from among themselves or from outside to conduct the meetings and increases their power of self-management. Another important suggestion is that we can divide our pupils into groups and entrust each group with a senior student. In this way, the leader is supposed to be the master of his group. Each group is allowed to have a 'Court of honour' or 'Panchayet' of its own to decide cases and to keep a record of them. This record practically helps to find out the character of a particular boy in that school. This 'group system' or 'squad system' as we may call it works admirably well in hostels and boarding houses. If the number of inmates is small we can have only one 'panchayet' court elected by the general body. Thus the pupils are trained to elect capable leaders.

This is only an extra curricular activity and should not be confused with other duties. Boys may be well trained in this kind of administration. They also take much interest in the well-being of their group. It creates love for their own group. Hence they are trained to think and decide what is right or wrong and govern their own school-mates or class-mates well, which can naturally extend itself when it comes to the question of governing the country itself.

....

DEVADOSS K. PAUL,
Training School, Pasumalai,

II.

"RELIGION AS A HELP TO LIFE."

'Religion,' says a great philosopher, 'is born ere thought begins.' A baby at birth not only brings religion with it but is religious first before it grows to be anything else afterwards.

A baby from the moment of its birth does not know who or what it is, and yet it trusts and loves its mother.

Love is the first impulse of the human heart; desire for knowledge comes afterwards. To understand a thing we should have love for it. In the words of a Hindu saint, love is the root and knowledge is the fruit of life. Also love is life itself. When Christ was asked by a man: 'What shall I do to save myself?' Christ answered: 'Love the Lord thy God and love thy neighbour as thyself.' In the Bhagavad Gita when Arjuna asked Sri Krishna 'Who is the devotee of God?', Sri Krishna replied, 'He is the best devotee of God who hates none, who is friendly and kind to all.' That is love. Love of family, love of country, beauty and virtue—all is love which rules and binds up all together into the various relations of life. When love does not exist we are lifeless. Love, as taught by religion, not only vanquishes everything, even hatred, but it is the sign of the infinite in man. Love is endless and limitless. Religion says that our love is measured by God not by the value of what we actually give as a proof of it, but by its own intensity. Several persons made rich gifts to Christ. But a poor woman who loved Christ most intensely gave one-fourth of a farthing. Christ valued it more than all other gifts, because, though the value of it was the smallest, yet the heart of the woman, which prompted the gift, abounded in love and charity.

Religion teaches more the unlimited power of Love as the law and fulfilment of life. It says that the religious nature of man from his very birth is such that even excess of hatred can change into love. St. Paul in the Bible who was at first a bitter enemy of Christ, learned the religious principles of love and became the Saint of Christianity.

Religion says that God is infinite in knowledge; power and love. His religious principle of love binds society and establishes the fatherhood of God and brotherhood of man. No one should treat another as a slave or a low caste or a means to his own selfish end. All men are God's children, and there is no high and low. By feeling the infinite ocean of love we should be masters of life.

K. N. SUBBAIER,
Second Grade Junior,
American Mission Training School, Pasumalai.

JUNIOR RED CROSS WORK DURING EPIDEMICS

BY

MR. T. KRISHNAMURTHI, B.A., B.ED.,

(*Secretary, Junior Red Cross Society, Bellary Group.*)

What do the Junior Red Cross members do when plague or cholera breaks out? Here is a question. But we shall ask another question, what has any Junior Red Cross group done when an epidemic broke out in the locality. I shall try to answer the second question which may prove to be a sort of answer to the first question as well.

It was just after rains and just before winter we heard of a rat fall in our village. The rat fall took place somehow in one of the teacher's houses.

The Junior Red Cross boys and girls were seen very busy. Every one of them knew the cause for the death of the rat and what they had to do first. Not only did they get themselves inoculated but persuaded all other children in the school and also outsiders to get themselves inoculated. Some boys prepared posters taking suggestions from the teachers to explain to the people of the village the cause for plague and the preventive measures to be adopted. The village was ordered to be vacated by the Collector. Then some of the members went to the various camping places to study the localities to see if they were far outside the danger zone. Some prepared plans of the places and some attempted to write good sketches of the sheds which were erected by the people.

The ignorant villagers are very often reluctant to report the case of a rat fall and would keep it a secret if a person was attacked by plague. The Junior Red Cross members helped much in bringing to the notice of the authorities all such cases.

The members of this group set apart a day for the purpose of disinfection. With the help of one or two teachers they prepared a good amount of lotion and thoroughly disinfected the whole school building to set a good example to the villagers. In all these activities the members were learning what they had to do in time to come in a larger scale. Here is a way for the teacher to put children in the right lines. This organisation will be of such great help to the teachers of all schools.

Another year we had very good rains. Every tank and pond was full to the brim. The country side appeared very pleasant. The streams were full of water and there was the cool refreshing breeze. But unfortunately most of us were not allowed to enjoy this season, because of the outbreak of severe malaria.

The water which gave life to the green grass and strength to the trees and pleasure to all of us bred plenty of mosquitoes, man's enemy and persecutor. Every where we could hear the music of these creatures and some of us protected ourselves with a curtain to have undisturbed sleep.

Slowly one after another became a victim to the fever. Then the Junior Red Cross group met in the school premises to consider the measures to be taken. They decided to purchase out of the funds they could collect and to freely supply quinine to the poor people of the village. Each member was asked to maintain a register wherein they had to record the names of persons and the number of pills issued and when they were free from fever.

Some very interesting conclusions were drawn. We could prove that dirtier localities suffered more and that still there were many people who were not completely free from fever and many other facts.

This is the kind of training every teacher has to give to the students in India especially in the rural areas. We have heard of 're-marking of rural India' and the important part the teacher has to play. Here is the Junior Red Cross, an organization which will be so helpful to the Indian teacher in giving the right kind of training to the future citizens of India.

TIT-BITS FROM THE EDUCATIONAL WORLD

BY

ANGLER.

N.B.—The Editorial Committee wishes it to be known that the views expressed in these columns are not the views of the Committee.

TEACHER-LIFTING IN MADRAS .

There seems to be no end to teacher-lifting in Madras, especially in non-government aided schools, in spite of the working of the contracts in schools and the operation of the Madras Educational Rules. Here is a case from Chirakkal, North Malabar. The teacher in question was an assistant in Rajah's High School, Chirakkal. It is understood his vacation salary is denied to him on termination of his services, in spite of his having done his work for the year and valued the annual examination papers. It is alleged representation to the authorities concerned has been unheeded to. Normal law will certainly get the teacher his vacation salary, if the teacher resorts to law for redress. But resort to law is not an easy thing and not every teacher can seek redress through the law-courts of the land. It is necessary that the department of education ought not to sit idle. Schools with or without material endowment are often guilty of a lack of a strong sense of morality in their treatment of teachers. Even a High School such as Sir P. S. Sivaswami Iyer's in the Tanjore District is obliged to resort to termination of teachers' services. The future of teachers in aided schools is indeed very dark, if employers will not grant assured tenure according to an agreed contract and if the department will not interfere in its own right to maintain the equilibrium between employer and employee, it is the right of the State to have the last word in this question and not leave it to the employer to treat the teacher as a spare part in the educational machinery.

GOVERNMENT CONTROL OF AIDED SCHOOLS

It is to end this unedifying state of affairs, by no means creditable to any party engaged in aided education that the S. I. T. U. has evolved a bill relating to service conditions of teachers in non-government schools, as a basis for discussion and government action. G.O. 180, dated 6-2-30 has been tried in many cases, dishonoured by some managements by non-observance and proved by the annual teacher-lifting on a large scale to be an insufficient solution for ending insecurity of teacher's tenure in aided schools. Government, in the educational interests of children, has to adopt one of two ways at once in order to prevent the growth of friction between employers and employees, in the school-world. To insure security of tenure, it is the duty of government to modify G.O. 180 of 1930 and to insert in the M. E. R. as a condition of recognition and aid a section similar to the one found in the Local Boards Act empowering the Government to lay down rules for the Scale of Salaries, conditions of service, leave rules and dismissal, including terminations of any other kind relating to aided schools. The District Secondary Education Boards must be converted into statutory bodies with powers to arbitrate in disputes between employers and employees. Endowments must be insisted upon for every permanently recognized school. Every institution must be called upon to frame its budget for the year and send a copy to the Department in advance so that each school might evolve a policy

and plan regarding school finance and its appropriation. Apart from these immediate measures, a comprehensive bill for teachers of all grades and all educational institutions, like the S. I. T. U. Bill, must be drafted and introduced as an official measure to solve once for all the problems of the relation between teachers and employers and employers and government in professional and financial matters. The S. I. T. U. must prepare a memorandum on these lines and elicit the view of the Government and the Department of Education. If Mr. Erlam Smith wants to raise the standard of teaching in his jurisdiction as he says in his message to "Educational India," he cannot do better than move in the matter with his characteristic energy for direction with force.

PROBLEMS OF SCHOOL FINANCE

It will be an interesting study for any research scholar to attack the problems of school finance. Many managements have no right to be such as they are, unendowed carrying on only through fee income and grants. The so-called contribution by managements is worth a peep into. An analysis of the managements' contribution to the upkeep of the institution will reveal the teachers' share in it, and prove his claim for partnership. The Scheme of audit of School Financial returns by permitted auditors should be carefully examined and if necessary a system of Government audit of aided institutions should be instituted. It will be in the long run cheaper than private audit. It will put at rest the allegations made by several, of manipulations of school finance, and lead to economy of wasteful expenditure and conservation of school finance for paying teachers fairly.

RE-DIRECTION OF TEACHING

It is a happy sign that there is an attempt to re-direct teaching from mass to individual teaching. All the recent educational tendencies and practices point to the individual method in teaching. The want of a suitable psychological institute for teachers and for a psychological background and atmosphere are responsible for Madras being benighted in this also. Mr. R. M. Savur's method pursued in Madura, while it has its defects, is an attempt in the right direction. There is no doubt that the present school methods and systems require overhauling so that the present ruts and educational inertia due to them might disappear and yield place to experiments carried out systematically and scientifically by teacher-psychologists with the necessary facilities. Iowa is conducting some co-operating testing programmes which are interesting examples of re-direction of teaching. When will the parties engaged in running education realise the need for real education in our land, and the honest pursuit of teaching as a science and an art?

ENTRANCE TO THE MADRAS UNIVERSITY

Mr. Satyamurthi's resolution at the August Academic Council meeting to create High Schools coaching 3 subjects in the main and 3 subjects as optionals is a step in the right direction. It is bound to end the present muddle of adjusting the S. S. L. C. Scheme to the needs of the University. Let us hope that Headmasters and Teachers' Associations will advise the Director to support the resolution of Mr. Satyamurthi. It will then be easy for schools engaged in Secondary education to go back to the scheme of the pupils' personal records and gradual elimination of examinations which to-day are dwarfing the youths and devitalising the nation's human wealth.

GLEANINGS

INSPECTION—PAST AND PRESENT

Following a letter by 'Tyke' on some Vagaries of Inspection, Frank Roscoe, the Secretary of the Royal Society of Teachers makes the following forcible observation in the course of an article on "Inspection, Past and Present," in the *School Master and Women's Education Chronicle* on the 23rd August 1934:—

It is now over forty years since the annual examination of each pupil began to be replaced, first by sample examinations and later by visits without notice. The latter feature of the new method was not welcomed by most teachers, nor favoured by all inspectors. I recall how one inspector told us that in future he would be expected to visit us without notice, but he would try to let us know when he was coming. The old Adam lingered in the minds of both inspectors and teachers. On their visits the former tended to follow the old ritual of individual examination, and for years after this test had been given up some head teachers continued to examine every child in the school once a term or even once a month, so strongly did they believe in the value of what they called "thoroughness." With the progress of time and the coming of new generations of teachers the old practice seems to have been dropped and for the most part forgotten. The visit without notice has become the instrument of keeping teachers and schools up to the mark.

A CLOUD OF WITNESSES

Yet there is not wanting evidence to show that the visit without notice is a source of gnawing anxiety to many teachers. Your correspondent "Tyke" recalled a tragic incident reported in the newspapers where a schoolmaster committed suicide and the evidence at the inquest tended to show that he was worried over the visits of an inspector. Fortunately such happenings are rare, and inspectors increasingly aim at being regarded by teachers as friends and colleagues rather than censors or critics.

With the best will in the world, however, no inspector can divest himself entirely of that atmosphere of awe which his advent will produce. Nor apparently can all teachers free themselves from a certain degree of nervousness when they are conscious that their work is being assessed both as to method and results. I have often noticed how readily a small company of teachers will fall into talk about inspectors and their doings. Women teachers especially seem to suffer from the present system, and I am convinced that there is much substance in your correspondent's protest and in his demand for reform.

THE INSPECTORS' POSITION

To begin with, I have grave doubts as to the wisdom of sentencing anyone to become an inspector for life. Mr. Ian Hay is quoted as saying that inspectors are young men receiving what is to them a princely salary for indulging in the safest and most congenial of all human recreations, that of criticising the efforts of others. I take leave to question whether sustained efforts at criticism do form a congenial recreation for any man or woman who is sufficiently interested in teaching to merit appointment as an inspector. Few things can be more tedious than the efforts to find adjectives to describe the work of others, and for my own part I would not willingly submit to the boredom of watching teachers performing a task which I would rather do myself. If inspectors were able to state frankly their own opinion of their work I surmise that many of them would confess that after the first few years it becomes monotonous and dull. They are expected to say something of the work in every school which they visit, and the effort to do this must be a strain, not only on their power of criticism but also on their power of expression.

INSPECTION BY TEACHERS

A better plan might be found in a wide extension of the scheme by which occasional inspectors are recruited for the purpose of conducting the full-dress inspections of secondary schools. These recruits are teachers selected by reason of their experience and their knowledge of special subjects, and so far as I know their work is entirely satisfactory. Having helped at an inspection they return to their teaching duties. An extension of this plan would lead to the formation of panels of inspectors working under the general direction of a small body of permanent inspectors, who would collect and collate the reports received and act as channels of information for the Board and for Parliament. The ordinary inspectors would be teachers chosen because of their proved skill and knowledge and have an experience of at least ten years in the type of school which they were expected to examine. They would serve on the panel for a limited period of, say, five years, receiving suitable payment for their work and having their teaching posts kept open for them in the interval. After the allotted period had expired they would return to teaching and thus recover their sanity and revive their knowledge of school work. The last few words may sound harsh, but in truth they are not ill deserved, for an inspector appointed in 1934 by reason of his skill and efficiency will almost inevitably become out of date and somewhat rigid in his ideas if he is still inspecting in 1954.

THE VALUE OF VARIETY

The system I have outlined would have the great value of affording to teachers opportunities of moving round and seeing other schools at work. Those who had served on the panel of inspectors would return to their schools with a wealth of new ideas, and every teacher would be able to look forward to the possibility of enrolment on the panel as a professional distinction worth obtaining. We should be free from the present risk of having the work of teachers judged by young men whose intentions are excellent but whose knowledge and practical experience leave much to be desired. Visits without notice should be abolished. They are unknown in secondary schools, and in elementary schools there can be no justification for them save on the assumption that teachers in these schools are given to neglecting their duties or to playing tricks with registration. I hold this assumption to be unwarranted, and even if it were not, I should never subject all the honest teachers to anxiety in my effort to catch a few delinquents.

WHO IS TO BE PUNISHED—PARENTS OR CHILDREN ?

Neglectful Parents—Untruthful Children

The "untruthful" child was defended by Dr. Jane Hawthorne at the New Health Society Summer School at Malvern last week. She said that the child who was often punished for being untruthful was probably merely a particularly imaginative child.

Punishment of children was nearly always wrong. Children who were called untruthful were very often children who had been neglected by their parents and had been forced to find new worlds for themselves. Speaking of a small boy whose parents were very young, she said that one day the child was playing in the garden and when he came into the house he said to his mother, "I saw a tiger." The mother reproved him and told him not to talk nonsense. She said he obviously meant that he had seen a cat.

The child insisted that he had seen a tiger. When his father came home and questioned him the boy repeated that he had seen a tiger. The father was promptly taking him upstairs to punish him when there came a knock at the front door. There stood a man in uniform, who said: "Excuse me, madam, have you seen an old tiger round this way? He has escaped from a menagerie."

If children were afraid of the dark it was usually the parents' fault. In the ordinary way children were not afraid of anything, but parents so often threatened them that they would be put in a dark room where there were bogies that started fear in the children's minds. The child was not afraid of the dark; it was afraid of what might be in the dark.

THE FRUITS OF CO-EDUCATION

Mr. B. A. Howard, Headmaster of Addey and Stanhope School, New Cross, describing the effects of co-education in an interesting article in *The Listener* of August 22nd says:—

The co-educationist believes in co-operation between the sexes, but it sees no value in enforced and unwilling co-operation. It separates boys and girls for a few subjects such as games, gymnastics, vocational training, in which the powers or the needs of the sexes are obviously different, but it throws open all the main institutions of the School to every one; and it finds work that given a staff which treats boys and girls impartially, on their merits, an atmosphere develops in the school in which boys and girls accept their mixing for what it is, an entirely natural state of affairs. They mix in school very much as brothers and sisters mix at home—and, like brothers and sisters, they have at times their healthy little disagreements. In such an atmosphere, devoid of sex tension, each sex can contribute its own special gifts to the life of the school. Each, without consciously realising it, helps the other; each gets some knowledge of the other's point of view. The boy's dislike of sentimentality helps to give balance and stability to a girl at what is apt to be an emotional and unstable period of her growth; and he in turn benefits from the greater emphasis which the girl places upon courtesy and refinement.

"The Genius of both is Needed"

The process is unconscious rather than deliberate, and it is a mistake, most co-educationists think, to try and bring it to the surface and make it conscious before a boy or girl is ready for it. The mere fact (without any argument from anyone) that the boy is educated with girls, on level terms, is bound unconsciously to make him see that they are as much a part of the world as he is, and that their interests have to be considered as much as his own. He will probably find out that in some respects they are different from him, that they have their own ways of regarding certain matters. So much the better; that is one of the things co-educationists want him to discover. He may start by being slightly contemptuous of girls; well, we must not be too hard on him for that; for even grown-up people have been known to be contemptuous of those who have not the sense to think as they do. The boy may not, then, admit girls in his own mind to full equality with his own noble sex, but as day by day he works with them, and is sometimes outstripped by them, he will at least come to say of them as a former Master of Balliol once said of Undergraduates of St. John's College, that "Even they are God's creatures." And in a boys' school he will not get even so far as that.

But the good mixed school, the co-educationists believe, will get him further. He will leave it, not with the idea that there are differences between men and women, but with the idea that the genius of both is needed to set the world in order; with some experience of co-operation, and with a vision of life not as a competition of men and women, but as an endless adventure demanding the best efforts of both.

FROM OUR ASSOCIATIONS

THE TANJORE DISTRICT TEACHERS' GUILD

A meeting of the Guild was held on 1-9-34 at 3 P.M., at the Sir S. High School, Tirukattupalli, Mr. V. Mahadeva Aiyar, B.A., L.T., presiding. Mr. S. T. Ramanuja Aiyangar, B.A., L.T., of Trichy, addressed the members on 'The conceptions of the Teachers' Service Conditions Bill and the duty of the authorities,' for over an hour.

At the outset, the lecturer referred to Sir Sivaswami Aiyer's speech at a joint meeting of the Guild and the District Managers' Association, held in 1931, regarding the agreement between the managements and teachers and pointed out how it was the cue for the idea of the bill. He cited several instances of unjust treatment meted out to teachers in the various parts of the province and, according to him, the events of the last five years have proved the necessity and urgency of the bill and it is time enough the bill becomes law. At present, the control of education is diffused and teachers are treated as spare parts. On the other hand, a school being a public trust, the teachers' voice must prevail not only on the academical but also on the administrative side. The teacher has now neither professional nor academic freedom. The bill aims to develop professional spirit and is perfectly reasonable in its demands. It is not right to confine the scope of the bill to the secondary school teachers, as suggested in certain quarters, as it will militate against the basic principle of professional unity.

Teachers are not allowed to do any public work and that is why they occupy the bottom rung of the society. Teachers have to rouse public opinion and bring about change of heart on the part of the public and the Government. We are exhibiting through this bill the right attitude which the legislative and the public must bear towards teachers.

There is a vital necessity for the teachers to organise themselves, as only then they can find a place in the Educational Councils and Legislatures.

In most countries, state regulations exist for teachers. Steps are being taken even in certain parts of India to restrict the undue privileges enjoyed by the managements till now. Therefore it is high time that, in our province too, the managements and the Government co-operate with teachers in the Sacred cause of Education; otherwise dire consequences will follow.

Finally, he appealed to the members of the Guild to get up a strong agitation on behalf of the bill, by enlisting the sympathy of the public in general and the members of the Legislative Council in particular.

He also put in a strong appeal on behalf of the S. I. T. and the S. I. T. U., and the Protection Fund. He emphasised that the affiliated associations should bestir themselves and work systematically, actuated by a genuine spirit of comradeship.

The President complimented the lecturer on his eloquent address and wished that the bill should become an act ere long.

Mr. T. S. Velayudham Pillai, B.A., L.T., Headmaster, Board High School, Ayyampet, spoke on 'The New Scheme' in the course of which he expressed strong disapproval of the frequent changes in the Scheme. He was of opinion that the non-detailed study of English should be retained, in the interests of the pupils and too much of pure grammar should not be insisted on. He urged that 'Algebra and Geometry' should find a place in the 'C' group and the restriction that the pupils should study different second languages under 'A' and 'C' groups should be removed. With regard to the new syllabus in Ele. Science, he thought that it was neither elementary

nor scientific and further too heavy. In his opinion, the syllabus in History is too heavy. He strongly pleaded that greater prominence should be given to South Indian History. He greatly deplored the treatment accorded to the profession in the framing of the Scheme and the Syllabuses.

Resolutions were passed touching the sad demise of Prof. M. A. Candeth and Rev. N. G. Ponnaiya, the late President of the Guild and four other members of the Guild.

The meeting terminated with a vote of thanks proposed by Mr. N. Yegnarama Aiyer, Secretary of the local Association. The Teachers' Association of Sir S. H. S., Tirukattupalli was 'at home' to the Guild.

N. KALYANARAMA IYER,
Joint Secretary.

DISTRICT TEACHERS' GUILD, KURNOOL

The Annual General Body meeting of the guild was held on 1-9-1934 in the Coles Memorial High School, Kurnool. The attendance was very large. The proceedings began with a discussion on the revised S. S. L. C. Syllabuses in English, History, Science and Mathematics. It was held by the house that the Non-Detailed Study in English ought not to have been abolished, and the Elementary Mathematics Syllabus has been made stiff by the inclusion of formal Algebra and Geometry. The C group syllabuses in History of India and History of England were considered adequate and workable, though it is regrettable that pupils are prevented from taking both the subjects owing to the unnatural grouping of the C group subjects. The syllabus in Elementary Science was a distinct improvement in as much as due prominence is given to portions relating to practical life. But the house was of opinion that the volume of work to be done in the B group subjects was so large, and the time allotted to them was so meagre that sufficient justice could not be done by teachers, much less by the pupils especially in view of the fact that they are not subjects for public examination.

Mr. G. Siva Rao, B.A., L.T., the Secretary of the guild read the Annual Report which showed that much good work was done last year.

The Teachers' Associations affiliated to the guild were :

- (1) Municipal High School, Kurnool.
- (2) Coles Memorial High School, Kurnool.
- (3) Government Muhammadan High School, Kurnool.
- (4) Government Training School, Kurnool.
- (5) S. P. G. High School, Nandyal.
- (6) Municipal High School, Nandyal.
- (7) Board High School, Atmakur.
- (8) Board High School, Koilkuntla.
- (9) Board High School, Markapur.
- (10) Board High School, Cumbum.
- (11) Government Middle School for Girls, Kurnool.
- (12) Elementary School Men Teachers' Association, Kurnool.
- (13) Elementary School Women Teachers' Association, Kurnool.

The following three members have directly joined the guild :—

- (1) M. R. Ry. M. Hanumantha Rao Garu.
- (2) Miss. J. Vyramuthu Ammal, B.A., L.T.
- (3) Mrs. P. Raju, B.A., L.T.

The report showed that the Education Week was celebrated on a grand scale. Exhibition was held and prizes were distributed to the winners in the races. The financial position of the guild was sound, the closing balance being Rs. 30-0-6.

After the Annual report was read and adopted, a portion from Krishna Leela was staged by the young girls of the Peta Elementary Girls' School, and the audience found it an agreeable diversion.

The following resolutions were then passed by the House.

Resolutions Passed

(a) 1. Resolved that Bye-law No. 5 (b) be amended. Instead of a Vice-president read two Vice-presidents. Instead of three members read five members of the Executive Council.

2. Resolved that Bye-law No. 9 (3) be amended. For a month's notice read two weeks' notice.

(b) This guild appeals to all affiliated Associations to send as many delegates as possible to attend the Provincial Educational Conference to be held at Anantapur during the ensuing Christmas in view of the venue of the conference being very near our District.

(c) This conference appeals to all affiliated Associations in mofussil to send at least two representatives each for every general body meeting of the guild and to meet their T. A. from their association funds.

(d) This guild resolves to depute the following members to attend the S. I. T. U. Conference at Anantapur paying Rs. 5 each to meet their train fare and delegation fee.

1. The President of the guild.
2. The in-coming Secretary.
3. The out-going Secretary.
4. A lady delegate.

(e) This conference disapproves of the inclusion of formal Algebra and Geometry in Elementary Mathematics and requests the S. S. L. C. Board to delete them, and restore Algebra and Geometry as one of the C. group subjects.

(f) This conference expresses its gratitude to the Chief Minister, the Hon. Rajah Saheb of Bobbili for the move to standardise the scales of pay of teachers serving in the Dt. Boards and Municipalities, and humbly requests that a generous provision be made in fixing scales of salaries so as not to affect adversely the pay of existing incumbents.

The following office bearers were then elected for 1934-1935.

- (1) Mr. B. J. Rockwood, M.A., B.D., *President*.
- (2) (a) Mr. R. K. Kuppaswami Iyer, B.A., L.T., and
(b) Mr. G. Gurubotham, B.A., L.T., *Vice-Presidents*.
- (3) Mr. S. Radhakrishnan, B.A., L.T., *Secretary*.
- (4) Mr. A. S. Jayanandam, M.A., L.T., *Joint Secretary*.
- (5) (a) Miss K. Chinnammal, B.A., L.T.
(b) Mr. M. Venkatasubbiah, B.A., L.T.
(c) Mr. Mohdin Saheb, B.A., L.T.
(d) Mr. M. P. Rajam, B.A., L.T.
(e) Mr. Muhmud Ibrahim.

} Additional members
of the Executive Council.

(6) Mr. G. Siva Rao, B.A., L.T., Representative of the Guild on the Executive Board of the S. I. T. U.

RAMNAD DISTRICT TEACHERS' GUILD

Annual Conference at Karaikudi on 18-8-1934.

The Annual Conference for the year 1933-34, of the Ramnad District Teachers' Guild was held, on Saturday, the 18th of August 1934, in the S. M. S. Vidyasala, Karaikudi, with the President Mr. N. S. Venkatarama Ayyar, M.A., L.T., in the chair. About sixty members attended the Conference, who represented eleven affiliated Associations.

The Conference, which met at 2 P.M., was welcomed by Mr. A. Ramanuja Ayyangar, B.A., L.T., President of the Karaikudi High School Teachers' Association, in a short speech, in which he stressed the need for the teachers putting forth more zeal and energy into the work of the Guild.

The President of the Guild, in his introductory speech, reviewed the work of the Guild in the year that had passed, and suggested the lines of work the Guild might pursue in the current year. The opening of schools by the Guild, on a *fellowship* basis, in suitable centres, was one of the suggestions that won the warm approval of the entire house. He observed that the attention of the Department should be drawn to specific cases of several masters in this District sent away from schools on no grounds, with a request that the concerned managements should be penalized by the withdrawal by Government grants for two or three years.

After this speech, the Annual Report and Statement of Accounts were presented by the Secretaries and adopted after some discussions. The budget for the year 1934-35 prepared by the Executive Committee, was next approved. The work of the election of the office-bearers for the year was rendered brief by a unanimous resolution that Mr. N. S. Venkatarama Ayyar, M.A., L.T., (Karaikudi), should continue to be the President. and that Mr. V. Aravamudu Ayyangar, B.A., L.T., (Karaikudi) and Mr. S. Dandapani Ayyar, B.A., L.T., (Abiram), should continue to be the Secretaries. The rule regarding the representation of Affiliated Associations on the Executive Committee was altered by making the President of an Association, if it has one, or its Secretary if the Association has no President, as its representative.

Resolutions.

The following resolutions being discussed, were all unanimously adopted.

1. The Guild is of opinion that it should explore the possibilities of opening, under its control and guidance, High, Middle or Elementary Schools in suitable centres and conduct each of them on a *fellowship* basis.

2. In the opinion of this Guild, persons actually in touch with Secondary Education are under represented on the S. S. L. C. Board, and with a view to remove this inadequacy, the Government should be requested to add at least three more of their number to the existing Board, the S. I. T. U. being authorised to nominate them.

3. Resolved that restrictions proposed to be placed on fee concessions to pupils belonging to backward and other communities be removed altogether, for good.

4. Resolved that Rule VII of the Guild be supplemented with two notes as hereunder:—

Note 1:—The representative of each Affiliated Association shall be its president, if, according to its constitution, it has a president; or its secretary, when its has no president.

Note 2:—When the representative is unable to attend a meeting of the Executive Committee, he shall have power to authorise, *in writing*, any member of the Association to sit at the meeting of the Committee.

5. Resolved that, in cases of transfer of teachers from one place to another, in the *middle* of a term, necessitating a transfer of his ward from one school to another, credit be given in the second school for school-fee payments made in the first.

The Conference terminated with a vote of thanks to the President and the Teachers' Association of the S. M. S. Vidyasala, Karaikudi, who were responsible for the excellent arrangements connected with the Conference. Besides arranging a trip for the delegates to the famous shrine at Kunnakudi (5 miles off), the Association played the host throughout the day.

TEACHERS' ASSOCIATION, BOARD HIGH SCHOOL, VRIDDHACHALAM

The Inaugural address of the above Association was delivered on 13-8-34 by Rev. P. H. Lange of the local Danish Mission. M.R.Ry. T. B. Krishnaswami Mudaliar Avl., M.A., B.L., District Educational Officer presided. The lecturer speaking on "The Folk-Schools of Denmark" said that every progressive movement succeeded in Denmark, on account of the spirit of brotherhood engendered in pupils at school, and that so long as such a spirit was not cultivated and fostered in our schools, there was no remedy for the several ills found in our country. In Western Countries, there were found always men who were not merely idealistic as here but extremely practical and fully prepared to suffer for the sake of a cause. He said that the failure of the Co-operative Movement in India was due to the absence of the right type of men,—men whose ideal should be "to swim together or sink together." And in producing this class of people divested of selfishness and imbued with nationalism, the Indian schools should seriously engage themselves.

The President in bringing the proceedings to a close observed that he agreed with the views of the lecturer except where he spoke of the research aspect in schools which was particularly stressed in Denmark and neglected in Indian schools. This aspect in the President's opinion, should not be contemplated at school as the pupils' minds were young, but it should be taken over to the University stage when the mind would be in a maturer condition for independent work and judgment. He also said that the aim of education in Indian schools should be changed from the present one of fitting boys for lawyers or clerks to that of fitting them for life as in Western schools.

After a hearty vote of thanks to the President and the lecturer proposed by Mr. S. Krishnamachariar, B.A., L.T., the Secretary of the Association, the meeting came to a close.

THE TEACHERS' ASSOCIATION, PANRUTI

The above Association and Teachers' Association, Pudupet, met together at 3 P.M., on Saturday, the 8th instant under the presidency of M.R.Ry. T. B. Krishnaswamy Mudaliar Avergal, M.A., B.L., District Educational Officer, South Arcot. About two hundred members were present.

M.R.Ry. S. D. Ramachandra Iyer, B.A., L.T., Avergal, First Assistant, B. H. School, Panruti, delivered an interesting lecture on the 'Scout Movement.' Two other speeches were made by M.R.Ry. T. R. Venkatrama Iyer, Avergal and D. G. Vilvaraya Mudaliar Avergal, the former on 'The Advantages of Parents' Association' and the latter on the 'Admission of Adi-Dravidas in Schools' and 'Education for Girls.' M.R.Ry. S. R. Krishnaswamy Iyengar Avergal, M.A., L.T., Headmaster, of the local High School, spoke on 'The Duties of Teachers.'

After the President's concluding remarks the Secretary proposed a vote of thanks and the meeting terminated.

NOTES

SCHOOL JOURNEYS

1. *A School Excursion to Karnatgarh.*

A party of pupils of the E. L. M. Fabricious High School, Purasawalkam (Madras) under charge of their Geography master, Mr. S. J. Devasahayam, B.A., L.T., went on excursion to Vellore and Karnatgarh last week-end. The party left Madras on Friday night by Bangalore Passenger, and spent Saturday, the 1st instant at Vellore, where they were lodged in the S. M. D. High School.

Starting early in the morning, the party, which was swelled by the addition of some of the teachers of the local school, climbed the main hill to the east of the town, and studied the ruins of the old fortifications as well as the prospect of the country round about as seen from the hill-top. The afternoon was spent in going about the town, and visiting important parts of it such as the fort, temple, bazaar, etc. The same night the party together with the teachers of the Vellore school left for Polur, where the Headmaster of the Board High School had made all necessary arrangements for climbing Karnatgarh, the next morning, besides getting his staff and attendants to join the excursion party, which now increased to over 120 persons.

Karnatgarh (3,180 feet) is the second highest peak of the Jawwadis, being exceeded by only one other peak a little farther west by about 200 feet. But, though slightly lower in elevation, it is the former that commands a splendid view of the central part of the Karnatic plains from Vellore in the north to Tiruvannamalai in the south at one sweep—a fact which easily explains why it was chosen for fortification (by Sivaji?). As the foot of the hill is about 650 feet above sea-level, the actual ascent was over 2,500 feet, which had to be done by a bridle-path in disrepair, walking over which, with or without shoes, was equally a penance. After an ascent of three to four hours the party reached the fortifications on the summit, where they finished their mid-day meal. They then went round examining the fortifications, which were overgrown with jungle in most places. The trigonometrical stations could be traced within the fort—one 3,180 feet and the other 3,139 feet. The masonry building of the powder magazine was intact; and the black powder, quite innocuous through age, was found heaped in a corner; while an old cannon about three yards long was found rusting in a bush by the side of the bridle-path near the summit.

But what interested the party most was not the historical ruins so much as the glorious view of the Jawwadi Hills behind and the panorama of the plains with its pattern of fields, tanks and villages as far as the eye could see in the east, stretching from Kailasgarh near Vellore in the north to Tiruvannamalai in the south. With the help of the one-inch map it was interesting to identify landmarks such as Gingee, Nedunkunram Hill, etc., as well as the communication-lines and important places. The pleasure and profit gained were felt by all to be worth the trouble and expense of getting to that inaccessible place. By about sunset the party got down the hill and reached the Polur Railway Station. The nucleus of it, consisting of the boys of the E. L. M. High School, Puruswalkam, returned via Villupuram, reaching Madras on Monday morning.

The total cost for the Madras boys, who journeyed 300 miles by rail, was only Rs. 5 including food for two days and cartage. The success of the excursion was due mostly to the excellent arrangements made by the Headmasters and staffs of the S. M.

D. High School, Vellore and the Board High School, Polur. The party was specially indebted to Mr. S. Srinivasa Iyer, Secretary of the North Arcot District Teachers' Guild, and to Mr. R. Kuppaswami Iyer, Headmaster of the Polur High School, who spared no pains to bring the excursion to success. The organisation and conduct of the excursion were by Mr. N. Subrahmanyam of the Teachers' College, Saidapet.

TRIP TO METTUR

The St. Pauls High School, Vepery, Madras is arranging an excursion to Mettur, during the Michaelmas holidays.

10TH ALL-INDIA EDUCATIONAL CONFERENCE, DELHI

No. 670.

Post Box No. 52,
Cawnpore, Sept. 10th 1934.

Dear Sir,

The 10th All-India Educational Conference will be held at Delhi on December, 27-30, 1934. In order that the work of the conference may not be delayed the constitution provides that suggestions should be invited from Associations and individual members as well as Educationists in general on the following:—

- (a) Topics round which the papers and Addresses should centre in the General Sessions and the Sectional Conferences. . . .
- (b) Subjects on which papers should be invited for General Sessions and the Sectional Conferences.
- (c) Names of Educationists who should be invited to read papers or deliver Addresses at General Sessions and Sectional Conferences, together with the subjects in which they specialize.
- (d) Resolutions that should be passed by General Sessions or Sectional Conferences.

The following Sectional Conferences have been decided upon:—(1) Primary and Rural Education Section. (2) Secondary Education Section. (3) University Education Section. (4) Childhood Education Section. (5) Vocational Educational Section. (6) Adult Education Section. (7) Examinations Sections. (8) Health and Physical Education Section. (9) Moral and Religious Section. (10) Training of Teachers' Section. (11) Experiment and Research Section. (12) Internationalism and Peace Section.

I shall be obliged if interested educationists would kindly send suggestions to me regarding each of these matters for the General Session and for each of the Sectional Conferences separately. The suggestions should reach me by the 15th October, 1934, at the latest. I regret very much that I shall not be able to place suggestions received after the 15th October before the Executive Committee and the Council for final Selection.

Yours Fraternally,

D. P. KHATTRY,
Hony. Secretary.

THE SOUTH INDIA TEACHERS' UNION

A meeting of the Executive Board of the South India Teachers' Union, was held on Saturday the 8th September, 1934, with Mr. S. K. Yegnanarayana Iyer in the chair.

Representatives from Madura, Salem, North Arcot, Tanjore, Madras, Trichy and Chittoore, were present.

A resolution of condolence expressing deep regret at the premature death of Messrs. Lakshminarasu Naidu, V. Venkatasubbiah, N. G. Ponniah, A. Narasimha Rao, S. V. Ramaswami Iyengar, Bhuvaneshwar Panigrahi and W. M. Theobald, was passed.

The representatives for districts where there is no District Teachers' Guild, were co-opted under the rules

Messrs. Narasinga Padhi, for Ganjam ; V. Subramaniam, for Vizag ; Vepa Appa Rao, for East Godavari ; V. Venkatarama Sastry, for West Godavari ; P. V. Gangaraju, for Kistna ; T. Suryanarayanamurti, for Guntur ; S. Krishna Rao, for Nellore ; and T. Raja Rao, for Cuddapah.

It was resolved to request the two Teachers' Associations in Bellary to choose a representative for their district.

The question of starting Associations and Guilds in new areas was considered and the Secretary was authorised to consult Mr. Ekambra Rao of Mangalore and the Secretaries of the Kistna Teachers' Guild and the Andhra Federation of Teachers' Associations, with regard to the formation of Teachers' Associations in their respective areas.

The recent G. O. in respect of Fee Concession was discussed and the hardship caused to the schools in the different areas in the presidency was considered. The Executive Board is thankful to the Government for keeping this G.O. in abeyance, but in view of the serious hardship the G.O. will cause if given effect to, the following resolution was adopted :—

.....

“The Executive Board of the S. I. T. U. is of opinion that the G.O. on Fee concessions is a retrograde step and that it is necessary to withdraw the G.O. in the interests of the education of the children of the backward classes in many institutions and it resolves that a memorandum on this subject be submitted to the D. P. I. and the Minister.”

The Working Committee of the S. I. T. U. met soon after the meeting of the Executive Board came to a close. The Secretary placed a list of persons and associations admitted as members, (The Teachers' Association, Board Middle School, Alur, Bellary District. 1. Mr. V. Suryanarayana, B.A., B.Ed., B.Sc., Headmaster, and Farm Manager, Government Agricultural Farm, Kalahasti, Chittoor Dt. 2. Mr. V. Achuta Rao, Board Middle School, Dowleshvaram, Godavari East.) and reported that a copy of the revised S. S. L. C. Scheme had been posted to all the affiliated associations for their information. He also reported that the District Guilds had been called upon to furnish information regarding the office-bearers of the Guild, the names of members, etc.

It was resolved that Mr. Srinivasan of Madanapalle should place before the Teachers' Association, Tirupathi, the difficulty in granting direct affiliation.

The stage at which the Service Conditions Bill stood, was explained by the President and some changes suggested by experts were also mentioned. It was resolved to proceed with the improvement of the draft Bill, and to take steps to have it introduced as early as possible, but at the same time it was considered necessary that the Working Committee should approach the authorities with a memorandum regarding the introduction of certain rules in the Madras Educational Rules and the Grant-in-aid Code, so as to

improve the conditions of service and to ensure security of tenure. The idea was suggested that a section similar to the one in the Local Boards Act giving power to the Government to regulate the conditions of service of teachers in local bodies, be introduced as a rule in the Madras Educational Rules to get rid of some of the serious difficulties met with in aided schools at the present moment.

Mr. Natarajan, Secretary, Journal Committee, reported that the Directory was ready for issue and that its publication would improve the finances of the Union considerably if the schools that had not yet registered their orders would order for a copy. The Committee appeals to such schools to place orders for copies of the Directory which gives, in addition to special articles on Elementary, Secondary, and University Education, an interesting history of the origin and development of several educational institutions and also an account of Women's Education and Muslim Education.

It was resolved to celebrate the Education Week as usual towards the end of October. The Secretary was authorised to take steps to form a Central Education Week Committee by extending invitations on behalf of the Union to Associations and members interested in Education in South India.

Resolutions regarding the amendment to the rules of the Union, notice of which was given by Mr. S. T. Ramanuja Iyengar, were taken up and it was resolved to refer the same to the Guilds for consideration and opinion.

It was resolved to send Messrs. S. K. Yegnanarayana Iyer, T. P. Srinivasa Varadan and S. Natarajan, as three official delegates to the All-India Educational Conference to be held at Delhi in December and the Treasurer was authorised to meet a portion of their expenditure as follows: Rs. 100 for 3 delegates; Rs. 75 for two delegates.

OUR LETTER BOX

REVIVE THE BELLARY GUILD

Dear Sir,

It is a matter of very great regret that there should be no District Teachers' Guild in Bellary and it is all the more so because once we had an excellent Guild which so suddenly disappeared.

I made earnest efforts to find out the reason and after enquiring some of those who were active in the field I was told that it was purely due to an accident; the accident being one of the associations which promised to invite the next Teachers' conference of the District failing to keep the promise.

Due to, perhaps very unavoidable circumstances it might not have been possible to keep the promise but I do not know why such a flimsy reason should be allowed to stand in the way of organising the Guild.

There are now I believe 4 schools which are affiliated directly to the S. I. T. U. a very healthy sign indeed showing that there are yet some who are enthusiastic about the work. What is really wanted is an exchange of views and a common meeting place to bring into existence a District Teachers' Guild.

I propose to my friends at Bellary to consider the matter very seriously so that they may give some suggestions. In this connection I may be permitted to say that last year when an Educational Exhibition took place at Bellary I was hoping that it may result in the re-starting of a Guild, but somehow the good opportunity was lost; though almost every school had sent a number of teachers to attend the exhibition. We should take the next best opportunity to meet and to start work afresh.

I wish the pessimistic attitude of some, which is usually the reason for good organisations becoming inactive, will disappear and we shall start in an atmosphere of hope and co-operation which will be quite becoming of the members of a body such as the South Indian Teachers' Union.

I know there are really good organisers amongst us who have enough energy and enthusiasm who if they exert a bit will find plenty of support.

T. KRISHNAMOORTHY.

MR. SAVUR'S ADDRESS—

A Protest and an apology.

To

The Editor,
"The South Indian Teacher," Madras.

Sir,

The abstract sent to you of my lecture delivered at the meeting of the Madura District Teachers' Guild held at Bodinayakanur last contains inaccuracies. In fact its numerous inaccuracies are an additional argument in favour of changing the present methods of teaching.

It is true the lecture was delivered towards the end of an arduous day to a crowded audience which had assembled after a sumptuous meal provided by the hosts, the

Zamindar of Bodinayakanur and M.R.Ry. Rao Sahib A. S. Alaganan Chettiar, Avergal, but these are conditions not unknown in schools. But if a highly educated adult cannot give from memory an accurate summary of an half hour's lecture how can we expect boys to listen hour after hour to the teacher's "talk" and reproduce it correctly months later!

Referring to my New Method of teaching Tamil in Elementary Schools I am reported to have said, "I have not started practice in reading." Can anything be more absurd than to make me say that boys in my New Method Elementary Schools are not allowed to practice reading? Surely the reporter must have been in the pleasant semi-conscious dream-state we all have experienced on sultry afternoons after a sumptuous meal. I will not allege any deliberate malice aforethought.

I mean at present to deal with only one grave inaccuracy; the others will become apparent when the corresponding article of my series is published in your magazine. I request you will in justice to me and to teachers allow me to deal with one inaccuracy which you have prominently displayed *in italics*.

I strongly object to the following words which have been put into my mouth by the reporter: "But a large proportion of teachers of every school have not much of a conscience." There is a world of difference between this and "unfortunately a certain proportion of teachers in some schools who have not much of a conscience."

Will anyone be foolish enough to assert that there are no black sheep at all among teachers? It is as absurd to say that all teachers are good as to believe that all policemen are bad.

I request you, Mr. Editor, to read resolution No. 3 on page 383 and what I said in support of the resolution. If I had not implicit confidence in the majority of teachers and Headmasters would I have spoken in favour of transferring such important powers to them.

Your reporter has insulted my good sense by sending such a report of my speech and I consider you have aggravated it by using *italics* to draw attention to opinion which I never expressed. I request you will publish in your next issue my protest against this.

R. M. SAVUR.

THE SECRETARY REGRETS

The Secretary, the Madura District Teachers' Guild regrets that some glaring inaccuracies have crept into his report of the substance of the speech of Mr. R. M. Savur, the District Educational Officer, at the last meeting of the Guild at Bodinayakanur. His attention was drawn to them by Mr. R. M. Savur, and he hastens to correct some of them which are likely to mislead the teaching public.

One sentence in the report relating to reading practice, "I have not started practice in reading," may be misinterpreted as that "*boys in the new method schools are not allowed to practice reading.*" In fact, reading has been allowed, and further, special dialogues have been written for each class to develop speaking ability.

"But a large proportion of teachers of every school have not much of a conscience" which occurs at the end of the speech needs to be re-worded to bring out the real spirit of the speaker and save him from misinterpretation by teachers. The sentence ought to read with the context thus: "*Unfortunately a certain proportion of teachers in some schools who have not much of a conscience,*" etc.

The Secretary hopes that Mr. Savur and the enlightened readers would pardon him for the errors he had allowed to creep in in his report inadvertently.

V. ARAVAMUDA AYYANGAR,
Secretary.

THE TEACHERS' BOOKSHELF

History of England. Book I. *From the Earliest times to the Fifteenth Century.* By N. Mahadeva Iyer, M.A., L.T., Empire Press, Trivandrum. Price As. 12. Pages 120.

The author intends the book to be used in the High School classes of Travancore State. There are six maps in the book. In the map of Celtic Roman Britain it would be better to write the names in English than in Latin. New Forest which was not created till much later times is marked. Gaul is wrongly spelt. In the second map (England, Scotland and Ireland—Time of Viking invasions) it is curious to note that Connaught is spelt 'Connact.' Offa's dyke has not been properly written. Map. 3, page 56. The suitable heading would be 'The dominions of Henry II.' Map. 5. In the map of Henry V's campaign, the direction should be indicated by arrows. Map. 6. England and Wales 1066-1485. Some towns are not marked by a distinct dot. The year in which each town figured might be noted. The battle fields might be denoted by a special cross.

There is a chronological table at the beginning but it is not in strict chronological order. Some words are wrongly spelt. Neolithic (p. 2), prevalence (p. 3), wattled (p. 3), paleolithic (p. 4) and others. The language might be simpler if the book is to be easily understood by the pupils. The book might be improved by the inclusion of study questions, geneological tables and time lines. The book has been well printed.

Practical Map Books by S. J. B. Whybrow, B.Sc. Book I—*Great Britain and Ireland.* Book II—*Europe.* Published by J. M. Dent & Sons, Ltd. Agents: Macmillan & Co., Ltd. 9.7" by 7.4" each. p. 32. Price 10d. each.

The aim of this series has been not only to devise a set of maps which will inculcate topographical accuracy but also by maps and exercises to study and examine familiar material from a different angle.

The maps which cover all the left hand pages have been clearly drawn and the exercises are suggestive and useful. The notes are very brief and helpful. Looking into books like these will help our geography teachers to plan their scheme of map work.

Columbus Regional Geographies by Leonard Brooks and Robert Finch. Senior series. Book IV.—*The World of to-day.* University of London Press, Ltd. Agents: Longmans, Green & Co., Ltd. 352 pages. Price 3sh. 6d.

The book has been divided into 4 parts. The first part deals about the World in general in 6 chapters. The Planet Earth, the surface of the Earth, Mapping the Earth's surface, Climates and their causes, the distribution of natural vegetation and Man and his work. The six chapters of the second part deal in brief outline of the continents. (pp. 101-239) The third part deals about the British Empire. The fourth part (The Modern World) has two chapters, (1) Regions of the world and (2) The World—a living unit.

It is only bare truth to say that this is one of the best books on Geography and will be very helpful to teachers of Geography in our High School classes. The four coloured plates, 148 maps and illustrations in the text and the two end paper maps are very attractive. On page 19 the time taken by Neptune to revolve round the sun is given as 165 days! This is a delightful volume.

Modern Elementary Mathematics : Part I for Form I or Standard VI by C. V. Natesa Aiyar, B.A., L.T. (Author and Publisher), Chalapuram P.O., Calicut. Price As. 12.

This is a Tamil edition of the first of a series in Malayalam intended for the Lower Secondary forms and the corresponding standards of the Higher Elementary Schools. It is written in conformity with the departmental syllabus. The author claims to have planned the series on the basis of the widely popular C. S. Krishna Aiyar's works. There is an attempt at some originality as in his interpretation of vulgar fraction. The exercises are copious, carefully graded and intelligently related to life problems ordinarily within the knowledge and experience of the pupils to whom the book is intended. Each exercise except in a few cases is preceded by oral work. While we agree with the author in the opinion that the individual capacities of the pupils for mental work differ widely, we cannot agree with him in his conclusion that 'it is impossible to draw the line of demarcation between mental and written work,' much less accept it as sufficient reason for the omission of oral sums in some exercises.

On the whole it may be said that the work under review leaves the impression that it is a shade better than the common run of text-books. The book is commended to the earnest attention of teachers.

Kalai Magal, Vol. VI, No. 3, September 1934. 'Kalai Magal' Office, Mylapore, Madras.

This valuable Tamil monthly contains a number of articles on current topics in an easy yet eloquent style written by scholars who can write with authority on the various subjects. The presentation is quite suited even to the lay reader and comprises a wide range of topics, biographical sketches, a review of the Mettur Dam—its construction and importance, the working of the motor-car, interesting short stories, child education, etc. Some attractive illustrations are also given. The journal deserves to be placed in the hands of everyone desiring the expression of current thought in arts and science and the interpretation of the ancient glory of the land and the language in readable Tamil.

EDITORIAL

RIGHT STEP

The South India Teachers' Union has been constantly agitating for the standardisation of scales of salaries of teachers in aided schools and in schools under local bodies but the Department of Public Instruction could never see any point in that suggestion. Fanciful arguments regarding the differences in the cost of living in different areas and the likelihood of a teacher being paid more than what may be justifiable have been advanced. What the department failed to appreciate is now reported to be under the consideration of the special officer entrusted with the reorganisation of local bodies. We should heartily congratulate the special officer on the attention he is reported to have given to this question. A number of standard scales has been formulated already for teachers in elementary schools under local bodies and it is now made obligatory on these local bodies to adopt them. A similar step is reported to be under contemplation with regard to teachers in secondary schools under local bodies and it is understood that full particulars of service and qualifications of teachers and of the scales of salaries are now being called for. We have no information regarding the actual scales proposed to be adopted but we are glad that the principle has been accepted. The question now arises whether an extension of this principle to aided schools is not equally imperative. Can we expect the department to rise equal to the occasion now at least? If the adoption of a wholesome principle be found necessary in respect of local bodies which are subject to the control of the Government, it does not require any argument to get a similar principle introduced in the case of aided schools. The department should certainly be aware of the objectionable methods adopted by many of the two hundred and more managers of aided schools. Teachers in several aided schools can never feel sure that they will draw at least the same salary next month. Even *decrements* are not uncommon and the initial salary of the different grades of teachers is going down rapidly. Is it wise for public men and the authorities to shut their eyes to the situation and to imagine that teachers **should and would** go on doing their work uninfluenced by the distressing conditions in the school? We hope the department will not be slow to adopt the right step in time.

INTERMINABLE QUESTION

The North Arcot District Teachers' Guild considered at its Annual Meeting the subject of the Grant-in-aid Code and appointed a committee to go into that *interminable vexed question* and to suggest modifications. This is one more reminder that the condition of aided schools will become worse if steps be not taken in time to liberalise the code. The topic of Grant-in-aid Code used to be a hardy annual coming up for discussion at the successive Provincial Educational Conferences. More than two thousand teachers in aided schools submitted a memorial some years back to His Excellency the Governor of Madras and urged on the Government the necessity and desirability of introducing suitable changes in the code. They have lost all hopes and this need not cause any surprise when no less a person than Dr. Subbaroyan could do nothing during his ministry even though he tried his best to

improve the lot of aided schools. Mr. Statham was appointed in 1925 as a special officer to conduct a survey of secondary education in the presidency and to examine the present system of grants-in-aid to secondary schools. He has made a careful study of the problems of aided schools and pointed out the serious disabilities under which they labour. He feels that a "system which is based almost solely on the proportion of the net cost which the Government must bear fails to take into account the general utility of a school apart from its cost or finances." He proceeds to show by facts and figures that "(1) the aided schools are not receiving the same proportion of aid that local body schools receive ; (2) aided managements are not in practice receiving from the Government half the net cost of their institutions ; and (3) large schools do not receive grants in proportion to their utility." With a view to avoiding misunderstanding on the part of the management, he further suggests that maximum scales of salaries may be laid down in connection with the assessment of the teaching grant. The principle of capitation grant is advocated so as to enable many schools which raise large fee income but have no endowment, to build up a reserve.

It is very unfortunate that the department has not chosen to take a long view of things while considering the report of the special officer. With its knowledge of the conditions that are prevailing in aided schools, it may have been more certainly expected to present the case for revision strongly to the Government though it may not agree with all the suggestions made by the special officer. The department has never chosen to present its own solution of the problem though the hardship caused by the code is admitted. It is not a statesmanlike procedure to attempt to shelve the question by pointing out the difference in meaning between *subsidy* and *grant-in-aid*. If the department finds the technical name in its way it can easily suggest a change in nomenclature. All this quibbling goes to show that the department has been living in a world of its own. It seems to make an outsider believe that our managers are generally able to command large surpluses and that they are not eager to take advantage of opportunities of spending the same. One need not go far to find the real situation. What Sir Henry Stone has stated with regard to secondary schools, is by no means exaggerated. At the last stage, the department showed its willingness to suggest that the fee income calculated at the standard rate of fee may be taken as the basis for the calculation of grants and the Government also evinced a desire to accept this suggestion. But action has yet to be taken along this line. Meanwhile, the condition of aided schools is going from bad to worse. Cuts are still persisting chiefly in several mission schools and the salaries are reduced further and further.

The liberalisation of the code will not be undertaken so long as the managing bodies do not join together and present a united front. A representation from teachers will not go far enough. It is for the managers to tell the Government what their position is. It is for them to get from the Government a definite assurance of help and also a clear statement of policy. If the aided schools be needed in public interests, they should be run efficiently and the children in them should not be denied modern facilities by way of equipment and teaching. The committee of the District Guild will do well to bring the non-Mission and Mission representatives together and help them to come to an understanding. We appeal to the non-Mission and Mission bodies to meet in conference and prepare a joint memorandum setting forth their requirements.

THE EDUCATION WEEK

The Working Committee of the Union has decided to celebrate the Education Week about the last week of October and it has authorised the Secretary to take steps to get a Central Education Week Committee constituted on the lines of last year. Invitations have been issued to the department and associations interested in education and the committee will be meeting shortly to discuss the programme. That the Education Week should continue to be an annual feature is the wish of several public men and associations and the Union appeals to teachers' associations and teachers to prepare interesting programmes and to bring home to the public the many-sided activities of our schools at work. It is hoped that the co-operation of elementary schools also will be enlisted wherever possible so that the villages may take up more seriously the problem of village uplift. It is an essential point of the Education Week that opportunity should be freely given to the public men in the locality to participate in the function and to acquaint themselves with what the schools of to-day are to be. The Central Education Week Committee will have to fix the time that will suit the convenience of a large number of schools. Meteorological forecasts indicate that heavy rains may be expected throughout the presidency after the 25th October and it is therefore desirable to get the week inaugurated before the monsoon happens to be in full swing.

THE LATE MR. V. VENKATASUBBIAH.

It is with deep regret we have to record the sad and sudden demise of Mr. V. Venkatasubbiah, B.A., L.T., Headmaster of the Pachiappa's High School, Madras, on Saturday the 8th instant after a brief illness. He was



an enthusiastic teacher and took a leading part for several years in the activities of the Madras Teachers' Guild. He was actively connected with the Inter School Athletic League and the Madras Schools Athletic Association. It was during his presidentship of the former association that he brought about the amalgamation of the two associations.

His interest in scouting was unbounded. At the time of his death he was the District Scout Commissioner for North Madras. Though he was nearing 60 he was active and young in spirit. The scouts found in him just an elder brother. He took a keen and active interest in hill climbing.

As Headmaster, Teacher and Scouter he was without equal. Simple and unostentatious he continued throughout his career and he brought to bear on his work rare earnestness and zeal. These qualities evoked for him the admiration and respect of all teachers on the occasion of the All India Educational conference held in Madras in 1929, the success of which was due not a little to his being the captain of the volunteers. In his death Madras has lost a great teacher, an ardent scouter and an able Headmaster.
