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MUSEUMS IN RELATION TO EDUCATION *

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SCOPE

Before considering the educational aspects of Museums, a short summary of the history of the Museums, with special reference to the Museum movement in S. India and some observations on the recent tendencies in Education will be useful to elucidate the present position, and to suggest possible directions in which improvements can be made.

ORIGIN

The word Museum means by derivation, a temple of the Muses, and the first temple of the Muses was the famous Museum at Alexandria, which was really a college of scholars and not a Museum in the present sense of the term. In its modern sense, the name was first applied to the collections of the Tradescant brothers at Oxford formed in the middle of the 17th century, which be-

came the nucleus of the Ashmolean Museum, one of the Museums of the Oxford University.

Many of the Museums began as collections of miscellaneous curiosities formed by wealthy travellers which were gradually absorbed into public institutions. When the collections were first assembled in Museums no educational purpose was in view, and until the last century Museums were not used for any organised study or research. In our own province of Madras, great keenness was displayed for scientific research early in the 19th century and in the Madras Literary Society, Madras had the good fortune to possess a body of men keenly alive to the needs of founding a Museum. The gift of their collections to the Government of the East India Company in 1846 laid the foundation of the Government Central Mu-

*A lecture delivered under the auspices of the Madras Library Association.

seum, which was opened on the 14th August 1851 at the college of Fort St. George. The great London Exhibition of 1851 gave stimulus to the Museum movement in S. India, and duplicates of exhibits collected therefor greatly added to the collections. The Museum as thus formed was, in the words of the Government notification, "intended to combine the objects of a Museum of Practical or Economic Geology and a Museum of Natural History."

LOCAL MUSEUMS

In order that the benefits of Museum Service should not be confined to Madras, it was from the first the intention of the founders to make the Madras Museum a central institution connected with local Museums in the districts. Almost at the same time as the idea arose of founding a Museum in Madras, General Cullen proposed to form small Museums in each Collectorate under the care of the Collector, the Medical Officer and the District Engineer, into which might be stored specimens of the various economic and other products of the districts. Both these proposals were submitted to and approved by the Honourable the Court of Directors in 1846. By 1856 local Museums had thus been established in Bellary, Cuddalore, Rajahmundry, Coimbatore, Ootacamund and Mangalore. Of these local Museums the Rajahmundry and Cuddalore Museums proved the most popular. The Coimbatore Museum was no sooner started than it was abandoned in view of its proximity to Ootacamund which then was in the same district. The other Museums were fairly on the road to success. But despite the success which attended them, and the fact that they were answering the purpose for which they were instituted, all these local Museums were closed in 1861 excepting the Rajahmundry Museum which was handed over to the Commissioners of the Municipality in 1875 and survives to this

day. Lack of efficient management and of skilled supervision, are said to have led to the closing down of these useful institutions.

RECENT TENDENCIES

So far for a short summary of the history of the Museums and the Museum progress in S. India. The Museum movement in Great Britain may be said to date since the beginning of the present century, and has made much headway since the war. The main tendencies of this movement are that internally much greater attention is devoted than previously to the problems of effectiveness of display, scientific classification of exhibits, and of prominent explanatory labelling. Externally the Museums are tending to co-operate with each other, and federating the public Museums of the country into one well organised public service, each unit acting in co-operation with other units and with the educational service of the country.

EDUCATIONAL ASPECTS

The educational aspects of Museums can best be considered under five main heads.

1. The education of the masses.
2. The education of school children.
3. The education of University students.
4. The education of research students.
5. Adult education.

Considering the first of these aspects, Museums are most popular institutions of public amusement all over the world. The galleries of a well kept Museum appeal as nothing else does to the untutored minds of the simple folks, and the subconscious education thus received is not a thing to be despised. Vernacular labels are a great aid in this regard and it is gratifying that the Madras Museum is realising this, and has already made a beginning in this direction. Madras Museum is one of the most popular of the Museums of the world, its daily average amounting to over a thousand.

POSSIBLE METHODS

The other aspects of educational service of Museums are among the recent tendencies of Museum developments, and the Madras Museum has not been without the repercussions of these modern ideas. Indeed the co-operation of the Madras Museum with the secondary schools in the city dates from 1914, when Dr. Henderson initiated a useful scheme of educational service imparting instruction directly to the school children. Side by side with these demonstrations to school boys, a set of demonstrations to teachers was also started. Modifications in methods suggested in the course of the practical working of the scheme have been made, from time to time, and improvements are still under consideration.

We are here concerned with the method of instruction which is peculiarly the Museum method, namely, conveying instruction by concrete objects. Essentially it is the arrangement and display of objects so that they may tell their own story. The phrase visual education has been used of late for this method but obviously is far from precise, since it cannot exclude book learning. The use of this concrete method has rapidly spread during the past 50 years. It is the Museum idea that the study of any subject can be enlivened by the introduction of illustrative subjects. The possible ways of securing this are two,—either the pupils may be sent to the Museums or the Museums may circulate specimens to the schools. Let us first consider visits to the Museum. It has been said that a Museum show case with its labels should be like a text book in which specimens take the place of illustrations. Emphasis must, however, be on the objects rather than on any explanatory accessories. Remembering that Museum objects are used not as symbols, but as themselves to convey some meaning either inherent in each, or consequent on

some mutual relation between several, the Curator must so display, arrange and label them as to make the meaning evident on simple observation. The facts should appear from the specimens, the relations of the facts from the arrangement of the specimens, and finally the obvious inference may be summed up in a label. It is clear therefore that the lesson of the specimens is most easily comprehended in a Museum.

From the point of view of the schools it is argued that "the unfamiliar surroundings cause distraction, and the multiplicity of the objects prevents concentration." Some Museums therefore provide light portable chairs and tables and special rooms for teaching, but for this separate duplicates have to be provided. The chief difficulty no doubt lies in bringing the classes to the Museum from long distances, and pupils have to visit the Museum pretty frequently if the visits are to function as a normal part of the educational system. This difficulty is one which the schools in the West are getting over by providing their own buses to take students to and fro.

The alternative method is for the Museums to circulate small collections and specially designed exhibits to the schools. It is generally admitted that the maximum benefit from educational equipment is secured when specimens are available in the class room. There the teacher and the pupils can use them under comfortable conditions, without distraction or waste of time. By this method also Museums are enabled to give direct service covering a large proportion of the schools. The method has received the greatest extension in the United States where besides the great national collections there are about a thousand local Museums, all sprung up as auxiliary to the educational system of the country. Practically all are dependent on private benefactions and subscriptions. A regular system of loans and exchanges links

them with each other and with the national collections. Even the smallest thus avoid staleness and stagnation. The Museums' Association of Great Britain with the active co-operation of the Carnegie Endowment are doing valuable work to bring about closer union of the schools and the Museums. Here again the number of circulating specimens must be large to provide for a sufficient supply of material at the right moment for all the schools. The adoption of such a scheme for Madras will necessarily have to take into account the needs of the several secondary schools within the city. This method makes still greater demand on the time of the Museum staff and necessitates the acquisition of new specimens for particular purposes.

The third possible method is the formation of school Museums on the lines suggested by the school syllabus. The pupils themselves should help in the formation of such a collection, and guidance can be obtained from the provincial or local Museum. It may, in this connection, be mentioned that the Fisheries Research Station at Ennur has for sale a number of specially designed cases of Fisheries exhibits and marine organisms, suitable for school teaching.

Whatever method be adopted, the immediate need is to teach the teachers. "It is the business of the teacher to teach and it is not the Curator's." The teacher knows his pupils, their previous acquaintance with the subject and their individual needs. Stress is thus rightly laid on this aspect of the service at the Madras Museum. The teachers should appreciate the value of the Museum, and take trouble to familiarise themselves with the publications and exhibits of the Museum. Unless the teachers show a genuine personal interest, administrative schemes of co-operation will fail to achieve their object. But if the teachers

are interested, the resources of the Museum are used intelligently. Loan collections are to be used to illustrate points arising out of the ordinary class room work, and special Museum lectures become an integral part of the curriculum, with the result that the outlook of the children is enlarged and their understanding of the world around them enriched.

In the issue of the "South Indian Teacher" for Aug. 1932, Dr. Gravely gives some useful suggestions for the utilisation of Museums in school teaching. It is often overlooked that before a teacher brings a class to the Museum, the teacher should pay a visit himself by way of preparation. Each visit should have a definite object suggested by the school syllabus.

The most successful scheme will thus appear to be a combination of all the three methods*:—the school Museum which should be used in class teaching and should foster in the pupils a hobby for collecting; circulating Museum loan collections to illustrate particular subjects supplementing the school collections; and finally as additional stimulus, visits by the pupils to the provincial or the local Museum. Though such a scheme will take long to be in working order, it is the goal that the educational and Museum authorities have to set before them.

As regards University education, Museums have long been recognised as a necessity to Universities. The Universities of the West maintain numerous special Museums, closely associated with the several faculties and regarded as an essential part of their teaching equipment. The need for Museum facilities in teaching such subjects as Geology, or comparative Anatomy or subjects in Natural Science, is sufficiently obvious. Universities in India have not been sufficiently alive to the need for separate University

* *Nature*, dated 27th February, 1932.—Museums and the Schools.

Museums as exist elsewhere. Though the students of the local colleges have not been making as much use of the Madras Museum as is desirable, there has been an increased tendency in recent years to use the collections in such subjects as Botany and Zoology, and it is to be hoped that greater use of the collections will be made by the college students.

It cannot be too strongly stressed how useful Museum exhibits can be for bringing home to children and adults a vivid idea of the subjects mentioned by teachers in schools and by lectures in University classes.

The staff of any Museum has to devote a large part of its time to research bearing on the collections to make them better known to Science, and to the interested public, and a Museum should as far as possible welcome help from research workers in working out the collections. In recent years greater co-operation has been in evidence between the Madras Museum and the Research Departments of the University, especially in Zoology.

I may here make a brief mention of the great national Museums of Science and Art at South Kensington, known as the Victoria and Albert Museum, and the Science Museum. They are of special interest as having been among the first large Museums in the world to be deliberately founded with popular education in view. The Exhibition of 1851 made the people realise that industrial expansion, and the prosperity of the country, must depend ultimately in the advance of scientific knowledge and artistic taste. The Science Museum exhibits the progress made in scientific discoveries, and the applications of scientific principles to the arts and manufactures, with the object of improving the standard of technical education, and of enabling industries to use new discoveries without unnecessary delay. The Museum of Art was

similarly intended to raise the general standard of artistic design in industry and enable manufacturers to compete more effectively with their rivals in other countries. Teachers are trained in their Museums for the provincial schools of science and art. Since 1864 this Museum has circulated loan collections to recognised schools and to school museums. Since 1908 the loan collections have been entirely separated from the public galleries, and the service has been continuously improved and expanded. In 1930 the loan comprised 39,312 works of art, 18,544 lantern slides and 519 books, issued to 37 training colleges, 359 secondary schools, 261 art schools, 76 local Museums, 5 temporary exhibitions and 34 other institutions.

Let us now consider the last aspect of Museum service, viz., Museums in relation to adult education. The proper education of the adult masses is exercising the minds of prominent educationists all over the civilised countries. In Great Britain where there are over 400 public Museums excluding picture galleries, and every town with a population of roughly 20,000 souls has a public Museum, the problem is one of extension of the benefits to the rural areas as a part of the Adult Education Movement. Here in South India it is a far greater problem, for we have first to form district Museums in every district headquarters before we can think of extension to villages. We have therefore first to get our local Museums which should aim at illustrating the life of the district by reference to its historical past, its fauna and flora, its own arts and crafts, its natural researches and the scientific principles underlying local industries and occupations. Everything should be done to awaken in the mind of the average citizen an intelligent interest in things around him and enable him to take this share in the building up of the Indian nation. A local Museum will also be of

direct educational service to the schools of the locality. The idea of the local Museum is not new to South India, which witnessed the founding of local Museums as early as the middle of the last century. Conditions in the districts were scarcely favourable to the formation of such scientific institutions at a time when the Museum idea had just germinated, and no facilities existed for giving training to the Museum Curator in the technicalities of Museum management.

The problem of rural education is not one of mere removal of illiteracy. On the recreational side and on widening the outlook of the villager, little is now done. Life is all work and there is nothing to enliven the toilsome life of the villager and make him a happier and useful citizen.

Schools of the ordinary type merely giving lessons in three R's are more and more proving to be inappropriate for a large proportion of children after the age of about 11. More practical methods, designed to establish closer connections between the school studies and their avocations in life, are advocated. These improved type of

schools should aim at a more direct appeal to the interest of the adolescent and the adult in practical activities and the world about him, as distinct from ideas and generalisations. If the object of such schools is to create interests which the pupils can carry into adult life, we have in the proper use of the Museum a most effective instrument for this purpose. In an extension of Museum service we can thus form an institution of great usefulness and vast possibilities in any scheme of adult education.

In conclusion, I may own that the very interesting word Museum has unfortunately a prejudice behind it, associated in the popular mind with all that is depressing and decaying, and this feeling is partly responsible for the present unsatisfactory state of affairs. Here in Madras it is perpetuated in popular language by the term "Satta College"—whereas a Museum is a growing and living institution and in no sense dead. This prejudice will surely be overcome if the present generation of school children were given systematic opportunities of enjoying the collections treasured in the modern Museums.

TEACHERS' SERVICE CONDITIONS—THE PROBLEM AND SOME SOLUTIONS

BY

S. T. RAMANUJA IYENGAR,

(I) POSITION OF SECONDARY SCHOOLS

A correct understanding of the present position of secondary schools is necessary in order to form an accurate idea of the service conditions of teachers and the general insecurity of service which prevails in our secondary schools. There are at present 15 Government schools; 51 Municipal schools; 185 schools under District Boards; 103 Mission and Aided schools; 169 Non-Mission Aided schools and 3 unaided schools. The number of graduate teachers is 1,973; the number of secondary grade teachers is 3,415; Higher Grade (Ele.) teachers is 510; Lower Grade is 124; Others is 1,001; Untrained is 1,831, making a total of 8,854 in High Schools.

These schools are under different agencies. Their financial resources vary. While Government schools are a costly luxury, schools under local bodies are being maintained by fee income, subsidy from Government, and by local funds. Aided Mission schools are also backed by funds of missionary agencies from abroad. Aided non-mission schools are largely unendowed and they carry on with fee income and illiberal grant-in-aid and run into deficits which, in some cases, are met by the management from private or public sources and in the majority of cases are generally met by niggardly treatment of teachers in respect of salaries or by resort to cuts in salaries or retrenching staff unceremoniously. These schools not only differ in agency and financial resources but also in

the methods of recruitment of their staff. In government schools, teaching posts are filled by the Public Service Commission. In schools under local bodies, appointments are entirely guided by the whims of local bodies and executive officers and by communal considerations. In aided mission institutions, the rule is to encourage Christian applicants. In aided non-mission schools, appointments are largely guided by the supply of teacher-aspirants and above all by the limited resources and financial depression of the masters of the indentured intellectual workers, who may aptly be described as educational Kanganees'.

II

SERVICE CONDITIONS

These differences in agencies, resources and recruitment in staff, combined with government's partnership in secondary education with school authorities, are responsible for the woeful and demoralising service conditions of teachers. Particularly in non-government aided schools, the conditions are appalling and may soon develop a rankling sore which will poison the very springs of healthy life in schools. Teachers in aided schools have no security of tenure. They have no fixed scale of salaries. Their salaries are inadequate. They are not recognized as members of a service. They have no prospects of a career and in spite of the encouraging re-

ferences of those in authority that they have the prospects of their work on earth being rewarded in heaven, their enthusiasm for the ideal of *service per se* is sublimating with the progress of the creeping educational paralysis which is overtaking all schools, thanks to the atmosphere of levity of all concerned in secondary education. They cannot afford to move from one school to another voluntarily because that means starting life afresh. If they elect to stay on and get on, nemesis will overtake them in the shape of cuts in salaries or their services may be terminated at any time with or without reasons, with or without due notice by the school authorities. As if these disabilities of service in secondary schools were not enough to promote deterioration, educational inertia and wastage, teachers in aided schools, thanks to the continuity of policy of educational ministers, towards the large body of teachers in secondary schools, have been awarded the badge of indenture by G. O. 180 Edu., Dated, 6-2-'30 which has added discontent to the prevailing distress of teachers.

III

INDENTURE OF TEACHERS

The indenture document published as a model by government for the benefit of its partner in secondary education and helplessly signed by teachers in most schools as an imposition of beggarly necessity is the outcome of the growth of the idea of contracts as a remedy for the bad state of secondary school masters. The agreement idea for schools was first enunciated by the Sadler Commission in their recommendations, No. 92, ii. But this recommendation was part of a scheme for the unification of the teaching service in Bengal and it was coupled with reasonable provision for redress

in case of breach of contract. So early as the 10th of August 1920, Mr. P. A. Subramania Iyer, then Secretary of the S. I. T. U. drew up a memorandum on the subject and requested the Government to follow the lines recommended by the Sadler Commission. Teachers' Associations took up the lead of the S. I. T. U. and in fact agitated for a contract which would be really a mutual covenant and contract between the parties engaged in running secondary schools, with the provision for channels of redress in case of breach of terms of agreement. In return they got the contract without the moral basis, a contract embodying the principles that the teacher was a commodity, that he could be employed or disemployed by his employer, and that the final word in respect of the contract lay with the employer. When teachers began to complain about their treatment at the hands of their employers, Sir A. P. Patro, then Educational Minister, trotted out the employer-employee theory. His successor in office, Dr. Subbarayan, went a step further and embodied the stone for bread policy of his predecessor in G. O. 180, Dated 6-2-'30 and gave the teacher-world the stigma of indenture without redress.

IV

TEACHERS' OBJECTIONS

Teachers found that the actual working of stray contracts or service rules in vogue in schools led to abuses by managements, and they have in successive conferences been repudiating the employer-employee theory and its application to teachers in secondary schools and advocating the application of the statesman-like solution advocated by the Sadler Commission. Since the enforcement of the model contract by Government in 1930, teachers

have found to their cost that the terms of the contract have operated to their disadvantage and that the contract at work tends to be a tyranny of department *cum* school authorities over the indentured teacher. Their fears about the contracts are proving true. Terminations have now become a matter of course, and do not even come to light, seeing that they are under the contract. The terms of service, never fixed or fair, under the pressing plea of all-round depression, are now tending to fluctuate at the pleasure of the employer, whether the employee and party to the contract like it or not, resulting in a hurricane of salary cuts, thus proving the futility of contracts. The so-called protection through departmental intervention to secure observance of contract and enforce security of tenure, put forward by Sir P. S. Sivaswami Iyer in April 1931 at Tirukattupalli is a myth, seeing departmental intervention tends to make the affair a nasty one in which the teacher is hit behind his back by managements willing to wound but afraid to strike. There is thus force in the following objections of self-respecting teachers to the contract as it is:—

1. The contract is not bi-lateral in spirit.
2. It seeks to isolate the aided school teacher from other types of teachers.
3. It is not mutual in the obligations of parties.
4. It is brimming with provisions of a vague and arbitrary character against the professional independence of the teacher.
5. It vests employers with undefined, undue powers of control and determination of service.
6. It legalises termination at will of the employer on three months' notice—thus

providing for insecurity of tenure and for the wrecking of teachers' career in the school.

7. It does not provide for an agency, effective enough to decide disputes about breach of contract and enforce decisions on parties.

8. It enslaves the teacher and robs him of what little initiative and independence that he has, and demoralises him.

V

A PEACEFUL SOLUTION

The solution for this problem does not depend upon any one party concerned in Secondary Education, though Government as the controlling authority can successfully solve it by executive action. The peaceful way of doing it is for government, as repeatedly demanded by the S. I. T. U., to order an enquiry into the financial condition of secondary schools and into the service conditions of teachers; and, in virtue of the patent inter-relationship between an unendowed school and insecure service conditions, to abolish all unendowed schools or hand them over to teachers of the institution for being run on a co-operative basis. Government must recognise the partnership—not of the dependence of teachers upon managements and enforce observance by both parties of their mutual rights and responsibilities. A peaceful solution on the following lines is outlined to end the present disabilities of teachers.

- (a) Managements must guarantee:—
1. a minimum commencing salary out of fee-income and endowments; 2. a regular rate of increment; 3. a period of continuous service of 25 years terminable

on three months' notice on either side in the event of physical incapacity or proved inefficient work or unprofessional conduct proved after a judicial enquiry ; 4. a set of leave rules as in the case of the vacation departments of Government.

(b) Government must guarantee :—

1. Right of appeal to a duly constituted judicial tribunal in the event of termination or breach of contract ; 2. Compensation in the event of unjust discharge ; 3. Incremental charges in salary scales of all teachers in service ; 4. A Service Council.

(c) Teachers :—1. Must loyally serve the school ; 2. Confine themselves solely to schoolwork ; 3. Take up other work only with the consent of school authorities ; 4. Maintain professional honour ; 5. Submit to a professional code of rules.

VI

GOVERNMENT'S ATTITUDE

Government even in this reform era is neither representative of, nor responsive to, the people. It expects people or classes of people to demonstrate their right to regard either by representations to officers during tours, representations and deputations to authorities or by creating a compelling public opinion to warrant them doing the right thing. But, prestige-ridden as it is, it would not tolerate assertion of rights up to the breaking point. All these are incidental to government without the consent of the governed.

VII

TEACHERS' PROGRAMME

Still, with a full knowledge of these things teachers have been making representations for redress in vain all three years of dyarchy. They have been waiting in depu-

tations in vain. They are therefore losing their faith in government doing the right thing at the right time. Hence, it is that they have, like all other organisations, embarked upon a policy of "raising themselves by their own efforts." This naturally implies a programme of self-elevation and action. As a first step, they are trying to organise their numbers and resources. The S. I. T. U. is the outcome of their desire for organisation. The South Indian Teacher is the *forum* of all grades of teachers. The S. I. T. U. Protection Fund is the nucleus of their self-earned provision for old age, and for resisting onslaughts against the profession. The Provincial conferences and guild meetings are the visible results of the growing solidarity of the profession and their desire as a profession, to set up ideals of conduct worthy of the calling of teachers. Out of the growing organisation has arisen the spirit of fighting wrongs done. After years of representation and petitioning, the S. I. T. U. has found the need for self-reliance. Hence it is that it has for the past two years, synchronising with the imposition of the unwanted contract in 1930, been working up the Vigilance Committee and trying to get a Teachers' Service Conditions Bill passed by the Local legislature. The creation of the Vigilance Committee has put all alike on their guard. Teachers know that they would not be easily supported if they are not worthy of the moral and financial support of the Union. Managements know that teachers have a body to protect them and if necessary to help them to establish their rights.

THE WORK BEFORE THE VIGILANCE COMMITTEE

But the task of the Vigilance Committee is rendered very difficult. It has before it 3 ways of redress, namely (a) collection of facts and representation to department, (b) resort to law, (c) resort to direct action.

The collection of facts is rendered difficult, by the unnecessary humility of the teacher and by his shunning publicity, unlike men who want to succeed in other walks of life. There is not the necessary amount of co-operation of headmasters in supplying the authenticated information. The M. L. C.s. who can draw out the Department and make its statistics available for us, are apathetic and require to be approached systematically in and out of council sessions to interpellate and move resolutions. This implies the regular work of a touring propagandist of the Union to collect and co-ordinate information with a view to faithful representation. Even if the immediate appointment of a paid worker is considered out of question, the S. I. Teacher must have in each important district educational centre a recognised correspondent to report happenings in schools which must be published month by month, in the professional gazette. The correspondents so appointed must be faithful reporters worthy of pure journalism. On the strength of the information made available, the Vigilance Committee must start enquiry and seek redress for teachers by negotiating with managements or by representation to the department. In the event of failure to obtain redress, the Vigilance Committee must resort to law for the aggrieved teachers and conduct test cases. One or two test cases would demonstrate

the strength of our claims and prevent the recurrence of unjust treatment. Letting go cases by our default would strengthen the hands of offending school authorities. If resort to law also is found to be not a successful solution, direct action deserves to be tried, as a last step in a state of despair, provided teachers support it on a referendum. But even direct action, to be effective, must be non-aggressive. Teachers must pledge themselves to be scrupulously clean in their work and conduct. In any attempt to effect an improvement the following points should be borne in mind:—i. Publication of cases of hardship. ii. Representation for redress, within a period. iii. Publication of a black list of offending institutions. iv. Creating a Teachers' Defence Fund to subsidise teachers in distress. v. Starting a Teachers' Unemployment Benefit Fund. vi. Localising a struggle in a particular educational institution. vii. Rousing public opinion. viii. Starting new Teacher-managed Gurukulas or Boarding Schools wherever possible.

What is wanted to solve this difficult problem is the necessary sensitiveness of spirit to resist wrongs done to the profession, a spirit of professional solidarity in thought and action, and the requisite workers and funds. Let us humbly pray, in the interests of pupils and their parents, that the problem of security of tenure would be solved peacefully by the co-operation of all concerned in Education.

ON THE NEED FOR INTELLECTUAL CO-OPERATION

The (League of Nations) International Committee on Intellectual Co-operation held its annual session in Geneva during the month of July. The main task of this body (which is composed of eminent professors and educationists from various countries of the world) is to examine the functioning of the League of Nations' Organisation of Intellectual Co-operation, to give a general mandate and plan of annual work to the Paris Institute of Intellectual Co-operation and to the Rome Institute of Educational Cinematography, and to study the possibility of establishing greater collaboration with such educational institutes and organisations as are interested in promoting better international understanding.

This year's agenda was exceptionally interesting; it included discussions on various important reports and projects, e.g., "Educational Reorganisation of China," "Scientific Study of Social and Political Relations," "Production of Educational Films on the League of Nations," "The Press and Intellectual Co-operation, &c.

India is represented in this International Commission on Intellectual Co-operation by Sir Sarvapalli Radhakrishnan, Vice-Chancellor, Andhra University, Waltair. Prof. Radhakrishnan is perhaps the greatest exponent of Hindu philosophy in our times, and he hardly needs an introduction to the *intelligentia* in the East as well as in the West.

In a broadcast talk delivered shortly before his departure for India, Professor Radhakrishnan dwelt on the need for greater intellectual co-operation in these difficult days. His address is summarised below:—

"... We are living in great times. History is being made before our eyes. It is the duty of the intellectuals to interpret the events, direct their course, and thus contribute—in an active way—to the march of events.

While science and organisation are building up a single world-body, the world does not yet function as a single organism. Our political partitions and economic barriers are dividing the one-world into a number of independent units. The one civilized society is being governed by sixty and odd independent sovereign states. It is our duty to build up a world-soul, a world-culture, a world-conscience, to inform and animate the one world-body. The International Committee on Intellectual Co-operation is endeavouring to build up sympathy and understanding.

While thought is important and necessary, it is not enough. In the last War, the intellectuals exhibited more bad feeling than the masses. Mere enlightenment has never yet stopped a bullet. In spite of our pacifist professions, we easily fall victims to mob passions and national egotisms. Those who stand up for the ideals of peace among the nations—of social progress and of human brotherhood—must have not only the mental agility but also the moral courage to suffer for their ideals. We talk about peace in Geneva, but prevent reforms, delay disarmament, and fight shy of all generous ideas.

"The change needed is not so much an intellectual as a psychological one. Unless individuals and groups of individuals arise in every state,—men who are prepared to suffer and to be mauled

to the earth for the sake of peace,—we shall not get nearer the goal.

I believe that the Eastern nations, China and India, who are pacifists by tradition and temperament, have a good deal to contribute to the new world culture. They are the necessary complement and corrective to the dominant, rationalist pragmatism of the West.

They may not be advanced politically, but political values are not the highest—nor are they all the values. If we are servants of the values of spirit, of truth and justice, peace and honour, let us adopt in our lives—and with our lives—the maxim: “*So long as one man is in prison, I am not free; So long as one nation is subject, I belong to it.*”

BILINGUALISM AND EDUCATION*

BY

PIERRE BOVET.

Among the many meetings of the N. E. F. in Nice one series of sessions grouped from many lands educationists interested in the problems raised by bilingualism. This section, convened by Miss. Hywella Saer, of Aberystwyth, was in a way a continuation of the proceedings of an international conference organised in Luxemburg in 1928 by the International Bureau of Education in Geneva. Most of the papers presented in Nice came from people who had attended the 1928 conference. This continuity of effort shows the importance of the questions raised. It will have to last for many years more before the problems are solved. Let us consider some of the difficulties that lie before the inquirers.

THE EDUCATIONAL PROBLEMS

In many places the language spoken by the teacher in the class-room is not the same language the child speaks out of doors or at home. This is the case when a great nation with a centralised school system insists on having one language all over its territory without taking into account the provincial idioms. (France, ignoring the current language of the Bretons, the Basques, the Alsatians, the Provencaux, may be taken as an example. As every one knows, this attitude of the French school had raised few protests before the Alsatian post-war problem). An altogether different situation which causes similar difficulties is that of mixed linguistic areas such as are found in some parts of Belgium and Switzerland (Brussels, Fribourg, Bienne, etc.) A third case, and a very important one too, is presented in countries or provinces where the spoken dialect shows considerable differences from the literary language. (This is

the case in German Switzerland and in most parts of Germany and Italy.) A fourth situation is the one of immigrants. (It may be the individual case of a foreign resident sending his children to a national school, or the collective problem of compact masses as we find them in the United States.) Lastly we have in colonial countries in the conflict of native and European languages, which has such far reaching issues. Therefore it becomes obvious that the educational problems of bilingualism are affecting an important proportion of the school population of the world. They truly deserve careful study; the more so because (and this does not need to be developed here) all over the world people show themselves to be extremely sensitive about everything which pertains to the use of their mother tongue. There are emotional associations attached to it. An enquiry into the complexes of the subconscious mind would explain the depth and intensity of feeling which are, in some parts of the world, only too easy to ascertain.

The problems raised by these bilingual situations are twofold, political and educational: in the first place, what attitude, what measures should be taken by the school authorities in the interests of the State? and in the second, what attitude best safeguards the interest of the pupil? Of these two sets of questions, the conferences in Luxemburg and Nice most carefully avoided the first. They were exclusively concerned with the effects of bilingualism on the mind of the child. And before deciding what was to be done, they felt the necessity of a careful inquiry into what is actually

* Reprinted from "The New Era", July 1933.

happening at present under the different conditions described.

THE EFFECTS OF BILINGUALISM

"What are the effects of bilingualism?" This was the central question of our meetings. In a short article like this it is impossible, much as I regret it, to recall the history of this research. It is to the late D. J. Saer, of Aberystwyth, that we owe not only a clear statement of the problem but a most interesting attempt towards its solution by strictly scientific methods. Saer and his colleagues of the University of Wales, Professors Smith and Hughes, showed that, under the conditions then prevailing in the Welsh schools system, children coming from Welsh speaking homes into schools where English was the only language used, were appreciably and permanently impaired in their mental development as measured by an Intelligence Quotient obtained from mental and scholastic tests. Very wisely, and in a thoroughly scientific spirit, they refrained from generalising their findings and asked for further experimental research conducted elsewhere with possibly other methods. The Luxemburg conference was to be answer to this request.

Its immediate results were not very apparent. To the question: "What are the effects of bilingualism?" two other preliminary ones were added: (1) "What are the kinds and grades of bilingualism and how are we going to measure these grades?" and (2) "How are we going to measure the effects of bilingualism? The whole enquiry, as one sees, was first calling for discussion of a very technical character.

GRADES OF BILINGUALISM AND THEIR MEASUREMENT

Dr. Daniel A. Prescott, of Tutgers University, N. J. U. S. A., sent to Nice a Progress Report of Research dealing with Bilingualism, which brought to light some facts of great sociological inter-

rest the extreme frequency of bilingualism in the school population of some parts of the state of New Jersey (of 12,270 pupils, of more than 9 years touched by the enquiry 8,874 i.e. 72 per cent gave answers testifying to the influence of a language other than English),—great differences between the immigrant colonies from the point of view of their resistance to linguistic assimilation (Spaniards, Greeks, Ukrainians, Russians are most, Jews, Germans and Danes least refractory)—the existence in New Jersey of a language unknown in Europe, 'slav', a neutral and composite means of communication for Russians Czeĳs, Ukrainians and Poles. The Nice group has retained Dr. Prescott's method as a useful way of determining objectively the grades and varieties of bilingualism to which Dr. Decroly had pointed in his paper for the Luxemburg conference.

We quote Dr. Prescott: "The questions are worded in such a manner that in each case the answer would be one word: the name of the language used under the conditions described. Sample questions are: "What language did you speak first?" "What language does your father usually use when he talks to your mother?" "What language does your father use when he talks to an older person in the house?" "What language does your father use when he talks to your little brothers and sisters?" "What language does your father use when he talks to you?" "In what language do you talk to your father? The same questions were asked regarding the habits of the mother. Further questions are: "In what language do you usually talk to your brothers and sisters? "Do you have newspapers and magazines in your home that are not English? "Do you read them often? "Do you write in some other language besides English? "What language is used in your church? "What language is used in most of the parties and entertainments to

which you go? "Did you ever go to a school where the teachers did not talk much English to the pupils?"

"The scoring of the questionnaire is very simple. One point is given to each question answered to show foreign language usage and the sum of these units represents a rough index of the extent of the non-English language influence upon the children in the home."

The experimental researches conducted in 1929 in Barcelona by Mr. and Mrs. Gali are interpreted by them as showing a kind of mental disarray caused by the school bilingualism existing at the time (children from Catalonian homes being taught exclusively in Castilian). Their method consisted of registering the immediate verbal memory with two parallel series of ten equally familiar words. The familiarity of the child with each of the two languages retained under the same conditions might be measured by the relative number of words given, one in Castilian and the other in Catalonian. Another experiment is one of chain-association. The stimulus words were given alternatively in Castilian and Catalonian, the child being asked to write all the words in either language that would come to his mind during half a minute. Here again the proportion of the words of the two languages may be taken as a kind of bilingual, index, which it would be interesting to correlate with the home conditions ascertained by Dr. Prescott's questionnaire.

Miss H. Saer's researches conducted in 1930 and 1931 are also along the association method. Fifty words were selected naming situations, persons, things or actions which are already familiar to a 3 years old child. They were given both in English and in Welsh making one hundred altogether. Fifty girls, between 11 and 19, were asked to give the first word that came in either language. The association time was carefully taken. A comparison of the reactions

of every individual girl to the English and Welsh words of corresponding meaning proved most instructive. Without going into technical details we may mention that the experimental findings corresponded to situations previously ascertained by D. J. Saer in 1924. A high degree of true bilingualism results from the use of a second language in play and game from an early age.

EFFECTS OF BILINGUALISM AND THEIR MEASUREMENT

This was the second question raised by the papers presented at Luxemburg. They had pointed to a possible influence of bilingualism on motricity, general intelligence, school achievements affectivity, and the acquisition of new languages. In Nice attention has been almost exclusively focussed on two fields: affectivity and language mastery and fluency.

How are we to measure the effects of bilingualism on affectivity? By the association method. If Mr. Gali's and Miss Saer's techniques were applied both to monoglot and to bilingual children, a comparison of the results might give us an interesting insight on the influence which a second language, acquired at an early age under given conditions, may have on the affectivity of the child. This research remains to be done.

BILINGUALISM—A HANDICAP OR AN ADVANTAGE

With relation to mastery of language, the Luxemburg conference had contrasted two opinions. On the one hand the Welsh—enquiries showed that in a certain type of school bilingualism considerably impaired the intellectual development of the child; on the other hand precise observation of home bilingualism by Ronjat and enquiry by Meyhoffer at the International School of Geneva, saw nothing but advantages in the early acquisition of a second language.

In order to solve this antinomy, two hypotheses were then suggested. One of them underlined the importance of affective

factors: a second language learned so to speak whole-heartedly and in play surroundings would have effects altogether different from a language imposed in the class room with more or less vexatory methods. We have already indicated that Miss Saer's seem to support this first hypothesis.

The other suggestion—which in no way contradicts the first but which may furnish a valuable supplement—was put forward by the late Dr. Decroly. He pointed to the great differences existing between individual children with regard to speech facility, quite apart from any influence of bilingualism, and suggested that the contradictory opinions about the effects of bilingualism be interpreted as follows: for children, gifted from the language point of view, i.e., endowed with verbal facility and fluency, there would be no harm in the acquisition of a second language; for others, probably the majority, the effort required by that acquisition, being too great, would impair their mental development.

M. Junod, of the Berne Normal School, has begun with the help of the Rousseau Institute in Geneva an experimental verifi-

cation of this hypothesis, and devised a battery of individual and collective tests in order to measure the "language facility" of a child. Those tests may be used in different ways. First, in relation to home bilingualism, they will show us whether there is any relation between this speech fluency and the forms and grades of home bilingualism. Second, in relation to school bilingualism, we shall be able to see whether school achievements and the mental development of children hitherto monoglots varies in relation to the degree of speech facility ascertained by the tests before school entrance.

I fear this report on the Nice proceedings may appear very dry and very technical. It will at least have shown that the educational problems of bilingualism, quite apart from any political issues, are no easy ones. It is a matter of deep gratitude for all those who take interest in this research that the Welsh pioneers who first saw the problems proceeded to their solution in a truly admirable spirit of scientific objectivity and prudence which makes their inquiry a lasting model.

SERVICE CONDITIONS BILL?

SEE HOW THE PUBLIC TREATS TEACHERS!

WHAT DOES THE ADMINISTRATION REPORT SAY?

". . . It seems desirable at the present stage of development of education to indicate certain minima for the several grades of teachers with a view to making the payment of salaries below these limits impossible. such a step seems necessary in order to improve the efficiency of teachers and to

check the growth of certain practices that have sprung up in connection with their employment."

Even worse than the prevalence of the low rates of salary is the delay that often occurs in the disbursement of salaries in some of the committee and individual managed schools. Such delays lead teachers into debt, worry and litigation. Salaries are left to accumulate in some schools while in others managements are not able

to pay the teachers at the rates on which they were appointed. Such irregularities are an unhappy feature of the present and the prevailing financial stringency has made the position of managements more difficult as regards their financial obligations."

WHAT A STRONG CASE FOR SERVICE CONDITIONS BILL?

SEE WHAT THE MEN ON THE SPOT HAVE TO SAY!

1. D. E. O., EAST GODAVARY

"Pecuniary embarrassments undoubtedly affect the efficiency of teachers and their wages should not be reduced below the efficiency minimum. Judging from the results the cheapest teacher might prove to be the costliest."

2. D. E. O., TANJORE

"Their salaries are poor and what has been poor has become poorer still under the present financial stress. In a few cases the salaries are kept in arrears for months together."

3. D. E. O., SOUTH MALABAR

"There is also the very sad feature of differences in the salary shown in the account books and the salary actually disbursed."

STATUTORY PROTECTION INDISPENSABLE!

LET M.L.C.'S NOTE THE PASSAGE IN THE QUINQUENNIAL REPORT!

"Where managements have no other visible source of income than the fee income

and the Government grant, they are driven to make-shifts of various kinds. Delay in the payment of salaries, dispensing with the services of teachers at the end of each year, and payment at rates different from those shown in the books of the school are some of the devices by which managements keep down their expenditure."

CONTRACT IN FORCE!

SEE WHAT THE EXPERT MEN ON THE SPOT HAVE TO SAY !

D. E. O., COIMBATORE

"Many a teacher does not put his heart into his work as his pay has been cut down and his security of tenure practically absent. The agreement between the management and teachers practically serves no useful purpose and certainly does not achieve the ostensible object in view. Even local bodies treat temporary and acting teachers in a harsh manner, sending them away at the beginning of the vacation and re-employing them on the reopening date without vacation pay. Teachers are kept on probation for years on and without confirmation or the benefits of the provident fund. Under the circumstances efficiency has suffered."

D. E. O., MADRAS

"One of the outstanding defects in the organisation of secondary schools was, as in the past, the lack of stability in the teacher's tenure. The introduction of these agreements could not, however, bring into being in all schools either uniform terms of service or identical scale of salaries or leave rules."

ALL-INDIA EDUCATION BULLETIN

Published by the A. I. F. T. A., Cawnpore

The first number of Volume IV of the above bulletin published in July last is of great interest to all lovers of educational progress and we offer no apologies for presenting our readers with some main features of this useful publication. It contains the messages to the 8th All-India Educational Conference held in April last at Lahore sent by educationists in and outside India. Report of the secretary for 1932, Reports of various committees appointed such as those on Examinations, Text Books and Research and Experiment Board, besides the resolutions passed at the 8th All-India Conference, office-bearers for 1933, financial statements for 1932 and budget for 1933 and list of publications of the A. I. F. T. A. and of the journals of the constituent associations.

The large number of felicitations conveyed to the All-India Education Conference by prominent educationists in and outside India is an indication of the growing importance of our conference. The secretary's report for the year 1932 is as usual, full of interest. It surveys the activities not only of the A. I. F. T. A. but of all its constituent associations as well. The secretary has launched forth his scheme of collecting Rs. one lakh as funded capital for the central institution and it is hoped that teachers all over India will contribute their mite and enable the A. I. F. T. A. to stand upon its own legs.

The council for 1933 held its first meeting on 15—4—1933 and resolved in accordance with the revised constitutions to have 12 standing committees in charge of sections like Child Education, Primary Education, etc., and abolished all *ad hoc* com-

mittees appointed by previous conferences. They also referred to the ex-committee a proposal to start an All-India Educational Journal with provincial supplements.

Prof. S. K. Yegnanarayana Iyer, in virtue of his having been the chairman of the Reception Committee of the All-India Conference held in Madras in 1929 Messrs. Aravamuda Aiyangar, Guruswami Sastri-gal, S. Srinivasa Iyer, Sargunam and Sabhesan as the elected representatives of the S. I. T. U., are members of the council of A. I. F. T. A. and M. S. Sabhesan has been elected to the Executive Committee for the year 1933 and Prof. S. K. Yegnanarayana Iyer has been elected as one of the vice-presidents of the University Education section of the A. I. F. T. A.

RESOLUTIONS PASSED AT THE ALL-INDIA EDUCATIONAL CONFERENCE LAHORE

1. That this conference views with alarm the growing habit of smoking among Indian boys and requests the provincial and State Governments to provide legislative enactments to penalise the sale of cigarettes and bidis to boys under 18 years of age.

2. This conference is of opinion that in order to relieve the increasing unemployment among the educated classes, a vigorous programme of vocational education should be undertaken in every province.

3. This conference is of opinion that active steps should be taken to work out an extensive programme of adult education in the country.

4. This conference deplores the insecurity of tenure prevailing among the staff

of the non-Government educational institutions of the country and urges upon the provincial educational institutions of the necessity of establishing Arbitration Boards on the lines of the organisation in Bengal.

5. This conference is of opinion that temporary interchange of teachers among the different provinces and states of India is of high educational value and should be encouraged.

6. This conference is of opinion that the various boards of education and their committees should include among their personnel a majority of teachers connected with the types of education with which the boards are concerned.

7. This conference urges upon the education authorities the vital importance and necessity of developing the creative faculties, sense of design and beauty, and creative skill latent in each individual, by the introduction into the primary and middle classes of all schools in India, of handwork such as paper-cuttings, clay-modellings, drawing and painting, lino-cut, card-board and wood-work; and that such work should not be imitative but should give full scope to creative design as well as execution.

8. This conference appeals to all members of the teaching profession in India to bear constantly in mind, and to emphasise in their work, the ideals of intellectual and international co-operation, on the spread of which the safety and freedom of the world from further wars largely depends.

9. This conference recommends that the language of text-books on such subjects as History, Geography, Mathematics and Science in Vernacular should be simplified and should not include large numbers of purely Sanskrit, Persian or Arabic words, which cause many boys difficulty in understanding the subject-matter.

10. This conference is of opinion that research in Education should be encouraged

by Universities by the institution of research degrees in Education.

11. This conference considers that a comprehensive programme of vocational education based on the needs of India as a whole is urgently called for, and recommends that the Government of India be pleased to appoint a committee of industrialists and educationists to examine the requirements of the situation and report at an early date.

ALL-INDIA FEDERATION OF TEACHERS' ASSOCIATIONS

Childhood Education Section

Under the auspices of the Ninth All-India Educational Conference of the All-India Federation of Teachers' Associations (A. I. F. T. A.), the Sectional Conference on "Childhood Education" will be held at Karachi during December 1933. On behalf of the childhood Education Committee, I invite you to send Papers and Resolutions for the Conference.

There will be Discussions on the following themes:—

1. Creative Education for Children.
- II. The Physical and Mental Health of Children.
- III. Practical and Artistic Activities in Schools.

(Any other themes suggested will be included in the final programme.)

Please intimate to me the title of your Paper and the Resolutions before the 30th of September 1933. The Papers with Abstracts in about 150 words may be sent by the 31st October, 1933, to enable the Committee to get the abstracts of selected papers printed for circulation before the Conference.

The Abstracts are to be in duplicate.

The Resolutions are to be in triplicate.

Kindly send me an account, in the enclosed form, before the 20th October, of any

special work in this field, that is being done by you or others in your province, so as to enable me to prepare an All-India Survey of work done in Childhood Education, for being submitted to the next Conference.

Requesting the favour of your early compliance and thanking you in anticipation,
—I am, yours very sincerely,

C. KRISHNASWAMI RAO,
Secretary,
Child Education Committee.

RESOLUTIONS PASSED BY THE WORLD FEDERATION

The following are some of the resolutions adopted by the W. F. E. A. at the Dublin Conference as the W. F. E. A. being of opinion that the solution of the problem of international co-operation can be found through the building up of an intelligent and informed world outlook, commends the efforts of the Herman-Jordan Committees in collecting valuable educational material to be used for the purpose of furthering international understanding and goodwill. It accordingly recommends:—

1. That the materials assembled under the direction of these Committees, if and when approved by the Board of Directors, be printed as soon after its preparation as funds permit. Such publication should, however, be supplementary to, and not in the form of, text books.

2. That the Herman-Jordan Committees be requested to continue their activities.

TEACHERS' ORGANISATIONS

The W. F. E. A. requests the Board of Directors immediately to take into consideration what steps are necessary to secure:—1. Continuity of the work of the sections between the Biennial Conferences; 2. Effective control of the work and policy of the Federation by the constituent associations.

It further requests the Board of Directors to explore the possibility of securing co-operation between the W. F. E. A., the International Federation of Teachers' Associations, and the International Federation of Associations of Secondary Teachers.

HOME AND SCHOOL

The W. F. E. A. reaffirms its conviction as to the importance of co-operation between parents, teachers, and others concerned with the care and training of children in home, school, and community. It notes with considerable satisfaction the recent increase of parent-teacher activities in various countries as reported to the conference through its Home and School Section and through the International Federation of Home and School.

The W. F. E. A. recommends a careful survey by teachers, administrators, and parents of the school examination systems in the various countries, and urges those in charge of international examination enquiries now proceeding to investigate the effects of school examinations upon mental and physical health and upon programmes of education designed to meet present-day needs.

The W. F. E. A. urges that the school health services of all countries should be extended to cover the whole of the pre-school period in order to reduce to a minimum child mortality and morbidity.

Believing that the proper care of health during childhood is of vital importance to the human race, the W. F. E. A. urges governments which have not already done so to make adequate provision for medical inspection and treatment in connection with the schools.

THE SIXTH ANNUAL REPORT (ENDING 30—9—1933) OF SRI SARADA VIDYALAYA, MADRAS

The authorities of the Sri Sarada Ladies' Union who are managing the above school

deserve to be congratulated by all lovers of Education on another successful year of working. It is interesting to note that the management is entirely in the hands of our sisters. The training classes were popular and out of the 30 students who sat for the Government Public Examination 21 came out successful and it is gratifying to note that all of them have secured appointments as teachers in the various Elementary Girls' Schools. The model school section attached to the training school had 76 students and over and above the usual school subjects, girls are taught, Indian music, Sanskrit and Hindi. The hostel though mainly

intended for the staff and students of training school, is popular with the public and many a girl studying in other schools and colleges had her boarding and lodging there. Fancy sale, variety entertainments, benefit performances, etc., are arranged by the Union for securing funds, which unfortunately are not adequate for the great work that the Union is doing. The public should come forward with liberal donations.

We commend the Union and the Vidyalaya to all the ladies and gentlemen who are sincerely interested in female education and appeal to them to liberally support the institutions doing such useful work.



GLEANINGS

THE TEACHERS' PHILOSOPHY

Speaking at a Vacation Course for Teachers the Parliamentary Secretary to the Board of Education urged that all teachers should have a philosophy of life which might become evident to their pupils and serve as a source of inspiration if not as a model. It is on record that Plato held that in a well-constituted State the philosopher would be the ruler, but it should be noted that Plato did not say the ruler should become the philosopher. One of the most important factors in creating the balanced outlook and calm spirit which should be associated with the philosophic temperament is freedom from petty cares, and Mr. Herwald Ramsbotham will probably not need to be reminded that during recent years the teachers in grant-aided schools in this country have had to endure some sharp reminders that they are not rulers but servants who must be ready to accept financial burdens at the behest of the State. It is difficult to preserve philosophic calm when one's domestic arrangements, including plans for the better education of children which have been made in the expectation that the State will keep a bargain, are suddenly disturbed by a few strokes of an official pen. In the days of Plato there were no orders in Council, and a philosophic outlook was therefore more easy to develop and maintain than it is to-day.

The School Master and the Women Teachers'

Chronicle, 3rd Aug. 1933.

A FORTUNATE SCHOOL

The official opening by the Prince of Wales of the Royal Hospital School which has been removed from its old home at Greenwich to beautiful surroundings at Holbrook, Suffolk, is an event of interest and importance not merely to the 800 boys who are resident pupils and to the staff, many of whom are members of the Union, but to everyone who rejoices when great good fortune falls to the lot of an educational institution. There is no doubt about the good fortune of the R. H. S. The 850 acres of ground which belong to the school are the family estate of the late Mr. G. S. Neade of New Zealand, who gave the whole of the land as well as the money to build the new school in gratitude for the work of the Royal Navy during the War. Some 500 acres of the land will be farmed for the benefit of the school, and 50 acres will be laid out as playing fields. Mr. S. R. Hemitson, B.Sc., the Headmaster, and his colleagues on the staff, in their spacious new quarters are turning their backs upon everything approaching the barrack organisation that flowed almost inevitably from the physical limitations of the old school. The boys are now housed and boarded in ten houses, each named after a famous admiral. It is impossible to avoid a little moralising over the splendid heritage of the Royal Hospital School. What is good for the R. H. S. boys is equally good to hundreds of thousands of town-dwelling children whose need is probably greater.

The School Master and the Women Teachers'

Chronicle, 3rd Aug. 1933.

THE TEACHERS' BOOKSHELF

The Bishop Heber School Magazine—Vol. XIII. No. 1., September 1933. (A magazine for the students of the Bishop Heber High School and its branches, Trichinopoly. Published once a quarter. Subscription One Rupee per annum.)

The current number has valuable contributions both by the members of the staff and the pupils.

The place of honour is given to Mr. S. K. Deva-sikhamani's article on "Some Place Names in Trichinopoly District". The magazine contains Teachers' Association notes, Students' Union notes and other school activities. The book is well printed and neatly got up.

FROM OUR ASSOCIATIONS

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

42nd Annual Meeting

The Trichy District Teachers' Guild held its 42nd Annual Meeting at 2 p.m. on 19-8-1933 at the National College, with Mr. V. Sarantha Aiyangar, M.A., President of the guild, in the chair.

The annual report of the guild for the year 1932-33 was presented by Mr. G. Varadachariar, M.A., Secretary of the guild. On the motion of Mr. M. M. Balakrishna Aiyar of Kulitalai, seconded by Mr. T. R. Sundaram Aiyar of Karur, the report was adopted unanimously.

The report of the Silver Jubilee Provincial Educational Conference was next presented by the General Secretary, Mr. S. T. Ramanuja Aiyangar. Among other things, the report stated that the expenses had come up to nearly Rs. 5,000, that the delegate strength reached 703 from all linguistic areas and Indian States; that the Reception Committee was 1502 strong, and that the conference was a record one in point of co-operation of Government, local bodies, managements of aided colleges and schools, and teachers, men and women of all grades, and in the organisation of the many conferences, courses and exhibitions.

The election of office-bearers resulted in the re-election of Mr. V. Saranatha Aiyangar as President, Messrs. G. Varadachariar and T. S. Anantanarayana Aiyar as Joint-Secretaries, Mr. S. T. Ramanuja Aiyangar as Guild representative on the Provincial Union, and in the election of Messrs. M. C. Rajagopala Naidu and Fr. J. M. Antoniswami as Vice-Presidents.

Mr. T. V. Srinivasachariar, Sanskrit Pandit of the St. Joseph's College, was felicitated on the conferment recently by Government of the title of Mahamahopadhyaya.

Mr. S. K. Devasikhamani's services as outgoing Vice-President of the guild were placed on record.

The managements of schools and colleges were requested to see that teachers became members of their teachers' organisations.

The next resolution insisted that the new test papers for the S. S. L. C. be brought into force from 1936.

Mr. S. T. Ramanuja Iyengar moved the following resolution on the new test papers:

(a) That the test papers now officially and abruptly imposed by the Department are premature in the existing state of teaching and learning in schools;

(b) That their educational value as reliable tests of the pupils are open to dispute;

(c) That they do not conform to the new type examination and tests and therefore will lead to a dislocation in the work of schools, until schools are brought into line with new education and new examination ideals.

The proposition was duly seconded. Discussion on the resolution was adjourned to the next meeting of the guild. With the usual vote of thanks, the meeting terminated.

S. T. RAMANUJA AIYANGAR,

Trichy Representative, 9-9-1933.

ANNUAL REPORT—1932-33

Strength. The guild has now completed the 42nd year of its life. It can now claim to be fairly representative of all grades of teachers, having on its rolls lecturers in colleges and teachers in Secondary and Elementary Schools. During the year under review, the Government Islamia High School Teachers' Association, the Elementary Teachers' Associations of Katuputhur, Thottiyam, Thiruchandurai, Manapparai and Udayarpalayam centres were affiliated to the guild, thus bringing up the total number of affiliated associations to 25, with a strength of 670 members, as against 456 last year. We may congratulate ourselves on the increase in the strength and representative character of the guild; but there is ample scope for further expansion. We have not yet reached the girls' institutions in our city; the teachers in the Government Training School and the lecturers in the St. Joseph's College are still on the fence, content to play the part of amused spectators of our activities. We have on our rolls only 270 Elementary teachers; but thousands are still standing out, in the cold. In this connection we would suggest that at least one of the Secretaries be elected from among them, so that proper attention may be given to their grievances,

which are, alas! innumerable and indescribable. Let us take this opportunity of appealing to every teacher in this district to join our guild.

We have to record with regret that the guild has lost in the year the services of the Rev. C. H. Firbank, Principal, Bishop Heber College, Trichinopoly; M.R.Ry. P. G. Sundaram Iyer Avl., B.A., L.T., Headmaster, Zamindar's High School, Katuputhur; M.R.Ry. V. Rangachariar Avl., B.A., L.T., High School, Srirangam; and M.R.Ry. L. V. Vaidyanatha Iyer Avl., E. R. High School, Trichinopoly.

It is with great pleasure that we congratulate our President on his deserved success at the elections to the Syndicate of the Madras University. His interest in our organisation is well-known, and it is equally well-known how much the guild owes to his dynamic personality. He has so identified himself with the guild that we feel that in honouring him we are honouring the guild itself. We hope and pray that God may grant him a long life of increasing usefulness and service, and that he may march from strength to strength, from success to success.

Our congratulations are also due to the Rev. Fr. P. Carty, S.J., on his well-merited election to the Syndicate of the Madras University, to M.R.Ry. P. A. Ganesa Iyer Avl., B.A., L.T., on his election to the Senates of both the Madras and the Annamalai Universities and M.R.Ry. S. Thothathri Aiyangar Avl., M.A., on his election to the Senate of the Annamalai University, M.R.Ry. S. K. Devasikhamani Avl., B.A., L.T., our Vice-President, on his election to the Academic Council and the Senate of the Madras University, and M.R.Ry. Koil Pillai Avl., on the title "Rao Sahib" recently conferred on him.

Meetings. Three meetings of the General Body were held during the year, excluding this annual meeting, two ordinary and one extraordinary; and six meetings of the Managing Committee. The Provincial Conference claimed, as was to be expected, the lion's share of our attention. At the first quarterly meeting held in the E. R. High School on 3—9—1932, with the President in the chair, the general lines of conference work were discussed and committees formed for the purpose; and Mr. S. T. Ramanuja Aiyangar's motion that "the guild do agree to the formation of a Co-operative Credit Society confined to the areas of Trichy Town, Srirangam Town and Golden Rock Colony" was passed after a somewhat acrimonious debate.

On 19—9—1932 an extraordinary meeting was held at the National College, when Prof. S. K.

Yegnanarayana Iyer, M.A., President of the South India Teachers' Union, delivered a lecture on the "S. I. T. U. and its Programme of Work" under the presidentship of M.R.Ry. S. K. Devasikhamani Avl. In the course of his lecture, Prof. S. K. Yegnanarayana Iyer emphasised the aim of the S. I. T. U. to make the teachers serve, not only the pupils but also the community, by enlisting the support of all concerned in education—the parent, the teacher, the educational authorities, and the State. He also impressed upon the members of the guild the need to patronize the S. I. T. U. Journal, "South Indian Teacher", and join the Protection Fund in larger numbers.

The third meeting was held in the National College on 11—2—1933, with the President in the chair, when Brahmasri N. Arunachala Sastrigal delivered a lively and instructive lecture on "Sanskrit Drama", and M.R.Ry. M. M. Balakrishna Iyer Avl., opened a discussion on "Some outstanding Problems of Primary Education". The guild also offered its felicitations to Messrs. S. K. Yegnanarayana Iyer, M.A., P. V. Seshu Iyer, B.A., L.T., V. Tyagarajan, M.A., and K. M. Cheriyan, M.A., the candidates put up by the S. I. T. U. on their success at the elections to the Senate of the Madras University by the Constituency of Registered Graduates.

A Resolutions Committee of the guild met on 18—2—1933 at the National College under the presidentship of M.R.Ry. K. R. Rajagopala Aiyangar Avl., M.A., L.T., when 38 resolutions were sent up to the S. I. T. U. for consideration at the ensuing conference. We may remark that the S. I. T. U. has rather turned the cold shoulder to many of our resolutions.

The smallness of the number of meetings is due, first to the fact that all the workers were obsessed with the conference throughout the year, and secondly to the unwillingness of the affiliated associations to invite the guild to hold its meetings under their auspices. They seem to fight shy of their parent, and the reasons are obvious.

Office of the guild. It was resolved at a meeting of the Managing Committee on 1—10—1932 to locate the office of the guild at "Rama Tilakam", Butterworth Road, the President generously offering to meet the rent and other charges. The almira's belonging to the guild were taken over there from the Bishop Heber College, and the office was housed there for a period of 9 months. From the funds of the guild only a sum of Rs. 8 has been paid; and the President, with his characteristic munificence, has made a total contribu-

tion of Rs. 106-3-2 towards the rent of the office. We take this opportunity of thanking him for his liberality, though we have to confess that the donor's aim of making the office of the guild the hub of the teacher's life, at least in the city, if not in the district, was not fulfilled, may we say, owing to lack of mutual good-will and co-operation among the members themselves.

Deputation to the President, District Board. At its meeting on 3-9-1932, the guild resolved that the President, District Board, be requested to veto the action of the Musiri Taluq Board re: the compulsory retirement of some teachers below 55, but 25 years of service, and appointed a committee to interview the President in that connection. On 4-9-1932 the deputation, consisting of Messrs. M. C. Rajagopala Naidu, G. Varadachariar, S. T. Ramanuja Aiyangar, K. R. Krishna-swami Iyer and K. N. Sambasiva Sastrigal waited on M.R.Ry. Rao Bahadur T. M. Narayanaswamy Pillai Avl., President, District Board, and presented a memorandum on behalf of the teachers affected by the action of the Musiri Taluq Board. The President gave them a patient hearing and

promised to exert his influence on their behalf. As desired by the President, District Board, Mr. T. S. Anantanarayana Iyer met him and some members of the Musiri Taluq Board at the Taluq Board Office, Musiri, on 7-9-1932, when there was a frank discussion of the matter. Subsequently on 12-9-1932, M.R.Ry. K. Ramachandra Iyer Avl., of Musiri attended the meeting of the Taluq Board at Thuraiyur and presented the case on behalf of the Elementary teachers. The Board was pleased to rescind its order. Our thanks are due to the President, District Board, the President and members of the Musiri Taluq Board for their prompt and sympathetic action on the resolution of the guild.

The Education Week. Under the auspices of the guild, the Second Education Week was celebrated in Trichinopoly from the 17th to the 20th October, 1932. In view of the Provincial Educational Conference, it was decided not to hold, as usual, the Exhibition during the week. The week too had to be cut down to four days, on account of the visit of H. E. the Governor to our city. The following programme was gone through:—

Date.	Day.	Institution.	Lecturer.	President.
17-10-'32.	Teachers' Day	St. Joseph's College	—	Rev. Fr. P. Carty, S.J.
18-10-'32.	Health Day	Ponniah's High School	Mr. M. C. Rajagopala Naidu, B.A., L.T.	Mr. S. Padmanabha Sarma, M.B. & C.M.
19-10-'32.	Pupils' Day	Wesleyan Mission Girls' School, Worur	Miss J. de Forest, M.A., B.D.	Mr. S. K. Devasikhamani, B.A., L.T.
20-10-'32.	Parents' Day	National College	Rao Bahadur K. S. Ganapathi Iyer, M.A., M.L.	Mr. K. Natesa Iyer, M.A., L.T.

It is noteworthy that for the first time in the annals of the Trichinopoly District Teachers' Guild, a meeting was held in a Girls' School, thanks to the co-operation of lady-teachers. We are very grateful to the members of the guild, the authorities of the various institutions, and the distinguished lecturers for their willing and ready co-operation.

XXV Provincial Educational Conference. At the invitation of the Trichinopoly District Teachers' Guild, the XXV Provincial Educational Conference was held in Trichy from the 15th to the

18th of May 1933 under the distinguished presidentship of N. S. Subba Rao Esq., M.A., Bar-at-Law, Director of Public Instruction, Mysore. A special feature of the conference was that the President of the guild himself was elected the Chairman of the Reception Committee. A very large number of auxiliary conferences, the Pandits' Conference, the English Teachers' Conference, the Physical Education Conference, the Geographical Conference and the Hindi Conference were also held during the week. A Provincial Exhibition

was also organised, and opened by the President-elect on 15th May, in the unavoidable absence of Dewan Bahadur Sir T. Desikachari Kt., B.A., B.L. On the 16th, the Silver Jubilee of the South India Teachers' Union was celebrated with great eclat, when W. M. Theobald Esq., Principal, Breeks Memorial School, Ootacamund, and the first Secretary of the South India Teachers' Union, delivered the commemoration address. The Rt. Hon'ble V. S. Srinivasa Sastri, P.C., LL.D., could not un-

fortunately preside on the occasion. In addition to these innumerable conferences, were conducted the Elementary Teachers' and the Geography Teachers' Refresher Courses. The XXV Provincial Educational Conference was attended by about 700 delegates, and we can legitimately pride ourselves on its success, of which not a little is due to the indefatigable General Secretary, Mr. S. T. Ramanuja Iyengar, who will present a fuller report of the conference.

FINANCIAL STATEMENT OF THE TRICHINOPOLY DISTRICT TEACHERS' GUILD FOR 1932-33

S. No.	Receipts.	Amount.	S. No.	Payments.	Amount.
		Rs. A. P.			Rs. A. P.
1.	Opening Balance	.. 107 12 2	1.	Postage	.. 12 0 9
2.	Dividend from Co-operative Printing Press (1929-30)	.. 3 0 0	2.	Conveyance	.. 13 3 6
3.	Interest from Bank	.. 3 10 0	3.	Stationery	.. 1 1 0
4.	Donation	.. 1 2 0	4.	Printing	.. 42 6 0
5.	Affiliation Fees	.. 128 10 0	5.	Lighting Charges	.. 8 0 0
6.	Individual Subscriptions	.. 4 4 0	6.	Subscription for S. I. T. U.	.. 3 0 0
			7.	Affiliation fee to the S. I. T. U.	.. 38 0 0
			8.	Jubilee Donation	.. 25 0 0
			9.	Sundries	.. 19 7 0
			10.	Cash Balance	.. 86 3 11
		<hr/>			<hr/>
		248 6 2			248 6 2
		<hr/>			<hr/>

Conclusion. We can look back with satisfaction upon our achievements in the year under review; but it won't do for us to rest on our oars. There is a lot of work crying to be done, and so few to do it. We must, first of all, see to it that all the teachers in the District become members of our guild. It is only then that we can talk with authority on matters educational, and only then will our voice be heard. Let us not think that we, teachers, have justified our existence by the holding of conferences, once in a blue moon, and the passing of pious resolutions. It is a sad truth, that we as a race lack in stamina, and are incapable of any sustained effort. Even now the signs are not wanting of a torpor that is stealing over us, probably the aftermath of the conference. Let us not give way to it, and lay ourselves open to the charge of the ungirt loin and the unlit lamp. Let us place the guild above everything else, and be ready to sacrifice just a little of our time and money for the common weal and the common work, bearing in mind the words of our President in his welcome address to the conference: "The one need is to lay in a stock of courage,

love of our work, and love of one another; and let me add, that faith in each step of our journey as well as our success in the end." It is this faith that can remove mountains and with mutual goodwill and sympathy, we are sure to make our guild a live organisation, a power in the land.

G. VARADACHARI, M.A.,

T. S. ANANTANARAYANAN,

B.A., L.T.,

Joint Secretaries.

Trichy Dt. Teachers' Guild,
19th Aug. 1933.

THE TANJORE DISTRICT TEACHERS' GUILD

The Tanjore District Teachers' Guild met this afternoon at the Board High School Buildings, Ayyampet, under the presidency of Mr. V. Mahadeva Iyer, B.A., L.T., Headmaster, Native High School, Kumbakonam, and the Vice-President of the guild. There was a large attendance of members. The Teachers' Association at Ayyampet was "At Home" to the members of the guild.

The meeting commenced at about 2-30 and on the motion of Mr. N. Kalyanarama Iyer, Joint

Secretary of the guild, the Annual Report for 1932-33 was adopted. Among other things the report stated that two associations namely the association of Vishnupuram, George Middle School and that of the Tirukattupalli Elementary Teachers had been affiliated to the guild as members during the year, thus making the total number of affiliated association 23. Regarding finance the report stated that the receipts and charges remained almost the same and made an appeal that outstanding arrears of subscriptions should be cleared. The report also thanked the President and the Vice-Presidents and other members of the Committee for their very valuable advice and guidance.

The Commissioner for Government Examinations in pursuance of a decision of the S. S. L. C. Board had sent to heads of schools model question papers in the different subjects of Groups A and C of the S. S. L. C. Examination and informed them that for the examination of 1934 the papers would be on the model sent. The principle underlying the scheme appeared to be that a question should not be of the essay type as at present but should be direct and so unambiguous as to admit of only one answer.

Discussion centred round the model question papers for about three hours and there was a strong feeling against the proposal being given effect to from the year 1934. Mr. Narayanachar of Tanjore who initiated the discussion criticised many of the specimen questions in different subjects. He said that many of the questions were obscure and that even the teachers could not easily answer them. In Geography and Elementary Science, particularly Physical Science, questions were far too numerous and even the best prepared and most intelligent students could not cover them within the allotted time. Therefore, while retaining all the questions, choice should be given to the pupils to answer not more than half the number of questions. There should be a distinct difference in the quality of questions in A and C Groups. In Geography there was not any single text book recommended by the Department which gave all the information required by the model questions. If therefore the type of questions were to be suitably modified and no strain in respect of the study of subjects beyond the limit of the syllabus was involved the change was certainly for the better. In his opinion no useful purpose would be served by putting intricate and vague questions and further portions not contemplated in the syllabus should be avoided.

Mr. Satagopa Aiyangar of Kumbakonam remarked that in Elementary Mathematics and Science, questions were of a type intended to test the intelligence not only of pupils but the teachers as well.

Certain other members were of opinion that those model questions even went beyond the scope of the syllabus and if the proposal was to be given effect to, a different kind of training should be given to the students.

The President said that so far as the subject of English is concerned, it did not require an extraordinary coaching to answer the new type of questions and there was no point in saying that that should not be given effect to immediately.

RESOLUTION ADOPTED

Mr. Rajam Iyengar of Tanjore said that the underlying principle of the scheme was to make the boys really understand the sum and substance of a paragraph. He admitted that at present there was lack of understanding on the part of the students and it was that real understanding that they the teachers should evoke in the students.

The meeting then passed the following resolution: The guild, while approving the principle of the new method of questioning, urges on the authorities that portions should be considerably reduced and that the new type of questions not only in English but in other subjects as well should not be given effect to till 1936 with a view to giving the pupils training on new lines from the fourth form upwards. In this connection the guild had also appointed several committees to consider the specimen question papers on different subjects and submit a memorandum on each subject so as to reach the office of the guild before the 15th September next.

Mr. K. S. Sundararaja Aiyangar spoke on the changes proposed in the S. S. L. C. scheme. He strongly disapproved of them and pleaded for abolition of the optional group and retention of the five compulsory subjects in the A Group. Further discussion on the subject was postponed.

OTHER RESOLUTIONS

The Guild is of opinion that it is unfair to teachers that their work should be judged exclusively by the Public Examination results. The meeting also resolved that the application fees of elementary Teachers' Association be raised to Rs. 1-8-0 with effect from 1933-34. The Guild is in entire sympathy with the objects of the Tamil Lovers'

Conference and will be duly represented at the Conference that may be held.

The Guild recommends to all Managers of High Schools the removal of the cut in the salaries of teachers with effect from the 1st April 1933. It was also resolved to celebrate the Silver Jubilee of the Guild in a fitting manner next year.

A resolution was passed touching the death of Mr. T. R. Rangaswami Iyengar who was the Headmaster of the Banadurai High School, Kumbakonam, all the members standing as a mark of respect.

It was also resolved that Mr. N. Kalyanarama Iyer be elected to represent the Guild on the Executive Committee of the S. I. T. U.

The PRESIDENT in concluding the proceedings thanked them for the honour they had done him by asking him to preside over the day's proceedings and on behalf of the Guild expressed his gratitude to the Teachers' Association, Ayyampet, for their kind hospitality.

N. KALYANARAMA IYER,
Joint Secretary.

Sir S. H. School, Tirukkattupalli,
6th September, 1933.

CHITTOOR DISTRICT TEACHERS' GUILD

The half-yearly conference of the Chittoor District Teachers' Guild was held in the Board School Buildings at Tiruttani on 9-9-33, commencing at 1 p.m. Representatives from the Board High Schools of Chittoor, Madanapalle, and the Theosophical College, Madanapalle, the Sherman Girls' High School, Chittoor, attended the meeting, besides the members of the local Board High School and two representatives deputed by the S. I. T. U. In the unavoidable absence of Mr. S. K. Yegnarayana Iyer, Mr. J. Daniel, the President of the Guild, conducted the deliberations.

The proceedings began with a prayer. Mr. D. Vedantachariar, Headmaster of the Board High School, Tiruttani, welcomed the delegates to Tiruttani, a place of great sanctity. He felt glad that he had been able to keep his promise to invite the Guild after the new school buildings had been opened. He declared that the C. Group of the S. S. L. C. Course should go and he entirely agreed with the recent decision of the Academic Council of the Madras University on the subject. Next, Mr. P. L. Ramanatha Rau, the Joint Secretary of the Guild, read the report

of the activities of the Guild after its last meeting. The report referred to the position of the Guild in regard to the number of affiliated associations and the finance of the Guild and appealed to the unaffiliated associations in the district not only to affiliate themselves but also induce the Elementary Teachers' Associations in their locality to seek affiliation to the Guild. As regards its activities, he drew the attention of the delegates to the work of the sub-committee appointed to draft suitable alterations and amendments to the rules of the Guild. It was also pointed out that the relations between the Guild and the S. I. T. U. were always cordial and welcomed the presence at the conference of the two representatives of that body, and this was a happy augury for strengthening the bonds between the two. The report concluded with a reference to the work for the year laid down by the S. I. T. U. at the last Provincial Educational Conference, namely, the serious consideration of the Teachers' Service Conditions Bill, besides the Model questions for the S. S. L. C. and the reform of the S. S. L. C. The report was adopted and the regular business of the Conference then commenced.

TEACHERS' SERVICE CONDITIONS BILL

The first item was a resume of the Service Conditions Bill for teachers in non-government institutions. Mr. S. Srinivasan explained the object of the bill was to regulate the work and the service conditions of teachers and to unify the teaching services in non-Government institutions under a statutory Board of Education who will attend to all or any of the purposes of the bill. The bill would affect all teachers—in private, aided, non-aided, mission, local board and municipal employ. He prefaced his address with his deep feelings of gratitude to the S. I. T. U. for sponsoring the bill, though it was true that to pilot it in the Legislative Council was no easy joke, as it would be a private non-official bill. But he was sure that with the strong backing of teachers, the bill was bound to have an easy and smooth passage. He drew the attention of the delegates only to the fundamentals, for the details did not very much matter. He showed how the bill was quite necessary to safeguard the interests and security of tenure of teachers in private schools. As in the case of lawyers and medical men, he emphasised the need for a register of teachers and the privileges that would accrue to a registered teacher under the bill. He next appealed that every teacher in every

school should be a member of the Guild, when alone real professional solidarity would be accomplished. "We must all swim or sink together." He urged the conference to goad the S. I. T. U. to be up and doing. He referred to the professional code which dealt with the responsibilities of the teacher and its essence—the teacher in relation to a brother teacher, teacher and community and the teacher and the taught. He concluded by requesting the conference to ask the S. I. T. U. to expedite the introduction of the bill in the Madras Legislative Council. The chairman desired that the resolution should have the unanimous support of the house. Mr. S. K. Krishnamurthi Iyer was glad that the bill had the active and enthusiastic support of the moffusil members and pointed out that the Provincial Education Board would have powers to transfer teachers from one part of the presidency to another, thus leading to the unification of the service. Mr. R. Ramakrishna assured the house that the S. I. T. U. was busy consulting expert lawyers for preparing a proper draft of the bill.

The next subject on the agenda was a discussion on the S. S. L. C. Model questions. Mr. A. S. Venkataraman, who opened the discussion began by declaring that the old method of questioning—essay type—was not a valid test, was not reliable and was mostly subjective. It attempted to test so many things at a time, that therefore a change was necessary, but the specimen question papers were a halting compromise between the old and the new type tests. With regard to the English question paper he showed how the emphasis was shifted from the subject to language, construction of correct sentences and paragraphs. It led to a command of the technique of English, but the defect with the paper was that it required too many details. Further some of the questions were not free from ambiguity, especially the questions with catch-words; it also led to a bit of memorising. He was of opinion that the Geography paper was nearer the ideal and it was of a distinct type. But in the "A" History paper there was very little difference between the old and the new types and he was at a loss to know to what type it belonged. Mr. Y. Rama Yogi desired that this new type of questions might be brought into force from 1936. Mr. S. Srinivasan felt aggrieved that the Director of Public Instruction did not consult the S. I. T. U. and the large body of experienced headmasters though he had nothing to say against the new type. Mr. J. Daniel winding up the discussion, said that the

questions betrayed a lack of principle. He also said that marking was rather difficult and many boys of very low ability were able to score good marks. He opined that the Science papers were disappointing, some of the questions being beyond the scope of the examinees. In this connection, the views of the Teachers' Association Chandragiri, communicated to the Guild, were read, that the new system was welcome, though changes were necessary in the Elementary Science and History papers and alternatives were desirable.

With a meeting of the Executive of the Guild and a Business Meeting, the first session came to a close.

After lunch, the second session commenced with Mr. M. Sitarama Rao in the chair. Messrs. S. K. Krishnamurthi Iyer and R. Ramakrishna Iyer gave an account of the activities of the S. I. T. U. in the form of the Protection Fund, the South Indian Teacher and its work in having taken up the Service Conditions Bill. He appealed to the house for a serious consideration of the bill with a view to offer constructive suggestions. Mr. R. Ramakrishna Iyer sketched the history of the Protection Fund scheme from 1918 till the recent changes introduced in 1933. He assured that the Protection Fund was better than an insurance policy and appealed to the younger members of the profession to join in large numbers. He also said that a Fund called the Professional Fund was maintained for the cause of the profession and that the sufferings of members were relieved thereby, as in the case of the Erode sufferers. He also appealed for more members to subscribe for the South Indian Teacher. He also referred to the Vigilance committee of the S. I. T. U. and the good work it was doing with Mr. S. T. Ramanujam as its convenor. He requested those present to purchase copies of the Silver Jubilee Souvenir.

Mr. S. Srinivasan, Member of the Working Committee of the S. I. T. U. made an eloquent appeal on behalf of the Erode Sufferers and was able to collect Rs. 31.

S. S. L. C. Reform by Mr. J. Daniel was the last paper on the agenda. The opener said that it could be viewed from three points—Utopian, Academic Council, which was one-sided, and the middle way, a *via media*. He pleaded for a common policy to be followed in all the stages of Education—Elementary, Secondary and Collegiate. He favoured the formation of a Board of

Education with members representing the three stages and also officials. Every stage should have a definite aim. Physical and soul culture should not be lost sight of at any stage. In the Elementary stage, education in the three R's should be compulsory and that in the vernacular, the object being to open the eyes of the pupils to a knowledge of the language, libraries with books in simple language should be furnished in every village so that those who leave off at this stage might learn for themselves. The Middle school stage trained men for petty business and it should extend to fifteen years. Rudiments of English might be taught here, vernacular to be the medium of instruction in non-language subjects. Manual training might also be given. The next stage, the secondary, prepares the pupil for a college or a profession. Here all subjects should be in English but there should be bifurcation of classes, for arts and for profession, with specialisation courses for the latter. In the last stage there should be different courses to suit students seeking knowledge, studying for professions or preparing for civil life.

Mr. K. Natesa Iyer said that the S. S. L. C. Course was revised recently and no fair trial had been given to it. Knowledge subjects like History, Geography and Science were quite essential. He was therefore in favour of the resolution passed at the last Provincial Educational Conference. He moved the resolution and it was seconded by Mr. P. L. Ramanatha Rau. Mr. S. Srinivasan opposed it. He could not understand why certain subjects alone were knowledge giving ones. He was convinced that with Vernacular medium and with Extension lectures much knowledge could be imparted. Further the two optionals enabled admission into colleges, besides providing facilities for commercial subjects, which were useful for entry into public service.

The chairman, in winding up, maintained that since examinations could not be dispensed with the subjects for the examination could be limited. Five subjects were more than enough. The old system of two optionals had been tried and found wanting. If the S. S. L. C. is made to serve two purposes, the University and Public service, it is bound to fail.

With a vote of thanks to all concerned proposed by Mr. A. S. Venkataraman, the conference came to a close.

RESOLUTIONS PASSED AT THE CONFERENCE

1. This conference accords its whole-hearted support to the fundamental provisions of the S. I. T. U. Draft Bill to regulate the conditions of service of teachers in non-Government educational institutions in the presidency and appeals to the S. I. T. U. Working Committee to expedite the introduction of the bill in the local Legislative Council.

2. This conference is further of opinion that till the bill reaches the Select Committee stage after its introduction, attention should be concentrated upon securing support for the main provisions of the bill, and requests the S. I. T. U. to consult the district guilds for suggestions for matters of detail when the bill is referred to the Select Committee of the Legislative Council.

3. This conference records its emphatic protest against the treatment meted out by the S. S. L. C. Board in not consulting the large body of teachers and the S. I. T. U. before the model question papers for the S. S. L. C. Examination of 1934 were set.

4. This conference further resolves that the District Guild should invite the opinions of the affiliated associations regarding the model question papers and forward the constructive suggestions of the Associations to the S. I. T. U. Executive and the S. S. L. C. Board.

5. This conference is in entire agreement with the Resolution of the Provincial Education Conference on the S. S. L. C. Reform, viz., "This Conference is strongly opposed to any revision of the course which does not maintain the existing scheme of five compulsory subjects."

VRIDHACHALAM

On Wednesday, 6-9-33 a Variety Entertainment was got up in the premises of the Board High School, Vridhachalam.

Prominent among the visitors was M. R. Ry. V. K. Rajagopala Thampan, Avergala, District Superintendent of Police, South Arcot.

The function began with a Scout display and one of the cubs enacted the role of a "Kudkudupandi" much to the delight of the audience. The girls of the school entertained the audience with their songs both vocal and instrumental.

Moliere's Drama "The Doctor in spite of Himself" was then put on boards and V. S. Selva-pathi, a pupil of Form V who enacted the part of the doctor was much applauded.

This over, M. R. Ry. T. V. Apparsundara Mudaliar, Averal, M.A., L.T., M.E.D. (Leeds.), F.B.E.E. (London), District Educational Officer, South Arcot, delivered an address on "Parental Co-operation."

He began by saying that in this country parents do not take an intelligent interest in the schools where their children are educated. He emphasized that the sincere and effective parental co-operation is absolutely necessary to supplement the work of the teachers. This problem, he said, is not confined to India alone. There was anarchy and confusion in the Educational world in England before the parental co-operation was secured. The same would be repeated in India if parental co-operation is not forthcoming. He pointed out that parents should not think that their work ceased when they sent their children to school. It is essential that they should visit the school as often as possible and offer suggestions to the teachers for improving the tone and efficiency of the school. They should not talk lightly of the teachers in the hearing of the pupils.

He said that he was of opinion that many of the teachers he came across were not free from faults. Teachers should not be under the impression that their work is confined only to the four walls of the classroom. They must not think it "Infra dig" to visit the parents in their houses have a talk with them and gain first hand knowledge of the facilities that are given by them to their children for their education. This will in a great way bridge the gulf between the home and the school. He then read out a number of "Questions Blank" which were sent round to the

parents for their answers. The questions required answers on:—The time the pupil gets up in the morning and goes to bed in the evening, the companions with whom he spends his time, the extra books which he reads at home, his special aptitude if any etc. These questions if properly understood and answered will show clearly the influence that is brought to bear upon a pupil in his homelife towards developing his character and improving his knowledge. This experiment is now being tried in this district for the past one year and more and parents are educated to take intelligent interest in the schools where their character of their children is moulded. The success of the system depends both on the enthusiasm of the parents and on the sincerity of the teachers. Commissions may work and a great amount of money may be spent by the Government towards the expansion of Education, but all will be of no avail without parental Co-operation.

The importance of Social service on the part of all educated men and especially school pupils was laid stress on. Pupils could do much towards the spread of adult education and the Library Movement.

The function came to a close with a vote of thanks proposed by the Headmaster M.R.Ry. M. Venkatarama Ayyar, B.A., L.T., who drew the pointed attention of the audience to the splendid Social Service inaugurated by the District Educational Officer, at Cuddalore and said that after his advent many parental associations have been started and that a new and healthy atmosphere prevails in the schools of the district.

OUR LETTER BOX

Sir,

The specimen question papers in Science 'A' and 'C' group issued by the Director of Public Instruction, Madras, satisfy a long felt need in our examination system. The views of some of the experienced teachers have appeared in these columns and with kind permission of the Editor, I shall make a few suggestions of mine.

The reformed system of questioning aims at thoroughness of examination, as questions can be spread over the whole range of the syllabus. In setting the old type of question papers in which the pupils were required to answer six questions, the examiner was feeling a great difficulty as to which questions to choose. A question of the old model consisted of a definition, an experiment and a numerical problem involving a physical principle. The verbal description of the experiment, which alone would run to pages, is eliminated in the new type of questions, though accurate arrangement of apparatus, the appliances required for the experiment and other essential points are required to be answered. The Science teacher is out to teach Science and not language, and therefore the examiner hopes to get grain for the husk.

More over experience of years had made the nose of the teacher and the taught so sensitive that one could forecast with a surity the questions that would be asked in the Public Examination. The popular opinion is that questions appear by rotation. Since the number of short questions is indefinite the pupil cannot now expect questions and cram the answers.

The unambiguity of the questions and the exactness of the answer and valuation, are some of the feature of this type of questions. The descriptions of experiment over which so much time used to be spent by the pupils, used to be valued as literary compositions and nobody was scoring cent per cent marks. The valuation of the papers depended largely on the view taken by the examiner; some would give marks for neatness and figures, and others for scientific language, some would lay stress on brevity and others on details.

It is found impossible for a Physics student to compete with a mathematics student in scoring marks, and this was a great discouragement for the boy taking Physics as the optional subject. All the prizes and medals instituted in the school for general proficiency are knocked off by the mathematics student. This attracts the first rate students to mathematics, the second rate to physics

and the third rate to history. It is hoped that by the reformed type of questions, science and history would be raised to the position of exact sciences.

The caution given on top of the question paper, regarding the order of answering questions is objected to by some teachers but I think that no useful purpose is served by reading the whole paper before begining to answer. The pupils may be allowed to slightly change the order of the questions, for as they go on reading they would answer and revert to the difficult question towards the end. The elastic nature of the syllabus, the treatment of the subject under individual teachers and the limitations of the laboratory, would demand a certain amount of choice in the questions. For instance I have not seen, in the high school or in the college, where I have studied, an apparatus in which a lens is employed to find the linear expansion. The best plan would be to set the paper for 130 marks and value it for 100 marks, allowing the pupils to answer as many questions as they can.

It would not be out of place to suggest here that instead of the syllabus in the form of topics, a series of questions may (say 800 or 900) may be substituted in its place and a certain number of these may be asked in the Public Examination. If this is done it would give scope for the adoption of the Dalton plan in the Schools. The same system may be followed even in the lower forms.

The reformed type of questions would compel the teacher to be Huristic in his methods, making his teaching brisk with short questions. Instead of giving elaborate notes the teacher would ask the boys a number of short questions.

Regarding the treatment of quantitative relations in Physics it may be remarked that the aim of physics is to make some simple physical measurements. Simple problems based on physical principles are essential, and the more difficult ones may be omitted.

THE V. M. HIGH SCHOOL, PERIYAKULAM.

There was a public meeting in the V. M. High School, Periyakulam on 23-8-33 under the auspices of the school Literary and Debating Society, presided over by Mr. S. Sundaresa Ayyar, B.A., Vakil, Periyakulam when M.R.Ry. S. Santanakrishna Nayudu Garu, B.A., Government Pleader and Vice Chairman, Periyakulam Municipal Council, delivered "The Inaugural Address" to the members of the school Literary Society.

The address laid stress on the proper development of Civic Responsibility on the part of Indians and the attention that should be given to rural uplift in any scheme of National Reconstructive work to improve the condition of Indian Villages were also briefly indicated for considerations and adoption by the students.

The President added his own pertinent remarks and touched also on the principles of co-operation essential for any good scheme of rural uplift.

The meeting was well attended and the public of Periyakulam evinced great interest in the progress of the school and the efficient functioning of a unified Literary Society.

Mr. M. R. Rangaswamy Ayyangar, the Headmaster of the school thanked the Lecturer and the President for their illuminating talks to the students and elucidated further, the gist of the address for the benefit of the boys. The meeting then came to a happy close.

B. H. SCHOOL, MELUR.

The staff and students of Board High School, Melur arranged a pleasant function on Tuesday the 22nd August 1933 in the premises of the High School for unveiling the portrait of R. G. Grieve Esq., C. I. E., M.A., F.R.G.S., Ex-Director of Public Instruction, Madras, presented by Rev. M. S. Thiruthuvathan. The function began exactly at 5-30 p.m., with R. Foulkes Esq., O.B.E., M.L.C., President, District Board, Madura, as the chairman. All the elite of the town were present.

At the commencement M. R. Ry. T. S. Ramana Iyer, Avl., B.A., L.T., the Headmaster of the High School gave a fine, short speech on the noble qualities of head and heart of the Ex-Director, and also spoke of the happy days he spent at Saidapet during his L. T., training, when R. G. Grieve Esq., was the Principal and Professor of Psychology. He further mentioned how very sympathetic the Ex-Director was towards the teachers and also how he was very keen in maintaining proper discipline in schools.

Then the chairman, R. Foulkes Esq., paid an eloquent tribute to the Ex-Director's high sense of duty, strict discipline tempered with justice, and keen interest in the advancement of education. He expressed that, having had many opportunities to come in contact with R. G. Grieve Esq., he knew more about the Ex-Director than anybody else, but yet he was not aware of many of the merits of the Ex-Director, the latter being by nature very reticent. The Ex-Director had helped many a needy person, but his kind acts remained unknown even

to his best friends expressing great pleasure in being specially fortunate to unveil the portrait of a great educationist like the Ex-Director of Public Instruction, the chairman unveiled the portrait of Mr. R. G. Grieve amidst loud acclamation and cheers from the audience.

Lastly with the distribution of pan supari and vote of thanks to the chairman and gentlemen present, the meeting came to a close.

THE MADRAS TEACHERS' GUILD

A special meeting of the guild was held at 3-30 P.M. on Saturday the 19th August in the G. N. S. School to consider the "Specimen Questions" issued by the department. Mr. K. Rangasamy Aiyangar was requested to take the chair. Mr. Srinivasavaradan was first called upon to open the discussion. He considered the different aspects of the subject as mentioned in the notice and pointed out that the questions were too many and that some were outside the syllabus. Mr. V. Srinivasan who spoke next pointed out the advantage of the new type of question. Several others took part in the discussion and the feeling was that this type could not be applied to all the subjects. While simple and direct questions were necessary and desirable, it was felt that minute points might be given an importance as in the case of some of the questions in English. A feeling was expressed that the section-secretaries might take up the specimen questions pertaining to their sections for detailed consideration and arrive at a decision with regard to modifications necessary. They were also requested to place the results of their discussion before the guild for final consideration. With a vote of thanks to the chair the meeting came to a close.

M. S. SABHESAN,
Secretary.

The 39th Annual Meeting of the Madras Teachers' Guild was held on Saturday the 2nd September 1933, at 3-30 P.M., in the Govindappa Naicker Secondary School. Mr. M. S. Kotiswaran, Headmaster of the school, welcomed the members. Since the nominations for the places of President, Treasurer, and Secretaries did not exceed the number of vacancies, Mr. M. Muniswami Iyer was declared elected as President, Mr. V. K. Sourirajan as Treasurer and Messrs. M. S. Sabhesan and D. Thambuswami as Secretaries. The arrangements for the polling in respect of the election of the Vice-President was announced by the chairman and the meeting adjourned for lunch. Messrs. S. K. Yegnarayana Iyer, G. V. Narayanaswami Iyer and K. Kuruvilla

Jacob were declared elected as Vice-Presidents of the guild.

After social, the Secretary presented the annual report which was adopted unanimously. The Secretary brought forward the "Teachers' Service Conditions Bill" of the S. I. T. U. for discussion. It was resolved to refer the Bill to the council for detailed consideration and to appeal to teachers to consider the Bill in their respective schools

and forward their decision to the Secretary of the guild.

With a vote of thanks to the chairman, to the retiring office-bearers and to the authorities of the Govinda Naicker Secondary School, the meeting terminated.

M. S. SABHESAN,
Secretary.

THE S. I. T. U. PROTECTION FUND

LIST OF NAMES

Reg. No.	Name and address.
1090	Mr. S. Krishnasami Iyer, Headmaster, George Middle School, Vishnupuram.
1091	„ T. Suryanarayanamurthi, Assistant, The Taluk High School, Tenali.
1092	„ V. E. Ponnambalam, Assistant, Abdul Hakib Sahib's High School, Arcot.
1093	„ M. Kameswara Rao, Assistant, Board Middle School, Kasimkota.
1094	„ B. S. Krishnan, Assistant, Municipal Higher Elementary School, Coimbatore.
1095	„ S. John Devasakayam, Assistant, Pasumalai High School, Pasumalai.
1096	„ P. Sheshanna, Laboratory Assistant, Board High School, Koilkuntla.
1097	„ G. Maragadham Pillai, Assistant, Hindu Middle School, Viravanallur.
1098	„ K. Ramachandran, Assistant, Municipal Higher Elementary School, Coimbatore.

R. RAMAKRISHNAN,

Hon. Secretary.

41, Singarachary Street, Triplicane,
Madras, 15—9—1933.

ANNOUNCEMENT NO. 1.

Members of the Protection Fund and others concerned are hereby informed that even though the General Body has prescribed a maximum period of three years for payment of the amount due to those who have withdrawn from the Fund under the Transitory Rule, the Board of Management found it impossible to pay the same much earlier, and that payment to all those who have withdrawn has been made.

ANNOUNCEMENT NO. 2.

The members of the Protection Fund are hereby reminded that the extension of time for the increase of units expires on the 31st of October 1933.

Triplicane,
7—9—1933.

R. RAMAKRISHNAN,
Hon. Secretary.

EDITORIAL

THE BATTLE OF THE COURSES

The Academic Council of the Madras University considered at the meeting held in August the official motion for the revision of the S. S. L. C. scheme. Our readers may remember that one important change proposed by the committee was the deletion of knowledge subjects such as History and Geography and Elementary Science from the compulsory group. Another important recommendation was the condition that every candidate should select two subjects from the optional group. There was a battle royal over this question of revision and the best talents were to be found on both sides. The council was able to devote much time to this topic and the recommendation was finally thrown out. The amendment that was accepted by the House after a prolonged debate actually did away with the optional group and consequently the S. S. L. C. course will comprise the existing five compulsory subjects (English, Second Language, Elementary Mathematics, Elementary Science, and History and Geography). Opinion may differ with regard to the soundness of the decision of the Academic Council. The S. S. L. C. topic is really a vexed interminable question and it will never pass beyond the stage of controversy. The advocates of the motion for revision view the question from one aspect though their arguments cannot be brushed aside. On the other hand, the decision of the Academic Council may be open to the criticism that the course is a procrustean bed. There is no doubt that the proposed revision doing away with the knowledge subjects was considered to be more objectionable. The members of the council were in a dilemma and they did well

in favouring the less objectionable proposal for the time being.

We do not think that the question will or should be allowed to remain at this stage. The problem is very complex and there will be no satisfactory solution unless and until each party interested in this matter is willing to shoulder its responsibility seriously. The department should, with the help of its inspecting officers, be in a position to place indifferent schools in the black list and to maintain high standards by awarding liberal grants to efficient schools and by weeding out schools that cannot be trusted to work the scheme satisfactorily. The management should not consider its work to be merely one of retrenchment. It should find the necessary funds for the proper and adequate equipment and staffing of the school and also create the atmosphere necessary for efficient work in the classroom. As for the teacher, he should stick to the high professional ideals in planning his work so that pupils may be able to receive sound instruction in the prescribed subjects irrespective of their importance in the examination scheme. The difficulty with us is that we seek to gain different ends through one scheme.

Even the best scheme will have its own limitations. It may never be possible in our presidency to have different types of schools to cater to the needs of different classes. It is essential therefore that a scheme which is free from serious objection and which is likely to meet the varied needs as far as possible should be devised. A course consisting of purely compulsory subjects may be regarded as inelastic; and the spirit underlying the proposed scheme of optionals is the provision to give an opportunity to the special

aptitudes and occupational needs of the pupil. Whether this idea should be allowed to crowd out any knowledge subject is an important point to be considered. The decision of the Academic Council should not be taken necessarily as opposition to the introduction of the optional group in any form. A way out of the difficulty should be found and a scheme which can be proved to be elastic without in any way shutting out the training in knowledge subjects will be welcomed everywhere.

We venture to make the following suggestion in the hope that the principle behind it will receive the careful attention of all parties. The course may comprise a compulsory group of five subjects as at the present moment and also an optional group from which a student may be required to select any two. The strain involved may be minimised if candidates presenting certain combinations from the optional group be exempted from a course in the corresponding related topics in the compulsory group. It may be more convenient for this purpose if Elementary Science be divided into two parts: (1) Physical Science and (2) Elements of Biology including human physiology. The effect of this proposal will be that students taking Mathematics and Physics, or Mathematics and Chemistry will be exempted from examination in Elementary Mathematics and Physical Science part of Elementary Science while candidates choosing Physics and Botany, Botany and Chemistry, or Physics and Physiology will be exempted from examination in Elementary Science. It is presumed that the pupils will choose the optional subjects not at random and that blind-alley combinations will not be offered. Similarly, those who offer History and Geography as optional subjects will be permitted to drop History and Geography under the compulsory group. This proposal meets

the point of view of those who want secondary education to be broad-based and liberal. It also provides at the same time ample scope for the special aptitudes or the future occupational needs of the pupil. An objection that may be urged against this proposal is that candidates selecting the optional subjects from Precise-writing, Shorthand and Typewriting or any other technical subject may have to read all the subjects under the compulsory group. The load in the case of such pupils is not comparable with that in the case of pupils taking, say Physics and Mathematics or Physics and Chemistry. Further, it is essential that these students selecting technical subjects should have a fairly good grasp of knowledge subjects. If lightening be, however, found necessary, they may be exempted from one part of Elementary Science or from Elementary Mathematics. There may be difficulties in the preparation of the time-table and the conduct of examinations but these should not count for much when the general educational interests are taken into account. We appeal to the Syndicates of the South Indian Universities and to the Director of Public Instruction to view the question from all aspects and the union will be glad to co-operate with them in evolving a sound acceptable scheme.

GAS-ENGINES

Dr. Jones has some hard things to say about educational experts in his article on "Betrayal of American Education" contributed recently to the Schribner's Magazine. He does not conceal his dislike for the modern educational psychology and modern trends in education. He seems to hold that "the American achievement is weak in the realm of general ideas." It seems to be his view that the American is by temperament and training inclined to care more for the 'immediate' and the 'utilitarian'. The article is really a

vigorous protest against modern currents in education and Dr. Jones complains that schools, far from correcting the narrow "specific" or "utilitarian" bent, adopt a programme which is likely to accentuate the situation. He takes an item here and an item there from the educational system and questions the soundness of the policy of *immediacy* or *specific training*. For instance, his objection to a course in Science, especially to laboratory work is that the pupil is trained not to value training for its own sake but to look upon exercises or problems as ends. The evil of such a specialised course is referred to as follows:—"The results are revealed in the open scorn of engineering students and their kind for humane letters and philosophy. . . . Trained in the public school in the ideology of the specific, the college student interested in Science views the requirements in non-science subjects as hurdles to be jumped instead of as organic parts of the education of a scientific mind. . . . If gas engines seem to the freshman of greater importance than Luther, it is because he has come out of a gas engine education—an education in the specific." Dr. Jones is not satisfied with the policy and programme of the Training Colleges and normal institutions. It is his feeling that these care more for the technique. He does not think much of the principle of enabling a child to live "in the meaningful experiences in life situations." The sentiments expressed in this article appear to be really coloured and exaggerated, but it is good that educational experts should be provoked. They are on their trial and it is up to them to show that, but for the modern developments in education, the educated democracy is not possible. Education is no longer the privilege of the leisured class and it cannot any longer be treated as luxury to the poor. We quote the follow-

ing passage from his article so as to indicate to our readers his method of approaching the problem:—

"The American Elementary School has wholly adopted the philosophy of the specific—of means rather than of ends. Experts have discovered the obvious fact that pictures appeal; and under the guise of visual education are training children to assume that nothing need attract their minds unless it be pictorial. They have discovered the obvious truth that children like to play; and under the guise of creative dramatization they are leading children to assume that nothing has value unless it has emotional appeal. They have discovered the obvious idea that children like to make things; and with sand-piles and blocks and imitation grocery stores and paper dolls dressed like the ancient Romans, they naturally induce the idea in the children that it is only the specific, the particular, the concrete that matters.

"No one who has kept up with the vast output of educational theory can be aware how intellectual content for its own sake is disappearing from the curriculum. There is no room for vigorous training in mere ideas. The study of grammar has mostly disappeared, being replaced by "word study", "learning to read", "appreciation", "oral English" and classes devoted to the dramatization of short stories and crippling of poems out of magazines. . . . The building in miniature of Caesar's bridge over the Rhine is advanced pedagogy, but the parsing of Caesar's verbs is deplored on the theory that making toys "interests" the child more than do the dreamy and formidable rules of Latin Syntax."

SERVICE CONDITIONS BILL

Scoffers are not wanting in the teaching profession. While they try to fortify their position in the school by making themselves very "useful" to the headmaster in thousand and one ways, they take a delight in ridiculing the activities of Teachers' Guilds. They can see no good in organisation though they may be impressing upon their pupils the necessity and advantage of organisation. The publication of the Service Conditions Bill has afforded such scoffers another opportunity for indulging in sneering remarks. Teachers may be sent

away without notice or dismissed for no fault of theirs. Application for leave on account of sickness may not be favourably considered and inconvenient and queer issues may be raised when application for casual leave is made. The scoffer is not troubled about the need for concerted action on the part of teachers and he goes on arguing that teachers can never get their grievances redressed through organisation. Fortunately for the profession, this race of scoffers is a vanishing group and the feeling is growing strong that in the interest of the school a clear understanding should be reached with regard to conditions of service. The statement of objects and reasons appended to the Bill explains the necessity for such a Bill. There are several countries where the question of salaries, leave rules, and provision for old age is not left to the whim and fancy of the management but is governed by definite statutes. Such countries have been able to turn to good account the enthusiasm and energy of the army of teachers. Consequently, these countries have been making rapid progress in the sphere of education. State decrees regulating the scales of salaries were issued in France in 1926. Every teacher is a civil servant in Germany and he is entitled to pension. In the case of his death, his widow is entitled to an allowance.

In Greece there is provision for a system of National Insurance for teachers. Swedish teachers can be dismissed only for grave misdemeanour and teachers in higher schools can be dismissed only after a judicial trial. In Belgium the State has got the power to interfere in respect of appointment of teachers in private schools and teachers enjoy the right of appealing to the government against severe disciplinary measures. In Denmark and several other countries, teachers get in addition to the salary, allowances for house rent,

lighting and also for children. Medical help is free to teachers and their families in some countries. Mexican teachers can be sent away only for a cause and after trial before a jury composed of representatives of teachers and school authorities. The lot of teachers can be improved only by persistent and strenuous efforts on their part to bring to the notice of the public the unsatisfactory conditions of school administration. Representation from individuals on general questions of scales, leave rules and other matters will not have any effect and it is the duty as well as the function of Teachers' Associations like the S. I. T. U. to take steps to improve the conditions of service. The respect which its representation can command at the hands of the public and the authorities depends to a great extent upon the numerical strength of the organisation and also upon the professional solidarity. It is also essential that our representation is free from exaggeration of any kind and contains accurate facts and figures. We therefore appeal to teachers to think over the different clauses in the Bill and send their views to the Union as early as possible. That such a Service Conditions Bill is long overdue will be clear from a perusal of the observations of the District Educational Officers found in the quinquennial report of the Department of Public Instruction. One need not go far to find a reason to justify the introduction of a Bill of the kind under consideration. The attention of our readers and of the public is invited to the extracts containing these observations published elsewhere in this issue.

QUINQUENNIAL REPORT ON PUBLIC INSTRUCTION, 1927-28—1931-32.

This report gives a comprehensive account of the progress of education during the quinquennium. The first volume deals with different aspects of education in a general manner and the second volume

contains statistics relating to the number and strength of institutions and to the expenditure from different sources. It is not possible to make a detailed review at this stage and we shall refer only to a few interesting points. The number of secondary schools has not appreciably increased but the number of pupils in secondary schools shows an increase of ten per cent. There is one secondary school for 268 square miles. Of the males between 5 and 25 years of age, there were 225 out of every 10,000 (2.25%) receiving secondary education and the percentage of boys in secondary schools to the entire male population is 0.76. The cry that we have too many secondary schools is thus seen to be baseless. There is a fall in the number of aided secondary schools by 26 and this will not cause any surprise to those who are familiar with our inelastic grant-in-aid code. Promotion is considered to be lax in several cases and the remarks of the District Educational Officer of Kurnool referred to in the report are interesting: "The Educational Department stands for efficiency and expects the schools to be strict in the matter of promotions. The management in several cases wants only strength and for various reasons asks for lenient promotions." The authorities should therefore appreciate the need for placing the services of headmasters and other teachers on a firm basis if higher standards should be maintained. About 102 schools have availed themselves of the permission to answer the papers in the non-language subjects of the S. S. L. C. Public Examination in the mother-tongue. The number of candidates registered for the S. S. L. C. Examination in 1932 was 20,430 and as many as 19,916 completed the certificate. The percentage of increase in the number of candidates completing the certificate was 16.5. There are interesting observations regarding the S. S. L. C. scheme

and the salaries and tenure of service of teachers. There is a mild protest against the domination of the school courses by the University and the department will do well to safeguard the interests of secondary education in general. We wish the department to bear in mind the following observation in the report:—"Such a belief (reviving the Matriculation Examination) is not well-founded, for, the aim is to create a secondary school system which would prepare the pupils for the practical tests and ordeals of life rather than merely for University examinations."

The section dealing with Elementary education is somewhat discouraging in spite of the energetic attempts made to show that there is appreciable improvement. Owing to a number of causes including the policy of consolidation and concentration, the number of Elementary schools had been going down from 1930. During the period 1927-32, as many as 26,769 schools were closed and 27,060 were opened. This "ephemeral" character requires careful study. Much depends upon the stability of a school and we would like to know the reasons for the closing of a large number of schools. There is evidence that there has been some satisfactory extension in rural areas. The number of villages with a population of 2000 having no school was 195 in 1922, 51 in 1927 and 17 in 1932.

The report contains a section on *Experiments in Education*. With a large number of Training Colleges and schools in our presidency it should be possible for us to pay more attention to research in education and to get reliable and scientific data on many important topics. It is some satisfaction that an attempt is being made to study special problems. The Lady Willingdon Training College was interested in the preparation of a graded series of achievement tests combined with intelligence tests for the classes and forms up to III. Our read-

ers will find this section interesting. The District Educational Officers have tried to bring to the notice of the authorities the unsatisfactory nature of the conditions of service. They point out in clear terms that the contract does not seem to give adequate protection to teachers. The body of the report contains the following observation: In order to make the tenure of teachers more secure Government required all managements in 1929 including local bodies which have not adopted the Fundamental Rules to enter into agreements with teachers. In most schools such agreements have been drawn up but the provisions of these agreements do not appear to afford adequate protection to the teachers against ill-treatment by the management." Teachers would like to know how the authorities would tackle this problem. The situation calls for immediate action. The department cannot rest content with merely inviting the attention of the Government to the disease. It should urge on the Government the need for introducing a comprehensive Service Conditions Bill if the expenditure on education should not become a waste.

W. F. E. A.

We congratulate Mr. F. Mander, General Secretary of National Union of Teachers on his having been asked to become the president of the World Federation of Educational Associations for the ensuing two years. It is indeed a great personal honour to Mr. Mander. The National Union of Teachers should certainly feel proud that their General Secretary should be called upon to fill this great place of honour. The work of the National Union of Teachers under Mr. Mander's able guidance during this period of depression is known all over the world. The Executive of the National Union of Teachers, we understand, has approved of his acceptance, of the office *provided that the Union is not thereby committed to a continuance of affiliation to the Federation.*

We do not understand why the Union should impose such a condition on the Secretary and why the Union should not be wholehearted in its support of the World Federation.

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