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## THE PSYCHOANALYTIC TREATMENT OF ASOCIAL CHILDREN

BY

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Asocial behaviour can be brought about in an individual both by external and internal factors. An under-nourished child, starved of affection, and exposed to nothing but bad examples is likely to become asocial. But if such a child continues to be asocial after he is put in better surroundings, or if a child develops badly in spite of normal conditions, the trouble is due to inner causes. It is for the psychotherapist to recognize and alter these. This article deals exclusively with the inner or psychic causes of asociality.

It is usually assumed that asocial behaviour is due to the absence, or poor development, of those moral feelings which in the normal individual repress and control the primitive instincts. Those who hold this view seek to awaken and develop moral feeling in the asocial child or, where this is impossible, to check the evil impulses by punishment.

In the psychoanalytic treatment of such children and adolescents, I have found that asocial behaviour is due to various, generally very complicated, processes and not merely to lack of moral feeling. For instance, asocial behaviour may be the expression of normal aggression which fails to find a normal outlet.

### AGGRESSION—NORMAL AND REPPRESSED

Lottie (11½ years old) was sent for treatment because she had lied abnormally for many years, generally with the object of setting school and parents, or the parents themselves against one another, with the result that the school did not want to keep her any longer. She had also committed some petty thefts. Lottie was a pretty and intelligent girl who, however, loved neither her parents nor anyone else. She seemed to have no feeling, and never show-

ed any pleasure, or any phantasy. She lacked to an unusual degree the power to criticise, and even to be normally aggressive. As an illustration, she let her four-year old sister pull her hair until tears of pain came into her eyes, but refused to defend herself even when told to by her mother. When she spoke of occurrences which ought to have touched her, the death of her dog, or undeserved snappiness on the part of her girl friend, she used to tell me "Mama says . . .," "Papa says . . .;" and whenever I asked her what she *herself* thought about it, she shook her head and answered with a friendly smile: "I?—what should I think about it?" Since earliest childhood her greatest endeavour had been to be a good child, and she had thus repressed her aggression to such an extent that she could not defend herself or have an opinion of her own. When she said, after a time, that she preferred coloured Christmas candles to white ones, this represented her first independent opinion, to which she had been helped by the analysis.

The aggression was never fully repressed, however, but expressed itself in other ways, especially in lying. In school, she maintained, for weeks that her mother had been operated upon, expressing her hatred in this lying phantasy. Her attempts to set people against one another were also an expression of her hatred and jealousy. She refused sweets which her mother wished to buy her on the ground of her parents' poverty, but stole them afterwards when her longing became too strong. Her aggression underwent this excessive repression because it was unconsciously bound up with deeply-rooted conflicts. She was unable to form an independent opinion even about the most harmless matters, because as a small child she had not dared to judge her parents' sexual life and had had to re-

press her criticism of them. As the analysis brought the connection between her repressed aggression and her sexual phantasies and observations into consciousness, her imagination became more active and she began to show normal feeling. Her treatment lasted six months and in the next two years she developed very satisfactorily.

#### PRIMITIVE INSTINCTS—EFFECTS OF ANXIETY

In other cases the primitive instincts common to all are so abnormally strengthened by anxiety as to result in anti-social behaviour. Willy (8½ years old) stole all he could reach, was sexually shameless, and unusually aggressive; he thrust a boy so violently down the stairs that he had to be sent to hospital. He was influenced neither by kindness nor by severity, he looked upon every one as his enemy and every act of another as unjust or malicious. Analysis revealed that while unrestrained in his asocial behaviour, he was strongly inhibited in normal activities such as play, and further that his abnormal restlessness expressed anxiety while his asocial actions represented a defence against feared attacks. On one occasion, when he had spoiled something in the room, he attacked me with a pole and struggled desperately when I tried to take it away. At last he said he feared I might strike him on the head with it. When I explained that I would never do that, and that he feared it as a punishment for the damage he had done, he calmed down. Once, in playing, he pretended that he was a little boy, who stole fruit in the market, and said: "He must steal because he is so hungry. His mother wants to starve him for being such a vagabond, and as to his father—well, he is worse still." He was abnormally greedy, and this, like his stealing, was largely due to fear of starvation. In reality he had enough to eat,

but as an infant he had not been breast-fed and had lacked love (he was an orphan, and at three was put with foster parents whom he regarded as his parents). His fear of starvation and his belief that everybody was his enemy were rooted in that early period. The evil he feared from people represented both punishment for harm he wished to do them and for forbidden sexual phantasies and play. So his forbidden impulses induced anxiety, and this he could only fight by asocial behaviour. But this in turn only increased his anxiety further. The analysis was able to break this vicious circle. By tracing back his anxiety to its original sources and thus lessening it, I was able to help him not to feel that other people were enemies, but to receive and acknowledge their kindness as such, and to become social through love to those around him. Two years have passed since his treatment (which had lasted seven months): he gives satisfaction at home and in school: he does not steal any more, and does not get into trouble: his restlessness is very much less.

### UNCONSCIOUS FACTORS

The importance of unconscious factors in asocial behaviour is best illustrated by the connection between the latter and the psychoneuroses.

Elly (12½ years old) was brought for treatment because of hysterical symptoms. but it soon appeared that serious derangements of character were also present. She was a girl of premature development with a rather impudent face; she frequently stopped away from school, was two forms behind the standard for her age, and cared only for boys and clothes. She made appointments with numerous boys, usually with several at a time, and kept changing her friendships. She had not yet had sexual intercourse but her whole attitude gave the

impression that, once intercourse had taken place, she would probably soon become a prostitute.

It appeared that she had been a shy and reserved child until the age of nine and among other neurotic symptoms she had performed obsessional washing. Analysis was able to prove that her later behaviour and peculiar attitude to boys, as well as her hysterical symptoms, were due to the same causes as the self-absorption in childhood. She had a horror of being dirty, caused by ruthless training in cleanly habits in early childhood: the fear felt at that time, whenever she dirtied herself, remained. She feared no one would love her if she were dirty and therefore retired into herself or was compelled by her fear to be constantly washing herself. This same fear caused her later to spend hours before the mirror to see if she looked all right. If she could not have a new dress, she felt 'so filthy,' and her dress 'looked as if it came from the rag bag.' She always wanted new garments to allay her fear of being dirty, just as in childhood she had had to be washed and newly clothed when she had dirtied herself. In order to convince herself that she was admired and loved, she had to be always with boys. But her anxiety made her over-sensitive, and in everything people said, she detected criticism. When she felt herself ill-treated, she absented herself from school or from treatment, or left the boy in favour at the time in the lurch. But then she feared the boy's revenge, and was obliged to rush into relations with another to ensure defence against the former. Then the game was played over again. Her indifference in school was due to (imagined) ill-treatment by the teacher; her abnormal vanity was due to anxiety; and while it seemed at first that she was having a game with the boys, the analysis showed that it was anxiety which drove from one to another.

## THE EFFECT OF EARLY LACK OF AFFECTION

All these children lived in orderly surroundings. Their parents or foster-parents were decent people who set them no bad example. These patients had all, however, been unlovingly treated in their earliest years, and when, at the age of two or three, they came to good foster-parents it was impossible for the latter to make good the mental injuries sustained through their early privation. This privation increased the hatred and anxiety of these children to such an extent that they could not overcome them by normal means, and thus they became asocial. Their continued bad behaviour led to punishment on all sides, and so aggravated the anxiety, leading to the bad condition in which they were in commencing analysis. The early ill-treatment could not be made good by any kindness shown later, for the asocial attitude was not due to the privations but to abnormal mental processes arising out of them. These processes were, in the children described, so powerful that all such pedagogic measures as severity and kindness remained ineffective, whilst even psychotherapeutic treatment had failed with most of them.

I have emphasised the extent to which the asocial behaviour of these children was caused by anxiety and a sense of guilt. But most asocial children show, at first, no sense of guilt nor anxiety; they carry out their social acts with pleasure and show no regret unless expecting punishment. For example, Willy spoke of stealing as a matter-of-course, and said; "I pinch things for fun." Only when the analysis had brought his anxiety and hatred into consciousness and weakened them, could his need of love appear. With the wish to please, those around him came regret for wrong done, and an attempt toward social orientation.

It is more or less typical of such asocial children that they really love no one. This is due to the fact that their early feelings of love are so closely bound up with sexual desires, jealousy and cruel phantasies, that the condemned hatred cannot be repressed without repressing love also. The analysis enables the child to develop a normal emotional life in so far as it brings these conflicts to light and thus makes it possible to solve them.

These asocial children have certainly no normal moral feeling, but my experience suggests that they *have* moral impulses in a distorted form. It may be that, as in the case of savages, whilst lacking *our* morals they have their own. Thus Steinmetz reports, in his work 'Endokannibalismus' (1891), that when a European reproached a cannibal friend, the latter said *he* ate only cooked meat while Europeans ate raw meat also—a thing proper only to wild animals. Europeans draw the distinction between human flesh and animal flesh; the cannibals draw it between cooked and raw. Similarly I found that these asocial children, whilst quite unrestrained in many ways, had nevertheless an extremely strict conscience, though it functioned abnormally. Thus in Willy's case I noted the following paradox: he would not play ball lest he might break a window accidentally, yet soon afterwards I had difficulty in preventing from breaking it purposely with his hand.

## LACK OF INSIGHT CAUSED BY ANXIETY.

The case of sixteen-year-old Herbert shows that failure to recognize one's own behaviour as abnormal is not caused merely by lack of intelligence nor of moral qualities. Herbert was unable to attend school because he suffered from unbearable anxiety. After some weeks' analysis this was lessened and he felt quite well, but he said

he had no desire for further analysis since his inactivity did not worry him and he only wished to be left in peace. After some time I was able to prove to him that he was really very ambitious but that anxiety—of which he would not be clearly conscious—did not allow him to achieve anything or even to wish to do so. At three years old, he had been very stubborn, and this stubbornness had been broken by severity; but with his stubbornness disappeared his ambition and his attempts towards independence. Originally he had wished to do great things in order to outstrip his parents, but through fear of them he renounced all revolt (including ambition and achievement). He now showed such an extraordinary desire to please everyone that he dared not have an idea of his own or do anything at all. Thus he feared that his preference for Latin might displease the Mathematics Master and that the Latin Master might not like it if he gave preference to Mathematics. This double desire prevented him from learning either Latin or Mathematics. Similarly he was afraid to prefer either of his parents to the other and he solved his conflict by withdrawing himself, at first from the parents, and then from all other people. But his earlier stubbornness also found disguised expression in this behaviour, for by his extreme obedience he made fools of his parents and teachers. Herbert's repressed wish to study, to achieve something, only became conscious when the analysis had lessened his anxiety. He could then satisfy rebellious and aggressive impulses in a socially useful form, and in one year the analysis enabled him to become a good pupil, independent and sturdy. Three years have passed, in which he developed extremely well.

It must be admitted that strict treatment may succeed in crushing the anti-social activity of asocial children, but it probably never succeeds in transmuting the forbid-

den impulses into social or intellectual achievement. But analytic treatment is able to diminish the hatred and anxiety by bringing the unconscious conflicts into consciousness and can—to a great extent—transform sexual impulses into sublimated interests and tender feeling. By removing the diseased urge toward asocial action, it makes the child normally capable of love. The desire for love induces the wish to please others and the child becomes social and educable.

### ANALYSIS AND EDUCATION

Analysis and education, practised by different people, lead by different ways to the same goal. By freeing the asocial (i.e., uneducable) child from those unconscious difficulties which oppose education and adaptation to the norm, the analysis should make the child educable. But when this has taken place, there still remains for parents and school the task of the actual education. Obviously a sympathetic education suited to each individual case is highly desirable. But in most cases, I could not do much to change the education of the children, as it was difficult to influence their educators, and a change of surroundings was impossible. Nevertheless I found that where the analysis had sufficiently diminished the child's difficulties, a good attitude was produced even where the environment was anything but ideal. Children found parental injustice and fickleness of mood easier to bear, and, on the other hand, the improvement in the children affected the parents beneficially. As the child became more normal the parental attitude changed rapidly, even without my advice.

Generally the aim in helping asocial children is considered to be the defence of society. But a successful analytical treatment is able also to save the child from a sad future spent, possibly in crime, certainly in an unhappy personal life. It may be ob-

jected, and with truth, that analytic treatment costs much time and, therefore, money (very abnormal children require from one to two years' treatment or even longer, if a complete cure is to be achieved; though often considerable practical results can be attained in a few months). But when one remembers that such treatment can change the whole future of the indivi-

dual, and can obviate injury to society, one feels that the expenditure is justified. Reckoned in hard cash the money a criminal compels the State to spend on police, legal proceedings, prisons, together with the damage he does, is likely to be considerably more than the cost of healing an asocial child.

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# EDUCATION IN OUR SECONDARY SCHOOLS—A CRITICAL SURVEY

## STUFFING v. TRAINING

BY

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It is related of Socrates that when the Delphic Oracle declared him to be the wisest of mankind, he was at first both puzzled and indignant. For he was quite sure that he knew nothing; and it was only after long enquiry that he discovered that none of his countrymen knew anything either. So he came at last to admit the justice of his claim, because he himself was conscious of his own ignorance while other men were not. Nor was he far wrong in this, and the story is a proof, if any were wanted of the deep and accurate thinking of the Greeks. There was a time when we rightly prided ourselves on our accurate analysis and definition of fundamentals. but, to-day, we are seldom clear in our minds about even elementary things. We confuse or even identify wisdom and knowledge, thinking a man wise because he has many details at his finger tips, as though a good memory were the same as sound judgment. And so we are ashamed when others convict us of ignorance about some familiar topic, and endeavour to conceal the poverty of our minds. At such moments we should do well to remember Socrates. For true wisdom lies not so much in what the mind contains as in the attitude which it adopts.

Yet it would be idle to pretend that a knowledge of facts is entirely useless, or that we should be contented with our ignorance. As a people, we in Madras know less perhaps of the world than any other. A young Japanese or a Chinaman whose

education is complete is well posted in information about his own, and what is more, about other countries too. He has a clear conception of the landmarks of Indian History, especially that of recent years, and he can name not only our front rank political leaders but a dozen of our sovereigns of old. Yet which of us, I wonder, could give an intelligent account of the system upon which Japan or China is governed, of the progress of even modern Afghanistan or the recent history of America? Very often we cover our ignorance by affecting to despise such facts. We have none of the dogged industry which marks the German, we have not the intellectual keenness of the French, nor even the superficial inquisitiveness of the average American. Until something teaches us to regard India as an integral part of Asia and the world, until we come to desire knowledge for its own sake, and not for something it brings, and until above all, there arises in our schools an intellectual energy which shall replace the apathy of present days, we shall remain much as we are.

But once again, let us remember Socrates. Knowledge of the sort that I have mentioned is useful indeed, but is it a first necessity to any man? Indeed not. A merchant or lawyer may very well succeed in his profession without knowing the details of the Round Table Conference or having so much as heard of Shakespeare. If our future Ministers of Agriculture require to know which are the grain ports of the

country, it will serve them little to have learnt them at fourteen in a school textbook. Lord Macaulay was a travelling encyclopædia, but I have not heard that he was a better politician for that, and one may doubt whether his vast knowledge was altogether beneficial to his historical judgment. Some special knowledge, of course, a man must have in nearly all professions; but it is certainly not necessary that he should leave school only after he is so equipped. What is needed as to preparation for a life-time's work is not so much to store up information (be it special or miscellaneous) but rather the power to gain, assimilate and use it. A man should know where he may find facts and how to deal with them when found. He must learn to sift evidence, gauge the worth of authorities, and set a true value upon the opinions of his fellow-men and upon the matter which he sees in print. He should, if possible, be widely read and acquainted in a general fashion with the problems which are presented by different subjects. He should certainly not be ignorant, as our schoolboys mostly are, of the practical side of the world. He must know how to apply the theories and principles he has imbibed to the issues of real life. But above all, he should be properly impressed with the limitations of his own defective knowledge.

Now all this is plainly a matter of training, and some such mental attitude as has been sketched above, it is the business of education to develop. No boy, or at least no normal boy, judges for himself. Until a fairly advanced age he is the slave of facts and not their master. Method he has none, or only such as is given him to work by, as a rule of thumb. And what he needs is by no means to stuff his memory with facts (thought that he is able to do better even than most men), but rather to digest and use them. And it is not, nor should be, the purpose of our schools to run him

out a ready-made expert but to see that he enters the world (even at the sacrifice of more rapid and immediate success) as an amateur with a well-trained mind. True education, said Emerson, consists in what remains behind, when all that was learnt at school has been forgotten.

## II.

It is agreed that our purpose is to assess the value of various educational systems and weighing one against the other, take our pick of Sanskrit, Tamil or Hindi, History, Mathematics, Science and Modern Languages. We shall make this the principle of our choice, that to reason rightly is more than to hold facts and that the best medium of education will be that which develops a sound judgment. But here at the outset, when we speak of reasoning it cannot escape us that reasoning is not all of one type. When we have to deal with the Science of Algebra, the figures of Geometry and mathematical symbolism in general, our arguments and our deductions have a positive, final, incontrovertible quality. We can apply a general rule to a particular instance, and so move to a conclusion which nobody will dispute. The letters Q. E. D. stand at the foot of our propositions. For we know it to be true, and there is an end of it. But, for better or for worse, there is no such certainty about the affairs of the commonplace world. When we reason about these, (as nine-tenths of our life is spent in doing) we must employ a more vague and less conclusive method. Pure logic will not avail us here; for there is no canon of causation which will enable us to put our finger on a motive or formulate a policy. In our attempt to unravel the complex web of human actions, we are like an artist confronted with the chaos of a natural landscape. He must select as though by instinct, and so must we. And right selection is a matter of imagination, or whatever that faculty may be called



which enables a man to see things as a whole and yet assign a due proportion to each detail, to reject the irrelevant and unimportant, and emphasise the vital and the essential. This instinct may be fostered and even formed by training or experience; but to the end, such reasoning remains a kind of guess-work, because in the sphere of human actions there is no certainty; at best we must be content to extract a probability. And so of all so-called Sciences, History is the least conclusive. Everywhere we find problems century old perhaps, but still disputed as eagerly as ever. Most men, for example, are agreed that Luther's defiance of the Pope sprang from a zeal to see the Church reformed. There is, however, a view widely held in some quarters that he was moved by no more lofty sentiment than the desire to be wedded to a Nun. Or, to take a more immediate instance, Mr. Gandhi's great frontal attack upon Hindu orthodoxy is generally viewed as the inevitable result of a revolutionary mind applied to the social inequalities of the oldest known human society inhabiting this planet. Many regarded it as "a blast of fresh air purifying the stuffy corridors of social life", rending the cobwebs of sanctimonious sophistry. To others, again, it is the invasion of the Barbarian, the triumph of King Mob. Upon such questions we can pass no adequate judgment until we have formed a just and broad conception of the man's whole character. For that, there is required an effort and a high effort of the imagination; and no two persons will agree; so that when our mind is made up and our verdict given, there is no formal logic by which we can enforce our opinion on another. We may well convince ourselves, but there is no Q. E. D. to our solution. To the last it remains a probability.

This is not to say, however, that logic as such has no place in historical analysis.

Without logic of some sort, there can be no cogent reasoning whatsoever. And when a schoolboy writes that Luther defied the Papal Bull "because he was a Protestant", it is evident that he has neither learnt the use of words nor the relation of ideas. Nothing can teach him to handle words and ideas rightly, but long experience of their use.

Mathematics, though demanding it is true the strictest reasonings and making for great clarity of thought, is not the best training for this purpose. There is always a risk that an intellect so trained may presuppose the same exactitude in ethics which it has found in its favourite Sciences; and may seek to interpret life by too mechanical a system. It is notorious that the specialists who think of figures, and figures only, is hampered by the very rigidity of his own formula, and is apt to be at fault in his analysis of life. His symbols are too abstract and his rules too definite to replace the "leaden canon" of the moral sphere. However swift and forcible may be his logic, imagination and sympathy lag behind, and we may justly question whether a purely mathematical education will train the mind in that which it needs most—the sound judgment of a motive and Character in others. For Mankind does not act by Rule of Three.

So whatever we assign to the teaching of Mathematics, we should do wrong to make it the basis or mainspring of our education. And our end and purpose being such as we have conceived, it is time to look towards those subjects which have very generally been grouped under the common name of the Humanities. Since Science and Mathematics fail to satisfy us, we shall consider the claims of linguistic and historical study. And let it be the latter first.

It is a commonplace with the historians that the key to the solution of present pro-

blems lies in a study of the past. The truth of this cannot be denied; and of necessity History must play an important part, perhaps an increasingly important part, in any scheme of national culture. For mature minds, at any rate, there is no subject to compare with it for interest or instruction. But when it is the curriculum of our schools, and particularly the lower forms of our schools, that stands in question, then, a certain doubt will arise. The students of History must exercise two faculties—memory and the synthetic imagination of which we spoke about. As regards the first of these, History can doubtless claim an advantage over many rival subjects, inasmuch as it is good and useful for a boy to know about his country's past. But as training pure and simple, the remembrance of historical episodes has no special virtue. It matters little whether he gets by heart the dates of Delhi Sultanates or the inflections of a Sanskrit verb. A boy's memory is normally excellent and he can capture and hold the details of a battle or biography as well as most older folk. What he lacks, and this is a very vital defect, is the second faculty of the historian, synthetic imagination; and by this I mean the power to grasp such fundamental conceptions as Development, Causation and Character. To the boy, a hero is merely the doer of brave deeds. He cannot bring together the *dissecta membra*, the scattered fragments out of which are conjured up the living man, the personality. It is a process which can be explained to him no doubt. He can even commit the phrases to memory well enough. But when he repeats with assumed conviction that Aurangzeb was an uncompromising fanatic or a bigot, the words have no real significance in his mouth. He cannot, as yet, interpret the motives of men in terms of his own mind; and so one of the chief elements of historical truth is largely lost upon him.

Similarly too, with wider issues. For him each reign or epoch appears as a separate and distinct compartment. He can catch a mere sequence of events easily enough if well taught: but their inner connection, political causes, social developments, changes, tendencies, spiritual forces, all these do not really touch his mind. For the very notion of Causation is not, as yet, contained there. Nor is it the fault of the teacher if he fails of conveying to him this sense of logical connections. Science teachers have noted the same defects in boys' minds and have failed in the same fashion. For, the whole material of which History is made is so vague and so elusive that it is impossible to check one quarter of their deductions. And it is just here that, in practice, the History lesson will break down. You can never compel a large group of individuals to form inferences of their own, or, if inferences are drawn, it is impossible to demonstrate with any approach to precision the truth or falsity of each. In a lesson of Sanskrit or Arithmetic, errors of reasoning are sure to be detected. But in History it is only now and again that a boy will give himself away. If it could be taught in classes of two or three, History might be an ideal subject; but with a Form numbering 35 to 40 boys of greatly varying imagination, the lesson is bound to degenerate either into a test of verbal memory, or into a set lecture towards which the taught contribute little more than attentive and bored hearing. This may be good instruction; but good education never.

### III.

So we are drifting once more to consider the last and perhaps the most hotly debated of our subjects. Everyone is agreed that Mathematics and History must form some part of our curriculum, and everybody is, I imagine, equally agreed that languages must play their part. But whether

it is a leading part or whether those languages should be ancient or modern, dead or living, is another question. Yet since we have found neither History nor Mathematics the ideal training ground, we must find it in languages, or not at all. Our own native tongue shall be considered first. For though this entrance to the House of Knowledge has been over-much neglected in the past, it must perhaps be the most attractive of all door ways for whosoever can find the key. Hitherto, at any rate, the key has not been found.

Now, in the teaching of Tamil, there arises at once a very practical difficulty. It is that our teachers themselves, though they know their language well enough with notable exceptions, not inspiring enough, especially in the lower classes, and the crucial point about the classics of Tamil literature is that they are not meant for young and immature minds. For words and ideas which seem so simple and clear to adults are only vaguely understood by boys. The fact is—and let it be stated once and for all—that the ideas with which boys are fit to deal are only of the simplest and most elementary sort. If the full benefit is to be got from them, a boy must study each phrase in detail, reach to the bottom of its meaning and understand it through and through. The significance of words, their relation to things, to ideas and to one another, that is the master-key of true learning.

It is evident, and, I think, indisputable, that the quickest way to instruct a boy in the careful and considered use of words and sentences is translation from another language. By this means he learns, if he is rightly taught, the identity between ideas and things, between words and realities. For if he uses words without thought of their meaning—as in translation he is very apt to do—the rendering will turn out to be nonsense, and he can be checked by his

own instinct of commonsense or humour. Boys are too apt to use a catchword, to translate some peculiar verb or noun of the original. So long as this tendency is not combated successfully, translation undoubtedly fails to gain its proper end. Each sentence must convey a perfectly clear impression to the mind if the mind is to profit at all by translating it, and if the translator tests each phrase by an appeal to commonsense, he is learning not only to appreciate the meaning of words, but also to make in a simple way a synthesis of his own. For each sentence is not a mere independent unit but an integral part of a complete story. And no small effort is required in bringing together the many different sentences which go to make up the description of a dialogue, say in Kamba Ramayana or Raghuvamsa, or an argument over a point in Valmiki's Ayodhyakanda. Now this is the peculiar value of translation.

A word about Hindi. In common with good many I have found in my short acquaintance with it that it resembles our own mother tongue so closely in general structure that when once the meaning of words is grasped, the logic of the sentences can be interpreted with the same facility. In the arrangements of words, the construction of the periods, in their logical connection, a great similarity does exist between Hindi, Tamil and Marathi, and in a less degree, perhaps, between Tamil and Bengalee. Even for a schoolboy after an acquaintance for about an year, it places no great strain to read a Hindi play provided he is tolerably familiar with the vocabulary. This I state from actual experience. A good memory for words is the most essential faculty and, as we have seen, the training of memory alone is no part of our present purpose. The only real difficulty lies in two things, accent and idiom. Either of these can be got far more easily

by six months' stay in Allahabad than by six years' under a Hindi Pundit. For truth to tell, the faculty which makes the good linguist is something very near the nature of the parrot. If a boy has a memory, a good ear and a turn for mimicry, he will not find Hindi, or for the matter of that, any other Indian language, more arduous than English. And in acquiring them he will exercise probably no reasoning power at all.

Competent and discerning observers have paid us, Madras, a good compliment on our ease and ability to pick up languages and, what is more, on our own native genius even to enrich the language which we pick. But it is open to serious question whether we are not at present imperilling even the little chance the present Secondary School curriculum gives for initiative by condemning all the thousands of school-going boys to pick up their knowledge only through the medium of a foreign language. It is something of a satisfaction to know, that at least a few of our schools have the commonsense to do what is perhaps the only right way of learning knowledge. There is no doubt as to the line along which we are moving. The artificial start which the English language had ever since Ma-caulay's misguided decision of a century ago, has run its course. It has hereafter to stand up on its own merits and be judged not for its supposed or real associations but simply as one of the modern languages with which we are concerned. And thinking men will readily agree that in the long run such an attitude will bring into existence a more genuine appreciation of that language while the study of its literature will certainly be ennobled and purified.

These considerations naturally lead us to emphasise what has been so long overlooked in our schools—the need for a special class of language teachers whose equipment and general efficiency should be not

merely tolerable or satisfactory but beyond any cavil nor has sufficient attention been paid to equipment. With greater thought on these two aspects of the question combined with a generous increase in the salary and thereby in the status of our pundits, one can safely predict a marked change for the better in the language teaching of most of our schools.

Closely connected with the learning of the English language is the question whether in the earlier stages of the boys' education purely literary pieces have any real value; whether it should not be our aim to pick and choose our subject-matter so as to give the boy just a working knowledge of the language instead of taking him on through a fine piece of Tennyson's or Walter De la Mare's—this question has not received the attention it certainly deserves. A glaring instance of the absurd lengths to which we sometimes go is seen in the inclusion of about three scenes from Shakespeare's Henry IV all about Falstaff, to be "enjoyed and appreciated" by a student of the S. S. L. C. Class who has not mastered the elements of syntax nor has a sure sense of the sequence of tenses.

It has been the fashion at times to defend "something" of English on the score that it gives "polish" and to pretend that a boy who has not become familiar with, say, Grey's *Elegy* or Lamb's *Essays* or the metrical system of Tennyson, suffers in some mysterious way from a defect of culture. This may very easily be nonsense. If acquaintance with English literature gives a more human turn to a boy's mental development than does Geometry or Algebra, it is merely because he has spent his time in dealing with human things and not with lifeless symbols. Probably a course in Tamil or Sanskrit, Persian or Urdu literature, would have given him as much, if not more, "culture".

## IV.

But enough of the merits and defects of our various subjects. None of them is clearly self-sufficient. Classical languages, Mathematics, History and Science have each their place and value. As a medium of intellectual training some are complementary to each other. Others like English and Hindi are becoming indispensable not because they are the best in theory but because the exigencies of practical life demand them. It is time to say a word as to how best they may be adjusted and combined.

Up to the ages of 16 or 17, the times will be spent most profitably in training the boy to think. At this stage we should not much consider his future walks in life. If he has learned concentration and power of reasoning during this period, he can grapple successfully with what he will. If he has not, nothing can avail him. So in this period translation from a classical language into the mother tongue would, I think, be a good preparation for later studies.

Mathematics will rightly claim a second place, because quite apart from its value as a training in exact precision, mathematical reasoning calls into use a faculty which is wholly distinct and peculiar to itself. This faculty should be developed early if it is to be developed at all or later we may seek for it in vain.

At present our curriculum in the higher forms is such that the boys carry away a smattering of many subjects, a knowledge of none. It makes too great a tax on any boy's memory or wits and at the top of it all, the biggest written examination conducted in the whole world with its tradition of questions over the heads of boys, the undue importance attached to English Composition work and the constant oscillation of standards and manipulation of results to suit the needs of various colleges—

all these cry for immediate reform. But this is not strictly relevant to the subject on hand.

We are attempting far too much and there is a danger that the true proportion of educational values may be lost sight of and a boy never spends enough at home over any one subject with the result that he becomes a Jack-of-all-trades and a master of none. For this reason much of the present science syllabus should be forthwith cut out. In Histories—British History especially before the Industrial Revolution—may very well go. And interest may usefully be concentrated on modern life in general of the West and living political institutions—the Fascist State, the Soviet experiment, or the American and Australian Federal forms.

Even after 18 or so, when there is necessity of some decision concerning the boy's pursuits in life, specialisation in branches of study should be undertaken with care. For those who have been concerned with medicine or Engineering or manufacture, science must now begin in earnest and languages should become side issues. History will be a useful training for politicians, lawyers, writers and the like—men who will be leaders of action or leaders of thought. But it is a subject not without its danger. It is apt to lead to facile generalisations, hasty judgments, and a wide and shallow appreciation of great problems. For the boy's temptation is to follow the opinion of others, and accepting that, cease to judge and criticise for himself.

## V.

In the foregoing pages some educational ideal has been sketched, differing not very much from what is now in practice not merely in our own presidency but in other parts of our country as well. There is no doubt that there is much rust upon the wheels, and the question is more compli-

cated in India as all other questions; are, due to a variety of cases—political and historical. Very few of us just now desire learning for learning's sake, so that an interesting course of plant-life is condemned because it will not help a boy to spin cotton or building bridges. But happily there is something of an intellectual keenness stirring just those classes of our society whom we long considered illiterate or half-educated. Those who have not been touched by the written word or by the school-master can set a truer value upon what they have not themselves enjoyed than those who might enjoy it, if they wished.

In the long run, the most ideal education will remain the most efficient. To condemn a method of training because it does not exercise a direct influence upon the world of life is a narrow and purblind policy.

Boys must learn first to think accurately, for they cannot think well about things that matter, if they have never learned to think at all. That difficult lesson we cannot expect them to learn if they are plunged straight into the subjects which most of all presuppose that lesson to have been learnt. No wise general would bring his soldiers into battle without previous preparation on the barrack-square. Nor will anyone maintain that drill is useless because no regiment can form fours in the trenches or keep its buttons bright on a campaign. Yet this is precisely what men are doing when they demand that our boys should be trained only in such things as shall be directly useful to them in their after life. Often in education as on journeys the longest way round is the shortest road home.

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## THE S. S. L. C. SCHEMES

A rumour floats in the air that the S. S. L. C. Board looks upon with favour a reversion to the old order of state, restoring the 2 C. Group subjects and relegating A. Group subjects like Histories, Geography and Elementary Science to the background. We do not know if it is true. An examination of the aspirations and the achievements of the old and new schemes of studies will reveal a few educational principles useful for our guidance.

The old S. S. L. C. Scheme got up five subjects for public examination. Out of motives really good and sympathetic, the authors of the scheme made valuable and useful subjects like the outlines of the Histories of India and British Isles, Geography and Elementary Science non-examination subjects. They believed that more sincere interest would be evinced by pupils and teachers in non-examination subjects than in the subjects, prescribed for the public examination. They expected that the former would be taught properly under the wise guidance of headmasters and the careful supervision of District Educational Officers.

Twenty years of experience have proved that, as long as promotion is associated with employment by parents, and as long as percentage of promotion is associated with name to the school or to the headmaster or to both, that sort of education which divides knowledge into that to be acquired for examination purposes is unsound, one-sided, unprofitable and far from useful. The clamour on the part of educationists and the public in recent years to uplift the "B" class subjects to the level of "A" class is a clear though implicit recognition of the deficiency of the old scheme of studies as measured by practical value and mental attainment. It implies, moreover, a frank confession on the part of headmasters and inspectors that they could not discharge their onerous and solemn responsibility in this regard with justice to the subjects concerned. The enthusiastic reception of the S. S. L. C. scheme bears ample evidence to the truth of the point. One can imagine with what an amount of anxiety the public were watching their children, during two decades of mental starvation and knowledge doling by which, educationists professed to lead the children to some unknown goal.

A unique feature of the S. S. L. C. Scheme is the introduction of one or more C. Group sub-

jects. The psychological basis is that, by the time the pupil reaches the fifth form, he attains to a stage of rational thinking. It is assumed that he is able to single out a few subjects to which he exhibits a taste. Experience of two decades has brought into lime-light that few pupils exhibit any *taste* as it is called. It is the teachers or the parents or others who choose the special subject for the pupil from considerations which are almost in all cases, distinct from his aptitude or attainments.

In the vast majority of cases, the special subject is chosen because the pupil has to take one for study and not because his mind is developed to grapple with its problems. Take for example C. Mathematics. It is the best pupils of the class that choose the subject or are chosen for the subject. But can any teacher of Mathematics say consciously that at least half of the class assimilates the truths of geometrical propositions, their converse and corollaries and analyses them according to an intelligent scheme and apply appropriate propositions, etc., to solve riders. I have heard some of my friends who teach C. Mathematics say, that they would be glad, if pupils can write out propositions correctly. The S. S. L. C. Report of Examiners bears ample testimony to the fact that, intelligent questions are attempted by a few and that riders are not tackled successfully by a large number of pupils and there is evidence of loose and illogical thinking. The one justification for the retention of C. Mathematics is the fact that it offers the best opportunity for systematic and scientific thinking. If the teaching of the subject by qualified men does not produce the expected result it is evident that the subject is too much for the pupil. In other words, "specialisation begins rather too early." Let me not, be misunderstood as singling out Mathematics for criticism. What is true of Mathematics is true of other C. Group subjects as well.

A noteworthy point about the "C" class subjects is that all schools, aided schools in particular, do not offer all the subjects as "C" Group subjects in which the pupils' interest are likely to be. How many schools have music as optional subject and how many attempt to open that subject as optional for even the few who may like to develop their taste in that subject? How many schools of the Presidency offer natural sciences

as special subjects? Is it not rather inconvenient to answer the question if there are no pupils having a liking for that excellent subject where they are not offered as optional? What is the percentage of schools in the Presidency that offer C. Group Chemistry for study and how can the relatively low percentage be explained except it be that it involves recurring expenditure.

One pet argument in favour of retaining "C" Group subjects is that the pupil must have sufficient foundation to build on his higher studies in the Intermediate and B. A. classes. This requires closer examination. Theoretically, the secondary school education is a unit by itself and need not anticipate the college. Out of the pupils that succeed in the S. S. L. C. examination only between 5 to 10% go to college. Does it stand to reason that the curriculum of the S. S. L. C. be framed so as to leave the 90% mentally ill-equipped for the struggle for existence in our generous sympathy for the 5% of the college "going" population. On the other hand it is but right that it is the University that has to adapt its syllabus to the attainment of the pupils entering its portals. Closer examination shows that in History, Geography, Physics, Chemistry and Natural Science, French and Logic, instruction begins from the very beginning. There is difficulty only in the case of Mathematics, for the work of the University is to continue the work from where the High School left the subject. Even in English the college is able to build on its work on the pupils' attainment. If Mathematics alone cannot adopt its University syllabus to the standard of attainment of the pupils emerging from the High Schools, it stands to reason that only two alternatives are possible: 1. To offer special instruction in Mathematics to those who thirst for knowledge in that subject, 2. to abolish it altogether in the University course.

Considering that specialisation in schools is avaricious, considering that it is taught at a premature period, considering that it does not cater to the tastes of all pupils, that specialised knowledge is of little or no practical value to the vast majority of pupils who seek out their livelihood in the world, one is apt to think that perpetuating the two "C", Grs. is perpetuating waste of youth and energy and time. If, however, considerations of policy and prestige make it necessary to retain "C" Gr. subjects, subjects like music, agriculture, gardening, practical telegraphy, Commercial practice and Geography and other technical subjects in which the pupil is

really likely to have interest may be suggested as optional subjects to be offered or not by the school, giving up the idea of prescribing literary subjects like History, Algebra, Geometry, etc., as "C" Group.

The revised S. S. L. C. scheme has some merits like the inclusion of Geography, Outlines of History and Elementary Science, and practical work. But it is as ambitious as the old scheme suffered from want of it. If the scheme is heavy it is but the expression of the criminal neglect which these "B" class subjects had suffered, so that when they sprang they began to overshoot the mark! The remodelled revised S. S. L. C. is said to be still heavy. This requires closer inspection. To my mind the following causes appear to be in operation to make the scheme "unworkable."

I. In the revised scheme, in Tamil and Sanskrit the "C" Gr. text of the old scheme is prescribed as the "A" Gr. text, and the scope of Grammar is also higher. This means that every student has to study not one "C" Gr. but two "C" Gr. subjects, the second "C" Gr. Tamil or Sanskrit putting on the disguise of "A" Group.

2. Another fact which is responsible for the "unworkability of the scheme is the enormous waste of energy on the part of pupils to master answers to set questions in English prose, poetry and non-detailed text-books. Unfortunately there is a tendency on the part of the Text-book committee to prescribe selections of mere literary interest as passages for detailed study. Many extracts abound in complex and involved sentences which the pupil need not and cannot understand. Expressions, idioms and grammatical forms too antique and out of date can be chosen in hundreds from prose selections prescribed for the S. S. L. C. Questions in the Public Examinations having been reduced to a formula like form of 40 lines, 25 lines and 10 line essays, the Jemmy and Jenny Jessamy volumes of annotated editions are devoured by pupils. God only knows how much of youth's energy is wasted recklessly in getting by heart the 40 lines, 25 lines and 10 lines summaries. It is not at all an exaggeration that more than half of the pupils' time in the VI Form is wasted in the undirected and unregulated buzzing over of English annotations which are on an average four times as large as the texts themselves. I venture to suggest that, as long as earnest attempts are not made by educationists to reorganise the teaching and course of study in



English on sound and psychological lines, any scheme will be "unworkable," however light the other subjects may be. The attainment of English of pupils learning under the old scheme, was not a superior to that which is obtained at present under the revised scheme. Did not teachers and headmasters and parents agitate successfully to bring down the minimum marks for promotion from 40% to 35% in English under the old scheme. Will any one say, it was because pupils had to study another subject under 'C' Group?

3. Whereas for practical purposes the syllabus in English has been reduced, the course of study in Ele. Math. remains substantially the same. It is a matter for regret that the scheme of study in that subject is too flexible and suffers from want of definiteness. So Examiners are justified in setting questions ranging from disgraceful simplicity to merciless complexity. Considering that most people do not require to apply their knowledge of Arithmetic, Algebra, Geometry and Graph to everyday problems in life,—considering that the value of Ele. Math. lies mostly in developing powers of thinking and cultivating discipline and in view of the fact that the standard of mathematics now obtained is too high for the average pupil, one will expect that the remodelled scheme will be less ambitious and more specific. If the syllabus is made more definite, a few chapters now omitted but highly valuable, like stocks and shares, insurance etc., can be included. Our object in educating pupils is not to teach them every complex problem in mathematics but to teach them everything useful to life with the only object of using the subject matter taught as raw material for training the mind, so that, they can in future tackle problematic situations themselves and not search for the solution of the problem in their mathematics notebooks. Our object is not to make them giants in mathematics, but to make them successful social beings. We can only expect the pupils to learn the main principles of Arithmetic, Algebra, Geometry, and Graph with very simple and direct applications. This view may be criticised severely but it is my honest conviction. As things stand at present, the very comprehensive nature of the scheme and the questions of varying degree of complexity, cause the teacher to 'overshoot the mark' in his anxiety to see his pupils well off in the examination. But to the average pupil, it causes undue strain, and, mathematics instead of rousing interest leads him to copying home-tasks from a clever

friend of his and in some cases fills him with despair. We know of hundreds of cases, as everyone else knows, of boys who have had to give up education due to backwardness from the point of view of that year's examiner's expectations but whose general knowledge and ability are unquestionable. It is not surprising if the present 'scheme of study' is "unworkable".

4. Want of definiteness to the extent of "Vagueness" is characteristic of Outlines of histories of India and British Isles, Geography and Elementary Science.

This takes some teachers to absurd lengths. In A. Gr. Histories no text book is prescribed by the Department. One teacher thinks that Tout Book I. is too meagre and Tout II. is quite up to the standard while another teacher takes a "few more facts" from Tout III. or Ground works of English History by Townsend and Warner. The uncertainty as to the exactness of the matter expected necessarily leads to want of agreement among teachers themselves with the result that the pupil learns more of facts as such and is unable to appreciate the scientific or human value of history. It is this which is responsible for creating the feeling of unworkability of the curriculum. It must however be admitted that only the fundamentals can be expected of the pupil.

5. It is easy to understand that the syllabus in Ele. Science has been framed on the basis that practical work by pupils, especially in Physics, Chemistry and Botany must be recognised as part of the Ele. Science work, and in all cases full demonstration should be given by the teacher. The mass of matter to be studied by the pupil in Physics and Chemistry can be understood, remembered, and appreciated by pupils only when there is scope for experimental work by pupils. All laboratories are not equipped to cater to this need nor are all of them equipped with the necessary demonstration apparatus. It is not therefore surprising that the course of study in Science should be felt to be too heavy. But certain parts of the scheme can well be omitted.

But the New Scheme has been put to the yoke only for three years. We are surprised to hear that it is going to be completely altered. The period of three years is too short to draw correct inferences from. I hope that the S. S. L. C. board which is a reasonable and responsible body will take into consideration all the causes that

go to make the curriculum heavy and not cut the guardian knot by altogether abolishing every 'knowledge subject' in Gr. A. and revert to the old two C. Gr. scheme. What they have to do is to limit and define things in an unmistakable manner, and draw up a syllabus for *all the existing subjects* in the present scheme, which will be useful to the vast majority of the pupils that enter the work-a-day world as soon as their schooling is over. Otherwise the inconsistency of our educational policy will become a matter of fruitful gossip and provide material

for instituting comparisons. We do not like people to say, "Look here, there was a time when the products of the Old Matric were behind few in attainments and efficiency. The inception of the S. S. L. C. scheme has caused more evil than good. The general knowledge of the finished products of this scheme is of a low standard while their specialised knowledge is unprofitable and imperfect. A few attempts were made to mend this sort of affairs but of no use. May God save our children from a system of education as imperfect as this."

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## FROM OUR ASSOCIATIONS

### THE CHINGLEPUT DISTRICT TEACHERS' GUILD

On Saturday the 1st April 1933, was held an annual meeting of the Guild in the premises of the St. Joseph's Primary School, Chingleput, with the Rev. Dr. Maclean in the chair. About fifty members from Conjeevaram, Madurantakam and Chingleput assembled at 2 p.m.

After prayer and a few remarks from the chair, the following office-bearers were elected:

*President*—Rev. J. H. Maclean, M.A., D.D.; *Vice-President*—Mr. K. Subramania Ayyar, B.A., L.T.; *Secretary and Treasurer*—Mr. S. Rangaswami Ayyangar, B.A., L.T.; *Committee*—Messrs. G. V. Job, W. Viraraghavacharya, M. Narasimhachari, C. Laxminarasimham Pillai and V. Gnanadikam.

Then Mr. Job delivered an interesting lecture on "Enervation". In the course of his remarks, he said that teachers should always be alert and brisk, and should set an example in punctuality and enthusiasm for work, however sorry the trade part of their profession may be. Their salvation lay in discovering opportunities of reclaiming boys likely to run astray, and therein lay their best joy.

Then discussions ensued on the present S. S. L. C. Elementary Science Syllabus and it was resolved "that the syllabus be cut down and lightened and made more definite; and that the examinations in A. Group History, Geography and Elementary Science be held on different days during the S. S. L. C. Public Examinations."

After some more discussion on the methods of teaching nondetailed books in the lower forms, with the president's concluding remarks and with a vote of thanks, the meeting came to a close about 4-30 p.m.

#### VICTORIA MEMORIAL HIGH SCHOOL, PERIYAKULAM

Under the auspices of the Boys' Scout Association, Periyakulam, a public meeting was arranged in the V. M. High School, Periyakulam, on the evening of 13th March 1933, when Mr. P. S. Narayanaswamy, D. C. C., Provincial Organising Secretary, Madras, delivered a very interesting and instructive lecture on "Scouting".

In the course of his address Mr. Narayanaswamy made out a strong case for the promotion of Scouting in Periyakulam and observed that the locality was best fitted to take the lead in Scouting in the Madura District, provided the Scouters in the High School and the members of the revived local association took a sustained interest in the cause of Scouting and win the co-operation of the public.

He made special reference to the keenness of the Scouters at Bondinayakkanur for arranging to hold a district rally there and in conclusion he appealed to the local association and all interested in the cause of Scouting to be good enough to afford him every facility for running in May a Scout Camp for Wood-Badge Course near Kukular where the most beautiful training camp for Scouts is always available.

The meeting was well attended. The headmaster of the school, Mr. M. R. Rangaswamy Ayyangar, M.A., L.T., who presided over the meeting, after reviewing the lecture and complimenting the lecturer on his address, gave every assurance on behalf of his school and the Scout Association that no stone will be left unturned to push up the cause of Scouting at Periyakulam which had once made a mark by organising with signal success a District Scout Rally.

The Secretary of the revived local association, Dr. Pichumani, M.B., B.S., thanked the lecturer and the Chairman and promised to try his level best to make the work of the association as fruitful as it was during the secretaryship of Dr. Gopaldaswami, L.M.S.

#### THE SECOND ANNIVERSARY OF THE BOYS' ASSOCIATION, CITY HIGH SCHOOL BERHAMPORE

The Second Anniversary of the Boys' Association, City High School, Berhampore (Ganjam District) was held on Sunday, the 12th March 1933 within the precincts of the new building of the school. The function commenced at 4 p.m. M.R.Ry. S. V. Ramamurthy Garu, B.A., L.T., Headmaster, requested M.R.Ry. V. Subbarao Garu, B.A., B.L., Subordinate Judge, to preside. The

president opened the function with a prayer. Competitions were then held in English and Telugu elocution. Some students recited English and Telugu verse. R. Chandrayya, a student of IV Form exhibited his skill in native gymnastics and muscle development.

M.R.Ry. G. Narayana Garu, B.A., B.Ed., the President of the Association, made a speech in which he expounded clearly the work done by the Association during the year and emphasized on the importance of such a gathering when teachers, pupils, parents and the school authorities meet together and understand one another.

The Annual Report being then read by the Secretary, prizes were given to the winners in Elocution, Recitation, Essay Writing both in English and Telugu. Prizes were also given to the winners in certain matches and sports conducted during the year 1932-33 under the auspices of the Association.

The president then gave an instructive and interesting lecture for about an hour exhorting the audience on the importance of moral and religious training in schools. The meeting then terminated with a vote of thanks to the chair at 6 p.m.

#### BOARD HIGH SCHOOL, CHITTOOR

At a meeting of the Teachers' Association of the Board High School, Chittoor, held on 18-4-33, with Mr. Sitharama Rao, B.A., L.T., in the chair, the following resolutions were passed:

This meeting of the Teachers' Association, Board High School, Chittoor, is strongly of opinion that it is too early now to revise the revised S. S. L. C. Scheme.

This meeting feels that, while English Grammar should have its place in the curriculum, there should be at least one non-detailed text for the High School Classes, in as much as the proposed library period will be no suitable substitute for Extensive reading.

This Association is of opinion that such knowledge-giving subjects like outlines of History, Geography and Elementary Science should part of the compulsory Group of the S. S. L. C. Public Examination, though the course in these subjects may be lightened. There may be wide choice covering the whole High School Course.

This Association requests the South India Teachers' Union to take up this question for immediate consideration and to agitate against any revision of the Course just now.

This Association requests the other Teachers' Organisations in the Presidency to offer their considered views on the proposed changes in the S. S. L. C. Scheme, without giving it a fair trial."

The Secretary of the Association is authorised to communicate these resolutions to all concerned."

#### BOARD MIDDLE SCHOOL, HADAGALLI.

The members of the Teachers' Association, Board Middle School, Hadagalli, were at home to Mr. W. B. Brierly Esqr., I.E.S., District Educational Officer, Bellary, on 12th March when Mr. D. Rajagopalachar, Deputy Inspector of Schools was also present.

The students of the Board Middle School enacted a small drama specially written for them by Mr. T. Krishnamurty, the Headmaster.

Mr. T. Krishnamurty spoke about the economic condition of the area and the progress made by the school. The Educational Officer stressed upon the special advantage the school had and wanted the teachers to be optimistic.

Mr. Brierly also presided over the Elementary School Teachers' Association meeting, when Mr. H. Narayana Rao, the Headmaster of the local Elementary School spoke about the advantages of the Teachers' associations. The president concluded by saying that the teachers would play a more important part under the new constitution as the number of voters would considerably increase.

#### HIGH SCHOOL, PATTAMADAI

At a meeting of the Teachers' Association High School, Pattamadai, the following resolutions were passed:—

Resolved that (a) the proposed changes in the S. S. L. C. Scheme deleting Histories, Geography and Science from the A Group, and adding one more subject to the optionals, are too premature and unsound, and deprive the vast majority of students who do not take up the College course, of the opportunity of acquiring the minimum knowledge of cultural subjects, so essential for modern life.

(b) This meeting therefore urges the retention of the present scheme, and suggests that the syllabus may be lightened by the omission of the *Pre-Tudor* period in History of England, and *Plant Life* and *Animal Life* in Elementary Science, in the A Group.

## OUR LETTER BOX

S. S. L. C. PUBLIC EXAMINATION, 1933.

It is a great pity that the Practical Chemistry Paper of the S. S. L. C. Examination, this year, is highly disappointing and quite unlike the previous ones. All the experiments to be attempted by the candidates, in the first paper, are quantitative and involve the use of the balance. The examiner who is evidently a lecturer in a Government college, does not seem to be alive to the limitations of the Science laboratories of many high schools in the mofussil. Owing to lack of funds and abolition of equipment grants by the Government, in recent years, the laboratories of High Schools managed by local bodies and aided institutions are starved. In spite of the special instructions issued by the examiner, the inadequacy of the number of balances has really been a source of great handicap to the unfortunate pupils bringing up Chemistry, this year. To take a specific instance, in a school equipped with only four balances, sixteen students had to be examined this year. In the light of the examiner's instructions, it is obvious that there should be at least eight balances. Under such circumstances, the difficulties of the candidates can be easily realized. In cases like this, at least to minimise the hardships arising in future years, it is earnestly expected that permission may be given to divide the pupils into two batches, even if the total number be less than sixteen, or in the alternative, superintendents may be given the discretion to allow candidates the extra time necessary.

To add to the difficulties of the candidates, the distribution of marks for the several parts of a

question involving the use of the balance, is unduly disproportionate, as judged from last year's instructions. The present examiner who was also the examiner last year, sets apart fifty per cent. of the total marks for accuracy of result in quantitative experiments, quite unlike examiners in previous years. The poor S. S. L. C. candidates who answer a practical test for the first time in their career, unlike their more fortunate brethren of the Intermediate classes, who have to face no such ordeal, are expected to be research workers indeed.

Further, the scope of the S. S. L. C. syllabus in the subject seems to have been completely lost sight of, by the paper-setter. There are experiments in questions I and III which baffle the intelligence of even Intermediate students and which are distinctly beyond the comprehension of the S. S. L. C. pupils.

The oxidation of Stannous Chloride by Bromine water in Q. I, the action of Ammonium Chloride on Sodium Aluminate in Q. III and the separation of Copper and Zinc in Q. VI are some of the instances in the point.

It is to be earnestly hoped that at least hereafter no such difficulties will arise. In fairness to the candidates of this year, it is expected that the papers will be valued liberally, in the light of the foregoing observations.

AN EXPERIENCED TEACHER OF SCIENCE.

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## A PROBLEM AND A FORMULA

Let us consider the following problem in percentage. A horse-dealer sells two horses at Rs.  $z$  each, gaining  $x$  p.c. on one horse and losing  $y$  p.c. on the other. Find his gain or loss p.c. on the whole.

The answer, we know, will be the same, whatever  $z$  may be and will involve only  $x$  and  $y$ .

*Solution.*—

The CP of the 1st horse is  $\frac{100}{100+x} \times z$  and that of the 2nd is  $\frac{100}{100-y} \times z$ . The total CP is  $100z \left( \frac{1}{100+x} + \frac{1}{100-y} \right)$

(i.e.)  $\frac{100z(200+x-y)}{(100+x)(100-y)}$

The gain is  $2z - \frac{100z(200+x-y)}{(100+x)(100-y)}$

$$= 2z \left\{ \frac{(100+x)(100-y) - 50(200+x-y)}{(100+x)(100-y)} \right\}$$

$$= 2z \left\{ \frac{50(x-y) - xy}{(100+x)(100-y)} \right\}$$

The gain p.c. =  $\frac{2z \{50(x-y) - xy\}}{(100+x)(100-y)} \times \frac{(100+x)(100-y)}{100z(200+x-y)} \times 100$

$$= \frac{100(x-y) - 2xy}{200+x-y} \quad \{ (x-y) \text{ can be taken to be positive, as } x \text{ and } y \text{ can be interchanged.} \}$$

This answer does not involve  $z$ .

In the question set for the S. S. L. C. Examination this year, in 1933 in Elementary Mathematics.

$$z = 2744, x = 12 \text{ and } y = 2.$$

Substituting these values in the formula,

The gain pc =  $\frac{100(x-y) - 2xy}{200+x-y}$  (we notice that  $z$  does not occur here at all)

$$= \frac{100 \times 10 - 2 \times 12 \times 2}{200 + 10}$$

$$= \frac{1000 - 48}{210} = \frac{952}{210} = 4 \frac{8}{15} \text{ or } 4.53.$$

If  $x = y$ , the gain will be  $\frac{100 \times 0 - 2x^2}{200} = - \frac{x^2}{100}$

(i.e.) there will be loss of  $(x/10)^2$  p.c.

Hence we may conclude that in a question like this, if the percentages of gain in the one case and loss in the other be equals the answer will be loss of  $(1/10 \text{ of the percentage})^2$ .

## THE S. I. T. U. PROTECTION FUND

### A LETTER OF APPRECIATION.

### NOTICE.

To

The Honorary Secretary,  
The S. I. T. U. Protection Fund,  
Triplicane, Madras.

Sir,

I beg to acknowledge with thanks the receipt of your letter dated 8th March 1933, with its enclosures, a cheque for Rs. 493-4-0 (Rupees Four Hundred and Ninety Three and annas four) with a receipt for Rs. 5 for the amount due to the Fund being the death benefit amount due to my deceased husband V. Vasudeva Row, Register No. 264.

In this connection I feel that I would be failing in my duty, if I do not express a word of appreciation about the yeoman services the Fund do to its members and the promptness with which it settles the claim of the widows of its constituents.

My husband died on Thursday, the 12th January 1933. I entered into correspondence with the Honorary Secretary from the 30th January 1933. I supplied the Fund with necessary papers on the 23rd February. On the 8th March I am furnished with a cheque in full settlement of the amount due to me.

The above speaks volumes on the alacrity and solicitude of the Fund and I take this opportunity to express my gratitude to the Fund therefor.

I wish the South Indian Teachers' Union Protection Fund every success which it fully and worthily deserves and I pray God that the Fund will continue doing such beneficial work with full vigour. Let Sri Padmanabha bless the Fund with long life, prosperity and success.

Please place the matter before the Committee of Management.

Trivandrum,  
14th March 1933.

Yours faithfully,  
(Sd.) CHELLAMMAL.

Notice is hereby given to the members of the South India Teachers' Union Protection Fund that an Extraordinary meeting of the General-body of the Fund will be held on Wednesday, the 17th of May 1933, at 3-30 p.m. in the Lawley Hall, St. Joseph's College, Trichinopoly.

### AGENDA.

1. Consideration of the following recommendations made by the Board of Management.

1. Resolved that in the case of an existing member who takes two or more units, and who may find it difficult to make payments according to Resolution No. 3 passed at the extra-ordinary meeting of the General Body held on 26-2-33, the proportionate amount due as monthly call from him for his past membership be treated as being due on the day the new rules come into force; and that the amount be treated as a 'special loan' to that member, provided that he abides by the subsidiary bye-laws framed by the Board for this purpose.

2. In view of the representations received from some of the members, it is hereby resolved that such of those members who have sent in their withdrawal applications before the 15th of April, 1933, under the transitory Rule under Rule 10, and who make a request in writing so as to reach the Secretary of the Fund on or before the 30th of April, 1933 that such withdrawal applications be treated as cancelled, be permitted to continue as member of the Fund notwithstanding anything to the contrary contained in the rules, without prejudice to their rights and privileges of the membership of the Fund, provided that all the prescribed dues be paid.

3. Resolved that (a) it shall be competent for Board of Management to take all possible steps in consultation with an expert, to have the withdrawal benefit (including bonuses if any) in the case of members whose names are on the rolls on 1-7-1933 and who retire finally from the Teaching Profession, to the satisfaction of the Board of Management of the Fund, to be not less than the call monies paid by such members.

(b) Resolved that the Reserve Fund and the Professional Fund be used to the necessary extent to give effect to the above resolution.

II. Consideration of the following resolutions be given notice of by Mr. S. K. Yegnanarayana Aiyar to be considered at the last Annual meeting, and which were adjourned by the General Body to its next meeting.

Resolved that (a) the Professional Fund of the S. I. T. U. Protection Fund, Madras, be handed over to the authorities of the S. I. T. U.

(b) that from this year onwards the annual contribution to the Professional Fund at the rate of eight annas per member be handed over to the S. I. T. U.

(c) that the said transfer be effected subject to the condition that the S. I. T. U. agrees to administer the Fund in conformity with the original aims of the Fund, and in consultation with the authorities of the S. I. T. U. Protection Fund.

Any other urgent matter to be brought forward by the Secretary.

All the members are requested to attend.

Triplicane,  
11-4-33.

R. RAMAKRISHNAN,

*Hony. Secretary.*

N. B.—According to the rules now in force, any amendment to the above mentioned resolutions to be considered at the meeting should reach the Secretary of the Fund at least fifteen days before the date of the meeting.

The attention of the members is invited to the clause in the new scheme regarding the 'declaration of Bonus' which will be increasing with Fund. On a modest estimate, it is expected that it will not be less than Rs. 100 per unit at the end of 25 years at an average rate of Rs. 4 per year per unit, and the amount to be declared periodically 'will be added to the guaranteed amount under Rule 10.'



# XXV PROVINCIAL EDUCATIONAL CONFERENCE AND REFRESHER COURSES

## PROGRAMME

### *1st to 12th May*

7 a.m. to 7 p.m. Summer School of Geography at National College, Pethachi Hall.

### *8th to 13th May*

8 to 4-30 p.m. Elementary Teachers' Refresher Course at Bishop Heber High School Hall.

### *Monday, 15th May*

9 to 11 a.m. Main Conference at the Municipal Public Hall.  
1-30 to 3 p.m. Pandits' Conference at B. H. H. S. Hall.  
3-30 to 5 p.m. English Teachers' Conference at Lawley Hall.  
5-15 to 5-45 p.m. Exhibition at Lawley Hall.  
6 to 7-30 p.m. Physical Education Conference at Lawley Hall.  
9 to 11 p.m. Entertainments at M. P. Hall.

### *Tuesday, 16th May*

8 to 11 a.m. Main Conference at Lawley Hall.  
1-30 to 3 p.m. Geographical Conference at Lawley Hall.  
3-30 to 5 p.m. Pandits' Conference at B. H. H. S. Hall.  
5-15 to 7-30 p.m. S. I. T. U. Silver Jubilee Celebration at Lawley Hall.  
9 to 11 p.m. Entertainments at Lawley Hall.

### *Wednesday, 17th May*

8 to 11 a.m. Main Conference at Lawley Hall.  
1-30 to 3 p.m. Pandits' Conference at B. H. H. S. Hall.  
3-30 to 5 p.m. Geography Conference at Saraswathi Hall, N. College.  
S. I. T. U. P. F. Meeting at Lawley Hall.  
5-15 to 7-30 p.m. English Teachers' Conference at Lawley Hall.  
9 to 11 p.m. Entertainments at M. P. Hall.

### *Thursday, 18th May*

8 to 11 a.m. Main Conference at Lawley Hall.  
1-30 to 3 p.m. Physical Education Conference at B. H. H. S. Hall.  
3-30 to 5 p.m. Geographical Conference at Saraswathi Hall, N. College.  
S. I. T. U. Business Meeting at Lawley Hall.  
5-15 to 7-30 p.m. Hindi Conference at Saraswathi Hall.  
9 to 11 p.m. Entertainments at Lawley Hall.

# THE SOUTH INDIA TEACHERS' UNION

## THE 24TH ANNUAL REPORT

The Executive Board has great pleasure in presenting the 24th Report of the South India Teachers' Union for the period 1st July 1932 to 30th June, 1933.

1. *Strength.*—The number of District Teachers' Guilds affiliated to the Union was 17 at the beginning of the official year and no guild sought affiliation during this year. In spite of repeated reminders no information was received from the Guntur and Malabar District Teachers' Guilds. The Guntur Guild was disaffiliated at the meeting of the Working Committee held in Feb. 1933 and the disaffiliation of Malabar Guild is under consideration. It is satisfactory to note that teachers in South Arcot were able to revive the District Teachers' Guild and to pay a good portion of the arrears of the affiliation fees. Teachers in the Kurnool District have also succeeded in placing their guild on a sound footing and have paid their dues in full. The Bellary District Teachers' Guild continues to be in a dormant condition and its affiliation fees have not been paid. The Teachers' Association of Wardlaw High School and that of Municipal High School, Bellary which were affiliated to the Guild have expressed their desire to be affiliated to the Union directly in view of the circumstances explained above. The Teachers' Associations which were originally affiliated to Bellary District Teachers' Guild have been addressed with regard to the desirability of reviving the guild and their reply is awaited.

The number of associations affiliated to the Union directly is 10 of which four are in the Andhra area. The Teachers' Association, Board High School, Bapatla, and the Teachers' Association, Board High School, Kavali whose affiliation fees have been in arrears were disaffiliated in Feb. 1933, while the Teachers' Association, P. S. High School, Mylapore, was disaffiliated on 21st August 1932. A detailed statement relating to the strength of the Union so far as information is available is given in Appendix A. The Board appeals to the secretaries of district guilds to get the necessary details and to forward the same to the Union in time so that the list may be complete.

2. *Office-bearers.* The names of the office-bearers that were elected at the last annual meeting of the Union are given in Appendix B.

No vacancy occurred in respect of any office in the course of the year. It was not possible for the Executive Board to co-opt representatives for the districts in which there were no district guilds.

3. *The Executive Board.* The Executive Board that was constituted for 32-33 met at Madura on the occasion of the conference to consider the programme of work during the year. Besides electing the members of the Working Committee the Board resolved to affiliate the Provincial Physical Education Association from 1st July 1932. It was decided that the affiliation fee of this association should be Rs. 15 for 1932-1933 and that the affiliation fee for subsequent years should be according to the rules. No official application has been received from this association.

4. *Working Committee.* The Working Committee met thrice during the year. The first meeting of this committee was held at Madura to appoint the journal committee and the budget for 1932 presented by the Secretary, Journal Committee, was also approved.

The second meeting of this committee was held in the S. I. T. U. office, 41, Singarachari Street, Triplicane, on 21st August 1932. The 'Erode sufferers' Case, Education Week, the S. I. T. U. Silver Jubilee and election to the senate were some of the important questions which engaged the attention of the working committee. A sum of Rs. 100 was sanctioned to help the Erode friends. The third meeting of the working committee was held in February and it considered the replies from the guilds regarding the enhancement of the delegation fee to one rupee. Only ten guilds expressed their opinion of which two were against enhancement. Of the eight guilds that are for enhancement, two approve of the increase to one rupee, while the remaining six are for raising the fee to annas eight. The board is glad to learn that the members of the committee helped the work of the Union not only by their prompt replies to references from the secretaries but also by the sympathetic understanding of the circumstances in which the work of the Union had to be carried on.

5. *Propaganda.* The President of the Union toured in the Tamil districts in September with a view to increase the strength of the Union. A programme was arranged in consultation with the secretaries and workers of the affiliated guilds. He visited Vellore, Tiruvannamalai, Villupuram, Chidambaram, Kumbakonam, Tanjore, Trichinopoly, Pudukotta, Madura, Tinnevelly and Tuticorin and placed before teachers the activities of the South India Teachers' Union. He also visited on another occasion Salem and Krishnagiri. He was well-received in all the centres and the teachers in those districts evinced great enthusiasm and interest in the work of the Union. He presided over the Tinnevelly District Educational Conference held at Tuticorin and explained among other things the changes in the rules of the Protection Fund. The thanks of the Board are due to Mr. S. K. Yegnanarayana Iyer for the valuable propaganda work done on behalf of the Union at no cost to the Union. Mr. M. J. Sargunam, the Joint Secretary, was kind enough to preside over Salem District Educational Conference.

6. *XXV Provincial Educational Conference.* This conference was held on 12, 13, and 14th May at Madura. The Reception Committee constituted at the instance of the Madura District Teachers' Guild made proper arrangements for the conference and also organised an Educational Exhibition. The committee were also able to arrange for a refresher course for elementary school teachers and they secured the services of experienced and competent lecturers. Mr. V. Saranatha Iyengar presided over the conference and delivered a thoughtful address. The reception committee deserves to be congratulated on the excellent arrangements it had made. Many delegates took advantage of the opportunity afforded by this conference to pay a visit to 'Sree Meenakshi Temple' Thirumalai Naicken Mahal and Alagarkoil. The following committees were appointed at the last conference and at the S. I. T. U. business meeting. (1.) S. I. T. U. committee of Enquiry with Mr. V. Guruswami Sastrigal as convener. (2.) Technical education committee with Mr. S. K. Devasikhamani as convener. (3.) S. I. T. U. committee for the spread of mother-tongue in schools with Mr. V. Saranatha Iyengar as convener and (4.) Vigilance committee with Mr. S. T. Ramanuja Iyengar as convener. Vide Appendix C for the reports of the above committees.)

7. *Work of the Union.* (a) Education Week.—The Second Education Week organised by the South India Teachers' Union was celebrated

throughout the presidency from 17th October to 24th October, 1932. This was a unique occasion for bringing together the teachers, the public and the managers. This year at the instance of the S. I. T. U. an influential Central Education week committee was formed and it extended invitation to educational bodies to depute representatives to work on the committee. The Womens' Indian Association, The Muhammadan Educational Association and the Beedi Merchants' Association sent representatives and this committee was in charge of the arrangements of the Education week. The Department of Public Instruction, The South Indian Missionary council and the Catholic Educational council who were also invited to send representatives to the committee regretted their inability owing to short notice but expressed their sympathy with the aim of the education week. The Muhammadan Educational Association and the Beedi Merchants' Association paid donations of Rs. 10 and Rs. 5 respectively. The Board expresses its gratitude to all bodies, associations, and contributors who co-operated with the S. I. T. U. in their undertaking. The special Education week number was issued in October and the articles published therein had direct bearing on the topics proposed dealt with during the Education Week.

(b) *Election to the Senate.*—Another important activity was the work in connection with the election to the Senate of the Madras University. Seven candidates solicited the support of the Union and it was decided to support all of them. But one of them preferred to withdraw owing to considerations of health. The following six candidates were finally put up as the candidates of the Union and a small fee was levied to meet the election charges from these members. Messrs. V. K. M. Cherian, Christian College, Madras, 2. K. T. Krishnaswami Iyengar, Theosophical College, Madanapalli, 3. P. V. Seshu Iyer, Peruvemba, Malabar, 4. V. Tyagarajan, St. Xaviers' College, Palamcottah, 5. N. S. Venkatrama Iyer, S. M. S. Vidyasala, Karaikudi and 6. S. K. Yegnanarayana Iyer, Pachaiappas College, Madras, were the candidates put by the Union. Appeals were sent to all registered teacher graduates, and the secretaries of District teachers' guilds were also requested to prevail upon the teachers in their localities to support the Union candidates. While the Board regrets that Mr. N. S. Venkatrama Iyer and K. T. Krishnaswami Iyengar were not successful, it is glad that the remaining 4 candidates were returned to the Senate.

(c) *Silver Jubilee.*—Arrangements for the

celebration of the Silver Jubilee are being made. The office of the Union is consulting the Reception Committee with regard to the programme. His Excellency the Governor of Madras who has been approached with the request that he may be pleased to preside over the function regretted his inability to do so owing to prior engagements. The board is glad to report that the Rt. Hon. V. S. Sastri, has kindly consented to preside over the Silver Jubilee function and that Mr. W. M. Theobald, one of the early organisers of the S. I. T. U., and the first Secretary of the S. I. T. U., has kindly agreed to deliver the Jubilee address. The Secretaries of the District Guilds have been requested to give publicity to the celebration of the Silver Jubilee and to raise the necessary funds. The Secretary, Year Book Committee, has issued a general circular to all institutions and requested them to furnish information on varied topics of interest.

8. *S. I. T. U. Protection Fund.*—The S. I. T. U. Protection Fund has reached the maximum strength of 1000 members. The future financial stability of the fund was investigated by K. B. Madhava Esq., M.A., A. I. A. (Lond) Actuary, university of Mysore. He suggested certain changes in the present rules of the fund which were considered at the general body meeting held on 26th February 1933. The suggestions of the actuary were adopted by a large majority. Members who are not willing to continue under the new rules are allowed to withdraw from the fund; Applications for withdrawal from the fund should be sent to the Secretary, S. I. T. U. Protection Fund, before the 1st of July 1933.

### THE SOUTH INDIAN TEACHER

During the year under review the journal had to be carried under depressing financial conditions. A good number of subscribers withdrew, probably due to the depression. Revenue from advertisements also fell. However, it is a good feature that many teachers enrolled themselves as subscribers in the course of the year, thus keeping the total number of subscribers at the end of the year slightly greater than what it was at the beginning of the year 1932. A large sum of money has to be realised under subscription. Many individual subscribers have written for permission to pay their subscription later as their salaries are in arrears! This may indicate that the journal has taken route and teachers are determined to stand by it.

A special feature of the journal this year was the publication of a series of articles on the several problems of Secondary Education. Mr. N. S. Subba Rao, D.P.I., Mysore, commenced the series with an introductory article. Each issue was devoted to a single problem and contributions from educationists on the many aspects of the problems were published in each number. The Union feels grateful to the distinguished gentlemen who readily responded to the invitation of the Journal Committee to contribute articles to the pages of the journal.

As in the previous year, the May issue of the journal was set apart for chronicling the proceedings of the Conference while the October Number was a collection of articles of value to the Education Week, the proceedings of which were published in the November issue.

### APPENDIX (A)

No.	Name of the Guild.	No of Assns.	Strength
1.	The Anantapur District Teachers' Guild.	9	129
2.	The Bellary District Teachers' Guild.	**	**
3.	The Kurnool District Teachers' Guild.	9	274
4.	The Madras Teachers' Guild.	**	500
5.	The Chingleput District Teachers' Guild	6	**
6.	The Chittoor District Teachers' Guild.	9	120
7.	The North Arcot District Teachers' Guild.	11	**
8.	The South Arcot District Teachers' Guild.	**	**
9.	The Tanjore District Teachers' Guild.	22	**
10.	The Trichinopoly District Teachers' Guild.	19	543
11.	The Madura District Teachers' Guild.	10	456
12.	The Ramnad District Teachers' Guild.	16	220
13.	The Tinnevely District Teachers' Guild.	11	198
14.	The Malabar District Teachers' Guild.	**	**
15.	The Coimbatore District Teachers' Guild.	27	**
16.	The Salem District Teachers' Guild.	10	426
			160

*Associations Directly Affiliated to the Union.*

	<b>Strength.</b>
1. Teachers' Association, Hindu Theological High School, Madras	41
2. Teachers' Association, Chintadripet High School, Madras.	27
3. Teachers' Association, Board High School, Kandukur.	20
4. Teachers' Association, Board High School, Yellamanchalli.	17
5. Teachers' Association, Wardlaw High School, Bellary.	24
6. Teachers' Association, Municipal High School, Bellary	33
7. Teachers' Association, Kodaikanal.*	***
Individual Members.	77
Total No. of Guilds 16. Total Assns. 165. Total members 3265.	
* Information not available.	

**APPENDIX B.**

**OFFICE-BEARERS FOR 1932-1933.**

1. *President*.—M.R.Ry. S. K. Yegnanarayana Iyer, Avl., M.A., Professor, Pachaiappas College, Madras.
  2. *Secretary*.—M.R.Ry. M. S. Sabhesan, Avl., M.A., Christian College, Madras.
  3. *Joint Secretary*.—M.R.Ry. M. J. Sargunam Avl., M.A., L.T., Headmaster, London Mission High School, Coimbatore.
  4. *Journal Secretary*.—M.R.Ry. S. Natarajan Avl., B.A., L.T., St. Gabriels High School, Madras.
  5. *Treasurer*.—M.R.Ry. T. P. Srinivasavaradan Avl., B.A., L.T., Hindu High School, Triplicane, Madras.
- The above five persons are also Ex-officio members of the Working Committee and the Executive Board.

**ELECTED MEMBERS OF THE WORKING COMMITTEE FROM AMONG THE MEMBERS OF THE EXECUTIVE BOARD.**

1. Mr. S. T. Ramanuja Iyengar, Trichy.
2. „ V. Aravamuda Iyengar, Madura.
3. „ N. Kalyanarama Iyer, Tanjore.
4. „ P. P. Venkatachalam, Malabar.
5. „ K. S. Chengalroya Iyer, Salem.

**REPRESENTATIVES ON THE EXECUTIVE BOARD OF THE S. I. T. U. FROM DISTRICT TEACHERS' GUILDS.**

- Anantapur*.—Mr. M. Appu Rao, B.A., L.T., Municipal High School, Anantapur.
- Kurnool*.—Miss. Vairamuthu Ammal, Headmistress, Government Middle School for Girls, Kurnool.
- Madras*.—Mr. V. K. Sourirajan, Hindu High School, Triplicane.
- Chingleput*.—Mr. S. Rangaswami Iyengar, Pachaiappas High School, Conjeevaram.
- Chittoor*.—Mr. P. L. Ramanadha Rao, Board High School, Chittoor.
- North Arcot*.—Mr. G. S. Isacc, Voorhees College, Vellore.
- Tanjore*.—Mr. N. Kalyanarama Iyer, High School, Tirukattupalli.
- Trichy*.—Mr. S. T. Ramanuja Iyengar, Trichy.
- Madura*.—Mr. V. Aravamuda Iyengar, Madura.
- Ramnad*.—Mr. N. S. Venkatrama Iyer, S. M. S. Vidyasala, Karaikudi.
- Tinnevely*.—Mr. David S. Michael, St. Xaviers' College, Palamcottah.
- Malabar*.—Mr. P. P. Venkatachalam, Headmaster, Board High School, Manjeri.
- Coimbatore*.—Mr. S. K. Subbarama Iyer, Municipal High School, Coimbatore.
- Salem*.—Mr. K. S. Chengalroya Iyer, Board High School, Krishnagiri.

*Journal Committee.*

- Mr. S. K. Yegnanarayana Iyer.  
 „ M. S. Sabhesan.  
 „ V. Saranatha Iyengar.  
 „ A. Sundaresan.  
 „ S. Natarajan, (Secretary).

*The Union Representatives on the Council of the*

A. I. F. T. A. ...

- Mr. M. S. Sabhesan.  
 „ V. Aramuda Iyengar.  
 „ M. J. Sargunam.  
 „ V. Guruswami Sastrigal.  
 „ S. Srinivasa Iyer.

## COMMITTEES APPOINTED AT THE LAST CONFERENCE

*S. I. T. U. Committee of Enquiry;*

- S. K. Yegnanarayana Iyer.  
 V. Saranatha Iyengar.  
 S. K. Devasikamani.  
 E. H. Parameswaran.  
 S. Srinivasa Iyer.  
 Rev. Amalorpavanandan.  
 V. Guruswami Sastrigal (Convener.)

*Technical Education Committee.*

Rao Bahadur. M. R. Ramaswamisivan.

*Messrs:*

- K. Vedantadesikan.  
 K. S. Setty.  
 G. P. James.  
 P. P. Venkatachalam.  
 S. K. Devasikamani (Convener).

*S. I. T. U. Committee for the spread of mother-tongue in schools.**Messrs:*

- S. K. Yegnanarayana Iyer.  
 M. S. Sabhesan.  
 S. K. Devasikamani.  
 N. Subramanyam.  
 V. Raghava Iyengar.  
 P. P. Venkatachalam.  
 K. C. Veeraraghava Iyer.  
 T. S. Rajagopala Iyer,  
 V. Saranatha Iyengar, (Convener).

*Vigilance Committee.**Messrs:*

- S. K. Yegnanarayana Iyer.  
 M. S. Sabhesan.  
 V. Saranatha Iyengar.  
 V. Guruswami Sastrigal.  
 S. T. Ramanuja Iyengar, (Secretary).

## APPENDIX C.

The Third S. I. T. U. Vigilance Committee was elected at Madura during the S. I. T. U., business

meeting at Provincial Educational Conference, Madura, the members being Messrs. S. K. Yegnanarayana Iyer, M. S. Sabhesan, V. Saranatha Iyengar, V. Guruswami Sastrigal and S. T. Ramanuja Iyengar.

The work of the Vigilance committee during the year was two fold:—collection of information regarding cases of hardships to teachers and helping the Erode teachers' case.

Regarding the Erode teachers' case, the Vigilance Committee met at Madras with Mr. V. Saranatha Iyengar, as Chairman at the S. I. T. U. Office in September 1932 and decided to help the Erode Teachers in distress with the grant of Rs. 100 sanctioned by the second vigilance committee. The sum of Rs. 100 has been paid to the teachers concerned. The case is now in court and a resume of the case in courts was published in the South Indian Teacher of January 1933, for the information of teachers all over the province and sister teachers organisations outside the province. Copies of reprints are being sent to M. L. Cs. The case in court has been adjourned to the 4th April 1933. A proposal to levy one anna per member of the S. I. T. U. in the Province to subsidise the Erode teachers' case has not received the assent of some members of the vigilance committee who have suggested mere appeals for funds and the result of the appeal for funds is so discouraging that it is worth while considering the dropping of the vigilance committee and vigilance programme, until such time as professional consciousness and S. I. T. U. organisation are roused to a sense of demonstrating professional solidarity at call.

Regarding collection of information in respect of cases of hardship in response to a questionnaire issued by him, the Secretary has in his possession information about schools which have terminated teachers' services under the immoral contract and which have conditions of service relating to pay, leave rules, and salary cut which are demoralising to say the least. The condition precedent to the publication of the facts on hand recorded by the Secretary in the log book of the vigilance committee is the preparedness of the vigilance committee and the S. I. T. U. to publish the same, taking the risks involved in thus carrying on dissemination of facts about schools without any moral endowment.

The vigilance committee in the three years of its existence has been able to create a stir. Its formation itself is an achievement as it is a break from professional inertia in respect of teachers' disabilities. Its work in the realm of action, such as

ventilation of patent grievances and backing up measures for redress through the South Indian Teacher, has quickened professional sense of injury and may produce professional response at call, if the S. I. T. U. is prepared to concentrate intensively on measures of professional redress.

The Secretary of the vigilance committee under the direction of the working committee has been at work regarding a bill relating to Teachers Service conditions bill. A copy of the bill was sent to the Secretary, S. I. T. U., to be adopted by the S. I. T. U. and to be introduced in the Legislative Council. The Secretary vigilance committee has consulted M. L. Cs. about the introduction of the bill, and an M. L. C. has already taken up the bill and he is giving notice of the bill shortly.

The pushing on of this bill by the S. I. T. U. with some energy is a practical measure of redress of the root of the evil. To successfully push the bill, the S. I. T. U., vigilance committee must have finances enough to visit institutions and gather first hand information germane to the bill. Thirdly, propaganda among M. L. Cs. in respect of this, in out of Council-sessions for one year continuously is very necessary and it ought to be subsidised. Fourthly, in order that work on these lines might bear fruit, the organisation and resources of the S. I. T. U., to the exclusion of other work, must be perfected in the lines of the organisation proposals submitted to the S. I. T. U. Executive at Madura.

If work on these lines is not concentrated upon it is better we drop the vigilance programme as a confession of our inability to maintain sustained professional activity for the uplift of the derided, divided and depressed teacher.

*Herewith are enclosed:—*

1. Extracts form the vigilance committee Log-Book.

2. Erode Teachers' case in Court (a resume).

3. Bill relating to service conditions of teachers in non-government schools.

*N.B.*—A statement of expenses will be submitted in due course.

While congratulating the S. I. T. U. on the initiation of the vigilance committee, the Secretary feels

from his intimate knowledge of 15 years of the S. I. T. U. organisation, resources, policy, programme of work, that any programme of action like Vigilance pre-supposes a well-knit, representative and responsive professional organisation with the will to carry out programmes of action. As it is, we have embarked upon ambitious programmes without measuring our ability to do things. The time for introspection, in this as in other departments of S. I. T. U. activity, has come and it is the duty of all concerned to concentrate in the coming year on organisation and propaganda only, lest the edifices we have built up in the decade gone by should break down and leave us in very bad repair.

In the absence of facilities required and in view of the handicaps of the situation rendering impossible fruitful work in the direction of the emancipation of the teacher, the Secretary feels constrained to recommend the dropping of the vigilance programme. But he begs to assure the vigilance committee and the S. I. T. U. Working Committee that he is prepared to work up the vigilance programme if the constructive lines of work suggested by him are taken up in earnest by the S. I. T. U., Executive as the only Executive programme of work for the year.

S. T. RAMANUJA IYENGAR,  
*Secretary*

S. I. T. U. Vigilance Committee.

*Report of the S. I. T. U. Committee of  
Enquiry.*

This Committee consisting of Messrs. S. K. Yegnanarayana Aiyar, V. Saranatha Ayyangar, S. K. Devasikamani, E. H. Parameswaran, S. Srinivasa Aiyar and V. Guruswami Sastrigal (Convener) and Rev. Amalorpavam, S.J., was appointed at the 24th Conference held in Madura (1) to examine the method of gradually transforming the present relation between the Government and the several private agencies into one of partnership; (2) to consider the methods of more liberally financing the existing schools by changes in the grant-in-aid-code and effectively pressing the same on Government; and (3) to suggest means of providing a more equitable distribution of grants between various private agencies. The Committee was called upon to report before Nov. 1932.

A preliminary meeting of the Committee was convened on 27th August. Messrs. Yegnanara-

yana Aiyar, Saranatha Ayyangar, Srinivasa Aiyar, and Guruswami Sastrigal were present. Mr. M. S. Sabhesan, the Secretary of the Union, was also present on invitation. The terms of reference were considered. The committee felt that what was contained in the resolution was by no means a simple matter. The members thought that a detailed and careful investigation would be necessary under the first term of reference. The responsibility of the state in respect of secondary education, the extent of help that can be expected from the state, and the kind of control were questions that could be considered usefully only when the committee could post itself with information regarding the conditions prevailing in

other countries. It was therefore felt that a report before Nov. was not possible. A suggestion was made that individual members should study in detail the different aspects of the problem and that a questionnaire be issued on the basis of the preliminary study. It was also suggested that a few more persons interested in the investigation of the problem might be co-opted. Among the names suggested were Mr. Nilakanta Sastri, Rev. Father Bertram, and Mr. P. A. Subramania Aiyar. Mr. M. S. Sabhesan was requested to act as joint convener.

(Sd.) V. GURUSWAMI SASTRIGAL.

23rd April 1933.



STATEMENT OF ACCOUNTS OF THE SOUTH INDIAN TEACHER FORM 1st JANUARY 1932  
TO 31st DECEMBER, 1932.

<i>Receipts.</i>		<i>Expenditure.</i>	
<i>To Opening balance.</i>		<i>By Printing.</i>	
		Old bills (last year's	
			Rs. A. P.
	Rs. A. P.	Account	Rs. A. P.
		Current year's account	.. 362 4 9
			.. 898 5 6
		<b>Total</b>	<b>.. 1,260 10 3</b>
Fixed Deposit	.. 200 0 0		1,260 10 3
Current Account	.. 14 3 9	<i>Contingencies and Petty cash.</i>	
Cash with Secretary	.. 33 5 2	Cost of postal wrap-	
Cash with clerk	.. 1 0 0	pers	.. 47 12 0
Stamps	.. 18 12 3	Petty cash	.. 12 12 0
Suspense in Bank	.. 1 2 0	Cost of Block	.. 9 7 0
		Contingencies	.. 50 12 6
<b>Total</b>	<b>.. 268 7 2</b>	<b>Total</b>	<b>.. 120 11 6</b>
Subscriptions	.. 1,114 2 6	Cost of Typewriter	.. 110 0 0
Advertisements	.. 675 8 0	Stamps	.. 298 15 3
Sale of publications.	.. 45 10 0	Salary to clerk	.. 310 0 0
Grant from the Madras Teachers' Guild	.. 25 0 0	Conveyance.	65 6 6
Rent for Typewriter.	.. 30 0 0	Miscellaneous.	.. 16 0 0
Reprints	.. 5 15 0	Subscription to the Association of Editors of Educational journals for the year 1932	.. 10 0 0
Allowance from S. I. T. U. towards Clerk's salary	.. 70 0 0	<i>Closing Balance.</i>	
Recovery of postage	.. 9 13 9	With M. T. G. C. S.	.. 20 6 8
Interest	.. 0 9 8	With Secretary	.. 18 13 2
		Stamps	.. 14 2 9
<b>Total</b>	<b>.. 2,245 2 1</b>	<b>Total</b>	<b>.. 53 6 7</b>
		<b>Total</b>	<b>.. 2,245 2 1</b>

In our opinion the above statement of accounts is correct.

(sd.) V. SRINIVASAN,  
(sd.) R. VAIDYANATHAN,  
Hons. Auditors.

(Sd.) S. NATARAJAN,  
Hon. Secretary.

Madras.  
Dated, 21-4-33.

## THE TEACHERS' BOOK-SHELF

*Colon Classification:* (Publication Series 3 of Madras Library Association) by Mr. S. R. Ranganathan, M.A., L.T., Librarian, Madras University library:

The spread of the library movement in Madras Presidency is not a little due to the efforts of the Madras Library Association and its publications have been highly appreciated. A previous publication known as "the Five Laws of Library Science" brought home to the public that the Books are for all and for use and that every book should have its reader. A scientific classification is necessary if the library service should be efficient in the real sense. The present volume which we owe again to Mr. Ranganathan is intended to be a "working manual for classifying books according to the scheme of classification" designated as Colon Classification. As a matter of fact it goes much further and is sure to enable the libraries "to get their resources classified and arranged in an efficient, scientific and serviceable manner."

This new scheme of classification has not been conceived in haste. The author has brought his experience in the administration of the Madras University Library to bear upon the preparation of this volume and the usefulness of the scheme can no longer be questioned. We should heartily congratulate Mr. Ranganathan on his valuable original production.

The book is primarily intended for the library staff and there is no doubt it will be appreciated by all connected with the book-world. The volume is to consist of three parts: Part I Rules of classification; Part II Schedules of classification; and Part III Index to Schedules. The subject-matter of the book is bound to be somewhat technical and it is not necessary to explain the scheme in detail. The object of classification in a library is to "individualise" the book and the existing schemes seek to achieve this end generally by giving ready-made "class number for most topics". The "Colon Classification" Scheme dealt with in this book is original and it possesses the features of a natural system. It takes up as its basis a few main characteristics such as the subject basis, chronological basis, geographical basis, etc. and the lines on which each characteristic can be further sub-

divided or amplified, if necessary, without disturbing the arrangement of other books are clearly indicated. A scheme should be regarded as sound and natural if a book finds its proper place readily in relation to other books. The Rules in Part I explain how the symbolic form expressing the individuality of the book should be prepared. This part also deals in detail with the peculiar characteristic of each subject. Part II dealing with schedules of classification carries the classification still further. As one reads the book he will not fail to notice that the author has succeeded in recognising some common view-points that may be effectively employed so as to relieve the strain on memory in regard to the repeated subdivision of several subjects. The Colon Scheme is highly elastic. It employs a few easily understood standard unit schedules. As stated in the introduction, "These standard unit schedules correspond to the standard pieces in a Meccano apparatus." The *Colon* serves to keep the different characteristics of the class number apart. What is claimed for the Colon in the body of the book is by no means exaggerated. Under this scheme "any class Number becomes a multipartite number capable of expansion at as many points as there are Colons in addition to its being responsible at the right end . . ." The numerous readers in the library will be delighted with the effect of this scheme. Without much effort they can lay their hands unerringly on the volumes they want. Readers who are attracted to the libraries by propaganda of the right type will be induced to stay in the library and make the best use of the resources only if the volumes be shown to the best advantage. The Colon Scheme will enable this library staff to give a good show of their books. Some of the special devices such as the Bias device suggested in this book will prove very useful to specialists. The book of Colon classification should not be regarded as a mere handbook of library technique. It is sure to prove an instrument for the effective use of the resources in a library. The get-up of the book is neat and the publishers, the Madras Law Journal Press should be congratulated.

*A Course in Indian Civics:*—By Gusham Rai Bhatnagar, Senior Professor of History and Political Science, Sanatana Dharma College, Lahore,

Published by MacMillan & Co., Ltd. Price Rs. 1-12-0. 156 pages.

This work has been designed with the object of meeting the needs of the Punjab Intermediate students of Civics. There are fifteen chapters dealing with the different aspects of government and citizenship. It is found that the chapters on village organization describes mainly the system in existence in the Punjab. The matter given is sufficient and nature of presentation is good. It is hoped that the few slips which have crept into the book would be removed in the next edition. A short index would add to the value of this book. On page 52 occurs the statement that direct taxation of individuals was a thing unknown in India—perhaps in the same way as Income tax but was not the *Jizya* a direct tax? Page 94—Permanent Settlement prevails in the Northern Circars. It must be made clear that only a large portion of Northern Circars and not the entire area, than other districts of the presidency are settled permanently. Page 145.—The reference to sugar cane research station at Banaglore is obviously a slip. The Imperial Sugar cane research station is at Coimbatore while Bangalore has the Imperial Institute for research in animal husbandry. The language of certain sentences need modification. The sentence on page 92 beginning with "just if we occupy a house"—must be rewritten as two sentences.

The book has been neatly printed and well got up.

V. K. S.

*An Introduction to Science*—Book II, Science and Life: By E. N. Da C. Andrade, D.Sc., Ph.D., and Julian Huxley, M.A. Publishers: Basil Blackwell, Oxford. Price not stated.

In refreshing contrast to the many text-books in General Science is this handy volume. The authors have taken care to present the facts of science not as laboratory facts but as facts of life, "as a living body of knowledge which is interwoven into everything around us, whether machines or manufactured articles or the play of natural force, whether the life of the fields or the mysteries of the laboratory." Thus the process of burning is explained in the first chapter as a chemical change and after studying combustion and slow oxidation, the reader is taken to breathing, in animal organism. Then the human body is described as a slow combustion engine. This leads on to chapter II and III where in is described the motor mechanism of the human body and some animals and how the body ma-

chine is controlled. This naturally takes the reader to the problem of warmth and so in Chapter IV temperature and heat is explained and also how heat travels and how heat is needed for several changes. This leads to human temperature in Chapter V which starts a discussion on cleanliness, ventilation and food. Chapters VI and VII are the natural sequence to chapter V. They give an idea of how plants are as much living beings as man or animals and the essential elements of the physiology of plants needed to show this truth is attempted.

The book is intended for junior students of the age of 10 or 11 upwards. It is written in a simple but elegant style and affords delightful reading. Now when science is given an important place in school curriculum, science masters in their zeal for the subject overdo it by making a striking and attractive apparatus. Naturally much of the science period is taken up in a description of the apparatus and so the pupils often get the idea that science is something pertaining to apparatus and laboratory! Many students often are unable to apply what they learn in the science period to the problems that occur say in the study of Geography. This is largely due to science being taught as if it had no bearing to life. Prof. Andrade and Huxley have done a great service in the preparation of this series and we therefore commend this to the attention of all science teachers.

The book under review is part of a series to consist of 4 volumes.

*A Suggestive Course of English: Supplementary Readers 1 to 7.* These booklets of stories are intended for use in classes III and IV. They are to be used as supplementary readers and their object is to create a taste for reading in the tots. In writing the stories, Mr. Saklani has borne in mind his experience with the young children of these classes. He has found that in these classes the pupils have a great craving for stories but their interest in reading will be sustained only if these stories are written in words which are familiar to them. Thus the stories should contain only such words as they learn from their detailed reader. Finding it difficult to get supplementary readers of that type, Mr. Saklani has prepared these readers. He has profusely illustrated these books with good and fine pictures. The books were corrected and improved by Mrs. L. H. Temple, Mrs. E. B. Nava of U. S. A. and Rev. J. W. Nave and published by University Book Depot, Agra.

*First Steps in Writing English:* By R. W. Jepson, M.A. Publishers: J. M. Dent & Sons, Ltd., Bedford Street, London, W.C. 2. Price not stated.

This is the first book of a series of the books, "The Writers' Craft Series". It is intended to be an elementary manual of composition for lower forms of Secondary Schools. Without bringing in the frightening grammatical terminology the author has successfully linked up composition with grammar and analysis. The sentence is treated as the unit of composition and as such construction of the different kinds and forms of sentences is treated in some detail. Plenty of exercises are provided at the end of each chapter. A year's composition work in our III and IV Forms may be planned along the lines indicated in this book and this book may be followed with advantage. One special feature of this book is that the author makes no attempt to do away with the teacher.

*School Certificate English Practice:* By Norman L. Clay. Publishers: J. M. Dent & Sons, Ltd., Bedford Street, London, W.C. 2. Price 2s.

This book contains exercises of the Matriculation type for the year preceeding Matriculation and the Matriculation year. As the author says in his preface, it is no "cram" book nor is it a self-study book. But it simply seeks to give exercises that will give a thorough preliminary training to the pupil who takes the school certificate examination. The exercises will furnish material for a two-year course. It is interesting to find that the author has made no attempt to compile from the question papers of the School Certificate Examination a list of exercises, but has with greater care framed the exercises which will be fresh to the teacher and stimulating to the taught. In view of the suggested re-organisation of the course of study in English for the Madras S. S. L. C., this book will be of immense help to teachers of English in our Secondary Schools.

*Stories from the Idylls of the King:* By A. Tennyson, adapted and retold. Edited by Prof. T. R. H. Peck, M.A. Publishers: B. G. Paul & Co. As. 10.

This is a well-edited supplementary reader useful for Forms IV and V. of our High Schools. The subject-matter of the immortal poem of Lord Tennyson, "The Idylls of the King" is presented in the form of a number of short stories. We are sure that a study of these pages will create in the boys a craving to study the original.

*The New Era English Reader—Primer I.:* By M. S. Sundareswaran, M.A., L.T., and A. S. Venkataraman. Edited by H. Champion, M.A., I.E.S. Publisher: B. G. Paul & Co. Price As. 5.

There are several English primers now in use in our Primary Schools. But this primer may well be said to satisfy a real want. The authors have borne in mind that the aim of learning English is to acquire an ability to use English in speech and writing, a practical command of the language." Thus reading, speaking and writing English are regarded as of the first importance.

The book is neatly got up with attractive illustrations.

*English Grammar and Composition:* By H. R. Bhatia, M.A., and H. M. C. Harris, B.A., L.C.P. (Lond), M.B.E. Publishers: The Indian Press, Ltd., Allahabad. Price Re. 1-8.

This book is intended for use of students preparing for the High School Examinations of the U. P., the Punjab and Rajputana. It is divided into two parts. Part I deals with the Parts of Speech, Analysis and Synthesis of sentences. Part II deals with the composition aspect, construction of sentences and paragraphs, story writing, letter writing and essays. Copious exercises are given at the end of each chapter and the authors expect that the teachers would so use these exercises as to develop the power of composition on sound lines. This may well be considered as a suitable text-book in grammar.

### BOOKS RECEIVED

1. Practical Lessons in Elementary Science and Hygiene from Class IV to III Form by Mr. M. S. Subramanian, Hindu Secondary School, Viravanallur.

2. A Guide to Tamil Essay Writing for High School Classes by Pandit N. Kanakaraja Iyer. Publisher: Mr. T. G. Gopala Pillai, Teppakulam, Trichinopoly.

3. The Atlas Geography of Madras Presidency

(Tamil) by S. Ramakrishna Avadani, M.A., L.T. Publisher: Mr. T. G. Gopala Pillai, Teppakulam, Trichinopoly.

4. Pratap Singh—The Maharana by Captain R. Francis Foster. Publisher: Mr. T. G. Gopala Pillai, Teppakulam, Trichinopoly.

5. Simple Stories for Indian Schools by Capt. R. Francis Foster, Publisher: Mr. T. G. Gopala Pillai, Teppakulam, Trichinopoly.

## GLEANINGS

It is being rumoured that the S. S. L. C. Board is contemplating a revision of the courses of study for the S. S. L. C. It is also said that the authorities of the Teachers' College, Saidapet, have been called upon to prepare syllabuses for the various subjects of the proposed revised S. S. L. C. Scheme. It looks as if that in June details of the new scheme may be communicated to heads of institutions and it may be brought into force in the coming academic year. Details of the revision as we are able to gather are as follows:

The Scheme will consist of three groups, A, B and C. Group A will be the compulsory group comprising of the subjects English, Vernacular or classical language and Elementary Mathematics. The Elementary Mathematics syllabus will include in addition to the present syllabus more important portions of Algebra and Geometry. Group B will consist of History of England, Physical Education, Drawing and Manual Training, for Form IV. Group C. will consist of a wide range of subjects, the student having to select any two of them. We are told that this Scheme is based on the opinions of the Headmasters of Secondary Schools. Revision on these lines seems to have been thought of at a joint meeting of the representatives of the Syndicate of the Madras University and members of the S. S. L. C. Board, and subsequently approved at fuller meetings of the S. S. L. C. Board and the Syndicate respectively.

Correspondence on this subject in the papers clearly indicates that teachers and parents are agitated by this proposal to so revise the scheme as to make it completely subordinate to the requirements of the University or to those of the Madras Univer-

sity in particular! But happily, the Scheme has to obtain the sanction of the Government and in a way should meet with the approval of the Academic Council. With a view therefore to focussing public attention on the question of Secondary Education we give below two extracts from two different sources. The first is from the pen of F. C. Happold, D.S.O., M.A., Headmaster of Bishop Wordsworth School, Salisbury, to whom are opened the columns of the *New Era* for putting forward his practical proposals for curriculum reconstruction. The second is an extract from the printed report of a survey of "tax supported education" in California. [Ed. S. I. T.]

### PRINCIPLES OF CURRICULUM CONSTRUCTION

The time has now come when this method of continuously adding to what is already there must be abandoned in favour of a deliberate overhaul and reconstruction if we are to recover the thoroughness which was the most valuable characteristic of the old classic curriculum and at the same time to adapt our studies to modern needs. The following scheme is put forward as a basis for discussion and experiment.

Most would agree (1) that there are certain skills which all must have, and in which whatever else is done they must be thoroughly proficient; (2) that there is a body of general culture which it is desirable that all in a greater or lesser degree should possess; (3) that perhaps even more important, schools must train the mind of the boy or girl so that it may function properly, and that this mental training can best be given through those subjects he or she has a special aptitude.

The constructed curriculum will recognise two essential skills, in which the pupil must be thoroughly drilled and tested throughout his school career:—

(1) Expression, i.e., the power to express one's self clearly, logically, and grammatically in speech and writing. Some formal instruction will be required, but the necessary continuous practice will be carried out through those subjects the mate-

## THE SOUTH INDIAN TEACHER

rial of which at different stages lends itself best to ensure the desired result. Training in expression will cease to be the prerogative of an "English" master.

(2) Number, i.e., the amount of mathematics essential for all, comprising the chief arithmetical processes, an acquaintance with algebraic symbols and simple geometrical forms. Mathematics proper will be taught only to those who have a bias in that direction.

We shall also envisage a general cultural course, applicable to the majority, if not to all of our pupils.

(i) *Elementary General Science*. It will include that amount of Biology, Chemistry and Physics which will enable the pupil to appreciate life processes and the scientific world in which he has to live. It will be taught in such a way as to give him some insight into and training in scientific method. Formal Science including much of the Chemistry and Physics now taught in schools, will be left to be studied later by those with a scientific bent.

(ii) *Social Studies*, including what is now known as English, History, Geography, Economics and Civics. . . . one will take Man as the basis of study, and consider him as a whole in relation to his development (history), environment (Geography), political and economic organisation (Economics) and Civics and thought (*Literature*). They will aim at training the pupil to understand and live in his own age, and to see his age in relation to the past and future. . . .

(iii) *Language*. This will be included in the curriculum of all Secondary Schools but will be omitted in some schools of the central and senior school type. It would be best to include only one foreign language in our course of general culture, and to study it thoroughly. Additional languages will be studied only by those who show a special aptitude for linguistic study.

(iv) *Handwork*, by which is meant work with the hands as a corrective to our present curriculum which tends to over-emphasise the academic. It may be drawing, painting, metal work and wood work (or combination of these or gardening).

It is assumed that this course of general culture will continue till the age of specialisation is reached, i.e., in the Secondary School, until the boy enters the sixth form; but before that time he will be allowed to branch out according to his special aptitude. It will probably be found that through his special aptitudes the pupil receives

the soundest and most efficient mental training. Three divisions may be made:

(i) *Literary and Linguistic*. At this stage the study of Latin and/or Greek, and perhaps a second foreign language, could be begun by those boys for whom such studies are appropriate.

(ii) *Mathematical and Scientific*. The study of Mathematics proper and of formal science.

(iii) *Practical*, in various forms according to career envisaged.

If carefully worked out this re-organisation ought to ensure that the boy leaves school able to express himself clearly, both in speech and writing, and to carry out the ordinary numerical process exactly. He will moreover have received a far better general education than at present. . . . " (*New Era* April 1933.)

### THE FUNCTIONS OF THE EDUCATIONAL SYSTEM

The fundamental functions of the State Educational System are to educate the pupil to greater and greater competency in performing: first the general social obligations of citizenship required of all men and women, and second, the particular or specialised services to society allotted to difficult occupational groups, membership in any one of which is a matter of individual choice and fitness.

### THE FIRST FUNCTION OF THE COMMON SCHOOL SYSTEM

It is the primary and fundamental function of the common school system, extending from the earliest years of schooling, tho' kindergarten, Elementary School, Junior and Senior High School, and the Junior College to educate the citizen for effective participation in all those common understandings and co-operation which are necessary to sustain the best in our complex contemporaneous civilisation . . . .

Our common schools must be dedicated primarily to educating men and women so that they may work and live together more successfully in and through the institutions of a civilisation that must be constantly adapted to changing conditions. Failure of citizens to understand many of our current problems and their tragic inability to co-operate in the solution of them constitute one cause that has led to breakdowns in our current civilisations.

A common school system rededicated to the original social purposes which warranted tax support by all citizens of the state, *must aim mainly at the fullest possible development of a social*

## GLEANINGS

rather than a selfish personality. . . . Much of the current criticism of the behaviour of citizens as the product of schools is based on the fact that the common above the Elementary School are not really utilized by the student or fully managed by teachers and administrators for this fundamental civilizing purpose. . . . The reconstruction of Secondary education will involve several marked changes from the traditional outlook and method.

In the first place *Secondary education will be not less intellectual but more social and adaptive.* It will be directed toward giving the student an understanding of the natural and social world in which he lives. The mastery of the academic letters, arts, and sciences will be no longer the end of his school mastery, but the educational means of understanding life . . . .

In the second place *Secondary education will focus its attention more steadily on the contemporary life, with its oncoming problems.* The lag between what the school teaches and what present and impending citizenship requires will be decreased . . . .

Thirdly, *schooling will not be thought of as practically the end of education or learning, now too commonly, and so fatally the case.* Education will be regarded as a continuous process, coterminus with life, to which schools merely give impetus for further and continuous personal inquiry and growth . . . .

### THE SECOND FUNCTION OF THE COMMON SCHOOL SYSTEM

It is a second and equally important function of the educational system to prepare young people for productive living. In so far as the indi-

vidual differences of students—intellectual, social and economic—warrant, this end will be accomplished through occupational training of different types . . . .

People are not all alike. To believe they are and to treat them as though they were is to commit a grave human injustice to many individuals and to deprive society of the use of their full powers . . . . Inability or lack of interest established by a pupil demand a re-direction of intellectual interest and provision for a shift of educational emphasis. A change of emphasis from the academic to other domains of arts, letters or science on the part of a student, often salvages a school career and acts as a spur to continuous learning . . . . Here arises the necessity for providing vocational courses of a quality and value equal to and co-ordinate with those of an academic nature. This situation involves growing numbers of cases as larger and larger groups of the population move through the school system toward the upper levels of common schooling. New intellectual opportunities and new opportunities for specialised vocational training are then plainly indicated, the more so because little by little the school has been forced to assume responsibilities that the home and industry cannot and will not longer perform. But in all such cases the trade or industrial teacher still has the responsibility of socializing or civilizing the student through connecting in the fullest possible extent his vocational activity with the rest of civilized life. Sometimes late, sometimes early, the re-adjustment just implied takes place for every student. (From the *Journal of the National Education Association*, January 1933.)

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## THE SOUTH INDIA TEACHERS' UNION.

### NOTICE.

Notice is hereby given that the Annual Meeting of the South India Teachers' Union will be held at Lawley Hall, Trichinopoly on 18th May, 1933, at 1-30 p.m., to consider the following items.

1. Adoption of the Annual Report.
2. Amendment to rule No. 18 (a) regarding delegation fee.
3. Election of office-bearers.
4. Any other urgent official item.

A meeting of the Executive Board of the South India Teachers' Union will be held on 16th May 1933 at 1-30 p.m., to consider the following.

1. Annual Report.
2. Report of Sub-committees.
3. Any other business.

S. I. T. U.

Office,  
Triplicane,  
25-4-1933.

(Sd.) M. S. SABHESAN,  
(Sd.) M. J. SARGUNAM,  
*Secretaries.*



*Ay! what are you doing?*

*I am making this chap light so that he may easily go to the University.*



## EDITORIAL.

### OUR RESOLUTIONS

The March issue of our journal contains the resolutions that will be taken up for consideration at the ensuing provincial educational conference. There are as many as seventy-two resolutions; a record number indeed! They cover a wide ground and range from "the remuneration to chief superintendents for the S. S. L. C. public examination" to "Service conditions Bill". Most of these resolutions are as old as the western system of Education in India. The authorities as well as the teaching profession will look small when the public find several questions, such as the adoption of the vernacular as the medium of instruction and examination, the revision of the grant-in-aid code, selection of text-books, interest on provident fund deposits etc., still continuing on the list of subjects for discussion. If the seventy-two resolutions be put together, they will easily constitute a good presidential address. The authorities and the public who may be expected to be interested in our conference should begin to realise the consequences of intellectual stagnation in the teaching profession. Is it not in the interests of education that the point of view of the profession in regard to questions that arise from time to time should be considered then and there? How can any progress be thought of when the time of the teacher is taken up year after year with the discussion of the same topics which are about fifty years old.

The teaching profession will also do well to help the organisers in adopting the practice that obtains elsewhere in respect of the conduct of a conference. Will it not be better if one or two topics be selected for thorough discussion at the conference? For instance, the service conditions bill is a

knotty problem and once this is properly tackled, a solution will be found for many of the questions referred to in other resolutions. We should like to appeal to the delegates not to fritter away their energies. Nothing will be gained by passing in a hurry a number of resolutions. Let each delegate study the service conditions bill carefully and attend the conference with the definite object of giving a proper shape to the bill. A measure of this nature should engage the attention of the Union and its affiliated associations throughout the coming year and the support of the public may be sought through propaganda. We do not intend to minimise the importance of the subject matter contained in other resolutions but our readers will agree that it is more desirable to take up every year one major question at a time and to concentrate attention on it in all our gatherings. It is really an indication of a defect in our organisation that it is not possible for us to point to any achievement in the sphere of education. The solution rests with the affiliated associations themselves and they will be doing the proper thing if they should suggest only one or two major topics for consideration at the conference.

### SIGNS OF AWAKENING

The programme of the Twenty-fifth Provincial educational conference bids fair to be interesting and ambitious. One outstanding feature is the tendency on the part of the different groups of teachers such as the Pundits, and the physical training instructors to meet together in sections of their own to consider more in detail the topics in which they are specially interested. The "English Teachers' section" is one more addition to this sectional gathering

this year and it has got a programme of its own.

Such awakening on the part of groups of teachers should be encouraged and their proceedings will be found to be useful. The South India Teachers' Union is an organisation, the membership of which is thrown open to all grades of teachers. There are several problems common to all teachers and the Union should offer a common platform for the discussion of all general questions. It is however easy to think of certain problems which will be chiefly of interest only to a section of teachers. The only way in which the desires of such a section can be rightly met is to provide in the rules for sectional meetings on the occasion of the conference. The resolutions of these sectional gatherings may be brought up before the open conference for final decision. Our sectional gatherings are not at present regulated by any rules of the Union. As a matter of fact, the Pandits' Association and the physical training instructors' association have not yet become affiliated to the S. I. T. U. and the Union has no means of getting into touch with these bodies and exercising any control over the policy of these bodies. It is desirable that in a provincial educational conference arranged under the auspices of the Union, all gatherings, whether general or sectional, should derive their inspiration from the Union and recognise the policy and authority of the Union. As years pass on, science teachers and History teachers, Headmaster and Assistant masters, will be willing to meet separately to discuss their problems amongst themselves before they are considered at the conference. The working committee should frame a few bye-laws regarding the sectional gatherings and relieve the Reception Committee of unnecessary worry. We hope that the conference of the English Teachers' section will help us to tackle successfully the vexed question of the

teaching of English and also to lay down the lines on which sectional gatherings should arrange their work in future.

S. S. L. C. AGAIN.

Our readers will have no doubt about the opinion of the Union regarding the S. S. L. C. Course. It has been repeatedly pointed out in the columns of our journal that the secondary school curriculum should not be unduly influenced by the University requirements. Secondary education curriculum is a hard nut to crack and there is dissatisfaction all over the world. It is expected to meet the varied needs of life and no wonder its curriculum happens to be as complex as life itself. We have on the one hand a small vanishing race of traditionalists who would let the secondary school curriculum continue to run in the old classical traditional groove. There are the modernists who are keen on bringing all subjects that may have any bearing on the life of the individual or a group of individuals under the courses of study. The problem becomes more complex in our presidency since different objects are proposed to be achieved through one type of secondary school. Those who have anything to do with our educational system should recognise three points in this connection. 1. That the secondary school course should offer a general liberal education so that every student can have opportunities of acquiring culture. 2. That it should afford facilities for courses with a vocational or technical bias so useful for a good number of students who are likely to enter life on leaving school and 3. That it should also provide for sound instruction in subjects likely to be useful for students intending to proceed to the University. Any scheme that is decided upon must be in the nature of a compromise and it may be regarded as passable if the three points mentioned above be borne in mind in this pre-

paration. The proposed revision according to which History, Geography and Elementary Science are to be practically taken away from the compulsory group is highly objectionable from every point of view. It is no good either to students thinking of a University career or to those who may enter life. Students who have not had facilities for studying the knowledge subjects will be seriously handicapped. We are told that the knowledge subjects may be included in the optional group in some form. This may be a clever attempt to meet the critics but the Union has always maintained that the knowledge subjects should find a place in the compulsory group. It should be possible for every student to get a training in the secondary school which will enable him to understand aright his position in the society and to acquire the necessary elements of culture.

The Union has suggested previously the deletion of the optional subject with a view to lightening the course. The single optional subject is found to satisfy neither the aims of the school nor the needs of the University. The deletion of the optional subject may not seriously impair efficiency from the University point of view; but it is certain that the deletion of knowledge subjects from the compulsory group will be a serious retrograde step. The authorities may consider more seriously the suggestion made by the Andhra University some years ago. While retaining the compulsory group more or less on the present lines, it suggested that every school should offer an optional technical or vocational course and make it obligatory on every pupil to receive instruction in one of the subjects in the technical group. If this view be accepted and if action be taken on these lines, the schools may be in a position to make the best use of their existing resources. This reform is also in consonance with the modern psychological research. Schools

which now provide courses in shorthand, etc., can continue to retain them for the benefit of students intending to enter life. The few schools which have adequate equipment for manual training may instead of commercial subjects offer facilities in manual training. Schools which have laboratory equipment for science subjects may provide facilities for practical work and laboratory training for such students as may intend to equip themselves for the University. The Union believes that a good and liberal secondary education is sure to prove a good preparation for University education and that premature specialisation as contemplated in the proposed revision is a serious drawback. We hope the subject will engage the earnest attention of the delegates who will be meeting in conference at Trichy in May.

#### THE PROTECTION FUND.

The revised rules suggested by the expert actuary have been adopted at the general body meeting of the subscribers held in February. The proceedings of the meeting published in our March issue will have been read with interest by our readers. The revision of the rules has been found necessary to ensure financial stability. The general feeling seems to be that in a business concern affecting the interests of a large number of teachers, it is necessary to be always on the safe side. The general body should be congratulated on the broad view it has taken of the case of subscribers who may desire to withdraw from the fund owing to changes in the rules. We understand that circular letters have been sent to subscribers setting forth the changes in the rules and requesting them to intimate their decision before 1st July on which date the new rules come into force. It gives us great pleasure to learn that several subscribers who attended the general body meeting with a view to press the question of withdrawal were convinced of the sound-

ness of the alterations and were willing to continue the membership. The number of applications for withdrawal that have been so far received is negligible and it is a matter for satisfaction that some of the applicants have written to the Secretary to get the application for withdrawal cancelled. We would appeal to subscribers to bear in mind that the fund has been, and continues to be, a mutual benefit fund, and any odd rupee which a member may happen to lose goes to relieve the suffering of the poor teachers' families. It seems to be the view of experts that the members can hope to derive a fair amount of benefit which will compare favourably with that offered by insurance companies. Over and above all, there is the satisfaction that the fund is the fund of the teacher run for the teacher and managed by the teacher. The extra-ordinary meeting proposed to be held in May is to consider the ways and means

of providing for easy payments for the past period and the general body is also to be requested to permit the cancellation of the withdrawal applications forwarded already by some subscribers if they should express their intention to continue in the fund. There is no doubt that the protection fund is the one organisation which serves to bring together different grades of teachers. It has been its chief aim to promote professional solidarity and a teacher should consider it a privilege to be in the fund even if it should mean a little sacrifice on his part.

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#### WE APOLOGISE

A mistake crept into our last issue. Mr. M. Vasudeva Menon, whose article on "History Teaching in High Schools" appeared on page 105 of our March issue is not the Headmaster of the Rajah's High School, Nileshtar. He is only the first assistant.

#### SILVER JUBILEE FUND

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