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STATISTICAL METHODS IN EDUCATION

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(Continued from page 409 of Vol. VII, No. 9.)

We shall now proceed to consider the effects of stricter promotions on the present basis of methods and examinations.

The commonest way of judging of an improvement in the standard of attainments is by the S. S. L. C. results. This, of course, is neither the best nor the most reliable method. But as it is the commonest and the easiest it is taken first. Here are the results of the Public Examination after at least a couple of years of strict promotions, 40 to 50% being detained in each class.

1932 — Per cent eligible — 32.7%

(Per cent. of eligible to number presented for public examination and not original strength of class.)

Latest figures — Strength of class.	..	73
No. presented for public examination	..	48
No. eligible	..	10

Further comment is unnecessary.

The percentage of passes in the S. S. L. C. Examination is not a reliable index of the standard of attainments in the lower section of the school. A high percentage of passes in the Public Examination and a low standard in the lower classes and forms of the school are not incompatible. With the old type of S. S. L. C. questions it was quite possible for a school with intensive cramming for 12 months and intelligent anticipation to show a high percentage of passes.

Therefore it is necessary to make a comparative study of the lower classes and forms of strict and non-strict schools. Such a study will show

us whether stricter promotions do eliminate the unfit and thus raise the standards.

OVERLAP

If testing and promotions are not properly done we shall find in every class

(1) Boys who are not fit for the class,

(2) Boys who are too good for the class and fit for the next higher class.

Let us take a concrete example and make the problem clearer. How many boys in any First Form are

(1) fit only for Class V,

(2) fit only for Class IV,

(3) fit for Form II,

(4) fit for Form III.

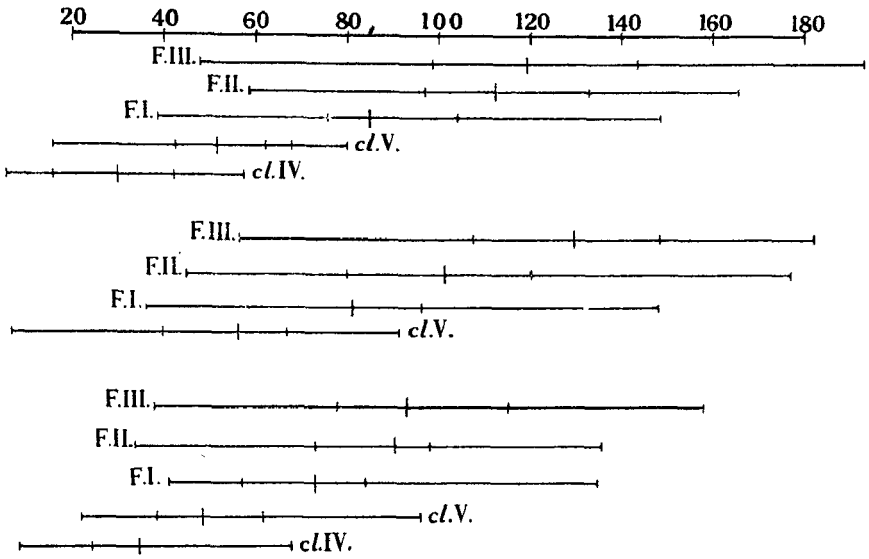
We can find this out only if we make all these classes sit for the same test. Ordinarily this is never done in our schools for the technique of new type class-room and standard tests is practically unknown in our schools. We are like a Botanist who looks at only transverse sections of a plant but never at longitudinal sections. We cannot compare our 1933 Form III with our 1934 Form III because the question papers are different and of unknown difficulty and probably even text-books are different. Still less can we compare Form III of School A with that of School B.

Suppose, however, we did make all classes of a school answer the same paper and depicted the class-scores graphically on the same base. Then if any boys, say in Form II, scored less than the best boys of Form I the two graphs would overlap; similarly, if the best boys of Form II scored more than the bottom boys of Form III the two graphs would overlap. Thus the graph of Form II would overlap the graphs of Forms I and III. The amount of such overlap would correspond to the unreliability of the basis of promotions. Too much overlap would mean that the classification is very faulty. Theoretically there should be no overlap at all. Theoretically if the range of marks in Form II was 20 to 50, the range for Form III ought to extend from 50 plus upwards. In practice there will be always some overlapping even in the most scientifically classified classes. But if the worst boy in Form III scored less than the average of Form I we would be justified in concluding there is something seriously wrong with the classification in the school.

A new type test was prepared and administered to about 1,500 boys of Class IV to Form III in several schools. This was prepared in the following manner. The text-books in use in the several schools were analysed and the words common to all the different books used were picked out. These were used in the preparation of the questions in the several sub-tests composing the test. Preliminary trials were made with trial groups to eliminate unsuitable items, to fix time limits and to evolve suitable standard instructions and practice exercises. The final form was printed and administered as a standard test ought to be.

Stricter promotions by weeding out the unfit more thoroughly are supposed to raise the standard and improve the classification. Then in a strict

school the overlap must be considerably less than in an average or lax school. The following diagram gives the results of the English test in three schools. Which of these three is the strict school? Will the reader try and solve the puzzle? (Of course no prize is offered.)



Dia. V. Overlap. English test.

The reader will realise that the only way to improve the classification in these schools is by plucking up courage to demote the unfit and to accelerate the fit on the basis of such tests. But before doing this we must first develop reliable and valid standard tests. For this we require not only research workers but a research fund.

For a further study of this question I may be permitted to refer the reader to such books as "How to Measure in Education" (Macmillan).

OVERAGENESS

That detention will improve a boy we cannot say with certainty; that detention increases his age we can say with certainty. Is there any evidence to prove that more boys in a strict school are overaged than in a non-strict or lax school?

To be able to decide whether a boy is overaged for a class we must first know what the right age for the class should be. Therefore to calculate percentage of overageness in a class we should know what the average age of the class should be.

The average age of each class can be easily fixed. The usual way is to begin by fixing the average age of first entry into the lowest class viz., Standard I. In the districts that I have worked in it is customary for parents to put their children to school after their fifth birthday. So in any standard I the ages of the children will range from 5 + to 6 years at the beginning of

the school year in June. The average age in June of a Standard I will, therefore, be 5 years 6 months.

Since the curriculum of each class means 1 year's work the average child ought to progress from class to class every year. The average age of Standard II will be 6 : 6, of Standard III 7 : 6 and so on. We can thus easily calculate what the normal average age of any class at any time of the year should be. Thus the normal average age of Form IV in June should be 5½ plus 8 or 13½ years ; in March of the following year it should be 13½ years plus 9 months or 171 months. We can allow a margin of 12 months before we consider a boy overaged or retarded for a particular class. Thus a boy of Form IV in June is retarded if he is over 14½ years old.* If all conditions were satisfactory a boy of average intelligence ought to do 1 year's work in 1 year and be fit for promotion. Boys of below average intelligence will require more than 1 year and so these will naturally be retarded and the retardation will increase from year to year in their cases. Omitting these inferior boys what is the percentage of retardation in our schools ?

A. STRICT SCHOOLS. ONE CITY AND ONE SUBURBAN SCHOOL

% Retarded in months.

School and Class.	13—23	24—35	36—47	48—60	60—	Total.
	Months.	Months.	Months.	Months.	Months.	
School X Form V	.. 14.8	26	7.3	14.8	7.4*	70.3%
School Y Form V.	.. 23	28.2	10.2	7.6	..	69%
School Y Form IV.	.. 22.6	20.7	2	5.6	2	53%
School X Form IV.	.. 34.1	4.8	22	60.9%

* One boy I. Q.—Retarded 109 months.

Above table gives the % of boys of I. Q.S. of 90 and above only who are retarded more than 12 months by C.A.

B.

Percentage of retardation of boys of I. Q. 90 and above in non-strict schools—

Rural School Form V.	43%
Form IV.	11.3%
City School Form V.	23.7%

This table gives the percentage of retarded boys in two schools which have been securing between 30 to 40% of passes in the S. S. L. C. in the past few years. It is to be interpreted as follows.

The lower limit of average intelligence is fixed at an intelligence quotient of 90. All boys below 90 I. Q. have been ignored. In School X Form V, 14.8% of the boys whose I. Q. was 90 or above were retarded between 13-23 months ; 26% were retarded by 24-25 months, etc. On the whole 70.3% of the boys with I. Qs. 90 and above were retarded by 13 months to over 5 years.

Is this not an appalling amount of retardation ? Are we to follow the advice of experts and still further increase retardation by making promotions stricter ?

*Compare this with upper age limit for eligibility for Government scholarships—I form 12 years IV form 15 years and so on.

Granting for purposes of argument, that all detained boys do improve, can we congratulate ourselves on raising the standard by stricter promotions which will still further increase the amount of retardation? Should we not seek for remedies which will raise the standard without increasing the retardation? Should we not go a step further and devise measures which will raise the standard and at the same time reduce the amount of retardation in our classes?

“Stricter promotions” advise the experts. Judging by the already existing degree of retardation are promotions strict or lax?

It has been proved that even in Form V we have the normal percentage of boys of inferior intelligence. Does stricter promotion make any difference? If the basis of promotions is satisfactory, then in a school with strict promotions the percentage of boys of inferior intelligence ought to be less in the IV and V Forms than in lax schools. Below are figures of the percentage of boys with I. Qs below 90 which is usually fixed as the lower limit of the range of average boys.

PERCENTAGE OF I. Qs BELOW 90% *

	Very strict school.	Very lax school.
Form V	13%	22%
Form IV	22%	17%

N.B. The 13% in Form V of strict school is not a genuine reduction. This school is located in the best residential area of the town and gets pupils from the families of better social status. Another High School caters to the poorer section of the town and the backward communities. In consequence the median I. Q. of Form V of the respective schools are

Median I. Q. of Form V of strict school	.. 103
Do. of the other school in the same town	.. 100

The validity of the above deductions and of the evidence on which they are based depend on the reliability and validity of the Intelligence Test used. Such evidence therefore ought to be placed before the reader at this stage.

One of the usual ways of testing the reliability of a test is by administering the test a second time to the same group. One group was given the test a second time after a sufficient interval of time had elapsed after the first testing. (The two sets of papers were scored by different people). The coefficient of correlation between the results of the two testings is the coefficient of reliability. The following figure was obtained:—

$$\gamma = .86 ; P.E. = .026$$

There are two approved methods of testing the validity of a test. One is by comparing the results of a group on the test in question with the results of the same group when tested on another test of established validity. The other method is to compare the test results with teachers' rating of the boys

of the group tested. The latter is invariably adopted in validating an intelligence test either by itself or in combination with the former method.

I had to prepare an intelligence test because there was no standardised test available. The first method of validating my test therefore could not be adopted. My intelligence test when compared with teachers' rating gave the following coefficient :—

$$r = .69 \pm .05.$$

These coefficients are as high as one can expect with group lists of intelligence which rarely yield coefficients as high as good individual tests do.

THE GENESIS OF THE SHELF SECTION AND ITS POTENTIALITIES

BY

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(Continued from page 416 of Vol. VII, No. 9.)

The primary duty of the Shelf Section, is, as is indicated by its very name, that of shelving the volumes of the library properly and promptly. This is no easy task with scores of sequences, which are necessitated both by the nature of the volumes and by the function of the library, as has been already indicated. Shelving work turns up in different connections. There is the daily reshelving of volumes returned from circulation or consultation. There is the weekly shelving of the new additions to the library. There is the monthly shelving of the volumes returned from the bindery. There are also the many casual shelving of the books to be reshelved from the several temporary sequences formed from time to time. Again, as experience is gained with the books and the readers, books may have to be taken out of their original places and reshelved in the new sequences which are found to be the appropriate ones for them. Over the top of all these, comes the setting right of the many unconscious and the few deliberate and villainous misplacements by the readers in an open access library. This is a piece of work that has to be almost perennial in an open access library, if ultimate chaos is to be averted. It should be a matter of honour and prestige for every member of the shelf section to be able to say "come in at any time and you will find the books in my region in perfect order".

PICKING FOR BINDING

We have so far dealt with the primary duty of the shelf section, viz., shelf-arrangement. The intimate contact with books which this discharge of the primary duty involves makes the shelf section eminently fitted to be in charge of certain other problems. There is, for example, the problem of binding. The aesthetic impulse of the shelf section would urge it to keep the books in as trim a condition as possible. Volumes with broken backs and tones stitched in paper cover without a stiff backbone disfigure the shelves. Hence, the shelf section is the best authority to pick out books for binding.

Aesthetic sense is not the only consideration that turns the attention of the shelf section to the problem of binding. We have heard Longfellow say

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Foot prints on the sands of time.

We have to construe the 'Foot prints on the sands of time' as prints on the pages of books. So it goes without saying that we have also to preserve books for posterity and for preserving them we have to bind them.

COVERING MATERIAL

The problem of binding itself resolves into three major issues, viz., cost, internal structure and external appearance. The cost of binding should be so controlled as to be within the budget allotment and to secure maximum efficiency for minimum expenditure. Since the cost of binding depends upon the materials used, care should be taken in specifying the covering materials for different sets of volumes. Volumes of permanent interest which are likely to be handled frequently and heavy volumes should be bound in half morocco and calico. Volumes of permanent interest like periodical sets which are not likely to be handled frequently may be bound in full buckram or half buckram and calico or half buckram and marble according to the estimated frequency of their use. Volumes of passing interest like college calendars, college magazines, annual reports and pamphlets may be bound in half calico and marble. Unless this discrimination is made in the choice of covering materials, either we cannot preserve valuable books for long or we shall have to waste money on binding books which are not worth the cost of binding. For doing this, one should have a knowledge of the intrinsic value as well as the frequency of the probable use, at present and in future, of the different sets of volumes. The shelf section has exceptional opportunities to build up such a knowledge.

PROBLEMS IN ASSEMBLING

Regarding internal structure, the collation peculiarities of every type of volume should be carefully studied and recorded for future reference. In the case of standard books, the problem is not very difficult as the complete book is properly assembled and cased before it is sold out. In the case of periodicals, we have all kinds of complications arising out of different sequences of pagination and more than one title page in the same volume. The correct sequence of the title page, contents page, text and index should be determined and definite instruction given to the binder bearing in mind that every title page ordinarily means a separate volume. I cannot better bring home the difficulties experienced in having the periodicals properly bound than by citing a few illustrative types. The majority of periodicals have for each volume a single continuous pagination and issue at the completion of the volume the necessary title page with or without index. It is easy to bind them. In some cases where the completed volume with continuous pagination is too bulky, two or more little pages are issued. In these cases, care should be taken to see that the volume is separated as per the title pages and each part bound with its appropriate title page with the index at the end of the last part. The *Journal of Physical Chemistry*, the *Journal of the American Chemical Society*, and the *Journal of the Chemical Society of London* are examples of this type. There are periodicals which have for each volume two or more different sequences of pagination with a corresponding number of title pages, each title being different from the other. In this case every number of a volume is to be separated into as many parts as there are title pages dividing the volume itself into an equal number of separate volumes with their appropriate title pages. The whole periodical itself will, in effect, resolve into as many different ones with different class numbers. The *Surgery Gynecology and Obstetrics* has two sequences of pagination, one for the main journal and the other for the *International Abstract of Surgery* and issues two title pages for the two different titles. The *Journal of the Society of Chemical Industry* has at present three sequences of pagination and issues

three different title pages as *Chemistry and Industry, Transactions of the Society of Chemical Industry* and *British Chemical Abstracts—B. Applied Chemistry*. Some periodicals publish books portions of which are included in each number of the periodical, the pagination of the book being *different* from that of the periodical. The completed book should be separated from the numbers, classified, catalogued and bound as a book. If the book is not thus separated, not only the value of it to the ordinary reading public is lost but the library will be duplicating it, if it purchases a subsequent separate edition of the book. Examples of such publication of books are found in the *Indian Antiquary*, the *Journal of Oriental Research (Madras)*, *Kalaimagal*, *Udyanapatrika*, etc. A few periodicals issue neither title page nor index and still worse give the contents on the front cover only. If a volume of this type is sent to the binder without any instruction, he will tear off all the covers as usual excepting perhaps the front cover of the first number and bind it without even the available contents for each number. In such cases, special instruction should be given to the binder to bind the volume with the front covers of all the numbers. These are some of the common types. Other idiosyncrasies should be tackled individually.

EXTERNAL APPEARANCE

To produce an aesthetic appearance, uniform covering material is to be specified for volumes of the same group. Uniform titles for each set should be tooled at uniform positions. The call number should be tooled on the backs of the volumes (wherever possible) at a fixed height say one inch from the bottom. If this is done, the call numbers will all lie in a straight line producing a pleasing appearance. The general execution should be neat and the tooling clear and correct with sufficient title on the back to identify the volume.

ACCESSION AND SHELF REGISTERS

The next duty of the shelf section is to maintain the Accession Register and the Shelf Register as it is in charge of the entire stock of the library. The Accession Register records the books and periodicals in the numerical order in which they are accessioned and is in fact simply a copy of the accession cards so far as regards the accession and donor numbers, heading, title, series, call number and location (i.e. the sequence to which it is assigned). The Shelf Register gives the accession number on the left hand top corner, the call number next to it and below the heading, title and series. These cards are arranged according to the call numbers and in sequence exactly parallel to the sequences of books in the stack room and elsewhere.

The purpose of the Accession Register is to introduce a final tallying between the accession cards which are the permanent records for the stock of the library and the shelf-register cards which are the controlling switches of the stock. The accession cards are permanent in their arrangement and are not disturbed. The shelf-register cards are mobile and are moved according to the re-allocation of the books in the various sequences.

The Accession Register and the Shelf Register are the only two records available for the purpose of periodical stock-taking. The Accession Register is quite unfit for this purpose as the stock-taker will have to run constantly here and there and up and down for checking successive entries in it. The shelf register with its arrangement exactly parallel to the books

is the most suitable and convenient record that can be used to check the stock. Hence, the shelf register is to be regarded as virtually the stock register. As such, greatest care should be taken by the shelf section in maintaining its complicated arrangement is so many sequences taking care to insert the cards in their appropriate sequences. The shelf register cards of books which change their sequences periodically and otherwise should simultaneously be transferred to the respective new sequences. Otherwise books which are found missing in one sequence will be found in a different sequence. Periodically, say once in a year, or after each stock-taking whichever is earlier, the arrangement of the shelf register cards should be checked to rectify casual misplacements.

SHELF STUDY

Lastly, the Head of the shelf section in particular and his assistants in general should devote their moments of slack work to studying the contents of the shelves so as to develop a fair knowledge of their contents, as this knowledge is of vital importance to the efficiency of their work, particularly in their relation to the other sections of the staff.

So far we have enumerated some of the important pieces of work that can be legitimately assigned to the shelf section so that it may function efficiently in a compact, specific field of work. Each piece of work has been analysed in such detail as to show how much of specialisation is necessary for it. Now let us see in what ways the activities of the shelf section are correlated to those of the other sections.

RELATION TO BOOK AND PERIODICALS SECTIONS

In the course of their shelf study, the members of the shelf section are likely to come across incomplete sets of books and periodicals. They may bring these to the notice respectively of the Book Section and the Periodicals Section so that they might take the necessary action to complete such sets. The intimate knowledge that the shelf section acquires in their daily work with the titles in the library can be placed at the disposal of the Book Section whenever an order is sent out. A perusal of the order copy by the shelf section may detect many tricky titles, which might have been too elusive to the Order Section. In the Madras University Library, this practice is resulting, in almost every week, in the avoidance of many duplications in the stock.

RELATION TO ACCESSION SECTION

The assignment of the accession number is not merely a mechanical process. Economy in the cost of binding, reduction in the number of under-sized volumes difficult to handle, the need for splitting of overthick and composite books that may admit of such treatment and several other considerations stand in the way of counting every volume that comes into the library as a separate book, solely on the basis that they were issued separately stitched or cased by the publisher. For example, the schedule of the rate for binding on the one hand and the nature of the use on the other successive issues of the calendar of a constituent college as a single volume. Again Van Hise : *Metamorphism* which is a quarto of 1286 pages and whose weight is unusually high has to be bound in three volumes although it was issued as a single volume in the publisher's casing. Hence, it requires a good deal

of judgment to decide what exactly a single accession number should cover. In this matter the experience of the shelf sections would go a long way. In fact, in the Madras University Library, such complicated questions in accessioning are decided by a committee consisting of the heads of the accessioning section, periodicals section and shelf section, before the final approval of the librarian is obtained.

RELATION TO TECHNICAL SECTION

While tallying the shelf register cards and the accession cards, the shelf section is likely to come across casual errors of omission and commission. These they may immediately bring to the notice of the Technical section, which is in charge of classification and cataloguing, so that the errors may be rectified before the catalogue cards are inserted in the cabinet and the volumes are sent to the shelves.

Books which are taken by this section in the absence of immediate demand for these. In such cases, the shelf section, by maintaining the correction sequence of shelf register cards, may remind the classifying and cataloguing section of such delays so that it might expedite the correction. The correction sequence of the shelf register cards is also useful in restoring volumes which have inadvertently strayed to the stack room from the correction sequence in the Technical section. Before this kind of control by the shelf section was introduced, many difficulties were experienced in the Madras University Library in rounding up evading volumes. Sometimes, the process used, involved inordinate loss of time.

RELATION TO REFERENCE SECTION

Coming to the Reference Section, for correction of call numbers are likely to stay, long in the section it will be seen that the shelf section has to work shoulder to shoulder with this section. The reference staff are the men on the spot that have to attend to the immediate needs of the readers. Their time is not at their disposal. Reference questions that could be tackled on the spot without much expenditure of time are done by them. But special bibliographies and reference questions which require long and protracted search may have to be handed over to the shelf section.

The reference section fulfils the Second Law of Library Science, viz., "Every reader his book", by itself. But the Third Law, viz., "Every book its reader" has to be fulfilled by it only jointly with the shelf section. The shelf section in the course of its shelf duty should note all valuable materials found in the nooks and corners of the library bring them to the notice of the reference section to be used by it in fulfilment of the Third Law. Here are some recent experiences of the Madras University Library. The shelf section had located a substantial article on the psychology of nail-biting in V. 2 of the *Smith College Studies in Social Work*. Similarly, it had unearthed an article on finger-print detection in the January 1934 number of the *Analyst*, a Chemical Journal, least suggestive of such a topic. Again, in the course of systematic shelf study, it found in Bulletin 46 of the Pusa Agricultural Institute, a substantial account of the modern methods of bee-keeping in India. These out of the way references were promptly brought to the notice of the reference section, which really play the part of canvassing agents for the books of the library. This resulted in securing for the volumes concerned a new but interested class of readers—a real fulfilment of the Third Law.

Such remote references will go on accumulating in the experience of the shelf section. It is the duty of the shelf section to note down all such references, ask the Technical Section to prepare cross reference cards and inform the Reference Section of these discoveries.

Apart from finding every reader his book and every book its reader the reference section has also to satisfy the Fourth Law viz., "Save the time of the reader." In certain situations, the reference section can achieve maximum result in this matter, if and only if the co-operation of the shelf section is forthcoming. This co-operation, the shelf section can and should easily offer. One of the vital reasons for maintaining the shelf register in cards on the basis of *one volume—one card* is the extreme mobility that it gives to the arrangement of the books. The shelf section should exploit this mobility for the benefit of the readers, by freely forming special temporary sequences to meet the special demands that may arise from time to time. A few concrete examples will make this clear. When a special course of lectures on educational experiments was being delivered to a large class of teachers, the syllabus of the lectures was perused in advance and in consultation with the lecturer all the books in the library that had a bearing on the course of lectures were assembled together and put in a special cupboard as a special temporary sequence dubbed "Educational experiments lecture sequence." The *principle of parallel movement* already enunciated enabled the shelf section to form such a sequence and easy control over it, thus enabling the reference section to serve the teachers attending the lectures with the least loss of time. Apart from the saving of time, the psychological effect was felt to be much more vital.

Every class of library, which wants to function up, will find occasion to form such topical sequences from time to time. Local festivals, local celebrations and any other important local event will give the occasion to the library to form such temporary topical sequences. The discussion of a Bill or any momentous resolution that may come up before a Legislative Council will give the occasion for a Legislative Council library to form such topical temporary sequences from time to time. The rush of enquirers and the pressure of time in a Legislative Council library would make the work of the librarian inefficient if not impossible if such topical temporary sequences are not intelligently sensed and formed in advance; and, their formation would be impossible even if they are sensed, but for the extraordinary power which is given to him by this wonderful invention by the library profession of this extremely mobile shelf-register-in-cards, and the equally facile *principle of parallel movement*. Perhaps, the value of the freedom to form such topical temporary sequences at pleasure will be most appreciated in business libraries, whose patrons know best the value of time and indeed look upon time as money and money as time.

RELATION TO COUNTER SECTION

The shelf section needs the co-operation of the Counter Section in withholding, from circulation, books that require mending or binding. Otherwise, books which are in constant circulation will not have the opportunity to be mended or bound sufficiently early, i.e., before the damage goes beyond the limit of recovery. The Counter Section should send to the shelf section such of those books as are lent out and which are required by the other sections for correction, etc., so that the shelf register cards of those books may be moved appropriately before the books go to the different sections.

The foregoing is, it is supposed, quite sufficient to justify the formation of a shelf section in a library. Once its existence is justified, its perpetual life is assured as an immediate corollary.

THE GENESIS IN THE MADRAS UNIVERSITY LIBRARY

In the Madras University Library, previous to the formation of the shelf section, all the pieces of work now assigned to the shelf section, were distributed among the other sections. The maintenance of the various sequences and the tackling of reference questions requiring protracted search were in charge of the reference section. Since, as already mentioned, the time of the reference section is not at its disposal, that section found it difficult to do justice to these items of work without detriment to the pressing needs of the readers. The result was that the disorder among the different sequences soon assumed a heart-breaking dimension and that the long range reference questions went unattended to.

The maintenance of the shelf register cards was first put into the hands of the Technical section. This section, with its weekly time scheme of work and with its members being more or less pinned to their seats, was not able to develop such a thorough knowledge of the various sequences of books as to enable it to manipulate the shelf register cards so as to maintain the parallelism so necessary between the books in the stack room and the cards in the cabinet. Correction work was not systematised so much so books sometimes left the section without the correction being immediately carried out in the shelf register cards. Discrepancies between the shelf register cards and the books began to creep in as a result of the section being legitimately more interested in the public catalogue than in the shelf register.

Similarly, the Account Section was in charge of the binding work. This section, merged as it is in its mundane routines without any chance for developing a knowledge of the books so necessary for the successful tackling of the binding problem made a hopeless mess of it. So much so all imaginable irregularities mentioned above in connection with binding work occurred as a matter of course and went undetected until the enormity of them attracted the attention of the Librarian. After a full investigation and analysis of the situation, he traced the defects largely to a fault in organisation arising out of an unnatural clubbing of functions and took the work from that section and handed it over to the newly formed shelf section as the most appropriate section to be in charge of it.

Self-preservation is the law of nature. As such each section concentrated its energy on its own specific work and regarded extra-sectional work with step-motherly feelings. No doubt, each section should to some extent do a bit of extra-sectional work to maintain inter-sectional amity. But when the extra-sectional work, in course of time, grows parasitic, the grit of it is felt by each section and reflected in the inefficiency of its work. Such was the situation here at the time of the inauguration of the shelf section. All the outgrown extra-sectional pieces of work gradually separated themselves from their unnatural alliance and joined hands to form the shelf section a year back. This section has now three members on its roll. The Head of the section attends to bibliography and reference questions transferred to him from the reference section, is in complete charge of the shelf register and the accession register and supervises binding work and the maintenance of the various sequences. The first assistant attends to the marking of the

sequence symbols in the public catalogue and looks to the arrangement and shelving of books in the main, undersize, special collection, language, and latest addition sequences. The second assistant is in charge of the arrangement and shelving of volumes in the secondary, tertiary, and oversize sequences and directs the periodical dusting work.

Every day is opening new vistas of work and revealing better methods of operation. "The old order changeth, yielding place to new." The new section finds its work original and creative, full of potentialities for the future. The experience of the Madras University Library leads it to hope that the formation of a section like this will commend itself to all librarians who can afford it. Even in small libraries, though it may not be possible to assign full timed members to such a section, it would be of help to recognise the function, that the *Shelf Section* connotes, as something to be specially attended to and given a regular place in the time table of the do-all single handed librarian.

WHO IS A GOOD TEACHER ?

BY

MR. N. K. VENKATESWARAN, B.A.

There is no more indefinable human relation than that which subsists between a teacher and his pupils. He is not their father though often he will have need to be more than parental. He is not their master though now and then he may have consciously to rule them. He is not their companion though as often as possible he will have to move with them as one of themselves, enjoying their company and adding to their joy by his presence amidst them. The teacher's relation to his pupils cannot even be said to be that of 'guide, philosopher and friend' though it would be tempting to use that classic and comprehensive phrase in respect of it.

Seldom does a good teacher go unrewarded by the affections of his pupils and the mutual affections between teachers and pupils, whenever these are genuine and spontaneous, are a class by themselves, unlike those generally binding parents and children, brothers, sisters or friends. When a teacher receives such love from his pupils and feels it in his heart for them he may be rest assured of his worth.

THE EXAMPLE OF GREAT TEACHERS

But it is neither easily gained or given. It is as much the prize as it is the proof of worth. One might almost say that it would be well if the teacher had been cast in the noble mould of the great teachers of mankind, if he were possessed of some of their enthusiasm to purify their fellowmen, or, failing that, if he would strive to fashion his life's ideals after theirs. Great is the name of teacher and though one cannot be as great a teacher as Socrates there should be nothing to prevent one from trying to live in the faith that it is great to be good even as it is good to be great and that it would be within one's power to adorn one's soul in her proper jewels: temperance, justice, courage, nobility and truth.

The chiefest circumstance attending a teacher, wheresoever and whatsoever he might be teaching, is that he is a teacher. Unless, therefore he has a noble vision of life and things and mixes his worth into his words and deeds he is bound to be smaller than the office. Knowledge doubtless is essential, but even knowledge should lose its power if he has not any luminous elements in his nature to make it shine and shed light around him. Indeed, if a teacher has no character holding his mind to lofty purpose and lighting his life, no consuming aspiration to lead his pupils along the three-fold path of beauty, truth and good, however vast his knowledge, he will hardly be able to raise himself to the rank of a good teacher.

It will be admitted, if not generally, that the ultimate purpose of education is the achievement of the higher good in mankind, the elimination of evil as far as possible from the hearts of men and women and the implantation of virtue in their action and thoughts. For even in a worldly sense we cannot perhaps think of a greater happiness than a genuine teacher who

exemplifies in his own life this highest end of education. Let no one forget that the greatest single factor in the education of the young is the teacher and the greatest single factor in his teaching will always be the blended example of his daily life and life's ideals.

A SERIOUS CHARGE AGAINST PRESENT-DAY EDUCATION

A serious charge often levelled at education in these days is that its products are not generally up to the mark in what is universally recognised as the first and greatest individual merit, namely, *character*. There is naturally a cry everywhere for sound character training in schools. The widespread demand which nowadays one frequently hears for the institution of religious instruction in schools and colleges is practically the same cry in a more definite, if also more restricted, form. Popular odium lies thickly on an education disjoined from God. It is not, however, generally realised that a feeling of God can be imported into no mind by any cut and dry method or that the quality of the education in which the young are brought up would depend on the prosperity of those who administer it. What is required is perhaps not religious instruction so much as good teachers, embodying in themselves true spiritual culture, since in the hands of teachers who have it not even the most carefully thought-out scheme of religious instruction must first or last become a mechanical insistence on formulas of belief or formalities of ritual having little power to elevate the life that is lived. Conduct and character are not impartible by instruction. They are not subjects like History or Mathematics but lamps and should be used as lamps are to light other lamps. And except we become lamps unto ourselves we should labour in vain to become good teachers. For teaching is not filling a bucket but lighting a lamp.

PROFESSIONAL TRAINING FOR TEACHERS

Of this supremely important fact teachers' training colleges cannot take too much notice. On the other hand, it is often supposed that nearly all that teachers need to know is some child psychology, some general outline of the history and progress of educational thought and certain methods of teaching the common school subjects and that a brief year should be enough to post them up in this syllabus. At the same time we are constantly reminded that training is absolutely essential for teachers. Perhaps trained teachers may not agree. The point, however, is not that training colleges are not useful but that they could be rendered more useful. Unfortunately, we have not yet any definite body of opinion regarding the duties and responsibilities of teachers. Ought not teachers to work for the betterment of life around them by trying and idealising the young who come to them for education before they become set and unimpressible? Are schools to lead or to follow society? The question is fundamental. It would appear that at present we are content to help the young to acquire a smattering of learning in as pleasant a way as we could devise and to pass their examinations with as little trouble as possible. It rests upon training colleges to change this false focus of education and set it functioning, in its own true nature, as the inspiration and engine of progress.

Who can ill-afford a couple of years to qualify for the noblest of professions? And who could think to become good teachers unless they be steeped in the story of the good, in the great thoughts that have stirred the imagination of mankind from age to age, the noble dreams of chosen souls,

the visions of immortal seers, the sufferings and triumphs of the great captains of truth ; who can, who will not lose themselves in the loveliness of creation, the glory of human endeavour, the grandeur of God, the First Cause, without whom all this fairyland of life and human story had not been ?

AN ENGLISH OPINION

Not long ago there was an inquiry conducted in England as to who was the ideal teacher. The result was a consensus of opinion that the ideal teacher possessed, first and foremost, *intelligence*, with which was comprised *good judgment*. And also he or she was to have mental vigour, resourcefulness, originality, sympathy, tact, personality or will power, kindness, justice or impartiality, sense of humour, idealism, enthusiasm, general culture, knowledge of the subject taught, respect for tradition, knowledge of psychology, self-control, good manners and correct speech : a portentous list, forsooth, capable of setting up uneasy introspection in the profession. Nevertheless, it cannot be denied that those who made it up had a laudable sense of the vast human importance of the functions to be fulfilled by teachers. Who could have character, culture or wisdom, without intelligence ? Who could really or for long be enthusiastic unless they had intelligence to stoke up the fire of their spirits ? Doubtless, the good teacher will have a living intelligence, showing itself in varied expressions of beauty and good, illuminating conduct as with a mellow light, imbuing character with loftiness, firmness and gentleness, ever seeking new knowledge and ever striving to touch his pupils with its own pure qualities.

And lastly, but above all, the good teacher shines not by how much he teaches but how quickly and successfully he teaches his pupils to learn for themselves. He does not impose but unfolds, tell but listens, teach but occupies, or tie up but releases, knowing fully well that if freedom were taken away all the best promises of juvenile life should also be taken away.

THE JUNIOR RED CROSS MOVEMENT

BY

MISS M. SIMONS,

The Provincial Organising Secretary, Madras.

It is most encouraging that, in response to the article published last month in the Education Week Number of the *South Indian Teacher*, a number of enquiries have been received in the Provincial Office from teachers who, having realised the potentialities of the movement, are anxious to start Groups in their Schools. Though full directions for doing this are contained in the "Guide for Teachers", sent free on application, yet many will wish to be in closer touch with the development of Junior Red Cross activities in the Presidency, and to know what is actually being carried on by the more experienced Groups.

THE TEACHER'S PART

At the outset, it is important to realise that if the class-room teacher is to assume responsibility for the teaching of health, he should himself have received proper instruction in personal hygiene, methods of teaching health habits, organisation of courses of study of hygiene, correlation of health with other subjects such as nutrition and biology and the like. Then only will he be convinced that the subject is the means of unifying and vitalising the whole school programme.

Now to be an ideally effective teacher of health and hygiene one must himself enjoy good health and voluntarily and regularly practice the health habits taught to the children. Pupil teachers and Normal students should therefore convince themselves of the value of good health and should demonstrate it to others by their personal appearance and example as much as, if not more than, by precept. The living example set by a healthy teacher, and the wholesome atmosphere of his class-room are absolutely essential for the success of a health education course.

The ideally perfect personality is beautiful in spirit, happy in mind and healthy and efficient in body.

Become enthusiastically "out-door minded". Plan out-door exercises and devote a certain portion of each day to it as part of the regular schedule. Form an association of students, graduates and teachers as a week-end camping party. The nature study course also will enable you to use out-door natural history as a means of increasing your enjoyment of the country. Give up your free days to boating, cycling, swimming, climbing and similar recreation. Introduce a spirit of healthy rivalry into these pastimes and you will enjoy them the more. In this sphere there is probably nothing more beneficial and enjoyable than gardening.

DAILY HEALTHY LIVING

From the desirability of out-door life and recreation we pass to other details of daily healthy living. Habit formation should be studied and pur-

sued seriously. A set of practical rules setting forth standards of healthy living should be evolved, for instance :

I. Air.

1. Ventilate your room properly while working and sleeping.
2. Seek out-door recreations and occupations.
3. Breathe deeply.

II. Food.

1. Eat slowly and chew thoroughly. When eating do not take liquids while food is in the mouth.

III. Poisons and Infections.

1. Evacuate the bowels regularly and thoroughly.
2. Keep the teeth and gums clean.
3. Wash the hands before eating.

IV. General Condition.

1. Stand, sit, and walk erect.
2. Bathe at least once a day.

V. Activities.

1. Work, play, rest, and sleep in moderation.
2. Keep calm and serene.

Strict observance of this chart, if continued for two or three months, will result in good habits being definitely formed.

The formation of a habit usually requires considerable repetition of the same action and a long period of time under favourable conditions. Intelligent students will argue about it unless convinced of the reasonableness of the action. It is therefore important to be able to explain lucidly to Junior Red Cross Members how far the theory of health rules is scientifically grounded.

The principles of physiology, hygiene and sanitation if clearly grasped, will transform the Rules of the Health Game from a meaningless formula to the intelligent application of comprehended laws. Will you not persevere in forming the habit of their application ?

(to be continued.)

THE TEACHER AND NATIONAL LIFE*

BY

MISS E. MCDUGALL, M.A.,

It is not very wise to think much about people's opinion of us, and when we consider the place of the teacher in National Life, the chief interest is rather our responsibility to the nation and our contribution to national life than the degree of honour and respect which the nation awards to us teachers. Yet it is an inspiring thing to belong to a profession which is highly esteemed and from which much is expected. We all know doctors are exhilarated and upheld by the knowledge that their art "has been held in honour amongst all men and at all times". They feel that in their day and generation they must maintain the splendid reputation of the medical profession.

We can hardly claim that the teacher's fame has been as great or as universal as that of the doctor, and there have been times when our profession has been lightly esteemed. Yet if we consult history we can see the profession of teachers steadily rising in the esteem of mankind, and we may notice that the most highly gifted nations have paid the greatest respect to teachers. At a certain stage in civilisation respect is paid chiefly to those who educate grown-up pupils, and the status of the teachers seems to vary with the age of those taught. but in these latest decades we have been taught to see that the teaching of the very young demands qualities as great and as rare as the teaching of University students. This is one of the great reforms in education of our modern times.

But in any case it seems true that our profession ranks higher now than at any period of history, that in every land the State pays a larger part of its revenues and attention to education than ever before, that teachers are more carefully selected and trained, that far more is expected of us, and that far greater responsibilities are laid upon us than at any past time. Those who went before us had not the status and opportunity that we have. It is inspiring to feel that the nation looks to us now for greater services, and also it may well make us anxious to feel that if we fail in our duties, the injury done will be greater than it would have been a century ago, when education had a far narrower range of influence. There is a new faith in education and a new expectancy that everything in public life, as in private, will be better now that more children are going to school and now that schools have been so greatly improved.

Of course every State needs a certain number of professional men and women, doctors, nurses, teachers, engineers, lawyers and so on, and these must of course be educated people. At first school education arises to create and maintain a supply of these. But in our time education has a wider scope and deals with the whole nation. Though the beginning has been slow in India, it is only a matter of time before compulsory universal education

* Notes of an address to the Women Teachers' Association, Madras, 7th September 1934.

is practised here as in other lands, and the whole nation of the future will pass through the hands of men and women teachers.

To train the nation aright is our great duty and responsibility. Here lies the solution of most of our public ills and problems. If all were rightly and successfully educated few of our desperate difficulties would be left for the statesman to remove by legislation. For the purpose of education is that everyone shall work well, and from the right motive, and in the way best suited to each. By work of course is meant not alone the activity by which we earn our living, but all our duties and occupations, all, in short, that engages our attention regularly and calls for systematic effort. Our children must be trained to meet the claims of work readily and with success, and now that the duty of education has passed from the home to the school, it is we that have the responsibility of training them.

National evils and deficiencies arise chiefly from bad work, from lack of sincerity, from selfishness, from slackness and from pride and prejudice. All these evil tendencies are met and can be combated in the school room, so that when the children confront them in mature life, they may not be defeated.

1. *The habit of bad work, that is inefficient and superficial work.* Unemployment, the pressing problem of the moment, is partly due to causes, economic and political, which teachers cannot directly control. But when statesmen, economists and financiers have done their best and reduced unemployment to a far smaller thing than it is at present, there will remain, unless we educate this generation aright, the worse problem of the unemployable. There are people, who, because their education was not patient and thorough enough, have not learnt any useful way of employing their energies, a class which will become smaller and smaller, and there are people, a very much larger class, who, by reason of listlessness, cannot do anything well, and do not wish to do even as well as they can. It is for these that we are to blame. If in the class-room we allow a low standard and teach the children that poor work is good enough and that they need not always do their best, we are manufacturing the unemployable people of the future. The whole system of a low pass mark is greatly to blame for this, and perhaps a greater wrong was never done in education than when the pass-mark was published. A boy or girl should believe that he must do each piece of work as well as possible, not that he should do it a third as well as possible. The 35% habit of mind is absolutely disastrous. It vitiates the whole attitude of the nation towards work. "Why should I do better than I need?" said a very able young graduate to me once. This fatal attitude is definitely inculcated in the schools, if the teacher is willing to accept work of a standard below the child's capacity, if she is content with the minimum, if she considers it a kindness to promote the unfit, and if in any way she is indulgent to slackness. Of course there must be sympathy with failure if there has been an honest effort, and a good teacher should not be hard to please, but she must be very hard to satisfy. Here example is more potent than any amount of precept. If a teacher gives vague and ill-prepared lessons, gets into arrears with corrections, is unpunctual at class, fails to find out the answer to a child's question, and forgets to do what she has undertaken to do, the effect of her hard work will soon be seen in the children.

2. *Insincerity.* Many of our social ills arise because we cannot trust each other, and this distrust arises partly from the presence of insincerity in

ourselves. This must be fought against at school with might and main. Deliberate lying and cheating should of course be treated with quiet deep indignation. They should never be considered amusing or necessary, but always as a deep disgrace. It is a grave mistake to allow children to act little dramas of successful trickery or lying. But there is another danger which is less obvious, the tendency to careless speech and habitual exaggeration. This can be seen in its worst in journalism of the lower type, but it is very common everywhere. The discipline of speech, the effort to say neither more nor less than we really mean, can be taught at school with good effect. Translation is a most valuable exercise in this respect, for it is an endeavour to carry over a meaning from one language to another without adding or losing anything in the process. The discipline of Mathematics is also most useful, for it trains us to have a justification for everything that we say. But the best teaching comes through the example of the teacher who makes her speech an exact expression of her thought, and refrains from exaggerated and reckless habits of talk.

It is probably not necessary in this audience to speak of the danger of inculcating hypocrisy by terror. We all no doubt feel the grave responsibility of arousing dread in the mind of a child. Fear is the parent of many kinds of evil.

3. *Selfishness.* In the main of course we all agree in tracing most sins back to selfishness, but there are special forms of it which cause great weakness in national life. A patriot is one who pays his taxes cheerfully, being glad to do his share in keeping up national life, but still more than this is needed. A willingness to bear additional burdens and responsibilities, to do unpaid work, to cost the State as little as possible, are all parts of good citizenship. The children of this generation, more than the children of any previous time in India, will enter on a life of responsible citizenship, and the whole success or failure of India's new venture in self-rule will depend on the mental habits of its citizens. Much can be learnt at school, in fact, we feel that one of the chief uses of the school is to prepare children for the duties of the citizen. Here again the example of the teacher is of paramount importance. If we are always grumbling about our salary, hours of work, and periods of leave, if we are trying to gain as much and give as little as possible, if we magnify our real or imaginary wrongs, if we make our expenses as large as we can and our service as short and as easy as possible, we cannot expect our children to become public spirited citizens. If we continually criticize Government, authorities and managements, imputing low motives to them, and keep up a smouldering discontent among ourselves, we cannot expect the children to look on Government with a loyal spirit of friendliness. If we are always craving for praise, and if we yield to the great sin of envy, and disparage and malign those who have better success than ourselves, we diminish the spirit of goodwill which is the life of all citizenship.

4. *Slackness.* This is a disabling and even petrifying evil. It arises chiefly from lack of interest in life, and this very often comes from defective education. One of the aims of education is to make life interesting. It is a terrible reproach to any school or college when the pupils go away unable to amuse themselves, and still dependent on outside events or arrangements for their interest in life. To be habitually bored implies a sluggish mental life and is a proof of unsuccessful education. Every child nowadays can have a rich mental life, if his teachers do their duty by him. The world

offers us an infinite variety of interest if we are capable of receiving what it offers. A taste for reading is one of the best possessions of life, and while it is inborn in some children it can be implanted in all. The reading public of the future is at present in our schools. If we can teach them to enjoy good books and to dislike what is silly, vulgar and vicious, if they can be so trained that they do not feel the craving for excitement which is the characteristic evil of our age, we shall have a generation of readers who will demand and therefore obtain the best in literature, art and the stage. Authors, actors, artists and film producers give us what we ask for. It is our fault if they give us what is vicious or silly.

The teacher must be able to enjoy the very best in these fields. Her enjoyment will make her lessons interesting and attractive, and the children will acquire from her a power of enjoyment like her own. But if the teacher is dependent on excitement, is bored by routine and shows languor and apathy in class teaching, the taste and enjoyment of the children will be seriously vitiated. It needs some discipline to make ourselves independent of excitement, and able to enjoy higher and more tranquil pleasures, but this discipline is a debt which we owe to our children and to our nation.

I have not time to speak of pride and prejudice, the twin roots of almost all international and inter-communal strife. You will easily see how responsible we are for the formation of such evil habits of mind.

In general, we may claim for the teacher a high and inspiring calling and a place of great honour in the nation. May we in our time and place show ourselves obedient to that calling and fit for that high place.

XXVI. Provincial Educational Conference,
THE SOUTH INDIA TEACHERS' UNION
Anantapur.

(24th to 26th December 1934.)

The XXVI Provincial Educational Conference will be held at Anantapur in the C. D. College for three days from the 24th (Monday) to the 26th December, 1934, under the presidentship of Dr. James H. Cousins, Principal, Theosophical College, Madanapalle.

Along with this there will be a Provincial Educational Exhibition (already notified), the Geographical Conference organised by the Madras Geographical Association, a Scout Rally, Physical Exercise Demonstration by Mr. G. F. Andrews, Assistant Director of Physical Education to Government, and a Refresher Course of lectures for the Elementary School teachers of the Telugu Districts. Publishing firms like Macmillan's, Oxford University Press, Basel Mission Book Depot and Venkatrama & Co., will be having their show rooms.

Delegates from all parts of the Presidency are requested to muster in large numbers to discuss many momentous questions affecting education in the Presidency, in its various aspects and make the Conference a complete success.

Arrangements for messing and lodging for the delegates will be made in the College Hostel at rupee one per diem, besides the delegate fee of As. 8 (required to be paid as per rules of S. I. T. U.).

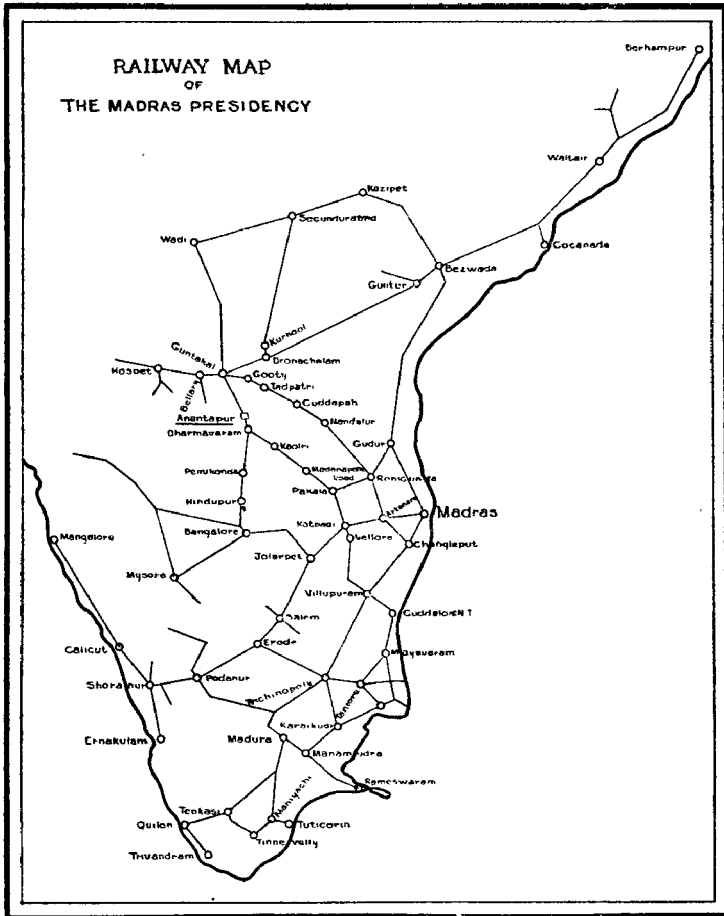
Detailed programme will, in due course, be communicated to all Educational institutions and Teachers' Guilds in the Presidency.

The Reception Committee will be thankful if the institutions would elect the delegates to the Conference and kindly intimate to the General Secretary, beforehand (not later than 10th December 1934) the number attending the Conference, mentioning how many would require boarding and lodging in the hostel. A concession rate may be given if the mess is purchased for 3 days together.

Special concession rates for railway journey have been announced by the M. S. M. Ry. which with the usual Christmas concession allowed by other railways may be availed of by educationists at distant places for a visit to this district. The weather is generally clear and agreeable in December in the Ceded Districts.

Teachers in far-off places in the Presidency, who have had no opportunities of seeing these parts (known as the Ceded Districts), will be amply repaid by a visit to this town and the other places in and about the district of Anantapur. In several respects it will be advantageous to the delegates to undertake an educational tour at the time of the Conference.

Forming part of Southern Deccan, the district presents interesting studies geographically and historically. The town of Anantapur, which has



N.B.—Madras to Guntakal, Guntakal to Bangalore and Bangalore to Madras—belong to central section of M. S. M. Ry. and can be covered in Rs. 10.

risen to importance, being the headquarters of the district with all the district offices and a First Grade College (the Ceded Districts College) is centrally situated in the district and is connected with all the important places in the far-flung area by railways and fine roads. There are regular bus services between Anantapur on the one side and Tadpatri, Gooty, Guntakal, Dharmavaram, Penukonda, Hindupur and Kadiri on the other. Places like

Gooty, Tadpatri and Penukonda are of historic importance and played no mean part in the days of the Vijayanagar Empire, relics of which exist even today. Some other places like Lepakshi possess traditions going back even to Puranic times.

The recent archaeological discoveries of the Edicts of Asoka lie very near to Gooty, at Erragudi in the Kurnool District. Hampi on the banks of the Tungabhadra river, accessible by road and rail, should be visited by every one wishing to have an idea of the Vijayanagar civilisation and of the earlier Dakshinaranya of the Ramayana.

The Conference will be a real brotherhood of educationists coming from different linguistic areas as Tamil, Telugu, Kanarese and Malayalam.

C. RANGANATHA AIYANGAR,
General Secretary.

TOPICS FOR DISCUSSION.

[Important aspects of each topic are indicated for the sake of convenience.]

I. ELEMENTARY EDUCATION.

- (a) Problems of expansion and consolidation.
- (b) The Course of studies in Elementary Schools.
- (c) The contemplated Elementary Education Act Amending Bill.

II. REORGANISATION OF THE S. I. T. U.

Constitution, Finance, activities, Vigilance work and Employment Bureau.

III. SERVICE CONDITIONS OF TEACHERS.

- (a) In Local Bodies (Elementary and Secondary).
- (b) In Aided Schools (Elementary and Secondary).
- (c) Legislative safeguard.

IV. SECONDARY EDUCATION.

- (a) Relation to Vocational Education.
- (b) Relation to University Education.
- (c) New methods and appliances such as radio, cinema, etc., in relation to efficiency of Education.
- (d) Secondary School Leaving Certificate Course.
- (e) Need for Secondary Education Act.

V. LIBRARY.

Scheme for its organisation, growth and efficient service in schools.

VI. Plea for a Five Year Programme of Vernacularisation in schools.

VII. A Five Year Programme of Physical Education :— (a) Provision of playgrounds in cities. (b) Health and Physique of children and medical inspection.

VIII. Fine Arts : Their place in Education.

IX. EDUCATIONAL FINANCE.

- (a) The Management and the Government.
- (b) The Management and the Teacher.
- (c) The Public and the School.

NOTE:—Members of the affiliated associations are requested to inform the Secretary of the Union before the 10th December, 1934, of the topic or topics on which they desire to speak.

RESOLUTIONS.

I. ELEMENTARY EDUCATION.

This Conference:—(a) disapproves of the attempts made now and then by Government to effect piecemeal reform in respect of Elementary Education; (b) considers the contemplated Elementary Education Act Amending Bill unsatisfactory; and (c) urges on the Government the necessity for formulating a comprehensive five year programme for the improvement and expansion of Elementary Education.

II. REORGANISATION OF THE S. I. T. U.

This Conference urges on the teachers of South India the great necessity for strengthening the South India Teachers' Union, the provincial organisation of teachers, and appeals to all affiliated associations to raise their quota to the Silver Jubilee Fund so as to enable the Union to command the necessary resources for carrying on its work.

III. SERVICE CONDITIONS.

(a) This Conference appeals to the members of the Legislative Council and to the authorities to recognise the principle underlying the S. I. T. U. Service Conditions Bill and to take steps to place the same on the Statute Book.

(b) This Conference views with regret and disappointments the G. O. No. 4619 relating to the scales of salaries of teachers in Board and Municipal schools, considers the proposed scales low and unsatisfactory, and requests the Government to keep the order in abeyance since a large number of existing teachers are adversely affected by the terms of the G.O.

(c) This Conference views with grave concern the growing tendency on the part of some managers of aided schools to cut down the salaries frequently and to keep the salaries of teachers in arrears for months together and appeals to the Government to take steps to prevent such objectionable practices which are highly detrimental to the progress of Education.

IV. SECONDARY EDUCATION.

This Conference refers the topics mentioned under Secondary Education *Supra* to the Working Committee of the Union for consideration and report and authorises the Working Committee to take such steps as may be necessary for the preparation of a comprehensive report.

V. VERNACULARISATION.

This Conference: (a) is gratified to learn that the adoption of the Kannada medium as an experimental measure in Mysore has proved satisfactory; (b) urges the teachers in South India to acquaint the pupils

and parents with the advantages and the necessity of the vernacular medium and (c) appeals to the teaching profession, the management and the authorities to adopt the vernacular medium of instruction in all non-language subjects in schools.

VI. PHYSICAL EDUCATION.

This Conference is of opinion that the provision of adequate playgrounds in city schools has not received the consideration it rightly deserves at the hands of the management and the Government and that the health, physique and education of children are seriously affected owing to the crowded class-rooms and want of adequate playgrounds and open space.

VII. EDUCATIONAL FINANCE.

This Conference appeals to the managing bodies to meet in conference to consider the working of the Grant-in-aid Code and to urge on the Government the necessity for immediately liberalising the provisions of the Grant-in-aid Code.

This Conference is of opinion that the time has come for the Government to ensure security of tenure of service of teachers in aided schools by introducing in the Educational Rules a provision similar to the section obtaining in the Local Boards Act relating to the regulations of the conditions of service such as fixing of scales, leave rules, appointments and dismissal.

THE TENTH ALL-INDIA EDUCATIONAL CONFERENCE TO BE HELD AT DELHI DURING THE ENSUING CHRISTMAS WEEK.

The All-India Educational Conference will be held at Delhi during the ensuing Christmas Week.

Of the many sections of the Conference one of the most important would be that which deals with the University Education.

There is a good deal of public dissatisfaction about University Education in India as it obtains at the present time and many suggestions for its improvements have been made.

Those who are engaged in University Education are therefore requested to come in large numbers to attend the Conference at Delhi and take part in the activities of the University section by contributing papers or moving resolutions.

Copies of resolutions to be moved and papers to be read should reach the undersigned on or before the 10th December 1934.

41, Singarachari St.,
Triplicane, Madras.

S. K. YEGNANARAYANA IYER,
*Convener, University Section of the
All India Educational Conference.*

NEWS AND NOTES

Christmas Vacation Lectures

USE OF SCHOOL LIBRARY HOURS

With the approval of the Director of Public Instruction and the co-operation of the University of Madras, the Madras Library Association will give a course of lectures on the use of library hours during the ensuing Christmas holidays. The course is open to permanent teachers in recognised High schools. It will run from the 17th December to the 2nd January, both days inclusive. It will consist of about twenty lectures and the necessary demonstrations and observations. The course will be conducted by Mr. S. R. Ranganathan, M.A., L.T., F.L.A., Secretary of the Madras Library Association and Librarian of the Madras University Library. The lectures will be held at the New Senate Room, Senate House, and the University Library will be used for demonstration and observation.

The Secondary School Leaving Certificate Board has recently eliminated non-detailed text-books and made provision for library work in all High school classes to encourage silent and rapid reading by pupils independent of the help of the teacher. This involves a judicious use of the school library and the library period. But the S. S. L. C. Board observes "that the full significance and the implications of this change have not been thoroughly grasped by a large number of teachers and they entertain serious doubts about the utility of the library period." Hence, the object of this course is to demonstrate the important place the school library hour has come to occupy in the educational trend of today and to develop practical methods for utilising the library hours effectively. It is hoped that full advantage will be taken of this course by a large section of the teaching profession.

No application will be registered unless it is recommended by the Headmaster or the Management of the school in which the applicant is employed and it is accompanied by a registration fee of Rs. 2 which will not be refunded on any account. Applications should be sent to the Secretary, Madras Library Association, University Library, Triplicane, so as to reach him not later than Wednesday, the 5th December 1934.

THE LAST SENATE MEETING

1. The last Senate meeting occupied the whole of the first day, i.e., Thursday the 25th October and an hour and fifteen minutes on the second day. There were 75 items on the agenda and they were all disposed of. It is true that a number of items given notice of by members were ruled out of order owing to defective wording. Even then many resolutions by private members were considered. It is a matter for congratulation that the House did not dissolve before the agenda was completed.

2. This being the first occasion when Mr. R. Littlehailes, the newly elected Vice-Chancellor presided over the Senate, he was congratulated upon his election and he replied thanking the Senate and pleaded for co-operation with him in the discharge of his duties.

3. Excluding the first item which was questions and answers, there were 26 items brought forward by the Syndicate and one item by the Academic Council and the remaining 47 items were resolutions brought by private members.

4. Over and above these items on the agenda, there were two special resolutions, one, of condolence over the deaths of (this time unfortunately) a large number of mem-

bers of the Senate, past and present, and the second one, of appreciation of the services rendered to the University by Sir K. Ramunni Menon, the former Vice-Chancellor.

5. The first item brought forward by the Syndicate was a recommendation that honorary degree of LL.D. be conferred upon two former Vice-Chancellors, Rt. Hon. Sir John Wallis and the Hon. Sir K. Ramunni Menon. Then there were the usual requests from the Syndicate to sanction slight excess over the Budget regarding certain items and appropriation from one heading to another. They also recommended the writing off of Rs. 250 as irrecoverable.

6. One important resolution was for setting apart Rupees thousand every year to enable candidates belonging to Depressed and Backward classes to pay their examination fees. The present rules regarding leave to University teachers were modified so as to allow them to accumulate leave on half pay to 8 months which they are allowed to convert into leave on full pay for half that period. Two scholarships of Rs. 60 that the University has been granting to youths from our Province getting apprenticed in His Majesty's Ship "Dufferin" were modified into three scholarships of Rs. 40 each and students doing research work in the University are hereafter to be levied a fee of Rs. 50 per Arts student and Rs. 75 per Science student.

7. There were a number of reports submitted to the Senate by the Syndicate of which the most important are the following:—(a) Change in the title of the degree B.V.Sc. into B.Sc. (Vet.). (b) The Syndicate reported that they could not accept the recommendation to limit the strength of a college class to 100, (c) nor to appoint a committee to enquire into the present condition of the Vernacular studies, (d) nor even not to dissolve the meeting of the Senate when some items given notice of by private members, remain yet to be gone through. (e) The Syndicate also reported about their having accepted in anticipation the following endowments: (1) From Sir K. R. Menon for instituting a lectureship on Aesthetics, called after the Governor of Madras. (2) From the same for a gold medal called after Dr. A. Lakshmanasami Mudaliar. (3) G. A. Natesan Prize for Indian Music. (4) Sir C. V. Kumarasami Sastry Medal for highest marks in History and Economics in B.A. (f) The Syndicate also reported that they were not able to follow the usual practice of inviting tenders in the case of laying foundation for Stack room for the Library and for fitting up some electric fans. (g) They also reported about the additional affiliation in certain subjects being granted to particular colleges and about the Bishop Heber College closing its college department from 1934-35. (h) Another important report was that reciprocity has been established between this University and the Universities of Mysore and Bombay on which there was so much of public agitation. There were certain alterations in the regulations regarding certain examinations.

8. Out of the many resolutions ruled out of order we would like to mention that about the establishment of a Kerala University and another for including Birth Control among the subjects to be taught to medical students.

9. The proposition to revise the present rule that a graduate can enrol himself as a registered graduate only after seven years, was discussed and lost.

10. The following resolutions have been referred to the Syndicate for investigation and report:—(1) Establishment of a degree in Journalism. (2) Establishment of Technological course. (3) University owning a printing press of its own. (4) The running of a short vacation course in Librarianship. (5) Founding of a School of Politics and Administration. (6) Reorganisation of post-graduate studies.

Another resolution about the dress of candidates appearing for Convocation was accepted and the Syndicate has been asked to make necessary changes in the rules.

11. It is a pity that some of the members who had given notice of resolutions were not in the hall when their names were called. Of these one or two were moved by others who were present, but three or four were not moved at all.

12. One interesting point mentioned by the Vice-Chancellor was that most of the resolutions were technically faulty and therefore could have been ruled out of order, but that this being the first occasion, he wanted to be somewhat lenient and allow some latitude in the matter of interpretation of points of order. It was, however, pointed out to him that if he was convinced that a particular resolution was not in order, the Senate had no power to allow that to be considered and hence much against his will, he had to do his duty and to rule many of the resolutions out of order.

ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

Educational Experiment and Research Section.

Under the auspices of the above association, it is proposed to prepare an all-India survey of the actual conditions in which various school subjects are taught in different parts of the country, particularly with reference to the use of teaching devices, general plan of lessons in different stages, practical difficulties experienced with their possible solutions, and constructive suggestions for improving the quality of teaching along useful and helpful lines. The subject selected for this year's survey is the "Teaching of Indian History" and information is desired on the points given below. All those educationists interested in this topic, particularly those in charge of History in the various Training Colleges of India, are requested to send their replies to the Secretary, Educational Experiment and Research Section, at the address given below, by 7th December, 1934. The consolidated survey on this subject will be presented at the next All-India Educational Conference to be held at Delhi during the Christmas week.

1. What should be the main points of difference in the methodology History in the different stages, Lower Middle, Middle, and High school? Kindly illustrate this difference by outline lessons on the same topic treated differently in the three stages.

2. What should be the general plan of notes of lessons in History? What is your opinion regarding the following plan:—(a) Revisional and introductory questions; (b) Main lesson divided into a number of sections, each section containing (i) brief summary of the subject matter, (ii) explanation of treatment of the particular section, pupils' and teachers' share, mention of some special teaching device, visual aid, etc., and (iii) questions on the section; (c) Recapitulatory questions on the whole lesson; (d) Instructions for home work. Kindly illustrate the plan actually followed by you by furnishing a model of notes of lessons on any topic for any class.

3. How do you approve of the giving of black board summary, embodying the main points of the lesson? Should this summary be given in all the stages? What do you think of definitely excluding it in the Lower Middle stage? In what language should the summary be given if the class consists of pupils offering different vernaculars? What do you think of adopting simple English in such cases?

4. How far do you find it practicable to employ what is commonly called the "Source Method" in History? In what stages of the school do you consider it definitely impracticable? Kindly mention some useful publications from which extracts (suitable for school classes) could be taken for purposes of this method.

5. Kindly describe the actual steps taken by you to stimulate practical activity on the part of the pupils during History lessons. To what extent do you actually make use of dramatisation, handwork in clay or paper or any other similar device in this connection. If not, what handicaps prevent the application of such devices on a wide scale?

6. What are the various types of visual aids actually used by you in teaching Indian History? Kindly give a list of the publishers or other firms who can provide suitable wall pictures, maps, charts, and other illustrative material likely to be useful in lessons on Indian History.

7. Do you maintain a History Room in your institutions? If so, kindly give a brief description of its actual contents, so as to give a clear idea of the lines upon which it is maintained.

8. Besides the above, kindly mention any special difficulties experienced in the teaching of Indian History in your own or in neighbouring institutions, with your suggestions regarding the ways and means of meeting them. If there be any experimental work in this subject, actually undertaken by you or one in which you are interested, kindly give its full details.

Correspondents are particularly requested not to indulge in vague generalisations or to suggest over-ambitious but impracticable schemes. Answers should be such as to give a correct idea of the actual state of things in different parts of India, while suggestions, besides being thoroughly practical, should take into consideration the usual limitations of time and expense.

S. C. KAPOOR, M.A., B.Ed. (Edin.),
Lecturer, Training College, Agra.

THE PRESIDENT'S TOUR IN TRICHY DISTRICT

Prof. S. K. Yegnanarayana Aiyar, President of the S. I. T. U., arrived at Trichinopoly on 20—9—'34 on a district tour in Trichinopoly. On 20—9—'34, he delivered a lecture under the auspices of the E. R. High School, Trichinopoly, on "The School and its Function", in the course of which he emphasised the need for the school being a social organ, training the young for life in relation to the society by giving them general education in the different stages with facilities to branch off at each stage to vocational courses of study. The lecturer concluded by urging the Union and its affiliated associations to discuss the problem and exercise their right to shape the function of the school.

The President then answered a number of questions put to him by teachers of various institutions of Trichy town who had assembled there regarding the Protection Fund, Service Conditions Bill, Christianisation policy of Mission institutions and the S. I. T. U. policy regarding Elementary teachers.

On 21—9—'34, accompanied by Mr. S. T. Ramanuja Iyengar, local representative, the President reached Musiri by car, where he delivered a lecture on the S. I. T. U. programme in the Board High school, Musiri, and urged the teachers present to help the S. I. T. U. in the matter of the Journal, Protection Fund, Jubilee Fund, and general organisation.

On 22—9—'34, the President and Mr. S. T. Ramanuja Iyengar crossed the Cauvery and reached Kulitalai where they were interviewed by the teachers of the local Elementary Teachers' Association and some teachers of the Board High School, Kulitalai.

Leaving Kulitalai at 11 a.m., the President reached Mayanur, where he paid a visit to the Servindia Community Training School and discussed the proposal of starting a co-operative society of teachers for taking up management of schools, on the basis of a scheme prepared by Mr. K. G. Sivaswamy, Servants of India worker at Mayanur.

Leaving Mayanur, the President with party reached Karur where he addressed a meeting of teachers in the Municipal High School, Karur.

On 23—9—'34, the President returned to Srirangam at 10 a.m. and immediately left for Lalgudi, where he addressed a meeting of teachers. Leaving Lalgudi at 2 p.m., the President reached Ariyalur at 4 p.m. and addressed a meeting in the Board High School, Ariyalur, that evening.

Next morning, the President left for Udayarpalayam.

The success of the tour was due to the co-operation of the Headmasters and Secretaries of the various Teachers' Associations of the schools visited. Both the President

and Mr. S. T. Ramanuja Iyengar made an earnest plea for all constituent associations developing discipline and loyalty to the S. I. T. U. in an increasing measure, so that the S. I. T. U., like the N. U. T., might develop into a body of expert teachers with a right to be heard on all questions regarding Education in the province.

A SCHOOL EXCURSION

A party of students and teachers of the Board High School, Chengam, went on an excursion to the Mettur Dam and Magnesite Mines, Salem, in the 1st week of October. The party also went to Yercaud and saw the plantations. Then they returned to Chengam. The Headmaster of the school, Mr. A. Balasundaram, was the leader of the party.

OBITUARY

The undermentioned regrets to inform the members of the S. I. T. U. Protection Fund of the death of Messrs. A. Narasimha Rao Reg. No. 747, Assistant, Municipal High School, Villupuram, S. Ranganatha Rao Reg. No. 919, Assistant, Municipal Ele. School, Karur, and Ganapathi Panigraphy Reg. No. 670, Assistant, Board Middle School, Buguda on 15-9-34, 31-8-34 and 2-8-34 respectively.

The Nominees of Messrs. A. Narasimha Rao and S. Ranganatha Rao were paid Rs. 1040 and Rs. 260 respectively. The claim due to the nominee of Ganapathi Panigrahi remains to be paid for want of the receipt of the necessary Claim Papers.

Triplicane,
15th Nov. 34.

M. K. RAMAMURTI,
Hon. Secretary,
S. I. T. U. PROTECTION FUND.

I deeply regret to communicate to you the news of the death, due to anaemia, of Mr. M. Appu Rao, B.A., L.T., Teacher, Municipal High School, Anantapur and Joint Secretary of the Anantapur District Teachers' Guild, on 6th October 1934. He has left behind him his widow and children, for whom no good provision seems to have been made. Perhaps, if he had subscribed to the Protection Fund, he could have secured some relief to his distressed family, but he was rather indifferent to this.

The Guild deeply sympathises with the bereaved family.

15—11—1934. C. RANGANATHA AIYANGAR,
Secretary, Anantapur District Teachers' Guild.

FROM OUR ASSOCIATIONS

RAMNAD DISTRICT TEACHERS' GUILD

Conference at Karaikudi on 26th October 1934

A Conference of the Ramnad District Teachers' Guild was held at Karaikudi, on the 26th of October 1934, in the High school hall. Over sixty delegates attended, representing 15 centres.

At the first session of the Conference, which commenced at 2-30 p.m., a very interesting and highly informative lecture on the Junior Red Cross was delivered by Miss Muriel Simon, in which the lecturer clearly pointed out how the principles of health, service and world-peace could be put in practice by boys and girls while at school, and how Junior Red Cross Societies could be started and worked in schools. Mr. V. R. Ranganathan, the District Educational Officer of Ramnad, who was present, spoke on the need and potentiality of Red Cross Branches in this District.

The second session of the Conference began at 8-30 p.m. under the presidency of Mr. N. S. Venkatarama Ayyar, M.A., L.T., the President of the Guild. In his introductory speech, the President outlined the subjects on which the present conference would be called on to express its opinion; and thereupon the following resolutions were passed, each after lively discussion:—

RESOLUTIONS

I. A proposition to secure relaxation of official control of Elementary Teachers' Range Associations was adjourned to the next Conference of the Guild.

II (a) Resolved that the S. S. L. C. Board be requested to provide for the continuation, into the V Form, of studies in general knowledge subjects, viz., History, Geography and Elementary Science; inasmuch as their knowledge in the IV Form would not give pupils an adequate knowledge of those subjects.

(b) Resolved that with a view to this provision, the study of C-group subjects, at least under the 1st and the 2nd divisions, be confined to the VI Form; and for this purpose, the examination in these divisions be only in special portions in them, to be prescribed annually.

III. The Guild draws the attention of the S. S. L. C. Board to the following contingencies that would arise from the next school year:—(1) Very few schools would be able to offer instruction in more than *one* of the Science divisions under the C. Group; (2) Staffed as most schools now are, the subject would be either Physics or Chemistry for the *entire* V and the *entire* VI Form; (3) The existing laboratories in Physics and Chemistry would not be equal to the needs of an entire form (V or VI), say of 30 to 40 pupils.

And hence the Guild requests the S. S. L. C. Board to drop, from the S. S. L. C. Public Examination, all practical tests under the Science division of the C. Group, though the Guild is of opinion that practical *class-work* of some kind should be insisted on.

IV. Inasmuch as the movement of groups of pupils from place to place, for educational purposes, is rapidly increasing, and inasmuch as the desirability is much felt of placing them under the guidance and control of teachers accompanying them, the Guild requests the Railway authorities to permit half-rate concessions to accompanying teachers in the proportion of one teacher to *eight* pupils.

V. Resolved to request the Government to modify the rule regarding payment of school-fees by a pupil who has to study in two different schools in the same term, giving discretion to the Headmasters of the two schools concerned to charge all or some of the

instalments, provided the pupil is made to pay in the two schools taken together, not fewer than 5 instalments in the long term and not fewer than 3 in the short term.

VI. Resolved that the Guild send two delegates to the ensuing Provincial Educational Conference in Anantapur—Mr. S. Dandapani Ayyar, B.A., L.T. (Abhiram) and Mr. C. Viswanatha Aiyar, B.A., L.T. (Manamadura).

N. S. VENKATARAMA AIYAR, M.A., L.T.,
President.

V. ARAVAMUDU AYYANGAR, B.A., L.T.
and S. DANDAPANI AIYAR, B.A., L.T.,
Secretaries.

Karaikudi, 6—11—'34.

MALABAR DISTRICT TEACHERS' CONFERENCE, PALGHAT

As decided at the previous meeting of the Malabar District Teachers' Guild, the Annual Conference of the teachers of the district was held at the Moyan Girls' High School, Palghat, yesterday at 3 p.m. with Mr. A. V. Kuttikrishna Menon, M.A., B.L., L.T., Principal of the Zamorin's College, Calicut, in the chair. Though formal invitations were not issued by the Secretary of the Guild to the affiliated associations, the attendance was very encouraging. Messrs. M. Narayana Menon, B.A., B.L., Member, Malabar District Board, Kulapathy V. V. Parameswara Aiyar, K. S. Vaidyanatha Aiyar, M.A., L.T., Lecturer, Government Victoria College, Palghat, V. R. Vaidiswara Aiyar, B.A., L.T., Headmaster of the local Government Training School, and P. Gopalan Nair, Kollengode, were among those present on the occasion. Mr. Kulapathy V. V. Parameswara Aiyar proposed Mr. A. V. Kuttikrishna Menon to the chair, which was seconded by Mr. K. S. Vaidyanatha Aiyar.

After prayer, the President delivered his address. The following resolutions were passed unanimously:—

1. This Conference, while thanking the Government for adopting the principle of uniformity in the scale of salaries of teachers under local bodies, views with great regret and disappointment that the new scale hits hard many who are already in service and, therefore, requests the Government to modify it by introducing the scale of salaries recommended by the S. I. T. U. at its successive Conferences.

Proposer: Mr. S. K. Easwara Aiyar, B.A., L.T.

Seconder: Mr. K. S. Veeraghavan, B.A., L.T.

2. This Conference requests the Government to extend the principle of standardisation of salaries to teachers in all aided Secondary schools.

Proposer: Mr. K. S. Vaidyanatha Aiyar, M.A., L.T.

Seconder: Mr. P. R. Ananthanarayana Aiyar.

3. This Conference welcomes the Service Conditions Bill prepared by the S. I. T. U. and appeals to the Government to take up the same as an official measure and to place it on the Statute Book at an early date.

(Moved from the chair.)

4. This Conference appeals to the Government to prepare a Teachers' Registry on the lines of the medical and legal professions and appoint a Teachers' Council corresponding to the Medical and Bar Councils. (Moved from the chair.)

5. This Conference requests the Government to restore the remuneration to Chief Superintendents for the S. S. L. C. Examination, who are not Government servants.

Seconder: Mr. S. K. Padmanabha Aiyar, B.A., L.T.

Proposer: Mr. V. S. Narayana Sastry, B.A., L.T.

6. This Conference requests the Government to open the Short Term Course of Training for Secondary Trained Graduate Teachers as early as possible and in the interim, allow such teachers to appear for the L.T. Examination privately.

(Moved from the chair.)

After the passing of the above resolutions five members of the Executive Committee of the Guild handed a requisition to the President to call a special meeting of the said committee, for the purpose of convening a meeting of the District Guild at an early date. The President, in his concluding remarks, expressed great satisfaction at the unmistakable signs of the determination on the part of the Malabar teachers to revive the Guild and thanked all present. With a vote of thanks to the Chairman and to the Head Mistress of the local Board Moyan Girls' High School, for permitting the use of the hall, the meeting dispersed.

TRICHINOPOLY DISTRICT TEACHERS' GUILD

At its annual meeting held at the St. Joseph's High School, Trichy, the District Teachers' Guild elected the following office-bearers for 1934-35 :

President : Mr. V. Saranatha Iyengar, M.A.

Vice-President : Rev. Fr. A. M. Antoniswami, S.J., Mr. M. C. Rajagopala Naidu, B.A., L.T.,

Joint Secretaries : Mr. T. S. Anantanarayanan, B.A., L.T., Mr. P. V. Srinivasa Aiyar, B.A., L.T.

Representative of the Guild on the S.I.T.U. : Mr. S. T. Ramanuja Iyengar, B.A., L.T.

BOARD HIGH SCHOOL, VRIDDHACHALAM

The Hon'ble the Chief Minister, the Raja of Bobbili and the Hon'ble the Home Member, Rao Bahadur A. T. Pannirselvam arrived at Vriddhachalam from Bhuvanagiri on Thursday the 18th instant at 10 p.m., when they were given an enthusiastic reception by the elite of the town, the scouts of the Board High School presenting arms. Next morning they visited the High School, accompanied by the President, District Board, Rao Bahadur T. M. Jambulinga Mudaliar and the Collector of South Arcot, Rao Bahadur Manavedhan Raja. Before a large gathering consisting of the local officials and non-officials, an Address of Welcome was presented to the Hon'ble Members by Mr. M. Venkatarama Iyer, B.A., L.T., Headmaster of the School. In reply to the address, the distinguished guests spoke in appreciation of the High School. There was also a Variety Entertainment by the pupils of the school including a Veena performance by Miss Sarala Devi of Form III.

THE SOUTH INDIAN EDUCATION WEEK

COCANADA

The Education Week was opened by Mr. V. Krishnabrahmam on the 22nd with a lecture on "The School and the Teacher" and distribution of leaflets. Other speakers on the day were. (1) Mr. M. Suryanarayana, B.A., L.T., the local Senior Deputy Inspector of Schools who is also Secretary to the District Educational Council, (2) Mr. G. Suryanarayana, a teacher in C.B.M. Higher Elementary Boarding Girls' School, Cocanada, and Mr. D. Suryaprakasa Rao, B.A., a retired government servant.

On 23-10-34 an interesting lecture was delivered by Mr. V. Ramabrahman, B.A., one of the leading vakils of the town and a Municipal Councillor on "The School and the Home." He said that the old Gurukula system cannot be introduced during these days of Universal Education but to bring the present system into a line of approximation to the Gurukula, an attempt on the part of the teacher to have friendly relations with the parents is the best that can be thought of. Message of His Excellency the Governor of Madras to the Central Committee was read and explained.

24-10-34. Mr. P. Ramarao, B.A., B.L., Retired Sub-Judge addressed the assembled teachers on "The School and Citizenship." He referred to the subjects of civics, that is being taught in Elementary Schools and added that suitable stories from histories and puranas will form concrete subjects of talk to impress upon the pupils the qualifications of a good citizen. He referred also to the message of His Majesty the King Emperor and said that in order to realise the ideas of His Majesty, pupils should have sound education with good citizenship as ideal.

25-10-34. The lecturer was Mr. L. Subba Rao, B.A., B.L., a wakil of the local Bar and Chairman Municipal Council, Cocanada. The subject was "The School and the Society." He dwelt on the need for universal Elementary Education for the material progress of the country.

26-10-34. The District Medical Officer, Lt. Col. T. S. Sastri, I.M.S., addressed the assembled teachers and clearly pointed out the several defects observed by him in village schools all of which could be easily removed by a little attention on the part of teachers.

27-10-34. Mr. P. Parathasarathi Iyengar, B.A., B.L., the Additional Sub-Judge of Cocanada dwelt on the relations of the several nations of the world and on the attempts that are being made to promote universal brotherhood. The attempts of nations to improve their individual, social and economic conditions by spreading education among the masses and of the League of Nations to maintain peace were also narrated in detail and teachers were exhorted to lay the stress of universal brotherhood.

Leaflets were distributed and with a vote of thanks to the speaker the Educational Week meetings were closed.

BOARD HIGH SCHOOL, YELLAMANCHILI

The South Indian Education Week was celebrated in this locality from 22-10-34 to 28-10-34. Much interest has been taken both by the school staff and by the public of the place in making the celebration a complete success.

On the Children's Day competitions in sports and games were conducted for the pupils in the school playground and prizes were awarded for the winners in the various items.

KOLLUR

Health Day, 26th instant began with the health songs by girl pupils of the school. Dr. K. Brahmayya Garu, B.A. (Homoeopath), presided. Messrs. S. S. Viswanadha Aiyar, B.A., L.T., and Ch. V. Purnayya addressed the audience. The former dwelt on the economic waste—from ill health of the individual—to the individual, the family and the state besides being a worry to himself and all. The latter dwelt at length on the practices of our ancients, which were conducive to the health of the individual. The Chairman of the day spoke about the relation between health and natural living, how the disease of civilised life are the direct results of artificial life—the stimulants, coffee and tea and stressed on the great need of Yoga Asanas being included in the curriculum of Physical Instruction.

Parents' Day, Saturday, the 27th instant. The place being mainly agricultural only a few parents could respond to our invitation. The Acting Headmaster, Mr. S. S. Viswanadha Aiyar, B.A., L.T., presided on the occasion. Mr. V. Suryanarayana Murthi, B.A., L.T., addressing the audience said how the modern system of education being unlike the ancient Gurukula system minimised the contact between the Guru and the Sishya. The example of the teacher has little or no influence on the pupils. Pupils and parents alike attach importance mainly to employment securing capacity of education. Progress cards issued periodically serve as a link between the teacher, pupil and the parent. Mr. K. V. Subrahmanya Sarma, B.A., L.T., speaking next related how education being merely secular is not the complete education. Moral instruction being limited to precepts by teachers at school has to be amplified by the example of parents and elders at home. Daily practices—polite language—courtesy to all—temperance in all these can be cultivated only at home. A healthy co-operation between the parent and the teacher is essential for the all-round progress of the pupils. The work being mutual, a system of tutors one for each ward to interview parents and study the progress of the pupils at home is necessary. As a counterpart the parents must visit the school and learn the progress of their children or wards.

On Sunday *the Children's Day* began with sports for kindergarten Girls and Boys in the morning. In the evening M.R.Ry. J. Lakshminarayana Sastri Garu presided. M.R. Ry. T. Narasayya Choudary Garu, the Telugu Pandit spoke words of advice to the children collected. Prizes to winners in sports held in the morning were given away by the Chairman. School children were treated to sweets. The Chairman spoke at length on the vast opportunities for improvement which members secure to their pupils.

The meeting came to a close with a vote of thanks to the President and the public of Kollur.

 BOARD HIGH SCHOOL, KANDUKUR

The 'Education Week' was inaugurated on 24-10-34, with M.R.Ry. D. Sathanarayana Garu, B.A., the local Sub-Registrar, in the chair, in the premises of the local club. Mr. S. Krishna Rao opened the proceedings, briefly explaining the object of the Week and the programme to be covered during the week. He made mention incidentally of the work done by the South India Teachers' Union, Madras, to further the cause of education in this presidency. Mr. V. Sreenivasan, B.A., L.T., of the High School spoke on 'School and the Home.' He dwelt at length on the relative and reciprocal influence which the school and the home bears towards each other, and the kind of co-operation that should exist between them both. Another address was given by Mr. D. Sitaramadoss, B.A., B.Ed., on 'Scout Movement.' He dealt with the growth of the movement, aims and ideals of scouting and the different activities of the scouts. Emphasis was laid on the two cardinal aims in scouting, *viz.*, Service and Brotherhood, and on how Scouting trains a boy into a useful, willing citizen. Mr. K. Jagga Rao Naidu Garu, the local Medical Officer, as a parent, suggested that teachers might undertake tutorial supervision of the boys in their homes that the latter might be saved from lazy habits and other pitfalls incidental to young age.

On the second day, i.e., 25-10-34, at 5 P.M., a procession of school children was taken along the streets with Education Mottos. At 6 P.M., a meeting was held in the Board High School with M.R.Ry. M. V. Prasada Rao Garu, P.W.D. Supervisor, in the chair. Mr. S. Krishna Rao spoke on the problem of the 'Backward Child.' He explained how our present system of education aims at developing only one faculty—the faculty of knowing—how the other faculties are neglected. Boys backward in this one faculty are considered to be backward in all the others, i.e., Willing, Feeling, etc. If the present system is so amended as to train the other faculties also, particular attention being paid by proper grouping, the number of backward children would dwindle. In his concluding remarks the President spoke that if competent people are recruited to the teaching profession by the offer of attractive remuneration, much stagnation in the schools, as noticed at present, might be avoided.

The next day's proceedings began with M.R.Ry. K. Jagga Rao Nayudu Garu, the local Medical Officer, in the chair. Mr. S. Raghunadham, B.A., L.T., spoke on "The Defects of the Present Educational System." He stressed on the frightful growth of the intellectual class of people, the absence of industrial bias and the absence of social aim in our education. The disadvantage of dealing with the boy in the mass and the absence of national atmosphere in the school were stressed. M.R.Ry. N. Purushothama Sastry Garu, the Telugu Pandit of the High School, next spoke on "Parents and Schools." In the old Gurukula days, boys were completely entrusted to the teachers' care and hence the responsibility of the parent ceased then. In these days of mass education, the teacher is obliged to handle a number of boys and he has not enough time to look after their physical and moral welfare, after the intellectual needs are attended to. Hence the parents have to shoulder the responsibility of their boys along with the teacher.

On 27-10-34, competitions in games for elementary school children were conducted in the morning. In the evening, beginning at 3 P.M., competitions in Elocution, Oratory, Fancy Dress and Works of Art, were conducted by a panel of judges, and the names of the winners announced. The judges expressed great satisfaction at the work presented by the boys.

On 28-10-34, the last meeting was held at 9 A.M., with M.R.Ry. Y. Harinarayana Garu, Sub-Divisional Officer, in the chair. The local Medical Officer spoke on the "Common Ailments and How to Prevent Them." He gave a very exhaustive treatment of the various common ailments and the different precautionary measures to be adopted. Then prizes were distributed to the winners in Games, Elocution, Fancy dress, etc., by the President. The President on calling upon some of the parents to speak, M.R.Ry. B. Padhi, the local Circle Inspector of Police, spoke of the care that each parent should take in bringing up his children by encouraging the formation of right habits. He said that such cannot be expected from the busy teacher and a great lot is to be shouldered by the parents. The President thanking the organisers of the Week, and thanking the public for their support, closed the proceedings.

PATTIKONDA

The Education Week was celebrated with great eclat at Pattikonda by the Teachers' Association, Board Middle School, from the 24th to the 29th instant.

On the 24th instant, the teachers and pupils of the Middle and Elementary schools, went round the town in a procession and visited the temples, to the accompaniment of Indian brass band and carrying placards on educational slogans.

On the 25th instant, a magic lantern lecture on "Malaria and Guineaworm" was delivered at 6-30 p.m. in the local Poor Boys' Hostel by Mr. V. A. Ponnurangam Mudaliar, the local Health Inspector.

On the 27th instant, games were conducted for the pupils, in the presence of the local gentry. Prizes were distributed to the winners by M.R.Ry. G. K. Srigiri Rao Garu,

B.A., B.L., Vakil, Kurnool, and a speech on "Physical Education" was delivered by Mr. V. Narayanappa, Drill and Drawing Master.

After prayer and the President's opening remarks, Mr. M. Rama Rao, B.A., B.Ed., Headmaster of the Middle School, delivered a speech on "Parents and Education". In his introduction, he gave a brief history of the Education Week, and next dealt with the limitations of the teachers, due to departmental syllabuses, in the education of the children, and the freedom and greater responsibility of the parents in it. He was then followed by other lecturers who spoke on various interesting topics.

In his concluding remarks, the President requested the parents of the children to visit the schools at least during the Education Week and come into contact with the teachers, the children and their activities, and find out their achievements and needs. He further requested them to co-operate with the teachers in the proper education of their children.

With the usual vote of thanks to the President and the gentry present, the meeting terminated.

ALUR

The Education Week was celebrated with enthusiasm by the Teachers' Association of the Board Middle School, Alur. On the 27th Mr. V. K. Raman Menon, the District Educational Officer, Bellary, presided. Mr. T. Krishnamoorthy, the Headmaster of the school and the District Organiser, Red Cross, spoke on the objects of the week and the possibilities of making the schools effective social centres and appealed to all teachers to take particular interest in the organisations such as the Junior Red Cross and the Adult Red Cross. With a vote of thanks to the chair, the meeting came to a close.

GOOTY

The Fourth Education Week was celebrated this year on three days on 1st to 3rd November 1934.

On the first day, the teachers and students of the London Mission High School, went round several villages in different batches, to gain first hand information about the condition of the villagers in these trying days. They made elaborate enquiries and observations about the prevailing famine conditions due to failure of rains and crops, and each batch gave separate reports about the villages they visited to the Principal, Mr. F. Malthus Smith. Mr. Smith himself visited several villages on that day, and with the reports of teachers and boys, he went to Anantapur, to meet the Famine Commissioner, and represented to him the state of affairs in the villages of Gooty Firka.

On the second day, at the students' meeting, the students discussed about some of the educational problems, and suggested some methods of how they could help in improving education and literacy in our parts. The meeting came to a close with a magic lantern lecture by Mr. V. Kopesachar.

Mr. P. A. Narayana Aiyar, M.A., L.T., of the Ceded Districts College, Anantapur, presided over the teachers' meeting on the last day. He refuted the charge against the teacher for the lowering of the standard of education, and quoted the recent speech of the Rt. Hon'ble V. S. Srinivasa Sastry. He, however, exhorted the teachers not to forget their own responsibilities, and strive to raise the standard (1) by equipping themselves with the knowledge required to enable them to teach the subjects thoroughly, and (2) by following the best methods suitable for the subjects.

The following resolutions were moved and passed after some discussions and alterations :

I. (a) This meeting of the teachers of Gooty, while welcoming the G.O. standardising the scales of salaries of District Board and Municipal schools, both Secondary and Elementary, protests against the illiberal scales and the attempt to reduce the scale of

salaries already prevailing in most of the schools and urges on the Government the immediate necessity of revising the scale on a more liberal basis.

(b) This meeting also hopes that the measures now taken in the G.O. by way of standardisation are a step towards the provincialisation of teachers' services in all Secondary schools whether under local bodies or private management and request the Government to effect the provincialisation of teachers' services as recommended in the Calcutta University Commission's Report and at the several Provincial Educational Conferences.

(c) This meeting requests the managements of schools in the district to raise a strong protest against the G.O.'s tending to lowering of efficiency in schools attendant upon further lowering of the scales of teachers' salaries and the growing discontent among teachers.

(d) Resolved that the G.O. concerning the salaries of Elementary teachers be applicable only to the cases of new entrants.

II. (a) Resolved that the examiners in Music for the S. S. L. C. and Government Technical Examinations be recruited mostly from those who are engaged in the teaching of the subject in the schools.

(b) That in addition to the examination in the Theory of Agriculture, there shall be also a practical examination for agriculture for the S. S. L. C.

III. Resolved that there shall be no further restriction on the extent of fee concessions now granted to backward classes and that the G.O. now kept in abeyance be rescinded.

IV. This meeting requests the District Board to allow a half holiday for Hindu Elementary schools on Saturday, and Mohammedan Elementary schools on Sunday.

V. The meeting thanks the Education Week Committee and its Secretary, Mr. V. Kopesachar, for the trouble they have taken in celebrating the Education Week this year, and resolves that the same committee do function for another year, with Mr. V. David Dhyrium as Secretary.

At the parents' meeting, Mr. T. N. C. Srinivasavaradachariar, B.A., B.L., District Munsiff, presided and some parents spoke on the necessity for medical inspection in schools and the hardship caused to them by frequent change of text-books. The Headmaster of the High school promised to do what all he could do in the matter.

The celebration of the week terminated with a public lecture by Mr. P. A. Narayana Aiyar on "The Romance of the Diamond," and a vote of thanks proposed by Mr. C. K. Tharu to the chairman, lecturer, and all those who co-operated towards the successful celebration of the week.

TADPATRI

Tadpatri put on a festive appearance on 28-10-'34 when a grand procession was taken out, comprising of over three hundred children attending the Municipal Elementary schools, under the distinguished patronage and supervision of M.R.Ry. T. V. Apparundaram Mudaliar Avl., M.A., L.T., M.Ed., the District Educational Officer, Anantapur and Cuddapah Districts. A meeting was held under the presidentship of the District Educational Officer, who addressed the gathering on the "Problem of Elementary Education and its Improvement." In the course of his speech, he laid great stress on the fundamental necessity of the teachers improving the strength and attendance in Elementary schools and the retention of the pupils in the school till they undergo a complete course of Primary education. These, he said, can be achieved by frequent talks to parents on the value of education; by starting Parents' Associations for each and every school; by organising attendance clubs for every school and awarding prizes to pupils with a good attendance; and by maintaining attendance charts and stagnation lists in schools. He appealed to the teachers not to be carried away by mercenary motive and paltry, financial considera-

tions, but they must, above all, realise and feel that they have a higher, nobler, and sublimer aspect of their work (viz.) the training of the future citizen to enable him to take his proper place in society and the complete eradication of illiteracy. The lecture was translated into Telugu by the local Deputy Inspector, M.R.Ry. R. H. D. Prasada Rau. With a vote of thanks to the chair, the meeting terminated.

KURNOOL

The Education Week for the year 1934 was celebrated at Kurnool by the District Teachers' Guild, from Monday the 22nd October to Saturday the 27th October 1934.

On Monday, 22—10—'34, the Education Week was inaugurated in the morning at 8-30 a.m. by Dr. James H. Cousins in the Coles Memorial Hall. Mr. S. Radhakrishna Aiyar, B.A., L.T., Secretary of the District Teachers' Guild, explained the objects of the annual celebration viz., to solicit the active sympathy and hearty co-operation of the home and the community and he hoped that the public of the town would respond to their call and bring the ideal nearer realisation.

Dr. J. H. Cousins, who presided over the celebration, then delivered his inaugural address. He thanked the organisers of the Education Week for giving him an opportunity to participate in a function so dear to his heart. He said that the school was a great centre of social activity and if it is kept constantly in mind that all life was an integral whole and the true function of a teacher was to draw out in a natural way the finest latent capacities in the student, there was all hope for a better and brighter future. Teaching is a life-building process, and the ideal of every teacher should be to make his pupils develop into the best specimens of humanity, disciplined, courageous, resourceful and intelligent, pupils, who, when they enter the larger life of the world, will bring honour to their motherland and glory to humanity. This ideal is possible of achievement only if there is a clear vision of the purpose of education and a clear understanding and co-operation between the school and the community.

A second thing which a school can do is to instil in the minds of the youth that all work is worship and in the kingdom of God nothing is high and nothing is low. Another suggestion he would make was that particular attention be paid to the teaching of good manners and considerateness for other fellow-beings. At a time when Indians have to think and act internationally, they have to grow into good, sensible youngmen able to appreciate others' points of view and so adjust every thought and action of his as not to wound or impede those of another. The Education Week was intended to interest the parents and the community in the activities of the school, so that parents may in their turn accelerate the ideals and aspirations of the school. Wishing the function every success, Dr. Cousins declared the "Education Week" open.

Mr. B. J. Rockwood, the President of the Guild, thanked Dr. Cousins for his valuable address and the audience for their kind response.

On Tuesday, the 23rd October, M.R.Ry. S. Ganapathy Aiyar Avl., Vakil, Kurnool, delivered a lecture on "Teachers' Dilemma" under the presidentship of M.R.Ry Rao Bahadur S. V. Narasimha Rao Garu. The lecturer, at the outset, pointed out that the teaching profession is regarded as one of the noblest all over the world. In India, particularly, the teacher, till recently, commanded great respect in society and his few wants were amply satisfied by the voluntary contributions of the parents. But all that has changed and the modern social fabric has grown too complex, and wants have considerably increased. The modern teacher suffers from a great inferiority complex and he finds to his great disappointment that men of the same learning and cultural attainments in other walks of life are much better off financially and command greater social respect and dignity. He said the teachers must organise themselves and by co-ordinate efforts bring to the notice of the public and the authorities the imperative necessity for wholesale reform in the scheme of education and for effective provision being made for security of tenure and adequate remuneration. In conclusion, he assured the teachers the sympathy and co-operation of the public in all their genuine attempts on these lines.

The President, in his concluding remarks, agreed with the points touched by the lecturer and, with a vote of thanks proposed by Mr. S. Radhakrishna Aiyar, B.A., L.T., to the lecturer and the President, the meeting for the day came to a close.

On Wednesday, the 24th instant, a meeting was arranged exclusively for Gosha ladies in the Government Training School for Mohammedan Women under the presidency of Mrs. P. S. Raju, B.A., L.T. Mrs. Wazeeruddin Saheba, in the course of a short address to the Gosha women assembled there, said that the decline and downfall of the Muslim community was mainly due to the neglect of education on the part of the Muslim women. The broad and national religion of the Prophet was misread and misinterpreted, and it was generally believed that it prohibited women's education. This was a wrong idea and the women should acquire knowledge and enlightenment so that they may bring their children in right ideals and intelligently co-operate with the teachers in the joint task of the education of the youth.

The President wound up the meeting in a neat little speech exhorting the mothers to realise their responsibility in the education of their girls and to co-operate with the teachers in their attempt to develop the powers of the young pupils so that when these grow up to adolescence they may act beneficially on the society and be a blessing to their community.

The next day, a meeting was held in the Government Middle School for girls under the presidency of Mrs. M. K. Nair, B.A., when Mrs. W. R. Burton addressed the parents on "The Aims and Objects of the Education Week." In her remarks, the President appealed to the parents to evince a lively interest in the education of their daughters.

The same day there was a lecture in the Coles Memorial Hall by Dr. D. S. John, L.M.P., presided over by Dr. H. Krishnan, B.A., M.B.B.S., on "School Hostels" as health centres". He dealt at great length how hostels can be made centres of health. He spoke on the importance of playgrounds and gardens being attached to hostels to enable the boarders to play and run about.

On Friday, the 26th, Mr. A. Seshagiri Rao, B.A., B.L., Subordinate Judge, delivered an address in the Coles Memorial Hall on "Schools and Civic Life". Mrs. M. K. Nair, B.A., who presided over the meeting, in her opening remarks, said that she was thankful to the organisers of the function for the honour done to her and that she regarded it not so much as an honour to herself but as one shown to the women of India. It has been said that the greatest obstacle to the general progress and education of women were the men. She hoped that men would realise the great need for educating the girls equally with the boys to make home life sweet and happy.

Mr. S. Radhakrishna Aiyar, B.A., L.T., Secretary, then thanked the lecturer and the President for the well thought out remarks.

With a magic lantern show on "Circling the Globe" by Mr. B. J. Rockwood, the function was brought to a close.

A well thought out lecture on "Education and Culture" by Mr. K. B. Krishnamurthi Rao, M.A., B.L., under the presidency of Mr. V. N. Dikshitulu, B.A., B.L., District Munsif, brought the Education Week to a close on Saturday.

NANDYAL

The Education Week was celebrated by the Municipal High School, Nandyal with great enthusiasm on the 31st Oct. and 1st Nov. M.R.Ry. G. Damodara Mudaliar, District Educational Officer opened the 'week' on the 31st. He pointed out that great changes were taking place in the social, religious and political conditions in the country and the Educational system was bound to adapt itself to the changing environment. Mr. Mudaliar then proceeded to define and illustrate how the teacher could be helpful in developing in his pupil good manners, helping the harmonious development of the gregarious instinct, in laying foundations of character, in sacrificing of narrow

immediate interests for the sake of wiser and remoter interests and thus moulding the life of the child so as to turn it to the service of its fellow beings. He then declared the week open. Mr. N. R. Sambandam Pillai, B.A., the Commissioner and Special Officer of the Municipality, then delivered an interesting discourse on "The School and the Home." He cited the great example of Rabindra Nath Tagore, who had recently narrated how the surroundings in which he was brought up and his family history had made his creative genius possible. The modern system of school education was certainly defective in its divergence from the realities of Indian life, e.g., its abstract and over literary character, its lack of constructive idealism and its incapacity to lay emphasis on the eternal and imperishable values of life. The home was the proper place to supply their wants and it is in this that the co-operation of the parent was a great asset.

On the second day Mr. Subba Rao Deshpande, B.A., presided. Mr. B. Devaraj, B.A., L.T., S. P. G. Training School delivered an interesting speech in Telugu on "The School and Citizenship." To Mr. Devaraj good citizenship was unthinkable except in terms of a "Good Life." The teacher should seize every opportunity to watch and train the child outside the school. He said community life was being inculcated through games and sports and movements like the school, while training for the development of the child as good citizen was being aimed at by the curriculum of studies. But there was much to be done. The conditions of society are reflected in the school as if in mirror and vice-versa. The slow progress of ideas, the prevalence of crime, the persistence of caste, and all its attendant evils prove that the school has not had full opportunities to mould Indian citizenship. The schools are still few and far between. It was necessary therefore that leaders of thought devote attention to the problem of citizenship and its relationship to the school and attempt the necessary reform with vigour and alacrity.

With a vote of thanks by the Headmaster, Mr. C. G. V. Subbiah, B.A., L.T., the function came to a close.

A. RAMANJULU CHETTY HIGHER ELEMENTARY SCHOOL, MUTHIALPET, MADRAS

The Education Week was celebrated in the school premises on Saturday, the 27th instant at 5 p.m., under the distinguished presidency of Mr. N. Swaminathan, B.A., L.T.

After prayer and the President's introductory remarks, Mr. M. V. Doraiswami Aiyar, B.A., L.T., delivered an interesting lecture on "The School and the Home." The lecturer in the course of his address pointed out the need for parental co-operation in the interest of the school-going population and how their neglect to some extent is responsible for the present state of affairs in the education of their children. He exhorted the parents that there should be some co-ordination between the home and the school, when alone they can achieve the true ideals of education. After lectures many interesting items, such as Recitals from Shakespeare, Kolattam, Kummi by girls, demonstrations by the the cubs and scouts, vocal and instrumental music were gone through by the children. The programme for the day ended with some selected scenes from "Nandanar."

With a vote of thanks proposed by Mr. K. Ramiah Chetty, the Headmaster of the school, to the Chairman and the lecturer, the function came to a close at 7-30 p.m.

PERAMBUR

Under the auspices of the Teachers' Association, the "Education Week" was celebrated from Wednesday, the 24th October to the 27th October, 1934.

On the first two days of the week a mass drill was conducted on the grounds opposite to the school when over 300 pupils participated.

The 'Health Day' was celebrated on the 24th, when Dr. T. Srinivasaraghavan of the Corporation of Madras, delivered an enlightening lecture on "Cleanliness Within and Without" under the presidency of Dr. A. Srinivasan, M.R.C.P., (Lond.). The lecturer and the Chairman laid great stress on the imperative need for training pupils at school in cleanliness, so that when they grow old clean living might come to them as a matter of habit.

The 'Scout Day' was celebrated on the 26th with M.R.Ry. K. Venkataswami Naidu Garu, B.A., B.L., District Commissioner in the chair. He expressed satisfaction at the Scout display of the day and advised the scouts on the great responsibilities that devolved on scouts, pointing out the potentialities of the movement, for conferring great benefits on the scout themselves and the public at large.

The 'Parents' Day' was celebrated on the 27th when M.R.Ry. Rao Bahadur K. Venkatarama Naidu Garu took the chair. Panditaratnam P. Thirunavakkarasu Mudaliar spoke in appreciation of the good work done by the school and called on the parents and the Old Boys of the school to form associations with a view to help the school in all possible ways. Mr. Kader Mohideen who spoke next, laid great stress on the need for the introduction of Manual Training which would help the pupils, on leaving school, to eke out a decent livelihood. The Headmaster gave the parents a brief account of how the school has been working and showed to them how the Parents' Association might render substantial help to the school. Mrs. Venkatarama Naidu Garu desired that the school should provide instruction from the lowest class and arrange for Telugu being taught separately in all classes.

VELLORE

The Education Week was inaugurated at a public meeting held in the Cobb Hall of the Voorhees College on the 29th October at 6 P.M., by Dr. James Cousins, D.Litt., Principal of the Madanapalle College, under the presidentship of G. L. Lobo, Esq., B.A., (Cantab.), District Educational Officer.

Dr. Cousins in the course of his address indicated how the school as a centre of social interest could provide regular and frequent occasions for those who had passed beyond school life to return to cultural origins.

With the President's concluding remarks, and vote of thanks proposed by Mr. George S. Issac, B.A., L.T., the meeting terminated.

In the evening a procession of elementary school children to the Cobb Hall was arranged when Mr. V. M. Ramaswami Mudaliar, M.A., B.L., M.L.C., Vice-President of the District Board of North Arcot addressed the students and teachers.

On the second day various items of Physical Demonstration were exhibited in the spacious compound of the Government Muhammadan High School. Dr. (Miss) Marshall of the Women's Medical School, Vellore, the President of the day, spoke a few words appreciating the show and Janab S. A. Mannan Sahib, B.A., L.T., proposed a vote of thanks to the president and the schools that contributed the items.

The next day sports were held for elementary school children when Mrs. Lobo presided over the function and distributed the prizes to the several winners. Miss S. Zacharias, B.A., L.T., Headmistress of the Government Girls' High School and thanked the president and the organisers.

The Parents' Day was celebrated in the several schools of the town on the 1st November. On the 2nd of November contests in elocution, music, vocal, violin, and veena were held for the school children in the Cobb Hall. Mrs. Ranganadham, wife of the Collector presided over the function and distributed the prizes to the winners in the several contests.

At 4 P.M., a Teachers' meeting was held with the Rev. M. G. Kuolt, M.Sc., of Amboor and President of the North Arcot Teachers' Guild in the chair. Prof. S. K.

Yegnanarayana Iyer, M.A., President of the South India Teachers' Union, delivered a thought-provoking address on "Are We Ready?" At 6 P.M., a public meeting was held with Janab Khan Bahadur M. Tamzuddin Quadini Saheb Bahadur, B.A., Treasury Deputy Collector in the chair. Mr. M. S. Sundareswara Aiyar, M.A., L.T., Deputy Inspector of Schools, delivered an address on our "Educational Needs" and after the usual vote of thanks the meeting came to an end.

AMBUR

The Education Week was celebrated in Ambur commencing from 24th October 1934. Exhibitions and lectures had been arranged for all the days.

Mr. P. S. Sessa Iyer, B.A., L.T., Headmaster of the Hindu High School welcomed the guests on the 24th in a neat little speech. Rev. Milton, G. Kuolt M.Sc. (Ed.), delivered a fine lecture on the "School and Society" with Dr. C. Nathamuni Naidu as chairman. Mr. Krishnaswamy Iyer, M.A., L.T., Junior Deputy Inspector spoke in Tamil on the influence of society on the school and vice-versa. On the second day Dr. C. Nathamuni delivered a thoughtful address on "School Health" with Mr. B. T. Seshadriachar, Ex-President, N. Arcot Dt. Board as chairman.

Mr. A. Rangayya, Headmaster of the Board Elementary School Ambur, spoke on "Parental Co-operation" for a short while. The Secretary, Mr. S. Subramanyam, B.A., L.T., thanked the lecturers, chairman and the Hindu High School Committee for contributing in no small measure for the success of the 2 days.

The 3rd day was set apart for a good treat for boys and girls of Elementary Schools. Rev. H. A. Schulz, M.Ed., was the chairman. Messrs. M. S. Sundereswaran, M.A., L.T., Dy. Inspector of Schools and Pandit A. M. Sivagnanam delivered lectures on "Schools and Home" and "Physical Education," respectively.

The proceedings began on the 4th day at 3 P.M., with display by the Scouts and Cubs of Ambur followed by "Kolattam" by the girls of Krishnapuram Girls' School. Rev. Milton G. Kuolt, M.Sc. (Ed.), presided over the occasion. Messrs. M. S. Sundareswaran, B.A., L.T., and R. Parthasarathy Aiyengar delivered lectures on "School and Citizenship" and "Scouting" respectively at great length. The elite of the town raised donation to the extent of Rs. 100 and the local Union Board has assured us a handsome contribution of Rs. 25 in lieu of the Health Week that had not been celebrated for 3 years now. All participated to make the function a success. The Secretary thanked one and all.

WANDIWASH

The District Board High and Elementary Schools at Wandiwash celebrated the Education Week with great eclat in the High School premises on the 26th and 27th October '34 under the presidency of Janab Niamathullah Sahib, the local Sub-Registrar and M.R.Ry. S. Minakshisundaram Iyer, B.A., L.T., Headmaster, respectively.

The Headmaster, in his introductory speech, explained at great length the aims and ideals of the Education Week celebration and the immense benefits derived therefrom and exhorted all the teachers, inclusive of the elementary school teachers to join the S. I. T. U. Protection Fund, without any exception. An interesting lecture on "How to Make Our Schools Effective Social Centres" was delivered by Mr. M. S. Minakshisundaram Aiyar, B.A., L.T., Science Assistant. The lecturer explained in detail how the modern schools by their non-sectarian basis, Scout activities, and Red-Cross Associations were training the pupils in social service and preparing them to become good and useful citizens capable of shouldering the responsibilities of a great country marching towards democracy. Next, Vidwan V. Satagopa Pillai, Senior Tamil Pandit, gave a lucid discourse on "The School and the Home." He dilated at length on the duties and responsibilities of teachers as well as parents. The Chairman in winding up the proceedings pleaded eloquently for solidarity

among the teachers. With the usual vote of thanks proposed by Mr. V. Vaidheesvara Iyer, Secretary, the meeting terminated for the day.

On the next day (27-10-34), Mr. T. Govindaraja Mudaliar, Junior Tamil Pandit, lectured on "Children and the Teachers." The lecturer said:—"The Indian Culture is essentially spiritualistic while the Western culture is materialistic in its outlook. While imbibing the scientific spirit and all that is best in the West, we must not lose sight of our own spiritual heritage. There must be a judicious blending of the East and the West." Lastly, Mr. Panchakshara Mudaliar, delivered a lecture on "Female Education." The President, in his concluding remarks, expatiated on the manifold advantages of having educated ladies and girls in our houses and pointed out that so long as the mothers are ignorant, the education of children can never be complete and satisfactory. With a vote of thanks proposed by the Secretary, the function came to a close.

SALEM

In Salem all the major educational institutions joined together to celebrate the Week. A representative Committee was set up with Mr. S. Sivaraman, M.A., L.T., as the Secretary and Convener. The following events took place during the Week:—

22-10-34, 9-30 A.M. Inauguration of the Week by Janab Ghulam Dastagir Sahib Bahadur, D.E.O., of Salem. An address on "The Problem of the School and the Home" by Miss I. Lowe, Inspectress of Girls' Schools, Coimbatore—In the Municipal High School Hall.

23-10-34, 4-45 P.M. A meeting of the Municipal High School students in the School Hall under the presidency of M.R.Ry. B. N. Sangamesvaran, Avergal, M.A., L.T., when Mr. S. Sivaraman, M.A., L.T., spoke on "Cleanliness Squads and the Junior Red Cross Society." Cleanliness squads for each of the higher classes were set up, and members for a Junior Red Cross Branch were enlisted.

6 P.M. A lecture on "The School and Health" by Dr. K. V. B. Pillai, President, K. Visvanathan, Esq., Municipal Health Officer.

24-10-34, 4 P.M. Singing competitions among the pupils of the various boys and girls' schools—in the Municipal High School Hall.

6 P.M. A lecture on "The School and Citizenship" by R. D. Paul, Esq., M.A., Commissioner, Salem Municipality. President: Dewan Bahadur Justice K. Sundaram Chettiar, Avl.,—in the Gokulanatha High School Hall.

23-10-34, 4 P.M. Declamation—competitions among the boys and girls of the various schools—in the M. H. School Hall.

6 P.M. Lectures on "The School and the Society" by Mr. S. Sivaraman, M.A., L.T., and Mr. S. Krishna Iyer, M.A., Lecturer, Salem College—In the Little Flower High School.

26-10-34, 6 P.M. An address by Miss L. Stanyon, and distribution of prizes to the winners at the singing and declamation competitions. President: M.R.Ry. S. A. Aiyaswami Chettiar, Avl., M.A., B.L., Advocate, Salem.

KRISHNAGIRI

The members of the Teachers' Association, Board High School, Krishnagiri, met on Tuesday, the 23rd October in the Central Hall of the High School under the presidency of M.R.Ry. R. Narayanaswami Iyer, Avl., B.A., L.T., to inaugurate the celebration of the Education Week. A few topics of educational interest were discussed and the members dispersed after partaking of a tea-party arranged for the occasion.

Again on 25th October, there was a gathering of all the pupils and teachers in the school at 4-30 P.m., in the school hall when M.R.Ry. R. Narayanaswami Iyer, Avl., B.A., L.T., the Headmaster of the school presided. The day's programme began with music. All the girl students in the school participated in this item as also a few boys.

This was followed by recitations and dialogues by the pupils of the High School. After this the whole party moved to the spacious playgrounds of the school where the boys of the school gave a splendid exhibition of physical feats and games. After a vote of thanks the day's functions came to a close.

BOARD HIGH SCHOOL, IDAPPADI (SALEM DT.)

The Fourth Education Week was inaugurated on Friday, the 26th October in the Board High School Idappadi, by the Headmaster, M.R.Ry. K. N. Subramanya Chettiar, B.A., L.T., with an address to the students about the importance of the celebration of the Week and the necessity for the co-operation of the parents with the school staff to make the institution very efficient and popular.

The programme was limited to 26th and 27th. The first day was "The Boys' Day." The meeting was presided by M.R.Ry. K. M. Subramanya Chettiar, B.A., L.T., and Mr P. N. Unnikanta Menon, B.A., L.T., spoke on "The School and the Home." The lecturer dealt at length the perfect co-ordination and inter-relation necessary between the Home and the School for the latter to be efficient.

The President wound up the proceedings with an advice to boys to love cleanliness to be proud of the school and to learn the civic duties.

The second day was *The Parents' Day*. M.R.Ry. Kuppuswamy Aiyar, President, Co-operative Union, Trichengodu, and a leading citizen of this place presided. He dealt at length the system of education obtained in the ancient Gurukula ashrams and pointed out how the residential schools as those at padmur and Trichengodu Ashrams bring pupils closer to teachers and aim at equipping the pupils better than other institutions. He also told that education was an investment and as such a rational change in the present system is essential and that our pupils need know about cottage industries and agriculture.

With a vote of thanks to the President and to those present, the function came to a close.

VILLUPURAM

The School and Home Day, 22-10-34. The Day was celebrated in the premises of the High School before a large concourse of teachers and parents under the presidency of Mr. V. Venkatramana Iyer, B.A., Retired Assistant Registrar of the High Court.

Mr. V. R. Muthurama Iyer, Avl., B.A., L.T., Junior Deputy Inspector of Schools delivered an address on parental co-operation. He said the parental co-operation was absolutely necessary if wastage, stagnation, and lapse into illiteracy were to be avoided.

The President in his concluding remarks said that the "New Education Bill" of the Government of Madras could not be said to be quite satisfactory. The village parent may be alarmed into not sending his child to any recognised school at all. He thought that for Parents' Association to be doing any good work there must be a constant education of the parent himself into a recognition of the importance of the problem.

With a hearty vote of thanks proposed by Mr. M. Venkatachalamiah the meeting came to a close.

The School and Health Day, 23-10-34. The celebration began with Physical demonstration, before a large audience of teachers and students under the immediate supervision of Dr. Andrews, M.A., M.C.D., Ph.D., Assistant Director, Physical Education with the Government of Madras, in which four schools took part. This was immediately followed by a lecture by the Physical Director on "Physical Education Activities as a Factor in the Education of School Children."

In the afternoon Mr. K. S. Ramamurthy Iyer, B.A., L.T., spoke in Tamil upon "Health Education."

Dr. David, who presided, spoke of the common diseases of school children. With a vote of thanks proposed by Mr. T. N. Ramanatha Aiyar, M.A., L.T., the local Deputy Inspector of Schools, the day's celebration came to a close.

The third day was celebrated, as usual, in the Municipal High School Hall. The chair was taken by Mr. P. Soundararaja Iyengar, B.A., L.T., Headmaster, Government Training School, Villupuram. Mr. G. V. Desikan, Advocate, spoke on "How Schools can teach the duties and responsibilities of citizenship".

On the fourth day, under the chairmanship of Mr. V. Ranganatha Iyengar, B.A., B.L., Mr. T. N. Ramanatha Aiyar, Deputy Inspector of Schools, delivered a very thoughtful lecture on school and society. With a vote of thanks proposed by Mr. V. Jayarama Aiyar, the function came to a close.

The fifth day's function was presided over by Mr. T. N. Ramanatha Aiyar, Deputy Inspector of Schools, when Mr. C. S. Rangaswami, Headmaster, delivered an interesting lecture on "The School and the World". The President, in his concluding remarks, deplored that the essentials of all religions which had preached unity and concord should have been suppressed by the accretions of unreasoning customs breaking up men into various sections. With a vote of thanks proposed by Mr. Venkatachalamiah, the meeting came to a close.

The sixth day, the Children's Day, was celebrated with great eclat under the presidency of Mr. S. Chidambara Aiyar, Municipal Chairman. Sports and variety entertainment in music, recitation, kummi and kolattam, by the Elementary school boys and girls were held. Two teachers Mrs. S. G. Charles, and Mr. S. Krishnamachariar gave advice to school children. The chairman congratulated the organisers on the successful celebration.

The last day was the Teachers' Day. The public meeting was presided by Mr. C. S. Rangaswami Iyengar, Headmaster. In his opening remarks, he surveyed the conditions of teachers and stressed on the need for concerted and continuous action among teachers. Mr. V. Jayarama Aiyar delivered a lecture on the Teachers' organisation and what they have done and what they should do. Tracing the origin and growth of the S. I. T. U. from 1908, he observed how it was galvanised from 1928 with the Journal, the Protection Fund and the Vigilance Committee. He exhorted the teachers to develop a spirit of fearlessness and a sense of brotherhood so that their association might rise in esteem. He desired them to win the public support at the same time by undertaking the service of spreading education.

Then Messrs. V. Srinivasarangachariar, G. V. Desikan, and V. Venkatarama Aiyar talked briefly on "The Ideal Parent", "The Ideal Teacher", and "The Ideal Child". Mr. R. Natesa Aiyar, Tamil Pandit, recited a Thanks Verse. With a round of thanks proposed by Mr. M. Venkatachalamiah, the celebrations came to a close.

PANRUTI

In connection with the Education Week, a meeting of the Teachers' Association was held on Thursday the 25th instant. Mr. S. R. Krishnaswami Iyengar, M.A., L.T., the Headmaster of the Board High School, presided on the occasion and addressed the teachers on "Modern Developments in Education". He stated that class education was being replaced by individual education and that teachers should study the special methods advocated by educational reformers and try to adopt them in their daily teaching. The old system of teaching a whole class was found defective in several respects. Further, every student must be approached according to his temperament and not according to one common plan which would suit none. The change in the system of examinations clearly indicated that the teachers in every school would be forced to use the new methods very soon. It was therefore necessary that they should try to adopt them and gain experience.

Friday, the 26th instant, was devoted to the formation of a Junior Red Cross Society in the school. About 160 students were enrolled as members.

A meeting of the Parents' Association was held on the 27th instant under the presidency of Mr. K. S. Subramania Rao, B.A., Sub-Registrar. Speeches were made on the occasion by the Headmaster, First Assistant, and the Tamil Pandit. Oratorical contests were held in which many boys took part. Prizes were distributed to the boys who acquitted themselves creditably. After the election of office-bearers of the Parents' Association the meeting came to a close with a vote of thanks to the President and the gentlemen present.

CHIDAMBARAM

On Monday, the 22nd October, Parents' Day was observed in the Ramaswami Chettiar's High School, when Mr. C. D. Tholasiram Mudaliar, B.A., B.L., District Munsiff, inaugurated the Education Week. He read the message from Prof. P. Seshadri and declared the Education Week open amidst applause.

Mr. R. Parthasarathi Iyengar, B.A., L.T., Senior Assistant, addressed the meeting on the need for parental co-operation in the development of the boys' character, their study at home, and in finding out their special aptitudes. He requested the parents to get into closer touch with the school and the teachers that they might be enabled to utilise to the full all the educational facilities of the school to the good of their children. Mr. N. Venkatarama Aiyar, B.A., L.T., Senior Deputy Inspector of School, said that the education of children is one of the sacred duties enjoined on a parent. He emphasised the necessity for Parents' Associations, local and provincial, in order to make their voice felt in matters educational. Mr. C. D. Tholasiram Mudaliar, B.A., B.L., was elected President and Mr. R. Kunchitapadam Pillai and Mr. C. S. Ranganatha Iyengar, B.A., L.T., were elected Secretaries of the Parents' Association for 1934-35. The President, in his concluding speech, made a fervent appeal to the parents to give their moral and financial support to the institution. With a vote of thanks by the Secretary, the function came to a close.

On the second day, there was a practical demonstration of physical activities and games in the afternoon by the students of the school. At 6-30 p.m., a public meeting was held in the Assembly Hall when Mr. I. V. Gopal Rao, local Health Officer, gave an interesting lantern lecture on Tuberculosis with particular reference to Chidambaram.

On Wednesday, 24-10-'34, Citizenship Day, Mr. V. Rajagopala Iyengar addressed the Junior Section of the School Assembly on "School and Citizenship". In the evening, the Scouts and Cubs of the Sri Nataraja Scout Troop arranged a very interesting programme of thirty items for their Camp Fire. Many parents attended it. The President of the troop, Mr. G. Srinivasa Aiyar, B.A., L.T., presided over the function.

A public meeting was held on Wednesday in the Assembly Hall at 6 p.m. under the presidentship of Mr. C. V. Srinivasachariar, Advocate. Mr. S. R. Balasubramania Aiyar spoke on "How Teachers can serve Society". Mr. G. Srinivasa Aiyar, B.A., L.T., the Headmaster, pointed out the various difficulties of the teacher and gave some practical suggestions of how they can usefully help society.

On 26-10-'34, Children's Day, the students of the school gave a variety entertainment which was largely attended by parents. On 27-10-'34, the World Day, a public meeting was held at 5 p.m. in the Assembly Hall under the presidentship of Mr. V. G. Ramakrishna Aiyar, M.A., of the Annamalai University. Messrs. S. R. Balasubramania Aiyar, V. Rajagopala Aiyar and G. Srinivasa Aiyar spoke on the occasion.

In the afternoon of 28-10-'34, a meeting was held in the school hall at 5-30 p.m., Mr. C. S. Srinivasachariar, M.A., Professor, Annamalai University, presiding. Mr. K. Subbaratnam Aiyar, B.A., L.T., spoke about the teaching profession in general. He pointed out the various hardships under which teachers had to labour. There was then an interesting discussion on the conditions of service of teachers. The President, in concluding the proceedings, said that teachers should agitate for the recognition of their independence and the need for more leisure. With a vote of thanks by the Secretary, the meeting came to a close.

THE TANJORE DISTRICT TEACHERS' GUILD

In connection with the South Indian Education Week, a special meeting of the Guild was held at the Municipal High School, Mayavaram, on Saturday, the 27th instant, at 2-15 p.m., with Mr. V. Mahadeva Aiyar, B.A., L.T., President of the Guild, in the chair. Mr. V. Raghava Iyengar, M.A., L.T., President of the S. S. T. A., Mayavaram, welcomed the delegates in a short speech in the course of which he stressed the importance of strengthening the teachers' organisation and cultivating professional spirit.

The President, in his opening speech, appealed to the teachers to muster strongly at the meetings of the Guild and do propoganda in their respective places on behalf of the Guild. He added that teachers should have high ideals to which they should endeavour to approximate. Mr. K. C. Veeraraghava Aiyar delivered in Tamil a most thoughtful and inspiring address on "Schools as Efficient Social Centres". At the outset, he put in an eloquent plea for the vernacularisation of studies. He appealed to the teachers to do their humble mite towards the removal of illiteracy among the adults of the community. Rao Bahadur K. V. Natesa Aiyar, Retired Chief Engineer, Travancore, who was next introduced by the President, delivered a highly informing and interesting address on "Elementary Education". The President, while thanking the lecturers of the evening, endorsed their opinions and exhorted the teachers to entertain high ideals and pursue them to the best of their lights.

KUTTALAM

The Education Week was inaugurated by Mr. Krishnaswami Aiyar, the local Sub-Registrar. The discussions for the day centred round "The School as a Social Centre." The next day, "The School as a Supplement to the Home" formed the subject for discussion.

TIRUKATTUPALLI

The Education Week Committee of the Sir Sivaswami Aiyar High School Teachers' Association resolved to hold the celebration only for three days, viz., Teachers' Day, Parents' and Students'. The first day opened with a social gathering of teachers and parents on 22-10-'34. Mr. N. Vaidyanatha Aiyar, Professor of Economics, Dacca University, delivered a stirring address on "School and Home". Mr. R. Sivaswami Pillai, Sub-Registrar, presided.

On the second day, before a gathering of teachers, parents, and students, Mr. S. Subramania Sastrigal, Principal, Sanskrit College, Tiruvadi, delivered an interesting address on "School and Citizenship" under the presidentship of Mr. N. Kalyanarama Aiyar.

On the third day, there was a large assembly of teachers, parents and students. Mr. O. S. Narayanaswami Aiyar, Advocate, presided, and Dr. Iravatham delivered a lecture on "School and Cleanliness". The lecturer said that the school should be a centre of health, and the cultivation of healthy habits should be the look out of the teachers. The functions terminated with a vote of thanks by the Secretary.

TRICHINOPOLY

The fourth South Indian Education Week, organised by the Trichinopoly District Teachers' Guild, was inaugurated on 27-10-34 at 5 P.M., in the National College by Principal V. Saranatha Iyengar, President of the Trichy District Teachers' Guild before a large gathering of teachers and students. The function began with prayer and music by some pupils of the National College High School. Mr. K. R. Rajagopala Iyengar, M.A., L.T., Secretary of the National College Lecturers' Association welcomed the Guild on behalf of the College and High School Teachers' Associations.

In the course of his address, Mr. Saranatha Iyengar said that the teacher had to go ahead, unmindful of his work, however unencouraging the material and the environ-

ment. In India they had a situation in which a system of education had grown up and it was up to them not to wish for sudden changes or favourable terms, but to make a job of education, wherever they were. But this was easily said than done. If they were resolute, a certain quality would come to them. Resolution was half achievement.

The teacher complained that his way of earning a livelihood was not easy but beset with difficulties. Difficulties were a challenge to them and all progress depended on the challenge-response process. That way lay the reconstruction of human society. But difficulties must be such as to be avoided. The teacher had certain stupid difficulties. His security of service depended on circumstances and qualities which he could not be expected to possess. The teacher had to cultivate habits of subservience in India, while in other countries like Germany, France and England the old time idea of the teacher being a contented member of society had been got over and new ideals of the teachers' role had been evolved. In India they knew the ideals but they had not the power to use them. The only way to emancipate teachers from being social inferiors seemed to be in the general raising of the level of culture in the country, the rousing of public opinion, the development of the power of organisation and continuous work and agitation for definite objects, with co-operation among teachers. Until that was achieved, they must go ahead and evolve the requisite moral quality made effective thro' organisation. There was another matter on which they had to succeed. As Mr. S. K. Yegnanarayana Iyer, President of the S.I.T.U. had said in the Vellore Conference, it was possible for teachers to eke out their livelihood by developing boarding schools and by many other ways of self-reliance. It would not do for them to pass resolutions merely. Conferences were futile as Governments Act while conferences talk. Like teachers of England who showed their mettle at the time of the introduction of the Burnham Scale, they should be virile and effective. In India, they could not say when a far seeing Education Ministry would be able to put forward such measures as the Liberals of England did with reference to teachers. Yet, they must work for the day when ministers would take up their problems. Begging was not consistent with their sense of self-respect as teachers. They ought to be self-respecting in every way.

There was then the problem of the teacher increasing his professional skill. That again depended on the teacher himself. Education was a continuous process and the teacher had to show professional skill and efficiency and increase his intellectual output. Here again there were practical difficulties. There was the complaint against the system. There were the influences of parents. There was a total paralysis of effort on the part of teachers, though good teachers knew what was wanted. More than paralysis of effort, what they suffered from was a want of the will to do. They did not turn to account their knowledge. Success depended on their applying knowledge to work, on being absorbed in work and on changing the instrument of education. That alone would promote vitality and no amount of economic advancement would promote efficiency. Government servants in their educational department might be said to have better circumstances but nothing ever seemed to happen in Government colleges; intellectual progress was so little and teachers themselves were slack. Therefore a certain pinch seemed necessary to keep them up to the mark. A teacher had himself to make the wheels of Education run and then he was likely to do better. To promote the moral authority of the teacher, it was necessary to develop vitality of intellect and vitality of character. Every teacher must possess these and the moment any teacher felt his position and authority undermined, he must quit. Twenty years ago, their profession was considered inferior not only in social position and in prosperity because the more well-equipped men turned to other professions and the teaching profession then was crowded with people who were not ideal. While teachers should unite, they must weed out misfits, who let them down at every stage. It was a wonder that there should be a dearth of morally capable men for the important posts of heads of

institutions. It was a wonder that headmasters had not taken sufficient lead in education. The S. S. L. C. had failed because they lacked in moral capital. Hence, they had to remember what they stood by. They stand by rectitude. Then efficiency and morality would go together.

During the past half a century, they had committed the initial fault of viewing Secondary education as leading to University. But circumstances had changed and Matriculation had now become a secondary matter. As the angle of vision had changed, it was up to them to make their work practical and useful, and to take up the practical education of those not fitted for intellectual work. Every school could and should set its house in order and adjust itself to the changing circumstances of the country. In the matter of raising the general level of enlightenment, they had still to realise their goal. Moral education in the last resort was personal. But the fundamental secret of moral education was of first class importance in colleges and schools. The teacher was first teacher of morality. These two defects in their achievements were sins of their character.

No organisation could remedy these. Organisation could only fight for conditions of work, but it was the teacher who had to give the life-giving principles. The teacher could easily make the truths of national education go home. The teachers could dress them in the idioms of the nation. In any good institution, these things could be expected by the headmasters and assistants. But for that, they had to develop brotherhood. Brotherhood was a difficult thing to achieve and to do so required sacrifices of prejudices besides sacrifice of comforts. They had, like the Englishman, to learn to do the common work, sacrificing individual prepossessions. The sign of an educated man was that he could overcome his personal prejudices by precept. An Indian school had yet to show people working in a brotherhood. Co-operation was the great instrument of the future moral civilization of the world. It was the bedrock of community life. They ought to develop opportunities of coming together and try to hit it off with others. It is in that sense that they had to work as even inferior Italy had done under Mussolini and his Fascist ideal of bringing people under the yoke of common advancement. They had also to develop the English ideal of imperfect men coming together even when things looked extraordinarily fateful. They had been taught by Englishmen so long and they had to learn this lesson and beat them.

The ideals of association work were not new to India. They had, in order not to fail in their purpose, to retain the principles of group efficiency and co-operation. No favours were likely to come from any Ministry—even a Congress Ministry—so far as teachers were concerned. It was therefore all the more necessary to strengthen the teachers' organisation by strengthening the individuals in it. That was the secret of education as well. Education on the personal side was being able to master difficulties. Education on the side of communal welfare was the ability to work together, efficiently in co-ordination with one another. If teachers realised these problems and developed these in their organisation they were bound to succeed.

With the vote of thanks proposed by Mr. T. S. Ananthanarayana Aiyar, B.A., L.T., Joint Secretary of the Guild, the meeting terminated.

The Second Day of the Education Week was celebrated on 23-10-'34 as the Physical Education Day at the Bishop Heber High School, Puthur, under the presidency of Mr. M. C. Rajagopala Naidu, Headmaster, the High School, Srirangam. There was a demonstration of physical feats by the students of the school. After the President's introductory remarks, Mr. K. N. Rangaratna Sastri, M.A., L.T., of the Government Islamia High School and Secretary of the District Athletic Association, delivered a thought-provoking lecture on "Physical Education."

Mr. S. T. Ramanuja Iyengar proposed a vote of thanks to Mr. Nayudu, the lecturer, and the school Teachers' Association which was not yet in the Guild and hoped that the co-operation established that day would develop in educational as well as in professional matters, in spite of recent differences over the security of tenure of teachers in Christian institutions.

The third day of the Education Week was celebrated on 24-10-'34 as the Parent-Teacher Day in the Government Islamia High School, with Mr. V. Jayarama Aiyar, Advocate and Secretary of the National College Committee, in the chair. After Arabic prayer and music Mr. Mohammad Sarvar, Headmaster, welcomed the Guild. Prof. A. Hridayaswami, M.A., B.L., of the St. Joseph's College and member, District Board, delivered an interesting lecture on "Teacher-Statesmen" and the lead given by them to the world. Mr. P. S. Ganesa Sastri stressed the need for parental responsibility in the matter of home-control of pupils. Mr. G. Krishnamurthi Aiyar defined the teacher's role as correcting bad tendencies of pupils. Moulvi Abdul Gaffar Saheb spoke on the need for parents and teachers instilling love of religion. Mr. N. S. Narasimha Iyengar spoke on the need for Parent-Teacher Associations.

The President said that teachers in schools had potentialities for becoming teachers of the world. They had, under the system of education devised for the good of the governing class, to give not education but instruction. The system was hybrid. The products were defective. The courses were overloaded. Syllabuses were heavy. Efficiency was difficult to achieve. Examinations were not paying. All these defects had to be removed by parent-teacher co-operation, the parents mobilising non-official opinion to supplement expert opinion of teachers as expressed in the union of teachers. He appealed to teachers to come together, irrespective of divisions, and to work together to realise their purpose. Mr. G. Varadachari, M.A., Joint Secretary of the Guild, proposed a vote of thanks and said that the meeting was symbolic of Hindu, Moslem and Christian unity and of co-operation between Government, Mission, Non-Mission and Local Board agencies and services, and pointed out that the meeting was an object lesson to the leaders of the nation to follow in the foot-steps of teachers.

The fourth day of the Education Week was celebrated as Women's Education Day in the Holy Cross College for women on 25-10-'34 with Mrs. E. S. Azariah, B.A., L.T., in the chair. After welcome songs by the girl students and welcome by Prof. N. S. Mani of the College, Mrs. Azariah in her introductory speech spoke of the growing consciousness of a few women and their surprising strides against bondages of tradition and custom while the average remained as low as 2-5 per cent.

Prof. A. Rama Aiyar, M.A., of the National College, delivered a lecture on "Women's Education in India". In the course of the address, he defined women's function in the home and in the society, and pointed the difference between the ancient Indian ideal and the modern western ideal of women's education. After dealing with the problems of women's education in India, the lecturer pleaded for a definite place for women in society and for a sound national ideal of women's education.

Mrs. Azariah, in concluding the day's proceedings, said that most fathers were trying to get into touch with the difficulties and problems of women's education in India. The methods of improving women's education rested with parents, men and women, who have to co-operate with each other. There were difficulties, like financial stringency, apathy, tradition, custom, etc., but they had to face them. With the improvement in the courses of women's education, girls were becoming healthier than before on account of Physical education and there was no fear of woman becoming unwomanly. She concluded by paying a tribute to the educated wife, who was economic, who was a good friend and a blessing wherever she went, and appealed to men teachers and through them to parents to educate the girls of the country.

Mr. G. Varadachari proposed a vote of thanks to the chairwoman, lecturer and the Holy Cross College for the exhibition and the meeting they had organised.

The fifth day was celebrated on 26-10-'34 as the Children's Day in the E. R. High School, with Mr. H. C. M. McLaughlin, Municipal Commissioner, in the chair. After prayer, music, dialogues and recitation and a children's treat and welcome, Mrs. Philip, wife of the local Revenue Divisional Officer, delivered an interesting lecture on "A child-

pre-school and school career". A Children's Exhibition was organised. Mr. G. Varadachariar proposed a vote of thanks to the chairman, the lecturer, the school and the children.

The 4th annual meeting of the Trichy District Teachers' Guild was held in the St. Joseph's College on 27—10—'34 with Rev. Fr. A. M. Antoniswami S.J., in the chair. After the President's introductory speech, Mr. G. Varadachariar, Joint Secretary, presented the annual report which was passed.

Dr. T. S. S. Rajan delivered a lecture on the "Health of the Nation" and appealed to teachers to take care of the health of children who were the nation's vital capital so that the existing defects in the life of the race could be removed.

After the "At Home" given by the St. Joseph's College High School Teachers' Association, the annual election of office-bearers was proceeded with. Mr. V. Saranatha Iyengar was re-elected President. Mr. M. C. Rajagopala Nayudu and Rev. Fr. A. M. Antoniswami S.J., were elected Vice-Presidents. Mr. P. V. Srinivasa Aiyar, B.A., L.T., of the St. Joseph's College, was elected Joint Secretary with Mr. T. S. Ananthanarayana Aiyar of the Board High School, Lalgudi. Mr. S. T. Ramanuja Iyengar was re-elected as representative of the District to the S. I. T. U.

Mr. S. T. Ramanuja Iyengar moved and Mr. V. Radhakrishna Aiyar seconded the following resolution about the amendment of the M. E. R.

1. Resolved that the Guild do convey in a memorandum the recommendations to the Director of Public Instruction, Madras, that to insure security of tenure in aided schools and colleges, a section similar to the one found in the Local Boards Act empowering the Government to lay down the rules for the scales of salaries, the conditions of service, leave rules, termination, dismissal, etc., of teachers in aided schools, be inserted as a rule in the M. E. R. and insisted on as a condition of recognition.

Mr. M. M. Balakrishna Aiyar, retired teacher of the Kulittalai Board High School moved and Mr. S. T. Ramanuja Iyengar seconded the following resolutions about the revised standard scales under Local Boards.

2. (a) The Trichinopoly District Teachers' Guild views with great concern and disappointment the proposed reduction in the new standardised scales of salaries of all Board Secondary schools in this district and in all the District Board Secondary schools of the presidency.

(b) Resolved that it is the considered opinion of the Guild that the said new scales are totally unsatisfactory and inadequate to the actual qualifications and work of teachers in several grades; as also to the economic needs of the times.

(c) Resolved that it will cast a gloom and depression over teachers, which would not be conducive to sound and efficient teaching work.

(d) Resolved that therefore the Guild in Conference assembled, request the Ministry of Education in the Government of Madras to keep the aforesaid new scales of salaries in abeyance, pending further consideration in the light of educational public opinion as represented in the District Guilds and the S. I. T. U.

A resolution also called upon the Guild Executive and the S. I. T. U. Executive to start an intensive agitation against the new scales with the co-operation of Mr. M. M. Balakrishna Iyer.

The Guild placed on record its great appreciation of the services as Secretary, of Mr. G. Varadachariar, M.A., Lecturer, National College, during the last four years.

Rev. Fr. Jerome De Souza delivered a lecture on the social role of the teacher and pleaded for the teacher working with due regard to the ideals of his vocation and profession.

After the President's concluding remarks and vote of thanks, the meeting terminated.

PERIYAKULAM

A public meeting in connection with the Children's Day was held at 6 p.m. on the 26th, under the presidentship of Mr. S. Santhanakrishna Nayudu, B.A., Government Pleader, Periyakulam. The premises of the school had been fairly decorated. A very interesting programme consisting of songs, dialogues, elocution contests in English and Tamil, etc., was gone through by the boys, and silver medals and books were awarded to the winners in the contests. The President, in his concluding remarks, expressed great satisfaction at the successful programme of the Education Week and congratulated the Headmaster, Mr. M. R. Rengasami Iyengar, M.A., L.T., and his assistants on their success in the realisation of the chief aim of the week which was to bring the teachers, the parents and community into closer and more intimate contact and co-operation. With a vote of thanks to the President and the distribution of fruits and Pansupari, the meeting terminated.

A public meeting was held in the Central Hall of the V. M. High School, Periyakulam, at 5-30 p.m. on the 22nd, the Parents' Day, under the presidency of Rao Sahib P. S. Nallasami Nayudu Garu. Mr. M. R. Rangaswami Iyengar, the Headmaster, accorded a hearty welcome to all the parents assembled and explained the aim of the Education Week. He also referred to the special efforts taken by the officials of the S. I. T. U. at Madras headquarters to make the celebrations a success throughout by giving the proper lead to the schools. He concluded his address by exhorting all the parents to work in still closer co-operation with the class teachers and by appealing to the wealthy gentlemen of Periyakulam to do greater charity in future as in America and elsewhere. Rao Saheb P. S. Nallaswami Nayudu Garu, the Chairman, in winding up the proceedings, laid emphasis on a proper system of physical culture which alone can solve all our educational problems. He assured the Headmaster and the school staff that he will do his best in collaboration with his local friends to put the school on an improved footing.

An open air meeting was held within the premises of the V. M. H. School, Periyakulam, on the 24th October, under the presidentship of Dr. Zacharias, L.M.&S., of the Prince of Wales Hospital, to celebrate the Health Day. A few selected physical activities including Mass drill, Wand drill, etc., were demonstrated. Dr. S. Pichumani, M.B.B.S., next addressed the meeting on "School Buildings and the Health of Children". He indicated how it became necessary to provide, first and foremost, for ample playgrounds before putting up school buildings. The next item in the programme was a lecture on "Leprosy" with the help of magic lantern slides by the Municipal Health Officer, Mr. Krishna Bather. The President, in his concluding remarks, congratulated the school on the success of the physical training imparted by the instructors, and thanked the Headmaster for giving him this opportunity of coming to the school and spending a delightful social evening.

A public meeting was held at 6 p.m. on the 12th of October, 1934, in the Presentation Convent, in connection with the Parents' Day celebrations, under the presidentship of Mr. C. Sankaran, B.A., B.L., District Munsif, Periyakulam. There was a variety programme of songs, kolattam, dance, etc. The staging of a small play, "The Golden Whistle" formed a very interesting part of the whole programme. The children acquitted themselves beautifully at every turn. Mr. S. Santhanakrishna Nayudu, Vice-Chairman, next presented a nice Silver Cup to the efficiency group known as the St. Xavier's group and incidentally explained all that the Presentation Convent stood for. He delivered also an address on "Parental Co-operation". The President observed that the institution would prove a great source of illumination to the people in and around Periyakulam. Rev. Father Susai Regis S.J., appealed for greater co-operation on the part of the citizens.

MELUR

The Fourth South Indian Education Week was inaugurated at 5 p.m. in the Board High School, Melur, on 26-10-'34 and was celebrated for two days on the 26th and

27th ultimo. On the first day, Rev. M. S. Thiruthuvathanan presided. The Chairman explained the object of celebrating the Education Week every year. Mr. G. C. Ramachandra Aiyar delivered an instructive lecture on "Health and Education". Mr. B. A. Subramania Aiyar addressed the audience on "The Value of the Scout Movement". Mr. T. S. Ramanatha Aiyar, B.A., L.T., Headmaster of the High School, spoke on "The School and its Needs".

On the second day, Mr. K. Somasundaram Aiyar, Advocate, Melur, occupied the chair. Mr. M. L. Narayana Aiyar, Government Pleader, Melur, delivered a lecture on "The League of Nations". With the usual vote of thanks to the President and the lecturers of the evening, the meeting terminated.

BODINAYAKANUR

The Education Week was celebrated in Bodinayakanur on the 1st, 2nd and 3rd, November, 1934, at the V. M. High School, Bodinayakanur. In the afternoon on the 1st November there were sports competitions for pupils of all schools. At noon, there was a grand procession of school children. In the afternoon, an Educational Exhibition was opened by Mr. M. Rajaratnam, Revenue Divisional Officer, Usilampatti, who presided over that evening's meeting. Rev. John Sundararaj, Pastor of the place, gave a lucid talk to the children on their duties as school pupils. Mr. T. Velumayil, Municipal Health Officer, gave a lecture on "Tuberculosis" illustrated with lantern slides. The Chairman then gave away the medals and prizes to the winners of the sports. With the concluding remarks of the Chairman and the usual vote of thanks, the meeting terminated.

On Friday, 2nd November, Mr. T. V. K. Kamaraja Pandia Naicker, M.L.C., Zamin-dar and Municipal Chairman, presided over the public meeting in the evening. There was a demonstration of physical activities by the High school pupils. Mr. S. Sundaresa Aiyar, B.A., Pleader, Periyakulam, then delivered an impressive address in Tamil on "Parent-Teacher Co-operation". A competition in variety entertainments for boys was held. The Chairman then gave away the prizes for the best exhibits and also to the pupils who took part in the variety entertainments. With his concluding remarks and the distribution of Pansupari to all assembled and the usual vote of thanks by the Headmaster of the High school, the function terminated.

On the 3rd November, Prof. K. S. Srikantan, M.A., of the Madura College, presided over the meeting. Mr. V. Aravamuda Iyengar, B.A., L.T., Secretary, Madura District Teachers' Guild, then spoke on "The S. I. T. U. and its Work". The Chairman then delivered an interesting address on "The Library Hour in High Schools".

RAJAPALAYAM

The Week was opened on 3—11—'34 under the presidency of Mr. Arumuga Mudaliar, M.A., Income-tax Officer, Virudhunagar. Three lectures were delivered on that day: "Twentieth Century and Education", by Mr. M. Arumugam Pillai, the English Assistant; "Life and Education", by Mr. R. G. Nallakuthalam Pillai, Pleader, Srivilliputhur; and "Mother Tongue," by Mr. K. Narasimhan, the Junior Tamil Pandit. The lectures were interesting and instructive.

On Wednesday, the 7th November, 1934, Mr. L. Lorbeer, M.A., B.D., of America, Manager of the High and Training Schools, Pasumalai, presided. Mr. K. Duraiswamy Pillai, B.A., L.T., delivered an interesting lecture on "The Place of Moral Education in the present curriculum", and Mr. P. Muthan spoke on the Junior Red Cross Society in Tamil.

On Thursday, the 8th instant, Mr. L. Subramania Aiyar, G.M.V.C., the Veterinary Surgeon, presided. Mr. P. Muthan spoke on the "Scientific Modern Physical Education", in Tamil, and Mr. V. Ramachandra Aiyar, the Headmaster, spoke about the requirements of the school and the work of the teachers.

On the fourth day, the Ladies' Day was celebrated under the presidency of Sister Hadewych, the headmistress of the Training Section of the Convent, Srivilliputhur. The President read a thoughtful address in Tamil in a very natural and appealing manner.

TIRUPATTUR

The Education Week was celebrated from 22nd to 28th in the premises of N. M. school. The Week was inaugurated on 22nd by Mr. V. Nallaswamy, M.A., B.L. On 23rd, the celebration of the Week commenced with a prayer when Dr. Victor of the S. M. Hospital delivered a lecture on "Schools as Health Centres" with Mr. S. S. Krishna-swami Iyengar, Health Inspector, in the chair. On the 24th, the 3rd day of the Week commenced in the hall of the N. M. School, with Mr. V. Subbiah Pillai in the chair, when Mr. A. Ramachandran Pillai, B.A., B.L., Advocate, delivered an interesting lecture on "Adult Education and Library Movement". The 4th day of the Week was devoted to a discussion on "Social Service and Scouting Activities" when an effort was made to organise Scouting in the place. Dr. Srinivasan, L.M.P., delivered the lecture on the topic and Mr. R. Srinivasan, B.A., B.L., presided. The subject chosen for discussion on the 5th day of the Week, was "Parents and Schools", when Mr. Sundaram of the Swedish Mission Hospital addressed the audience, under the presidency of Mr. Thyagaraja Desikar of Thiruvurur. On the 6th day, i.e., the 27th, Mr. R. Subramania Aiyar, B.A., L.T., delivered a lecture on "Teachers and Methods" with Mr. Sambasiva Aiyar in the chair. Dr. Ramalinga Nayanar presided for the Children's Day on the 28th, with which the Week ended.

PATTIVIRANPATI

The Education Week was celebrated on 22nd, 24th and the 26th of October. On Monday, 22—10—1934, the week was inaugurated by Mr. W. P. A. Rathnaswamy Nadar, Manager of the Nadars' Saraswati Vilasa Vidyasala. The Headmaster of the A. M. C. C. Boarding School, Batlagundu, spoke on "The School and the Home". He was followed by the Headmaster of the N. S. V. V. Sala, who made an earnest appeal to the parents for their hearty co-operation by visiting the school then and there and see their children work and suggest ways and means to improve the tone of the school. On Wednesday, 24th October, the District Scoutmaster, Madura, presided when Rev. Deva Arul Santiago, L. Th. Pastor, Batlagundu, gave a lecture on "School and Society". His speech was supplemented by the Headmaster, Mr. V. Subbiah and the Secretary. Mr. T. N. Boominatha Aiyar, District Scoutmaster, Kallar Reclamation, Madura, spoke on how the Scout Movement spread in America and how it is a movement for the cultivation of helping others. On Friday, 26—10—1934, under the presidency of Mr. W. P. A. Rathnaswami Nadar, Manager of the N. S. V. V. Sala, the Headmaster of the above institution spoke on the "Children's Activities" in schools. Mr. R. Divakara Aiyar, an Assistant of the school, then spoke on the "Life of Kambar" and pointed out that the unique position held by Kambar was due to his high intellectual talents. He was followed by Mr. K. S. N. P. Natarajan, who advised the pupils to cultivate good habits like obedience to parents and the teachers, perseverance and truthfulness.

SATTUR

The Education Week was celebrated with great eclat on 22nd and 23rd October. On the first day, the meeting commenced with Janab Abdur Rahim Saheb Bahadur, the District Munsif of Sattur, in the chair. The President spoke on the importance of the observance of the "Education Week". Mr. Sundaram Aiyar, a member of the local Bar, then addressed the enlightened audience on "Schools as Social Centres". Mr. Manicka Nadar, B.A., B.L., a parent, spoke on "Dreamology". The display by the school Scouts then lasted for an hour covering a wide and varied programme.

On the second day, under the presidency of Mr. R. Veerappa Mudaliar, B.E., Mr. T. S. Kandaswami Mudaliar, a distinguished scholar in Tamil, spoke in

Tamil on "The Teaching of Tamil in Schools", with copious illustrations from his experience as a Tamil Pandit in his earlier days. The lantern lecture with the help of health slides by Mr. P. N. Ayyah Aiyar, the Health Inspector of the locality, was highly educative.

KALLIDAIKURICHI

The Education Week was celebrated by the Teachers' Association, George Middle School, Kallidaikurichi (Tinnevely District) from the 25th October to Saturday, the 27th October, 1934, both days inclusive. The Week was inaugurated on Thursday, the 25th October, under the presidency of Dr. T. C. Sankara Aiyar. Mr. P. N. Sankaranarayana Aiyar, in a short speech, pointed out the significance of the Education Week. An instructive and useful lecture was delivered by Dr. N. Lakshmanan, L.M.P., on "Personal Hygiene". The President, in his concluding remarks, appealed for co-operation between parents and teachers. The second day of the Week was the "Children's Day", when Srimathi Rangamani Ammal, wife of the local Sub-Registrar, presided. An interesting lecture was delivered by Miss S. T. Devadasan, B.A., of the C. M. S. Girls' School, Ambasamudram, on "Education". With the usual vote of thanks, the meeting terminated.

On Saturday, 27—10—'34, a public meeting was held in the school hall presided over by Mr. S. Mahalingam Aiyar, B.A., L.T., Senior Deputy Inspector of Schools, Ambasamudram. Mr. T. S. Venkatarama Aiyar, B.A., L.T., of the Thirthapathi High School, Ambasamudram, delivered an interesting lecture on "Elementary Education". With a vote of thanks proposed by Mr. P. N. Sankaranarayana Aiyar, the Secretary of the Association, the function terminated.

PALGHAT

The Education Week was inaugurated in the Native High School, Palghat, on Monday, the 22nd October, by Vidyavinoda Kulapathy V. V. Parameswara Aiyar, Headmaster and Manager of the school. Mr. V. S. Narayana Sastri, B.A., L.T., the Assistant Headmaster of the School, then addressed the gathering on "What the Community ought to expect its Schools to be". On the 23rd October, Mr. A. K. Nambiar, the local Health Officer, delivered a lecture on "Schools and how they should promote personal and Public Health". Mr. V. S. Narayana Sastri, Assistant Headmaster of the school presided. On 24—10—1934, Vidyavinoda Kulapathy V. V. Parameswara Aiyar addressed the gathering on "The School and the Home". On 25—10—'34, Dr. A. N. Subbarama Aiyar, M.B.B.S., of Palghat, delivered a lecture on "The Common Ailments in School Children, their Symptoms and Treatment". On the last day of the celebrations, Friday the 26th October, Mr. K. S. Sivarama Aiyar, M.A., L.T., of the Native High School, Palghat, lectured on "The League of Nations and its Ideals".

The Education Week, 1934, was celebrated in the Pandit Motilal Municipal High School for three days, from Wednesday, the 24th October. On the first day, Mr. Manjeri S. Rama Aiyar, a leading Advocate from Calicut, delivered a lecture on "Education in the Changing World". On the second day, observed as the Pupil's Day, an Inter-School Debate was organised and successfully conducted in the Long Hall of the Government Victoria College. Friday, the 26th October, was the Teachers' Day, when Mr. C. S. Narayanaswamy Aiyar, Lecturer in Physics, Government Victoria College, addressed the teachers on New Ideas in Secondary Education".

COIMBATORE

The Masters' Association of the Municipal High School, Coimbatore, celebrated the Education Week, on the 24th, 25th and 26th October, 1934. On the 24th, Mr. V. Govindan, B.A., L.T., President, explained to the audience, the implications of the celebrations and the duties expected of the members of the teaching profession. Mr. N. M. Rama Aiyar,

B.A., L.T., of the local Union High School, delivered a thought-provoking lecture on "Schools and Citizenship". In the course of the address, it is almost a baffling problem, how to make students hold up their heads calmly and steadily. It requires the combined effort of all those interested in education to find a solution. The teacher has to recognise and realise, above all, that he exists for the students. Extra-curricular activities in schools, as in practice now, came in for a good deal of criticism. The lecturer classified such activities. (1) Those that are chosen judiciously and organised and conducted with overflowing sympathy and nursed carefully give no end of good. Some others deserve only occasional use. Yet others when viewed candidly are only for publicity purposes. Lastly, there are some which are propagandist in their aims. On the 25th, Dr. B. S. Viswanathan, L.M. & S. (Tuberculosis Specialist), gave a talk on "School Hygiene". The proceedings of the 26th began with a variety entertainment by the students. Mr. K. S. Applachariar, M.A., L.T., Lecturer in Logic, Government College, Coimbatore, then spoke on "The School and the Society". The functions came to a close with the singing of Dr. Tagore's prayer song by the school Scouts.

RATNASABAPATHIPURAM (COIMBATORE)

The Week was inaugurated by Mr. R. S. Sankara Aiyar, B.A., B.L., Retired District and Sessions Judge, Coimbatore. Mr. S. K. Subbarama Aiyar, B.A., L.T., Headmaster of the Municipal Middle School, explained to the audience the aim of the Education Week. On the second day, Dr. Narayanan, L.M.P., Ratnasabapathipuram, spoke on "School—a Centre of Health". There was a magic lantern lecture on "Small pox" in the evening. On the third day, there was Physical Demonstration by the boys and girls of the school and group contests were held. There was also a cinema show on "Malaria, how caused and prevented". On the fourth day, Rao Sahib T. V. Rajagopalachariar, Retired Vice-Principal of the Agricultural College, addressed the pupils on "School and Society". The last day was exclusively devoted to girls of the various schools when Mrs. R. S. Sankara Aiyar presided.

GOBICHETTIPALAYAM

The Education Week was celebrated at Gobichettipalayam from Friday, 26th to Monday, the 29th October. The Week was opened by Mr. George Batty, Revenue Divisional Officer, Gobi and he presided over the first day's meeting which took place in the Diamond Jubilee High School. Messrs. G. C. Sundaram Aiyar, M.A., B.L., and V. H. Venkatarama Aiyar, B.A., M.B.B.C., delivered lectures on "Parents and Education" and "Medical Inspection of Schools", respectively. The second day's meeting was held in the Board High School for boys. Mr. G. V. Nageswara Aiyar, B.A., B.L., presided over the meeting. The day's lectures were on (1) "Elementary Education", by Mr. S. S. Viswanatha Aiyar, B.A., L.T., and (2) on "Rural Reconstruction and Teachers" by Mr. K. M. Ramaswamy, B.A., District Board Member, Coimbatore. On the third day, the meeting was held in the Board Girls' School and it was presided over by Mr. Kumaraswami Goundar, Tamil Pandit, Diamond Jubilee High School, spoke on "Tamil Literature in the Sangam Age" and Mr. S. K. Subramania Aiyar on "Female Education". The last day's function took place in the Diamond Jubilee High School again. Under the presidentship of Mr. T. S. Viswanatha Aiyar, B.A., M.L., District Munsif, Gobi, Mr. G. V. Nageswara Aiyar, B.A., B.L., delivered a lecture on "Schools and Citizenship" and Mr. U. Krishna Rao, B.A., L.T., Junior Deputy Inspector of Schools, Gobi, spoke on "Extra-Curricular Activities". Besides the lectures, the Week's programme included songs, recitations, dialogues, and demonstration of physical and Scout activities by boys and girls of the various schools in the locality. An Educational Exhibition was also held.

PEELAMEDU

The Education Week was celebrated with great success at Peelamedu by the Teachers' Association of Sarvajana High School. The Week was inaugurated by the Rt. Hon'ble V. S. Srinivasa Sastrigal, P.C.

THE MADRAS TEACHERS' GUILD

The Education Week organised by the Madras Teachers' Guild was inaugurated by Professor M. Ruthnaswamy, Member, Public Service Commission, on Monday, the 22nd October. A demonstration of physical activities was arranged on the following day. On Wednesday, Prof. K. S. Ramaswami Sastrigal delivered an interesting address on "Schools as Social Centres," when Mr. T. S. Krishnamoorthy Aiyar, D.E.O., presided. The meeting was held in the Muthialpet High School. Mr. Sitapathi Naidu Garu, Headmaster of the School, welcomed all the teachers and made an exhaustive survey of some of the outstanding problems of schools in the city. A congregation of students was held on Thursday at the S. I. A. A. grounds under the presidency of Mr. S. R. U. Savur, when elocution contests and fancy dress competitions were held. On Saturday an Educational Exhibition was opened in the G. N. Secondary School, by Mr. Javad Hussain, Commissioner of the Corporation of Madras. The Women Teachers' Section also organised an Educational Exhibition at the Presidency Training School for Mistresses, Egmore, on Wednesday, the 24th. On Saturday, the Guild Day was observed when, under the presidentship of Dr. McDougall, Lt.-Col. Hamid, Principal, Government Mohammedan College, Madras, delivered an interesting address on "The History of Indian Education."

THE TEACHERS' BOOKSHELF

We have received the following ten volumes of the Scholar's Library published by Messrs. Macmillan & Co.:—

1. Northanger Abbey: By Jane Austen.
2. A Tale of Two Cities: By Dickens.
3. Sybil: By B. Disraeli.
4. Eothen: By Kinglake.
5. Paradise Lost, Books I and II: By Milton.
6. Mayor of Casterbridge: By T. Hardy.
7. Stores and Poems: By T. Hardy.
8. A Punch Anthology: By Guy Boas.
9. An Anthology of Wit: By Guy Boas.
10. Dr. Johnson: By M. A. Pink.

The first six are reprints of well known classics that have established their reputation. Each book has got an introduction, the text, printed very neat and handsome, some helpful notes and two sets of questions, one bearing on the text and the other intended as subjects for Essays. The binding and general get up are very attractive and the price of 2/6 is comparatively cheap. We hope these volumes would their way into the libraries of all book lovers. We shall take up the remaining four books one by one for review.

S. K. Y.

An Anthology of Wit: Selected by Guy Boas. The Scholar's Library, published by Messrs. Macmillan & Co.

Mr. Guy Boas, the general editor of the series, has edited the book under review. In the short but suggestive introduction he defines humour as "the funny situation or object" and Wit as "the fun which a particular mind subjectively perceives in the situation or object." He further adds that the passages chosen are not without humour; "but in every case the predominant characteristic is Wit, because every passage is written by a writer who does not rely, as they do in the Pantomime, on merely providing humorous situations or characters, but causes situations and characters to be amusing by bringing his own wit, in other words, his own mind, to bear on them".

The extracts are grouped under the four headings of People, Occasion, Thoughts and Adventures. In the book masters old and new jostle with each other in a friendly

way and we find Samuel Butler and Addison, Pope, Swift, and Goldsmith, Fielding, Smollett and Sterne, Lamb, Hazlitt, De Quincey and Jane Austen, Mrs. Gaskell, Dickens and George Eliot, Mark Twain and Stevenson side by side with Stephen Leacock and J. B. Priestley, G. K. Chesterton and A. A. Milne, Rose Macaulay, Quiller Couch, and John Squire.

If one may venture to have preferences (not exclusions) where everything is so dainty one would like to mention Squires "On being a Jonah," Sir Francis Burnand's "The Happy Thinker Hunts" and Milne's "A village celebration". The persevering reader will find both instruction and entertainment in "Modernising Shakespeare". "Literature" and "Jargon". With a companion like this book in your pocket you can boldly defy the most tedious railway journey. It would make you feel time flies. We commend the volume to all lovers of good and healthy literature affording innocent delight and making you wiser in an unobtrusive way.

S. K. Y.

Dr. Johnson: A selection from Boswell's Biography. Edited with Introduction and Notes by Mr. M. Alderton Pink, M.A. The Scholar's Library, published by Messrs. Macmillan & Co., London.

Boswell's biography of Johnson is one of the very best of biographies in any language and no wonder there have been many selections published in recent times of this great Classic intended for use in schools and colleges so that young readers may be induced in course of time to read the bigger work. John Bailey the author of "Dr. Johnson and his circle" in the Home University Library, one of the most delightful volumes in that fine series has himself published a selection called "A shorter Boswell". The Macmillan Company of America have already published in their "Pocket American and English Classics" series a volume of extracts from Boswell's classic.

Since Macaulay wrote his famous essay and called Boswell "a man of the meanest and feeblest intellect", "a fool", "a parasite", "a bore", "a coxcomb", "a drunkard", etc., public opinion has veered round and judicious readers are now in agreement with Carlyle's views on Bossy rather than with Macaulay's. The short introduction does justice to Boswell and his greatness as a literary craftsman and "to the originality and soundness of his method". The extracts are carefully chosen and give a continuity to the narrative and the notes give just that degree of help which is necessary to enable the student to understand the text better. The book would be a welcome addition to the library of every book lover and would be a very useful addition to every college and school library. It is admirably fitted for rapid reading and "non-detailed study" in colleges in India.

S. K. Y.

A Punch Anthology: Compiled by Guy Boas. Scholar's Library published by Messrs. Macmillan & Co. Price 2sh. 6d.

The General Editor of the series who was responsible for the volume called "An Anthology of Wit" has collected together these gems from the Immortal Punch. "Laugh and grow fat" is an old advice implying that genuine laughter is very healthy and its immediate effect would be seen in appreciable physical growth not to speak of its sure though not so easily recognisable effects on the morals of the laugher. The volume under review contains a large number of satires, parodies, humorous pieces in verse and prose. Hilton Brown who has just retired on proportionate pension from the Indian Civil Service in our Province has contributed some fine pieces. We recommend this volume to all schoolmasters, dyspeptics and others unhealthy in body and mind.

S. K. Y.

Stories and Poems of Thomas Hardy: Edited by M. V. Meeres. The Scholar's Library published by Messrs. Macmillan & Co. Price 2sh. 6d.

This is a very welcome addition to the library in which so many classics have been included. Hardy is popularly known as a novelist and not so well-known as a

poet. His "Moments of Vision", an appropriate title for a collection of lyrics is not a title as well as his *Jude* or *Tess* or *Far from the Madding Crowd*. The editor has done justice to the poet in Hardy by his selections. He has also included some of his short stories. One of these, "The Three Strangers" was dramatised by Hardy himself at the instance of his friend Sir James Barrie. "The Distracted Preacher" is another fine story. The Introduction giving an estimate of the literary merits of Hardy and a short life of Hardy add considerably to the usefulness of the volume which also contains useful notes and questions at the end.

S. K. Y.

The Modern Class-Book of English History (Senior), Book III, The Stuarts: By E. J. S. Lay. Published by Messrs. Macmillan & Co. Ltd., Pages 190. Paper, 1sh. 3d. Limp Cloth, 1sh. 5d.

Mr. Lay's school books need no introduction to the teaching public. In this book, the subject matter has been dealt with in sufficient detail that the book can be used by pupils selecting History of England as an optional subject for the S. S. L. C. course. The pupils can work at home by themselves with the aid of the subjects for revision work, memory tests and written exercises suggested at the end of each chapter. The occasional time lines, many maps, geneological tables and times stairway (coloured illustration in the middle of the book) make this a very attractive book. The language is simple and the social and literary aspects of history have been given due prominence. This helpful series must readily find a place in every school.

V. K. S.

A Concise English Grammar for Foreign Students: By C. E. Eckersely, M.A., English Master, The Polytechnic Secondary School, Regent Street, London. Published by Messrs. Longmans Green & Co. Ltd. Price 2sh. 6d. 128 pages. Crown 8vo.

The Author says in the preface that the main purpose has been to approach the subject from the standpoint of the foreign student learning English. After an introductory chapter on the sentence, there are eight chapters dealing in a concise manner with the parts of speech. The preposition has been given fuller treatment and in 11 pages (80 to 91) words followed by appropriate prepositions are given. In chapter X some common errors of usage are pointed out with instructions as to how to avoid them. Chapter XI is a very valuable part of the book. Groups of words commonly confused are given and their different meanings are explained (Pages 104 to 113). There are two appendices the first containing sentences for correction and the second questions set by the National Union of Teachers in their examinations in English for foreigners in 1930, 1931, and 1932. There are also certain revision exercises at the end. At the end of each chapter there are exercises bearing on the subject matter. There is an index.

There is a very superior text book of grammar which deals in a clear and succinct manner with the fundamentals of the language. The printing and get up leave nothing to be desired.

V. K. S.

Elementary Mathematics by V. Arunajatai, M.A., L.T., Assistant, St. Gabriel's High School, Madras, Revised and Edited by Rev. Fr. C. Pruvot, S.J., Book I for Form IV. Publishers: The Madras Premier Co. Price Re. 1.

The book is prepared in accordance with the latest syllabus and the author has tried his best to make the subject interesting and understandable. One special feature is that Algebra is not treated as a separate section but so intertwined with Arithmetic and Geometry as to make them all appear one harmonious indivisible whole. A number of examples are given and the grading is really very good. The book is bound to prove a valuable text book.

A NOTE ON G.O. NO. 4619 L. & M. OF 20TH OCTOBER, 1934

G.O. No. 4619, L. & M. of the 20th October, 1934, lays down a uniform scale of salaries for teachers working in the Board and Municipal schools of the presidency. While it is really encouraging to find that the Government have seen fit to introduce a standard scale of salaries for teachers in schools, the G.O. has caused considerable disappointment and hardship to many teachers. A large number of representations were made to the Union to bring to the notice of the authorities that the scales proposed in the G.O. were inadequate and low and that it was unjust to make it applicable to existing incumbents as such a procedure would involve considerable decrease in the salaries of many teachers. With a view to obtain statistical information as to the extent of loss which teachers would sustain if the G.O. is given effect to, the Secretary of the Union wrote to all Board and Municipal schools to furnish him with particulars regarding service conditions and qualifications of teachers, scales of pay in force, present pay of teachers and salary as per the G.O. Replies were received from 130 schools (114 Board schools and 16 Municipal High schools). Some school authorities expressed inability to supply the information called for as they were not able to say how the local authority would give effect to the G.O. These, however, have protested in clear terms against the niggardly provisions of the G.O.

The 130 schools that sent replies are from all districts except Chingleput and Madras. The scales of salaries in force in these several districts of the province are given below. It will be seen that in no district is the scale for any class of teachers less than what is now proposed in the G.O. It was reported in the papers that the Government acted on the advice of the Department of Education and that the scales embodied there were more liberal than what were obtaining in many schools. Figures in the statement tell a different story. For the sake of comparison in the last two lines in the tabular statement are given the scales of salaries as laid down in G.O. Nos. 4619 and 311.

It was also reported in the papers that the introduction of these scales would involve Government in an additional expenditure of 5 lakhs per annum. An examination of the replies from schools will show that a very large number of teachers, nearly 80%, of teachers suffer an immediate reduction in pay ranging from Re. 1, to as much as Rs. 80, per month. The remaining 20% continue to draw their present salaries as their salaries are within the new scales proposed.

Amount of loss per month.	No. of teachers thus affected.
No loss at present.	274
Rs. 1 to 5	296
6 to 10	278
11 to 15	141
16 to 20	157
21 to 25	97
26 to 30	41
31 to 35	15
36 to 40	29
41 and over.	34
Total	1362

Statement Showing the Scales of Salaries for different Grades of Teachers in the Districts of the Presidency.

District.	H. M.	L. T.	Int. Td.	S.S.L.C. Td.	Pundits	C. I.	Phy. I.	Draw. M.	M. T. Ins.
Ganjan	150-10-200	70-4-90 -5-140	45-2-75	40-2-70	35-1½-50-2 70		30-1-45	30-1-45	
Vizagpatam	80-5-150 + Rs. 30	80-5-150	45-2½-80	32-5-60	30-2-55		25-1½-45	25-1½-45	35-2-65
Godavary East Municipal	200-10-250	80-5-120 -4-140	5-2-70	35-2-60	35-2-45	50-2-70			
Board	130-5-175	70-5-120 -5-130	40-3-70	35-2-60	30-2-45	60-1½-75	30-1½-45	30-1½-45	
Godavary west	Do	70-5-130	Do	Do	30-2-50 35-2-60	60-4-30			
Kistna	125-5-175	90-5-125	Do	Do	35-2-60	60-2½-75	30-2-45	30-2-45	60-4-30
Guntur	150-5-225	75-5-140	S.S.L.C. grade + Rs. 10	35-1½-50 -2-60	35-1½-50 -2-60	50-2-70	30-1-40	35-1-45	50-2-70
Anantapur	150-10/2-200	90-2-110 -5-125	50-3-75	35-2-45	35-2-45	35-2-45	35-2-45	35-2-45	35-2-45
Bellary. Board	125-5-175	75-5-125	60-4-80	50-2-60	35-1½-50	60-4-80	35-1½-50	35-1½-50	
Municipal	200-10-250	100-6-130 130-6-160	Do	50-4-70 40-4-60	40-4-60	60-3-90	30-3-60	25-2-35	60-4-80
Kurnool	120-5-160	80-5-110	50-3-70	40-2-55	35-3-45		34-1-40	34-1-40	
Nellore	130-5-175	65-3-80 4-100-5 -125	40-1½-70	35-1-45 -1½-60	35-1-45 -1½-60	50-1-60		30-1-40	40-1-50

	H. M.	L. T.	Inter.	S. S. L. C.	Pundits	C. I.	Ply. I.	D. M.	M. T.
N. Arcot	125-5-175	80-4-120	50-3-80	35-1½-55	35-1½-50	40-2-80	30-1-40	30-1-40	
Chittoor	<i>(Information not Available.)</i>								
Salem	150-10-200	75-5-125	40-2-50	30-1½-50-1-60	35-1½-50-1-60		35-1½-50	35-1½-50	35-1½-50-1-60
S. Arcot	125-5-175	80-4-100-5/2-125	50-2½-75	50-2-60-35-1½-50	40-2-60	40-2-60	30-1-40	30-1-40	50-2-60
Tanjore	150-10-250	90-5-140	50-2-70	35-1½-50-1-60	Do	Do	35-1½-50-1-60	35-1½-50-1-60	35-1½-50-1-60
Trichy	125-5-175	80-4-120-5-145	50-3-80	35-2-55-3-70	40-2-60-3-75		35-2-50	35-1½-50	
Madura	Do	80-4-120	50-2-60	35-1½-50	40-2-60	Do	35-1½-50	35-1½-50	
Bamnad	125-5-150	Do		35-1½-50-2-60	35-1½-50		35-1-45		
Tinnevely	<i>(Information not Available.)</i>								
Malabar	Do	75-2½-120		Do	35-1½-50-1-60		30-1-40	30-1-40	
S. Kanara	130-5-180	80-4½-125	40-2½-75	35-2-55-1-65	30-2-55-1-65		35-1½-50	35-1½-50	
Coimbatore	125-5-175	70-3-100-5-125							
	150-10-200	80-4-100-5-150		35-1½-50	35-2-65		30-1-40	30-1-40	35-1½-50
Ooty	150-8-230	100-5-125-5-140	55-5-80	40-3-70	40-3-70	60-4-80	40-2-60	40-2-50	
Go. 4619	110-10/2-170	65-5/2-100	--	30-2/2-50	30-2/2-40	30-2/2-45	25-1-45	25-1-45	30-2/2-45
Go. 311 (Govt. Schools)		70-10/2-130 140-15/2-200		30-3/2-45-2/2 55	(1)35-4/2-43- 2/2-45 (2)45-5/2-60 (3)65-7½/2-110	55-5/2-70- 5/2-95	23-2/2-45 30-3/2-45-2/2 55	23-2/2-45 30-2/2-45-2/2 55	30-3/2-45-2/2 55

These 1362 teachers are distributed over all the districts. Of these, 1088 teachers have to face an immediate reduction in salaries as their present salaries are in excess of the maximum provided in the revised scales embodied in the G.O.

District.	Per month		Per Annum.
	Rs.		Rs.
Nilgiris	..	533 0	6,396
Coimbatore	..	864 0	10,368
South Kanara	..	856 8	10,278
Malabar	..	554 0	6,648
Tinnevelly
Ramnad	..	106 0	1,272
Madura	..	454 0	5,448
Trichinopoly	..	1,035 0	12,420
Tanjore	..	2,073 0	24,876
South Arcot	..	468 8	5,622
Salem	..	207 0	2,484
Chittoor	..	25 0	300
North Arcot	..	719 0	8,628
Chingleput
Madras
Nellore	..	221 8.	2,658
Kurnool	..	341 0	4,092
Cuddapah	..	53 0	636
Bellary	..	346 0	4,152
Anantapur	..	163 0	1,956
Guntur	..	1,815 0	21,780
Godavari West	..	1,704 0	20,448
Godavari East	..	900 0	10,800
Kistna	..	978 0	11,736
Vizagapatam	..	726 0	8,712
Ganjam	..	1,413 0	16,956
		<u>16,555 8</u>	<u>1,98,666</u>

Loss to Teachers per annum Rs. 1,98,666.

This reduction or loss to the 1,088 teachers amounts to Rs. 16,555-8 per month. As these 130 schools are from all parts of the presidency, it may be safe to assume that in the remaining 120 schools, a similar state of affairs would be in existence. In other words, the introduction of this G.O. would mean a net reduction of Rs. 4 lakhs in the salaries of teachers in Board and Municipal schools. To this immediate saving should be added the progressive savings that would be effected in the succeeding years on account of lower maximum and biennial increments fixed in the G.O. It looks as if the purpose behind the G.O. is not so much a desire on the part of the authorities to improve the scales of salaries obtaining in schools, but to reduce it still further.

G.O. NO. 4619 AND G.O. NO. 311

G.O. No. 311 lays down the scales of salaries to teachers in S. E. S. working in Government schools. Their work is of the same nature as that done by teachers in Board and Municipal schools. While teachers in Gov-

ernment service have reasonable prospects of promotions from one cadre to another and have the benefit of a pension scheme for old age, teachers in Board and Municipal schools have no such advantages. It will be but bare justice if the scales proposed for them are at least as much as that contained in G.O. No. 311.

Coming to the provisions of the G.O. No. 4619 the starting salary for each grade is lower than what obtains in any of the districts. Equity demands that when a revision is made in that manner, the maximum in the grade should be increased. But in the scales proposed in the G.O. the maximum for each grade is lower than what is obtaining at present. Another serious injustice that is sought to be imposed on the teachers is the biennial increments proposed. In the time scale of pay in force in the different departments of the Government, biennial increments are introduced where the rate of such increase is at the rate of Rs. 10 and above. In other cases, the increments are annual. In the scales proposed in G.O. 4619, every increment is biennial and nowhere is the increment found to be handsome. It is meagre ranging from Re. 1 to Rs. 5, in the case of all assistant masters.

SOME HARDSHIPS CAUSED—(1) TRAINED INTERMEDIATES

The G.O. makes no distinction between Intermediate trained and S. S. L. C. trained people. In 19 districts, there is at present a special grade for Intermediate trained teachers. This grade ranges from 40—1½—70 to 60—4—80 increments being annual. The modal scale seems to be 40—3—70. The Intermediate teachers have had two years study in a college and have passed the Intermediate examination in Arts and Science. They have thus an additional qualification which should be taken in consideration in deciding their scales.

(2) COMMERCIAL & MANUAL TRAINING INSTRUCTORS

Other classes of teachers rather severely affected by the G.O. are the *Commercial Instructors and Manual Training Instructors*. The lowest scale for the Commercial Instructors obtaining in District Board schools is 40—2—60. While in one district the scale is 60—3—90. The modal scale for this class of teachers seem to be 50—2—70. In the G.O. the scale fixed for these teachers is Rs. 30—2/2—45. The commercial instructors are in some cases Intermediates and in many cases S. S. L. C. holders. They have passed in 2 or more of the commercial subjects holding Intermediate or Advanced Grade certificates in their respective subjects. They also hold Technical Teacher's Certificates qualifying them to teach these subjects. Judging from the replies received almost all the commercial instructors working in over 40 schools (only these schools provide for commercial subjects) have reached their maximum (ranging from Rs. 60 to 90). These have to come down to Rs. 45 suffering a monthly loss of Rs. 15 to Rs. 35. The hardship that would be caused to these teachers may well be imagined.

(3) PUNDITS

The existing scale of salaries for Pundits is generally considered low. Their existing scale varies from 30—1½—60 to 40—3—70. The modal scale seems to be 40—2—60. The scale embodied in the G. O. is only 30—2/2—40. The pundits are required to qualify by passing the Vidwan Examination and then undergo a year of training in the Oriental Training College.

(4) SECONDARY GRADE TEACHERS

This grade of teachers seems to be the least cared for either under existing scales or even under the G.O. The present scales range from 35—1½—50 to 50—4—70. The lower scale is found in all districts. But in

practically all the District Boards, a higher cadre for this grade of teachers is in existence which gives them a higher grade going upto 60 in 13 districts. While in 8 others the maximum goes upto 70. Ooty Municipality offers 40—3—70. The District Board, Ganjam, 40—2—70 and the Bellary Municipality 50—4—70.

(5) DRILL AND DRAWING MASTERS

Only in Vizag the Drill and Drawing Masters are started on Rs. 20. In most other District Boards they are started on Rs. 30, in a few on Rs. 35 and in one on Rs. 40. The maximum is nowhere below Rs. 45. The G.O. now proposes the scale Rs. 25—1—45. This does not affect very much the existing incumbents.

(6) COLLEGIATE TRAINED TEACHERS

The collegiate trained teachers are graduates of the University with a diploma in teaching. The scale of salaries for L.T.s ranges from 65—4—100—5—125 to 100—5—140. A large number of these teachers have put in several years of service. Recently as a result of depression, these teachers were subjected to severe cuts in salaries. They were bravely pulling on contributing their share to relieve the hardship caused by the depression. The scales now proposed for these teachers is 65—5/2—100. In a large number of cases, their salaries are reduced by Rs. 40. These people with their higher academic qualification and superior professional qualifications have to be content with Rs. 100. These teachers are really supposed to be leaders of the school community and it is these teachers that have to set the cultural standard for the teaching community in Secondary Schools. Their grade must give them a reasonable prospect of higher emoluments which will enable them to attain that higher cultural standard of living.

(7) HEADMASTERS

The modal scale for the Headmasters at present seems to be Rs. 125—5—175. In 5 districts it is Rs. 150—10—200 and 2 other districts it is Rs. 150—10—250. The Headmasters in these districts are severely affected (Rs. 50 to 80) but in a large number of districts the extent of loss which the Headmaster may sustain is only Rs. 5.

Only two schools report that if they be assured of the salaries proposed in the G.O. they will have no cause to protest. These schools are under the management of Municipal Councils which appear to have been playing with the teachers' salaries during the last 4 or 5 years.

SOME VAGARIES OF LOCAL AUTHORITIES

It is not known how local authorities intend to give effect to the G.O. It is reported that a Chairman of a Municipal Council and the President of a District Board have addressed the Local Self-Government Department bringing home to it the injustice done to teachers in their employ.

One Municipal Council is reported to have fixed the salaries of teachers in the new scales, each teacher having to commence from the minimum. This is certainly not what the G.O. contemplates. But this authority seems to have exceeded its powers.

In some districts, the salaries of teachers are attempted to be fixed on the revised scale as if the teachers were started in the minimum of the new scales. Other local authorities are reported to be contemplating to bring down the salaries of all teachers to the maximum they are entitled to under the new scales,

CONCLUSION

To quote from a report of the S. I. T. U. Committee on standardised scales of salaries, "the teachers' salary should be such as to enable him to live a decent life, enabling him to have professional study and cultural development." To fix upon such a scale, it is necessary to take into consideration cost of living and other factors. A body of teachers working in different areas, where costs of living widely differ are sought to be brought under a common scale of pay. The task is certainly one full of difficulties, but a just and equitable scale could be prepared only as a result of a careful investigation. A public committee should be appointed by the Government consisting of representatives of the Local authorities, the South Indian Teachers' Union and the Legislative Council to consider this question and suggest scales of salaries for different grades of teachers.

A SPECIAL MEETING OF THE S. I. T. U.

A largely attended special meeting of the S. I. T. U. was held on Saturday the 24th instant, in the Singarachariar Hall, Hindu High School, Triplicane, under the presidency of Mr. C. Basudev, B.A., B.L., M.L.C., to consider the hardship caused by G.O. No. 4619. Delegates numbering over 120, from all the districts, attended the meeting, besides a large number of members of the Madras Teachers' Guild. Mr. S. K. Yegnanarayana Aiyar, President of the Union, extended a hearty welcome to Mr. Basudev and said that his presence assured the teachers of his warm sympathy with them in their present hardship. Mr. Basudev, in his introductory remarks expressed his great sympathy with the teachers and appealed to them not to forget their traditional moderation. He asked the teachers to carry on an intensive, but organised and dignified, agitation, for the redress of their grievances. The teachers were also assured of the Rajah Sahib's sympathy with them. On their behalf, he moved a resolution welcoming His Excellency Lord Erskine to Madras and, in doing so, said that the arrival of His Excellency at this juncture would certainly usher in a brighter era in Education.

A memorandum setting forth the adverse effects of the G.O. No. 4619, prepared from the materials supplied by local and municipal schools was then placed before the meeting. Thereupon, delegates from the districts spoke of the serious hardship caused to teachers in their respective districts. In the end, the resolutions given below were passed. Mr. Basudev, in his concluding remarks, assured the delegates that he would do what he could to alleviate their difficulties by bringing them to the notice of the authorities. He exhorted them not to lose courage but to continue their agitation with courage and dignity. With a vote of thanks proposed by Mr. M. S. Sabhesan, the meeting dispersed.

RESOLUTIONS

1. This special meeting of the South India Teachers' Union is of opinion :—

(i) That the G.O. No. 4619 dated 20—10—'34 on the scales of salaries of teachers in Board and Municipal Secondary schools is causing considerable hardship to a large body of teachers employed in these schools and that it should therefore be kept in abeyance ;

(ii) That while agreeing to the principle of standardisation implied in the G.O., the scales proposed in the G.O. are inadequate and disappointing ;

(iii) That under no circumstances, should the interest of the existing teachers (permanent or acting or temporary or substantive) be allowed to be adversely affected ;

(iv) That the subject of revision and standardisation of salaries in these schools be referred to a committee to be appointed by Government, consisting of a chairman, two representatives of District Board and Municipal authorities, two representatives of the South India Teachers' Union and two representatives of the Madras Legislative Council for consideration and report ; and

2. This special meeting of the South India Teachers' Union resolves that a deputation consisting of M. R. Ry. C. Basudev Naidu Garu, M.L.C., Mr. S. K. Yegnanarayana Aiyar, Mr. M. S. Sabhesan, and Rev. Kuolt with power to co-opt be requested to wait upon the authorities concerned in this connection and place the matter before them for consideration.

3. This special meeting of the South India Teachers' Union appeals to District Boards, Municipal Councils, members of the Legislative Council, Parents' Associations and such other bodies interested in Education to bring to the notice of the Government the serious discontent among teachers and to urge on the Government the necessity and desirability of revising the G.O. at the earliest opportunity.

4. This special meeting of the South India Teachers' Union do express the gratitude of the teaching profession to the press of Madras for the support it has readily and willingly extended to the cause of teachers in this connection.

The following Teachers' Associations of Board and Municipal (High and Middle) schools have met and protested the scales of salaries proposed in G.O. No. 4619 dated 20—10—1934, characterising the scales as unjust, inadequate and retrograde.

Extraordinary Conference of Teachers of the Ganjam District Board.

Teachers' Associations, Purushottampur, Buguda, Aska, Parvatipur (Vizagapatam Dt.), Yellamanchali, Razole, Samalkota, Viravasaram, Aki-vidu, Bezwada, Jaggayyapeta, Tadanki, and Punadipadu.

The Guntur District Teachers' Guild.

Teachers' Associations, Bapatla, Nidubrole, Vinukonda, and Narasaraopet and Kollur.

District Board and Municipal Schools Association, Guntur.

Teachers' Associations, Gudur, Kandukur, Buchireddipalem, and Prodattur.

The Kurnool District Teachers' Guild.

Teachers' Associations, Peapally, Nandyal, Koilkuntla, Kurnool, Harpanahalli, Hospet, and Hadagalli.

The Anantapur District Teachers' Guild.

Teachers' Associations, Tadpatri, Penukonda.

The Chittoor District Teachers' Guild.

Teachers' Associations, Tirupati, Board High School, Poonamallee.

The North Arcot District Pandit's Union, Vellore.

Teachers' Associations, Vellore, Arni, Wandiwash, Polur, Krishnagiri, Tiruchengode, and Salem.

The Coimbatore District Teachers' Guild, R. S. Puram, Coimbatore.

Teachers' Associations, Pollachi, Chennimalai, Ootacamund, Satyamangalam, and Erode.

The South Arcot District Teachers' Guild.

Teachers' Associations, Villupuram, Chidambaram, Panruti, Kallakurichi, and Vriddachalam.

Pandits' Conference, South Arcot, Panruti.

The Tanjore District Teachers' Guild.

The Tanjore District Local Board and Municipal Secondary School, Teachers' Association, Pattukottai.

Teachers' Associations, Kuttanallur, Orthanad, Tiruvarur, and Kodavasal.

The Trichinopoly District Teachers' Guild.

Teachers' Associations, Udayarpalayam, Lalgudi, Ariyalur, and Karur.

The Madura District Teachers' Guild.

Madura District Board Secondary Schools' Conference.

Teachers' Associations, Batlagundu, Periakulam, Usilampatti, and Melur.

The Ramnad District Elementary Teachers' Association, Tirupattur.

Teachers' Associations, Rajapalayam, Tenkasi, and Sankarankoil.

Conference of the Representatives of the Teachers' Associations of the Board Secondary Schools, in South Kanara, Mangalore.

Teachers' Associations, Karkala, Moodbidri, Kasargod, and Kundapur.

The Malabar District Teachers' Guild.

THE S. I. T. U. PROTECTION FUND

(List of names continued.)

Reg. No.	Name and Address.
1143	Mr. R. Narayanaswami Aiyar, Drawing Master, Municipal High School, Walajapet, N. Arcot.
1144	„ T. D. Anantasubramanian, Assistant, E. R. High School, Trichinopoly.
1145	„ G. Rangaswamy, Assistant, N. C. B. A. E. School, Trichinopoly.
1146	„ S. Natesan, Assistant, Sir M. C. T. M. High School, Madras.
1147	„ R. Satyamurti Iyengar, Assistant, Sir M. C. T. M. High School, Madras.
1148	„ R. Kandaswami Gounder, Assistant, Devanga Day School, Coimbatore.
1149	„ N. Nanjappan, Assistant, Municipal Elementary School, Coimbatore.

EDITORIAL

AN UNJUST AND RETROGRADE G.O.

On the eve of his departure from Madras and on the eve of the Education Week, His Excellency Lord Stanley was pleased to send a message of encouragement to the Central Education Week Committee wishing success to the efforts of teachers. As if to counteract the effect of such an inspiring message, the Local Self-Government Department issued an *order* on the same date, laying down uniform and disappointing scales of salaries for teachers in Board and Municipal Secondary Schools. Teachers have for a long time been agitating for standardised scale of salaries but their requests have been turned down on the plea that it would be impossible to bring all teachers working under different agencies under a uniform scale of salaries. It is therefore something that Government have accepted the principle of standardisation but it is unfortunate that sufficient attention has not been paid to the several factors relating to the fixing of the scales. The G.O. is not only a retrograde measure but it is also "*unjust*" in as much as it clearly lays down that the salaries of existing incumbents should be scaled down to the scales embodied in the G.O. This is in clear contravention of the assurance given by the Hon'ble the Rajah of Bobbili on the floor of the Legislative Council to the members of the Council that the application of the new scales would not adversely affect the existing incumbents and that in all cases the difference between the present salary and the salary which a teacher would get according to the G.O. would be treated as personal pay. It was believed that the Rajah of Bobbili would never think of going back on his own word.

A special meeting of the South India Teachers' Union was convened on the 24th instant to consider the situation created by the G.O. and the steps that should be taken to safeguard the interests of teachers in Board and Municipal Schools. It was attended by over 100 delegates from all the districts of the presidency. Mr. C. Basudev, M.L.C., who presided on that occasion, sympathised with the teachers and advised them to make representations on constitutional lines to the authorities. The Union has prepared a memorandum based on the information gathered from the several Board and Municipal schools. It is clear from this note (1) that scale laid down in G.O. No. 4619 are lower than what may be obtaining in the several District Boards and Municipalities; (2) that the introduction of the scales from 1st November would immediately affect adversely about 80% of the teachers; and (3) that the saving effected by the introduction of the G.O. would be as much as 4 lakhs of rupees. The memorandum also referred to the serious hardship caused to certain grades of teachers in particular such as Pundits, Commercial Instructors, and the Intermediate trained teachers. Delegates from the different provinces placed their point of view regarding the G.O. and in the end resolutions were passed, recording their disappointment at the inadequate scales of salaries proposed, praying to the Government to keep the G.O. in abeyance and to appoint a representative committee to consider the question of the revision of standardisation of scales of salaries. It was also resolved to send a deputation to wait on the Hon'ble The Rajah Sahib and the other authorities and press on them the grievances of teachers in these schools and the need for immediate redress. We hope the Rajah Sahib would have known by this time what an amount of discontent had been caused among the rank and file of teachers. As an elected member of the Legislative Council holding the responsible position

of the leader of the Ministerial Party, we are sure he will not be slow to set at rest the just and legitimate fears of teachers, especially when the District Boards themselves do not seem to be in favour of the step contemplated in the G.O.

It is indeed unfortunate that only in the case of teachers, the scales should be unacceptable. Similar orders have been issued with respect to other classes of employees under local and municipal authorities and a sense of equity, fair-play and justice seem to have animated the authorities in their case. At the special meeting of the Union it was pointed out by a delegate that the imposing of the scales prescribed in G.O. No. 4619 on the existing incumbents was illegal. We have not examined the legal aspect of the question but we trust the authorities of the Union would take up the suggestion of the President, Mr. Basudev and ascertain the legal opinion on the subject. We have every hope that the authorities will not fail to give due regard to the increasing volume of opinion against the G.O. so that teachers will not be driven to resort to the court of law.

We would take this opportunity to appeal to teachers to be united. At this hour, more than at any other time, the need for organisation, effective organisation is great. Teachers of aided schools should join hands with the teachers in Board and Municipal schools and all Teachers' Associations should affiliate themselves to the Union and strengthen its position.

THE 26TH PROVINCIAL EDUCATIONAL CONFERENCE

Elsewhere we publish a bulletin from the Secretary, Reception Committee of the 26th Provincial Educational Conference to be held at Anantapur. Anantapur is a place of historic importance and offers many attractions. The conference itself promises to be a momentous one. Dr. J. H. Cousins, who is the President-Elect is well known to our readers and under his able guidance the conference bids fair to be a very successful conference. The Reception Committee is organising besides lectures and debates on important educational topics, an educational exhibition, a tennis tournament, demonstration of physical activities and excursion to places of historic and geographical interest. The Madras Geographical Association is also holding its conference in Anantapur along with the Provincial Educational Conference. We trust a large number of delegates will attend the conference.

THE MADRAS TEACHERS' GUILD CO-OPERATIVE SOCIETY

We congratulate the Madras Teachers' Guild Co-operative Society on another year of successful work. The report of the society for the year, (1933-1934) shows that the society has again been recognised by the Department as an "A 1" class society in the city. The net profit during the year Rs. 1,678-9-0 is the highest ever reached and the society has been able to declare 'the maximum dividend' of 6¼% permitted under the bye-laws. We would suggest that other Guilds affiliated to the S. I. T. U. may take steps to organise similar co-operative societies which will give ample opportunities of service to teachers. It should not be impossible to find a few workers to carry on the work of the society. The Protection Fund is to face the problem of the investment of large amounts collected from its members and co-operative societies run by teachers for teachers can count upon the financial help and accommodation of the Protection Fund so long as they can satisfy the Board of Management of the Fund that they are able to maintain the credit.