

The South Indian Teacher

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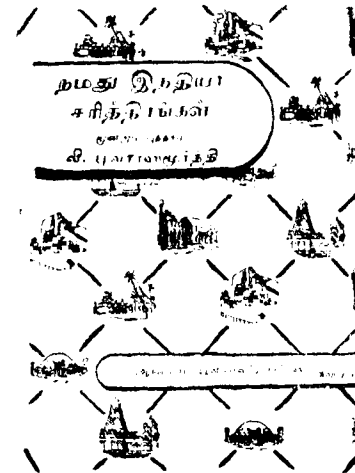
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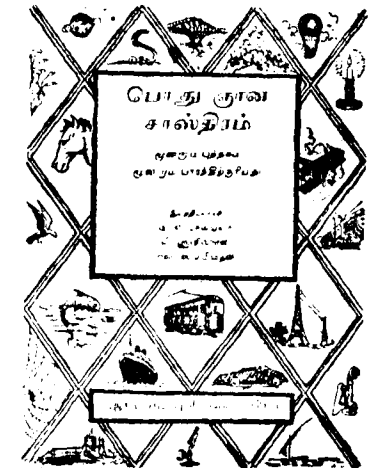
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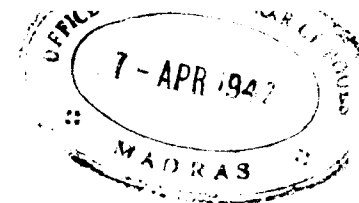
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DIFFICULTIES IN ADULT EDUCATION *

By

RAO SAHIB S. R. RANGANATHAN, M.A., L.T., F.L.A.,
Librarian, Madras University Library

AND

Secretary, Madras Library Association

There is every sign of a great awakening in our country to-day for adult education. This is somewhat parallel to the awakening that Great Britain experienced about a century ago. In our country the forces that lead to the awakening are far more inexorable than they were in Great Britain. In that country the industrial revolution, the spirit of colonisation and the movement towards adult franchise were responsible for the demand for a more educated people. It was a free desire to expand that was behind the motive for adult education in the British community. But in our country to-day the force that makes the community adult-education-minded is the instinct for self preservation more than a desire for expansion. In fact this instinct for self preservation is the primary motive in all countries for pushing adult education forward in our own times.

One can easily see why it is so. Long ago we left behind us the system of economically closed village units. During the last one hundred years we have also gone beyond the vogue of economically closed national units. Indeed the mechanisation of production and transport of all kinds has annihilated distance and time. The result is we have no

*A lecture delivered at the Y. M. C. A. Lunch Club, Esplanade, Madras, at 1-45 p.m. on 11th March 1942.

longer village economics or national economics ruling the world; it is world economics that is having its way. It is true that though economically the world as a whole has virtually become a unit it is still parcelled into myriads of independent and antagonistic units in the political sphere. This incommensurability between the economic unit and political unit has resulted in the great international conflagration which God knows how it is going to shape the world ultimately. If at all it seems to be highly probable that the political sphere will have to widen its unit and move towards world unit rather than world economics shrinking into any smaller unit. Hence till the political unit and the economic unit get equalised, this would make one expect every community to prepare its citizens as efficiently as possible to adapt themselves to world economics ultimately and in the meantime to contribute to the increasing efficiency of the country as a whole. In this transition period of struggle all the communities vie with one another to make themselves the most efficient whether it be in the economic field or in the struggle for political supremacy. All countries have learnt that a country in which the level of information possessed by the average citizen is lower than that of the others will go to the wall sooner or later. Hence each country shows an irrepressible desire to make each one of its citizens more and more efficient and for this purpose better and better informed. It is this desire that leads to the colossal motive of the countries to provide for nation-wide adult education, whether adult education means as in India beginning even from liquidating illiteracy or as in some European countries continuing the work of elementary schools, attendance at which had already been made compulsory.

I should like to discuss with you to-day the way in which this motive for universal adult education in our country works its way through. It is obvious that the motive cannot fructify itself unless several difficulties are overcome. It may be stated at the outset that the motive of the community can produce hardly any enduring result unless it could be transformed into the motive of the adult himself. I now desire to examine what difficulties are experienced in our country to-day with regard to this much desired transformation of motive. I propose to discuss them under three heads viz. (1) psychological difficulties, (2) difficulties of agencies and (3) material difficulties.

1 Psychological Difficulties

11 Force of Imitation.

Most human activities owe their source and direction to the force of imitation. Tarde has examined the potentiality and the all-sweeping

nature of this force in his huge tome *Laws of imitation*. He traces out the force of imitation lurking at some level or other of consciousness and regulating therefrom the activities of people. It was this force that drove the masses to attend folk lectures known as *kalakshapams* for their further education in far off days. We have a reference to this institution for adult education in Panini in the word *Granthikas*. But to-day not only has the *granthika* system gone out of use but also the nature of information that the adults need to be equipped with in the course of their further education would transcend the capacity of the *granthikas*. It is hardly possible for all the information that is necessary to be transmitted directly from the man who knows to all that want to know. The transmission has necessarily to be mediated through books. This mediated transmission has been rendered easy and cheap by the invention of printed books. Indeed the printed books form the sheet anchor in adult education to-day. However, few of our homes have books in active use by adults from day to day. The use of text books by children and the absence of the use of any books by the seniors in the home makes the force of imitation work contra and prepare the children's mind, so to speak, to long for the day when they will have no longer to do with books. Thus the force of imitation fails to predispose even the adult who had gone through formal school life to have a desire to continue his education through books. Still worse is the case with the adults who had not had the opportunity to use books even as children. They do not see much difference between themselves and their literate contemporaries so far as books go. On the contrary in some countries books are constantly and visibly in use in most of the homes whether it be for inspiration or for recreation or for information. Many adults do have recourse to books from day to day, whether the books are from their private collections or from public collections maintained by local bodies. This factor leads inevitably to the force of imitation compelling the other adults also to go to books and thereby continue their further education. Our country is therefore different from such countries in that the force of imitation goes unharnessed for transforming the communities' motive for adult education into the motive of the adult himself.

12 Force of Curiosity

A second source and direction for human activities is the force of curiosity. Curiosity is wide-based in children. Indeed every parent knows how irrepressible the curiosity of the child is in regard to every imaginable experience which affects its primary senses. The intensity of the force of curiosity is so great that the child would seldom rest until he would be furnished with the information necessary to satisfy it. The preoccupation of the elders, their indifference to the child's queries, their

verbal admonishment compelling silence and even an occasional blow are not sufficient to smother the force of curiosity which stimulates the child to seek and get the necessary information. It is this force that is responsible for a child learning seventy-five per cent of his vocabulary before he reaches the 'teens. It is this force that is again responsible for the children delighting the parents with a far more accurate knowledge of a far larger range of things in the immediate surroundings than they themselves possess. But during childhood literacy does not reach a level in which information about things and occurrences beyond the immediate neighbourhood could be gathered from books. And, unfortunately by the time adulthood is reached and the capacity to learn from books is obtained the field of the force of curiosity gets narrowed down considerably. Two causes lead to this narrowing. One is economic necessity. To conserve his energy each man has to narrow his field of interest. This cause is not however as harmful as the second cause which is traceable to our educational system. Perhaps the best way of referring to this fault is to say that if adults have some curiosity left in them, it is often in spite of and not because of the teaching administered to them. I am saying this not against the teachers but against the educational organisation under which they are obliged to work. The mass method of teaching, the consequent passivity of children and the *ex-cathedra* and rigid fixing of syllabus without adequate adaptation and variation to suit local conditions are some of the factors in our educational system which account for the repression of the force of curiosity. The result is that most adults have not only their field of curiosity shrunk to an extremely narrow range but even in that limited field the intensity of curiosity is not sufficient to overcome even the slightest difficulties that come in the way of continuous self-education. That is why that the desire to learn either further things in their own field of study or to pursue neighbouring fields is deplorably lacking even in many of our university men. No wonder that the country's motive for adult education finds it difficult to get itself transformed into the motive of each individual.

13 Force of Economic Value

The force of economic value is another factor that can effect the necessary transformation in the motive. It can do so only if adult education is planned in close contact with the improvement of the economic capacity of the adult—not a remote probable improvement but an immediate certain one. A historical factor acts as a drag in giving the proper place for this economic value in the organisation of adult education. When universal education was first conceived in certain countries some decades ago it was the political exigency that led to it. In fact it

came in the train of the movement for universal franchise. This demanded that as a minimum every adult should be capable of reading the names of candidates in the voting paper and if required signing their own names before entering the polling booth. Under pressure of this political exigency when schools found that their resources were overpowered by the flood of the masses pouring into their portals and when they consequently asked for increased resources and facilities to give adequate education to all that were brought to them by compulsory legislation, the politicians at the head of affairs were obliged to interpret education as low as the mere removal of illiteracy, as this was sufficient for the moment to meet the exigency of the polling booth caused by universal franchise. But in the long run this outlook warped and mangled the very springs of education. Mass methods elbowed out individual methods and as a result heterogeneity became the ruling characteristic of classes. Unfortunately the heterogeneity began to encroach also into adult classes. At any rate the agencies in our country which genuinely seek to further adult education woefully ignore the fact that in a class of adults, in whom the fields of interest have, as already stated, shrunk to very narrow limits, heterogeneity would smother sway the force of economic value in the adults that are to be given the education. The ultimate implication of these lines of thought is that if the force of economic value is to be successfully harnessed to transform the community's motive for adult education into the motives of the several adults themselves the recruitment to the adult classes should be such that vocational homogeneity is secured as much as possible. The practice of making an adult class an ensemble of persons following as many different vocations as possible is a fault that should be avoided. If it is avoided and vocational homogeneity is secured homogeneity of interest will follow and economic value will gain adequate momentum. In addition to this element in recruitment the content of the curriculum of the course should keep itself as close as possible to the immediate economic improvement of the adults taught. The teaching technique also should be such as exploits the economic urge in the adults. The history of the first attempt at Mechanists' Institute in Great Britain will illustrate these points. About 1800, George Brickbeck joined the staff of the Andersonian College at Glasgow as a young teacher of natural philosophy. It may be recollected that in those far off days there were few laboratories and fewer suppliers of scientific instruments. Brickbeck had therefore himself to make all his apparatus. To this end he employed a number of tinmen. One day when he was surrounded by these folk in his basement making a model centrifugal pump he was struck by the deep ignorance of the workmen in the scientific fundamentals which formed the basis of their vocation. Then the idea dawned on his mind

"why not I teach these fellows the necessary rudiments of science?" He accordingly wrote to his management offering his honorary services and asking if they would open an adult class for the education of these workmen. This was too revolutionary a concept and the elders of the college laughed out the idea. Birckbeck was however undaunted and he wrote a plaintive letter to his father who was broadminded enough to give him the preliminary expenses to run such an adult school. At the beginning of the next academic year Birckbeck sent round circulars inviting workmen to join his adult school. But to the workmen the phrase adult school got associated with Sunday Schools which they knew too well. Hence the response to the circular letter was very poor. In spite of frantic appeals and glowing prospectuses only seventy-five people attended the first lecture. But these brave men who overcome their shyness to go to an adult school found to their agreeable surprise that every word that was uttered by Birckbeck had such a close bearing on their daily work, that they broadcast the information when they came out of the lecture hall. The force of economic value was released and even at the fourth lecture the audience swelled to five hundred. It is a matter of history how the experience of Birckbeck was followed up in several countries and culminated in the establishment in 1823 of the London Mechanics Institute which was rightly christened Birckbeck College.

2 Difficulties of Agencies

Having dealt with the difficulties that obstruct the proper shaping of the motive we shall pass on to a discussion of agencies for adult education.

21 University Education Boards

The establishment of the Victorian universities of Great Britain connoted a widening of the scope of university education. The democratic wave of the nineteenth century began to shatter the exclusiveness of the medieval universities. Education for the few i.e., education for the aristocracy was what prevailed in these universities. But the Victorian universities wanted to reach the masses. To get themselves bracketed with the older universities they had however to shape their courses of studies, their degrees, and their teaching methods without too much of a break from the traditions built by the older universities. But to satisfy their democratic urge to which they owed their origin they sponsored what is known as the extension side. Happily the older universities also agreed to take up the suggestion. The University Extension Boards thus came into existence. They shouldered the responsibility for providing adult education. In practice it was found that

the technique of teaching adults was different from that of teaching the adolescent youth of the university classes. And so a new profession, that of the university extension lecturers, took shape. This profession has done no small amount of work in spreading adult education. In our country the phrase university extension lectures appears to have caught the imagination of some. But it is not widely recognised that their function is not to repeat the work of the class room of colleges in public halls. Nor is it realised that the movement will whistle out sooner or later if the work is entrusted to professors of colleges. Indeed misconception is so deep seated that now and again we find enthusiastic senators urging the executives of universities to compel their research professors to deliver extension lectures as part of their regular duties. They seldom realise that such a scheme will kill at one stroke the pursuit of research as well as the popularity of adult education. Again, hardly any attempt is made either to provide for a planned and continued course or to regulate the content of the course to the needs and interests of the adults for whom they are intended; nor is any thought devoted to the selection of the adults to be admitted to the course. When this is said, it needs no mention that the principle of homogeneity mentioned already is not borne in mind. The result is that an extension lecture means not infrequently the professor of a college migrating with his students to some new hall and summarising for them something of what he taught them in the regular hours. Both the teacher and the taught soon get tired of this situation and the scheme of extension lectures dies out of inanity. This state of affairs should thoroughly change. It is but right that the universities should interest themselves in adult education but they should set about this affair in a business-like way. But even if they do so the number of universities in our country is so small that they cannot by themselves meet the full demand for adult education.

22 Workers' Educational Association

The University Extension Boards connote the distribution of education among the masses from somebody outside them. But if the motive of the community for adult education is to be transformed to an appreciable extent into the motive of the masses for self education one should expect an inner agency to spring up among the masses themselves. This is illustrated by the widespread development of Workers' Educational Associations in several countries. Such associations were organised in England along efficient lines by Albert Mansbridge. A measure of his success can be seen in the fact that the Carnegie United Kingdom Trust came forward to provide library facilities for the adults undergoing courses conducted by the Workers' Educational Associations. To this

end, they stimulated by generous grants the establishment, about 1916, of the Central Library for Students at Galen Place in Bloomsbury. It may be remembered that it was this library which was converted into the national apex library when the regional scheme of co-operation was introduced. On account of the industrial specialisation of various localities, the adult class conducted by a Workers' Educational Association automatically attained homogeneity. The adult students themselves were given a large voice in deciding the curriculum and the pace of progress. Their example should be a reliable guide at least in the few industrialised urban areas of our land. But for the majority of our adults who are rural folk, the experience and the methods of the folk high schools of Denmark may prove to be of far greater help. The economic motive had been fully exploited by this agency. The extent to which the folk high schools supported by a nation-wide 'live' library system had developed the human resources of Denmark was demonstrated during the world depression of 1931. The crisis became so severe that the interest on invested agricultural capital which was 5% in 1929 went down to minus 0.5 in 1932. But the resilience which the Danes had developed, thanks to the perpetual self-education stimulated by the folk-high schools and kept up by the public libraries, was such that by 1936 the interest was raised to plus 3½ per cent.

(To be continued.)

SOME SUGGESTIONS FOR IMPROVING THE STUDY AND TEACHING OF ORIENTAL (INDIAN) LANGUAGES

By

N. R. KEDARI RAO

There are two types of people studying Sanskrit and the other Indian languages: one is the orthodox Pandit and the other the modern student attending his school or college. The former aims at depth of learning; the latter has a comparatively broader outlook. The Pandit has a remarkable memory and is capable of getting by heart thousands of stanzas—if need be whole books. It was thus that the Rig Veda Samhita, the twenty-four thousand slokas of Valmiki's Ramayana and the even more mighty epic of the Mahabharata were handed down to us from the distant past. A Dictionary like the Amara, a whole book of Grammar like that of Panini, a treatise on Philosophic meditation like Patanjali's Yoga Sutras—and others have reached us without the loss of a single syllable as they were repeated from father to son, or from guru to sishya, for nearly fifty centuries. We cannot be too grateful to them for their zeal in the cause of learning and for their wonderful powers of memory.

Having said this, we have at the same time to recognise that the old order changeth yielding place to new. It is difficult for the twentieth century student to emulate the feats of his forefathers in this direction—nor is it at all necessary for him to do so. We are living in an age of steam and electricity, when we can have excellent printing on good paper and superb binding—at a fairly cheap cost. Further, the bustle of modern life is so great that very few people can be devotees of learning for the sake of learning. Therefore, what is necessary at the present time is that we should adapt the teaching and study of Indian languages on the model of, say English or any other European language in the West. The aims of Language-Study, being more or less the same all the world over, we have to see to it that Indian Languages come to their own in any scheme of Indian Education. That it is not so will be made clear by mentioning one fact, namely, that in spite of the existence of several Teachers' Colleges in the Madras Presidency, not one of them is offering instruction in the Methods of Teaching Sanskrit or Tamil or Telugu for the L.T. or the B.Ed. Degree Examination! Some agitation was started in this connection several years ago—but with no

tangible result. While every institution of the collegiate grade is specially equipped for teaching the Methods of imparting education in English, Mathematics, Science, History, Geography and Kindergarten—the Indian Languages have been thoroughly neglected. At a time when there has been a demand for making the Indian Languages, such as Tamil, Telugu, Malayalam and Kanarese, the media of instruction even in the Intermediate and the B.A. classes—they have already been made compulsory media of instruction in all the High School Classes—it passes one's comprehension why no facilities are given for training in these subjects. An influential body like the Oriental Conference may well take up the question with the Government and the University authorities thus remedy a long-standing defect in the world of Education.

Next, turning our attention to the way in which our students read their second languages* we find it is capable of improvement in many directions. Far too many students are content with the notes given by the Lecturer or the Class Teacher or the printed annotations available in the market. A reference to the Dictionary, the Atlas, and the cyclopaedia is rarely made. Hunting up an allusion to its source is a hobby which is rarely indulged in. The desire for gathering knowledge by one's own efforts in a Library ought to be slowly but surely encouraged. No amount of 'spoon-feeding' can ever be an adequate substitute for the power of acquiring knowledge by the students' own endeavours. From the High School Classes the habit must be formed of looking up Reference-books; and this should be the rule rather than the exception in the college classes. Unfortunately it is not so at present. Teachers must constantly remember that their aim is not so much the Direct imparting of knowledge to their students as the urging them to teach themselves more and more, by constant consultation of the various books in the Library. "He is the best teacher who in course of time makes his student dispense with the teacher." This maxim of one of the greatest educationists should serve as a motto to all the Lecturers who are handling Sanskrit and the other Indian Languages in our schools and colleges; for, with honourable exceptions here and there, they have not been adhering to it at all.

If we consider the question deeply and in all its aspects, we find another difficulty facing us. And this is the comparative poverty of

*Sanskrit or Tamil or Telugu as the case may be. In the Intermediate and B.A. classes they are known as Part II; and are commonly referred to as second languages—English being the First (or Principal) language.

Reference Books in Sanskrit or the other Indian Languages. This can be made clear by means of a contrast with the wealth and abundance of Reference Volumes in English. How many Atlases are there—Historical, Classical, Biblical, besides the many dealing with the different countries of the world! How many Dictionaries—from the ten volumes of the New English Dictionary to Webster's, Chamber's and above all Fowler's Concise, which is one of the most serviceable books! What handsome Editions of the Bible, printed on India paper! and how many Dictionaries to it, to make reference-work easy! What a plethora of books on classical Quotations and Classical Antiquities; as well as on Roman and Greek Biography, Mythology and Geography! How many special Dictionaries are there for the various periods of the English Language—such as old English, middle English and modern English! There are special volumes devoted to slang, to obsolete English and to Provincialisms and Dialects. Further, the English men seem to have specialised in studying the various languages of the world—Greek, Latin, Sanskrit, German, French, Russian, Tamil, Telugu, Malayalam, Marathi, Hindustani etc. There are Dictionaries from English to Tamil etc. from Tamil etc. to English!

During the last few years a new kind of work is becoming more and more popular. Besides a Shakespeare Word-book, we are having a Tennyson Dictionary, a Thackeray Dictionary, a Hardy Dictionary, a Dictionary of the Novels of Scott, a Browning Cyclopaedia, a Dictionary of the Plays and Novels of Bernard Shaw, etc.

We have again Beeton's Biographical Dictionary, a Dictionary of Science, a Dictionary of National Biography, a Dictionary of Chemistry, a Dictionary of Philosophy, a Dictionary of Dates and above all, that Prince of Reference Books—the Encyclopaedia Britannica in nearly twenty-five stout volumes over a thousand pages each!

Special Dictionaries are also available for looking up phrases and Fables; as well as Familiar Allusions.

As regards criticism (both Literary and Historical), what splendid aids are there for the student! How many histories of Literature, from a small primer of about a hundred pages to the Great Cambridge History in full fifteen volumes! It is also cut up and studied in detail in periods—such as from the age of Alfred thro' Shakespeare, Milton, Dryden, Pope, Johnson, Wordsworth and Tennyson. Then there are special studies in the Literature of the Seventeenth century, the Eighteenth Century or the Nineteenth Century. Crosswise, we have the history of the Epic, the Drama, the Novel, the Lyric, the Sonnet;

the Essay, the Short Story etc. Special studies are also made of the Development of the Comedy, the Tragedy, the Ballad, the Parody, the Satire etc.

Individual authors of repute are made the heroes of the excellent Men of Letters Series. Following the remarkable success of this venture, they have published the Great Statesmen Series, the Great Orators and the Men of Action.

Again, what splendid anthologies—of Prose and Poetry—typical of which are Palgrave's Golden Treasury of Songs and Lyrics, Ward's English Poets, Craik's Anthology of English Prose and Quiller Couch's Oxford Book of English Verse!

Compared with all this, what have we to boast of in Sanskrit and the Indian Languages! How much of leeway have we to make up! The Madras University has recently brought out a Lexicon worthy of the name of that University; and is now employed in bringing a concise edition of the same. While this is good so far as it goes, many more such volumes have to be published to aid the student. Attempts at bringing out Cyclopaedias, Dictionaries of Universal Information and Biographical Dictionaries must be encouraged. The amount of knowledge that is available to mankind is growing at such a rapid rate in these days that it is no more within the competence of a single scholar, however eminent he may be, to produce such important works. Bands of research-workers must gather together under the auspices of learned bodies like the Universities and the Conference of Historians, Economists, Scientists and Orientalists, and put on the field valuable books of reference.

Above all, we must attempt at translating important books (dealing with all branches of knowledge) into the various Indian Languages. The Home University Series, the Penguin Series and other equally popular series have brought within the easy reach of the common people the whole universe of knowledge. On the model of these endeavours must be made—of course with suitable modifications—to express the highest and most abstruse departments of knowledge in our Indian Languages. Committees have already been set up for forging scientific terms in Tamil, Telugu and other languages; but whether the terms coined are good or bad can be known only in practical usage. Words are like coins in this respect. It is only if they are in current usage, they are valuable. An expression may be faulty, but if somehow or other it is used by a large number of people, it justifies its existence. With a view to keep the language pure, Addison and Swift and others

protested in their days against the usage of several words; but still they persisted, and have now been recognised as standard English. It is proverbial—the fickle-mindedness of the masses. A word or phrase lives on, if it is favoured by them—whatever may be the objections to it from a theoretical point of view. 'The proof of the pudding is in the eating.' It is gratifying in this connection to note that in the Annamalai University a Text-Book on Logic and another on Chemistry† have been published in Tamil, fit for college classes and that in the Madras University books on Co-operation and the Wonders of Electricity have been written in Tamil.‡ But my complaint is that the rate of progress is far too slow.

The Tamil Research Department in the Annamalai University has now been made permanent; and some fruitful work may be expected out of it. Biographies, books of travel, current history, volumes of reference like the Statesman's Year Book, Dictionaries from Tamil say to Telugu, Marathi, Malayalam, Bengali, Punjabi, Swedish, Russian, German, French, Portugese, Dutch and other languages should be published. And so far as this Conference is concerned, it should aim at having dictionaries of the ten chief languages of modern India into each other—Sanskrit, Urdu, Hindi, Bengali, Punjabi, Tamil, Telugu, Malayalam, Marathi and Canarese.§ It is sometimes said that we have a regular babel of tongues in India. This is a gross misrepresentation of facts. As pointed out by one of our members in the Mysore Conference held in 1935, there are only these ten important languages; and considering the fact that India has a population of over three hundred and fifty millions, there is nothing to be wondered at in this state of affairs. Though Hindi may become the *Lingua Franca* of the whole of India in the near future due recognition must be given to the other languages also—as they have all of them brilliant literary achievements to their credit and are spoken by not less than twenty millions each.

This Oriental Conference in general and the Section devoted to Indian languages in particular will cover itself with glory if these ideas

†A prize of Rs. 1,000 each was awarded to these books by the University.

‡These books were given a prize of Rs. 750 each by the University.

§This would mean the compilation of ninety books. Each should be, say a thousand pages in length. Several volumes may be there already which with slight adaptations may suit our purpose. Together with ten Dictionaries in the same language, it would mean just a hundred volumes. Thus:—Tam-Tam; Tam-Skt; Tam-Urdu; Tam-Hindi; Tam-Bengali; Tam-Punjab; Tam-Tel; Tam-Mal; Tam-Mar; and Tam-Can. and so on for each language.

are brought home to the powers that be and they are egged on to take suitable action on them.

So far we have had in view the special needs and requirements of the modern students reading in schools and colleges. With the advent of steam and electricity and their practical application to the methods of transport from one end of the country to another, both time and distance are practically annihilated. A Tamilian finds himself placed in the midst of the Bengalese or the Punjabis, the Maharashtrians or the Malayalees. From his own inclination or on account of the stress of circumstances when he is placed in such a situation, instead of feeling himself like a fish out of water he should try to pick up the provincial language as easily and quickly as possible. For an intelligent adult devoting say an hour every day it must be possible to pick up a working knowledge of a language within six months. In every district centre and certainly in the chief provincial capitals, facilities must be had for this purpose. Special classes may be held for training such teachers who are sure to be looked upon as great benefactors of society. It is certainly within the purview of this conference to hammer out the details of such a scheme. When India becomes a Federation of the various provinces and states, this becomes practical problem to be solved and is not of mere academic importance only.

If I have not spoken in detail about the Pandits, it is because I feel I am not competent to do so. Always in a microscopic minority, they are, like Browning's Grammarian, devotees of Art for Art's sake. They drink deep of the Pierian Spring, without caring very much for the good things of the world. By honouring them, society honours itself; and therefore it is my humble suggestion that the best poet in each language should be recognised (by the State or the University or a learned body like the Oriental Conference) as the Poet-Laureate. The emoluments attached to the post matters little; it is the honour of universal recognition that goes with it that is important. English has its poet-laureate; and why should not the chief Indian languages have each its laureate?

To sum up then, my suggestions are as follow:—

- (1) The Indian Languages should be made subjects for Training in the L.T. and B.Ed. Classes.
- (2) Students in High Schools and Colleges should be taught the habit of looking up references for themselves in the Library.

- (3) The Library should be enriched with a good Reference Section containing Dictionaries, Cyclopaedias, Atlases, Books of General Knowledge, etc., towards the production of which the various Indian universities and learned bodies like the Oriental Conference must lend their active support.
- (4) Important books from the chief languages of the world must be translated into the ten great modern languages of India by an enthusiastic band of scholars. [It may be like the Translation Bureau of the Oosmania University supported entirely by the State or by voluntary effort or by both].
- (5) In the chief cities of India intensive courses of study in the languages prevailing in the surrounding districts must be offered to foreigners so that they may get a working knowledge of these languages in a short period, say within six months.
- (6) For honouring the glorious race of Pandits to whose wonderful powers of memory we owe the preservation of all our ancient works, the post of Poet Laureate may be created in every one of the chief Indian Languages.

PROBLEMS OF ADOLESCENCE—VII

DEMOCRACY AND ADOLESCENT EDUCATION

By

P. S. RAMASWAMY

In any democratic system two things must stand out supreme. Firstly we must examine to what extent the children are at school and secondly how many of them attain the minimum standard that every adolescent must have in order to make a good citizen.

Since the passing of the Fisher Act 1918 in England, we can say that all children of the school-going age are at school until they complete their fourteenth year. But according to the best estimates 90% of the children receive no training after 14. But it is hoped that things will improve. In France the school-going attendance is considerably less than that of England. The majority of students of both sexes leave the school with an Elementary Certificate at the age of 12 or even before. In both these Countries only 10% of the adolescents between the ages 12 to 18 receive any schooling in Advanced Primary, Technical, Secondary, or Continuation Schools. France fails to keep the majority of the masses at school because of continuous quarrels among the factions for the control of the educational policy, the early maturity of boys and girls due to climatic conditions, and the non-adjustment of the syllabus accordingly. Hence when one considers that more than 2/3 of the population in the advanced countries of England and France fail to reach the minimum standard expected of a citizen, it is idle to talk of democracy in education.

English investigators have repeatedly admitted the German superiority as regards the quantity of instruction disseminated among the masses. The organisation and efficiency of German Schools have been an object of admiration to all nations. School-attendance is strictly carried out. But the most important aspect is the care of the adolescent education. In all German states attendance is compulsory in all continuation schools between 14 and 18. The sacrifices that the Germans have made to keep up their standard are greater than those of any other country. But in spite of the high degree of instruction and efficiency, there is not the working of democracy as the individual is for the state represented by a dictator.

In all countries almost the educational policies are appallingly inadequate to meet the needs of a world democracy. The prosperity and happiness of any nation depend in the highest degree on the efficient and just

social and economic legislation. Such an end is quite unattainable unless the people are instructed in the fundamentals of land-rent, tariffs, taxation, money, causes of poverty and concentration of wealth, the significance of trade with foreign countries, and the dependence of the modern state upon all other countries of the world. History has proved again and again that the masses do not trust the middle and upper classes to decide on these questions. The latter groups continue to seek the economic solutions that favour their own interests. They do not hesitate to plunge their countries into war, hoping for better returns, or at least hoping that they would be able to keep up their prestige even if the worst befalls them. The inculcation of ultra-nationalistic tendencies and the wilful failure to inculcate ideas of world citizenship in the adolescent have resulted in the present world war. There is so much unrest and disorder in the world of to-day. The masses do exercise this power but in a most ignorant fashion. The schools are not equipping them to meet the most elementary requisites of 'responsible citizenship.' The outlook of European Democracy cannot be assured of any immediate progressive advance until the great majority of people of both sexes between the ages 14 and 18 receive a thorough-going instruction on all social and economic questions enumerated.

The position in India is gloomy indeed. If the systems of education in European countries are ultra-nationalistic and take for granted that the state has the right to mould individuals to suit the war-mongers like Hitler and Germany, the system that prevails in India is anti-nationalistic. It is alien bereft of even a tinge of nationalism.

So we find that in many countries and especially in India only a small proportion of the pupils who are now in the Higher Primary, Secondary, or Continuation schools receive instruction on these primary present-day issues. The curriculum is still based on tradition and on the arbitrary decisions of those who have interest to be served through the control of the education of the state. The people are not intelligent masters of the social and economic forces that control their lives, and there is no hope that the Golden Age of Democracy is ahead. But it is likely that the present war which has enveloped the world may be the turning point for a new world order and hence a new education. Unless the advancement of Science is accompanied by a mutual and intelligent understanding of the human values, and unless schools dealing with the adolescents are enabled to do so, we may be heading towards the repetition of the catastrophe that is shaking the world to the foundations.

Present position and Anticipation.

It has been endeavoured in these pages to give in outline the salient characteristics of the adolescent period of life, stressing its critical nature

in the life-history of the human being and the right methods of directing it for development. To consider the youth as identical with the child from the point of view of psychology is an egregious error. The individual is the same, it is true; yet there is a great difference. The great fact of dawning personality in the years to come makes the youth a person. The physiological changes too differentiate the youth from the child and mark him off as a person with distinct problems, especially the problem of the consolidation of the sex instinct. The study of youth, therefore, is fascinating; first because he is the butterfly emerging from the chrysalis of childhood, and second because he is the world's centre of attraction, for upon him depends the progress of civilisation and culture. Everywhere he makes himself felt. The Youth Movement in Germany, for example, has definitely impressed itself upon the life of the nation, in protesting against the extreme intellectualism of German education, and in endeavouring to secure emotional and self expression. Youth everywhere tramples upon irrational fossilised customs in its attempt to enter a freer atmosphere of liberty. In recent times, the young Turk movement, the Young Italian movement and similar ferments have proved themselves powerful in effecting drastic changes in the political currents of various countries. Youth seems to be in agreement with the rapid changes of the world, for its mind is the creative mind, not the static, conservative mind of the adult. Youth now cultivates a spirit of independence, strength of body, a sense of social discipline and co-operation in trying to rediscover its own life, and of the life of the native land, the inner meaning of both of which it attempts to penetrate.

How to influence youth aright has been a great problem, youth with all its contrariness. Biography is the greatest educational force that can be brought to bear on adolescence. Youth is the time for hero-worship, the time when even mediocre achievements in the realm of sports, or war, or politics awake the warmest admiration, or a hint from the record of a noble or dazzling life has almost preternatural power. No High School should exist which does not employ this great force either in the form of history through biography, or in that of definite lessons on persons of various types, or in that of home-reading organised on a biographical basis, or lastly in the form of hints and suggestions planned with all necessary facts. Our ideals of life have largely been chosen from our biographical reading.

In order to influence youth aright, again, we have to protest against a barren and formal curriculum. We are also against allowing youth to dwell in apperceptive blindness in a state of obtuseness to the glories, privileges and the potentialities of life, and to the splendours of the environment. Rich knowledge should be imparted to youth.

The education imparted in our High Schools is not stimulating. Even in the English Public Schools where classical education is vaunted as cultivating the mind of the pupil, a decided deterioration of intelligence is the result. The youth of the English Public School who has passed a brilliant career and had headed his form moves a blind man among the "glories of his blood and state", and his blindness, instead of being exceptional, is "absolutely normal" among the English youth; "a cataract which education scarcely attempts and, in most cases wholly fails, to remove" (vide "Let youth but know"—Kappa). Exactly the same story is told by Mr. A. C. Benson in his "Upton Letters." After studying in the Public Schools which they entered full of interest, they left them "knowing next to nothing, without intellectual interests and indeed honestly despising them." "The English Public School system," says Mr. Benson, "gives no grip, no vigour, no stimulus".

Our whole system of adolescent education, therefore, needs overhauling. The urgent demands of modern industrial life should not also be forgotten. However promising culture is, it rests on very unstable foundations unless the pupils have a safe calling in life. Teachers have the duty to see that their pupils shall be fairly well-equipped for earning their daily bread. In fact, to be out of employment saps the very springs of personality, degrades, humiliates, and demoralises. Even a sweeper may feel dignified when he realises his social function aright. The pupils' leisure hours are not to be neglected. The possession of a hobby with an interest in it, decidedly gives scope to personality and saves the possessor from the indulgence of the appetites. The plastic mind of youth should be entered into, and he should be guided in active and constructive work of all kinds. Youth may thus feel what he can achieve and thus his personality is expanded and consolidated. The task of education, again, is to feed, strengthen and gratify the interests of youth.

Lastly, the teacher's responsibility is great in guiding youth aright. Teachers must act as pioneers of the human race in the exploration of new regions of thought. In this connection it is wise to remember the words of H. G. Wells in "Anticipations"—"the half-educated, unskilled pretenders, professing impossible creeds, and propounding ridiculous curricula, to whom unhappy parents must needs entrust the intelligence of their children; these heavy-handed barber-surgeons of the mind, these schoolmasters..... will be succeeded by capable, self-respecting men and women, constituting the most important profession of the world."

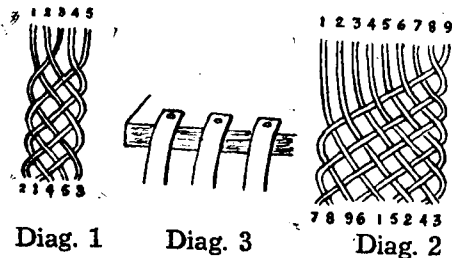
ART AND CRAFT XII

By

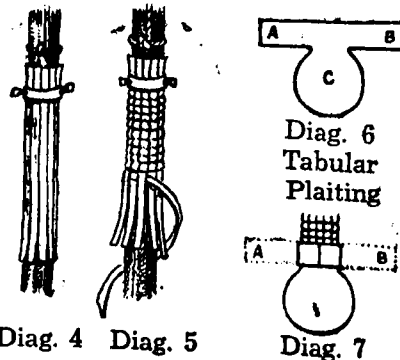
R. M. SAVUR,

Divisional Inspector of Schools, Coimbatore.

Plaited leather straps for bag-handles or for belts can be made more interesting and instructive as well as decorative by using strips or thongs of different colours. By using coloured thongs many pleasing colour effects are obtainable. In classes this can be used for experiments in colour effects and design. The diagrams 1 and 2 below show the method of plaiting with five and nine thongs. The thongs should be fixed to the table-edge by drawing-pins as shown in diagram 3.



Round or tubular plaits are also interesting and useful. A very simple method is illustrated below. In this the plaiting is done round a 'core' which is left within the plait so that the whole will give you a strong as well as pretty handle. For the core use a length of cotton rope of the required thickness. At the end of the core tie a string and suspend the core from a hook or nail by means of the string and then proceed with the plaiting. Care must be exercised to keep the plaiting tight and even.



To fasten the handle to a bag, cut a tab of leather shaped like the diagram 6. The two ends A and B are wrapped around the end of the handle and strongly secured by stitching with strong thread. The actual tab portion C is then thonged to the bag. Various ways of doing this will be shown in the next article.

THE INDIAN GEOGRAPHICAL SOCIETY

The Madras Geographical Association resolved at its annual meeting held in March 7, to change the name and style into *the Indian Geographical Society* in response to requests from all over India to convert it into an All-India body; and it is by this name it is to be known hereafter. Last year its Journal, the Journal of the Madras Geographical Association became an All-India one as *the Indian Geographical Journal*; and the present change follows naturally.

The Society throws open its membership to all interested in Geography, with two classes of members, full and associate, who pay annual subscription of Rs. 8 and Rs. 2 respectively—the former getting the journal free. The Constitution Rules have been adapted to meet the new requirements as an All-India Institution. Its Headquarters is continued in Madras; and there is provision for formation of local branches all over India.

The present transformations are the fruition of long years of solid work done silently by the Council and its Secretary. Founded sixteen years ago, the Madras Geographical Association, now become the nucleus of the Indian Geographical Society, has done yeoman service in the spreading of correct ideas of Modern Geography in this land and winning for it its rightful place in Modern Education here. The happy position of Modern Geography in South India is directly due to its exertions. Even in Madras University, there is now a Diploma Course and there is now an affiliated College, Queen Mary's, working up to B.A., in Geography. Under the auspices of the Association, there have been held monthly meetings and annual Provincial Geographical Conferences; Summer Schools and Refresher Courses for teachers, etc. Besides such diffusion of knowledge and excursions original research work has been promoted. Its Journal has been accorded high recognition by great British Geographers; and it is well-known in India and the World of Geography. From now on, as a result of the changes made, the Indian Geographical Society has its range and amplitude extended and scope of usefulness enhanced.

With its glorious record of sixteen years' activities behind it, the Indian Geographical Society opens a new chapter holding promise of rendering still greater service to Modern Geography in the larger India-wide sphere.

FROM OUR ASSOCIATIONS

MADRAS TEACHERS' GUILD

War-Time Problems in Education

War-time problems in education were discussed at the annual conference of the Madras Teachers' Guild held on the 18th March at the St. Gabriel's High School, Broadway, under the presidency of Mr. N. Subrahmaniam Aiyar. There was a large attendance of teachers.

Rev. D. Thumbuswami, President of the Guild, proposed Mr. Subrahmaniam Aiyar to the chair and extended a hearty welcome to the Chairman and delegates to the conference.

The immediate problem before the teachers in the city, Mr. Subrahmaniam Aiyar said in his presidential address was that resulting from evacuation, which had been going on for the last three months. It had resulted in the depletion of schools, leading to a considerable fall in their income, with the gloomy prospect before teachers of their losing employment. A connected problem was that of providing proper education in the places to which the evacuee children had been removed and where the schools consequently tended to get congested. Whatever happened to them, children should not be exposed to risk of any kind, nor deprived even in war-time of the opportunity of getting right education in what was the most impressive period of their life. The speaker was not sure if there had been adequate evacuation of children of elementary schools. It seemed to him that it was the duty of the Government to arrange for the compulsory removal of the remaining school children, especially of elementary schools, and providing for their education in places of safety.

Need for Co-ordinated Plan

After commending to the acceptance of the conference the views of the Executive Board of the South Indian Teachers' Union regarding problems relating to children and teachers, he said that everybody was feeling, at this time of abnormal crisis, that all branches of the teaching profession, the Managements and the Educational authorities should pool together their resources and services as a single organization, with a co-ordinated and co-operative plan, to be administered by the Director of Public Instruction as Generalissimo of the Education Front. Nothing else would help to tide over this abnormal crisis. At the joint meeting of the Guild Council and the Managers of Schools, the Director of Public Instruction had explained the position and stated that it was unjust to send away any teacher on account of a fall in the income of the school concerned. He (the speaker) would therefore, suggest that the Director of Public Instruction should see whether fresh classes in training schools and colleges could not be suspended for the time being so that the teachers might have a better chance of being absorbed without having to face competition from fresh men. Further teachers, Deputy Inspectors and clerks who might be required for the Education Department, he suggested, might be recruited temporarily for the duration of the war from out of the register of teachers to be maintained, as suggested by the S.I.T.U. Executive Board.

Mr. S. Natarajan then initiated a discussion on war-time problems in education.

Rev. B. Clutterbuck, speaking on the functioning of schools in affected areas, said that the present time of uncertainty, in his opinion, could not last for more than six months and he hoped that the managements of schools would try to keep on their rolls as many teachers as possible, giving them, if necessary, a living wage. Teachers should not be allowed to face starvation. Schools also should be given facilities to function and teachers should set an example to the people in counter-acting nervousness and panic.

Mr. K. Nagaraja Rao suggested that the conference should support the proposals made by the S.I.T.U.* concerning the functioning of schools. He criticised the attitude of the Government in not having ordered the evacuation of elementary school children and suggested that steps might be taken to open camp education centres in safe places for the education of children living in the city.

Mr. T. P. Meenakshisundaram Pillai stated that a scheme should be formulated for removing the educational institutions in the city to safer places and that the Government should not stint money in giving effect to such a scheme.

Mr. R. Mahadevan, stated that in spite of difficulties arising out of war conditions, teachers must hold aloft the banner of education.

Mr. T. N. Seshadri, referred to the position of teachers in affected areas, stated that no teacher should be allowed to drift for himself. The Director of Public Instruction should arrange with the managements to absorb some as paid A.R.P. men; others should be sent to mofussil schools and the rest should at least be given a subsistence allowance of Rs. 30 a month till they get employment.

Mr. N. Ganapathi Aiyar suggested it was up to the public and the press to impress upon the managements and others concerned the need for adopting a fair policy regarding teachers. Teachers as a community, needed as much protection at the hands of the Government as those who had invested their monies in the banks or had taken policies in insurance companies, etc. When the Government insisted on those business corporations investing a portion of their funds with them as a guarantee against trouble was it not their duty to insist on aided school managements building up, before seeking recognition, reserves that might enable them to tide over a crisis like the present, at least for a year? If this was not possible, the Government must release the managements from their contractual obligations and take up the obligations themselves. The speaker also urged teachers to make their grievances known to the authorities.

Mr. K. Kurivila Jacob pleaded for co-ordination of managing agencies and for working out a constructive plan to run the schools.

Mr. S. K. Yegnanarayana Aiyar stated that it was the duty of the Government to come forward and help managements and teachers to tide over the present crisis.

Mr. E. C. Asirvadam, said that camp schools could be opened in safe places to help teachers in affected areas.

Miss J. M. Gerrard pleaded for a special scheme of education of children in affected areas.

Mr. Srinivasavaradan explained the scheme suggested by the S.I.T.U. and Mr. Purushotham appealed to the managements to follow a generous policy in regard to teachers.

Resolutions

Resolutions were then adopted requesting the Government to make 100 per cent grant for constructing good shelters in schools in affected areas for the safety of children, to take all possible steps for ensuring the continuity of education of the evacuee children and to consider the possibility of opening special camp schools for the education of children who might remain in the city or its suburbs.

The Conference requested the Director of Public Instruction to open a register of teachers in the city and to urge the Government to issue orders facilitating the appointment of such teachers by other schools and in the various administrative services of the Government. The Conference supported the suggestions made by the Executive Board of the S.I.T.U. A committee was also appointed to consider the many educational problems arising out of the war conditions and prepare a memorandum.

With a vote of thanks, the Conference terminated.

KURNOOL DISTRICT TEACHERS' GUILD

The Guild's Half Yearly conference was held in the Coles High School on 14-3-42. Delegates representing eight associations attended it.

Sri K. N. Pasupathi, Guild Secretary welcomed the delegates. In his address he paid a tribute to the services of Rev. B. J. Rockwood, who had to leave India suddenly owing to war. He stressed the importance of Physical Education and appealed to teachers to give a helping hand to the Physical Training Instructors so as to organise efficiently games and physical activities in schools. Touching on Secondary School Re-organisation, he expressed the opinion that to work composite courses, vocational and Pre-University courses, in one and the same school would be difficult. There should be one type of schools where all pupils should learn some craft besides literary subjects. Until the war was over, the Government would be well advised to keep their proposals in abeyance and take them up when peace was established and consider them in the light of altered conditions. In the end he appealed to delegates to strengthen the Guild and support the S.I.T.U.

Mr. Abdul Khyoom, District Educational Officer, Kurnool, declaring the Conference open, referred to the reorganisation of Secondary School Education and said that personally, he would desire the establishment of Industrial schools, thoroughly unconnected with the Secondary Schools, where pupils should be taught, not wood work and the like as at present, but the manufacture of armaments, particularly rifles, shells etc.; with a view to arming the people of the country for defence. He deplored that at present the relationship between the teachers and the taught was not all happy and appealed to the teachers to adopt the glorious Gurukula system of olden days.

Mr. C. G. Venkatasubbiah, Headmaster, Municipal High School, Nandyal, and President of the Conference was proposed to the Chair by Mr. G. Siva Rao. In his address, the President pleaded for the reform of education in such a way as to rehabilitate the nation and to instil in youths a passionate love for freedom, liberty, international amity and co-operation. He urged that the Wardha Scheme must be given a fair trial, as he felt that it was pre-eminently suited to this country. There should be a pre-basic school for boys of the ages of 5 to 7 and a post-basic school for boys above 14. He criticised the present system of Physical Training in Schools

and stressed the need for Military Training for our youths. Schools of Technology for the manufacture of automobiles, aeroplanes, and the like should be established, as also a Provincial Board of Education, on a linguistic and regional basis with statutory powers for initiation of policies and schemes. Finally he urged the formation of a national militia or a citizen army for the country in this hour of peril.

The Conference adjourned to Tea, after which Sri J. Ramachandrar, Physical Director of Coles High School, read an interesting paper on 'How to make Physical Education in school real and useful.' Mr. N. Sundaresa Iyer spoke on the reorganisation of Secondary Education.

After discussion, the following resolutions were adopted.

(1) The Conference prays for the victory of the allies in the war and for the establishment of a new world order guaranteeing perfect equality and freedom to all nations.

(2) The Guild places on record the valuable services rendered to it by Rev. B. J. Rockwood, as President and wishes him and Mrs. Rockwood bon voyage to America and a happy retired life.

(3) The election of the President of the Guild is postponed for the Annual Conference in June next. Sri P. Raju, Vice-President, is elected as the Interim-President.

(4) The Conference is of opinion that the proposed re-organisation of Secondary Education may be kept in abeyance till the end of the war and taken up by the popular Government after that time for a reconsideration of the subject in the light of altered conditions.

The Conference requests the Government to modify the scales of salaries for Pandits and the Secondary Grade Teachers serving in Local Board and Municipal Schools thus:—

For Pandits:—the scale of Rs. 45-3/2-75.

For Secondary Grade Teachers:—the scale of Rs. 30-3/2-60.

It further requests the Government to enforce the proposed scales as the minimum scales for teachers serving in private schools also.

(6) The Conference requests Government to modify the scale of salaries for Pandits and Munshis in Government Schools thus:—

50-3/2-80.

(7) The Conference requests the Government and the Director of Public Instruction, Madras, to safeguard the interests of teachers thrown out of employment on account of closure of schools due to war emergency.

(8) The Conference requests the Director of Public Instruction to ensure prompt disbursement of teaching grants to Elementary School teachers in Aided Schools every quarter year, and to reduce the minimum number of working days for all Elementary Schools from 210 to 200.

(9) The Conference requests the Government not to insist on any tuition fee from Secondary Grade Trained Graduates undergoing L.T. or B.Ed. training, and to permit them to appear privately for the Degree Examination after undergoing the Training for only one term.

(10) The S.S.L.C. Board is requested to have the marks obtained by the candidates in the S.S.L.C. Public Examination, in Vernacular Texts and Grammar & in Vernacular Translation and Composition, separately in the S.S.L.C. Certificates.

(11) The Conference requests the Education Authorities to consider the claims of Pandits in High Schools for appointment as Assistant Superintendents at the S.S.L.C. examination.

After the concluding speech of the President and a vote of thanks proposed by Sri K. N. Pasupathi, Secretary, the Conference terminated.

THE ANANTAPUR DISTRICT TEACHERS' GUILD

The Eleventh Annual Conference and the General Body Meeting of the Anantapur District Teachers' Guild was held on 7-3-42 in the C. D. College Hall, Anantapur.

55 delegates representing six affiliated associations were present.

Mr. T. S. Rajagopal Aiyer, B.A., L.T., Headmaster Municipal High School, Anantapur welcomed the delegates in an address in which he pointed out the significance of the China Day, the necessity for post war reform of education and the rights and responsibilities of teachers.

Sri S. Krishna Swamy, B.A., L.T., District Educational Officer, opened the conference. In his opening speech he laid emphasis on the service aspect of the teaching profession and asked the teachers not to surrender their rights to the non-educationists.

Rao Bahadur C.D.S. Chetty, the Principal of the College presided over the conference. He delivered an ex-tempore address in which he had many words of advice for the gathering. He appealed to them to be sincere. He recounted the benefits of the British Rule in India, held a real vision to the audience of what national education meant, and concluded that India could not remain in modern times aloof from the rest of the world.

The conference then passed a number of resolutions chief among them relating to the A.R.P. Training Scheme for teachers, postwar education, the China Day and the loss sustained by the country in the death of Sri Rabindranath Tagore.

At the General body meeting of the Guild the Secretary's report for the past year was adopted and the following office-bearers were elected for the year 1942-43.

President	:	T. S. Rajagopala Aiyer, B.A., L.T., Anantapur.
Vice-President	:	Mr. V. Ramachar, B.A., B.Ed., Tadpatri.
Secretary	:	Mr. C. Ranganatha Aiyangar, M.A. L.T., Gooty.
Joint-Secretary	:	Mr. V. Ramanathan, B.A., L.T., Anantapur.
Auditor	:	Mr. P. Raghavendrachar, B.A., L.T., Penukonda.

Other Members	:	Mr. Venkateseshiah, B.A., B.Ed., Dharma-varam.
		Mr. M. V. Sreenivasan, B.A., L.T., Kalyan-drug.

Mr. C. Ranganatha Aiyangar was elected as the Guild Representative on the Executive Board of the S.I.T.U.

In the evening Mr. D. Venkata Rao, M.A., L.T., Lecturer, C. D. College addressed the teachers on "Teachers and the Rural Reconstruction." The main point in his address was that the teacher should give of his best to the people in the true spirit of service and should not think in terms of emoluments.

Mr. T. Krishnaswamy Aiyar, M.A., L.T., of the C. D. College, gave a demonstration lecture on "Electricity in Daily Life" choosing particularly the radio transmission and reception, and the importance of photoelectric cell in talkies.

The Municipal High School Teachers Association, Anantapur was 'At Home' to the delegates and visitors and also entertained them at a sumptuous dinner.

The following are some of the resolutions passed.

This Conference is of opinion that much of the present international trouble is due to wrong kind of education in some of the countries and suggests that even during the period of war experts do plan a system of education as post war reform by which all undesirable tendencies to interracial and intercommunal hatred and national aggression should be completely eliminated, while on the other hand steps should be devised for actively promoting intercommunal, interracial and intercultural understanding.

This Conference is of opinion that in the event of India being invaded, the education of the young should be continued by removing the schoolgoing population to safe areas where the education of the youth could be carried on without interruption.

This Conference suggests to the Government to organise Air Raid Precaution Training camps for teachers at various convenient centres during the ensuing Summer vacation so that it may be possible for teachers to organise such activities in their localities should need therefore arise.

In view of war being imminent in the country and the need for manpower of the land being marshalled is urgent, this Conference is of opinion that military training should be introduced into all the Secondary Schools of the Province, so that there may not be apathy to take up arms at the time of urgency.

This Conference resolves that in prescribing text books for schools, a committee of the Headmasters of Secondary Schools and the District Educational Officer of the District be constituted with a view to have uniformity of text books within the district.

This Conference urges upon the Government the need for immediate restoration of the practice of medical inspection of pupils in Schools.

This conference expresses its great appreciation of the heroic struggle put by China in defending her independence against aggressive forces and heartily supports India's alliance with China in the cause.

CHITTOOR DISTRICT TEACHERS' GUILD

The Annual conference of the Guild was held on 28-2-1942 in the R.P.B.S. Board High School, Kalahasti, under the presidentship of Dr. T. M. P. Mahadevan, M.A., Ph.D., Professor of Philosophy, Pach. College, Madras. There were about 40 delegates present representing most of the affiliated associations. Mr. Anwar, Probationary Dt. Edl. Officer, Chittoor, was among the distinguished visitors.

The proceedings commenced at 9 a.m. with prayer, Mr. A. S. Venkataraman, Headmaster of the Board High School, Kalahasti, then welcomed the delegates. In doing so, he alluded to the difficulties arising out of closing such of the Board Elementary Schools as did not have the necessary girls' attendance. He pleaded that schools should be given more time to come up to the level and to equip themselves better. With regard to Secondary Education, he felt that, though the first demand on the public purse should be Elementary Education, Secondary Education should not be neglected or starved on that account. As regards the reorganisation proposals, he was in complete agreement with those of the Madras Teachers' Guild. He would be quite satisfied if the teacher is placed above want, so that the child's mind may be properly nurtured, free from unhealthy and undesirable influences. He also referred to the introduction of the mother tongue medium. He put in a plea for the proper interpretation of rules regarding private tuition, and for freedom for the teacher to publish books etc. 'Every bonafide teacher should be exempted from the levy of Registration fees imposed on publisher,' he concluded.

In the unavoidable absence of Mr. C. S. Trilokekar, Mr. J. Daniel opened the conference. In the course of his remarks, he said that there was a place for ideals and visions besides realistic views. Every teacher should ask himself Am I a teacher? What is my special message? 'What we teachers now do is to take the children to a stagnant pool, instead of to a perennial fountain of knowledge.'

Mr. P. L. Ramanatha Rau, Secretary and Treasurer of the Guild, next presented the Annual Report of the Guild for 1940 to 1941. He said that the year under report was an important one as during that year the 32nd Provincial Educational Conference was held in the district for the first time, at Rishi Valley, under the presidency of Sri A. Rama Iyer, M.A., of Trichinopoly. Special mention was made of the services of Messrs. G. V. Subba Rao and the staff and students of the Rishi Valley School, E. N. Subrahmanyam, S. Srinivasan, H. Sundara Rao, J. Daniel, D. Purushotham, N. S. Ranga Rao, N. Srinivasachari and many others. The number of affiliated associations was 23 as against 18 of the previous year. He appealed to the other associations to come into the fold of the guild.

Dr. T. M. P. Mahadevan then took the chair and read his Presidential Address. The following are extracts from it.

It is becoming evident that the present conflict can be finally resolved not by ammunition and armaments, but by ideas and ideals. If the tragedy of a failure to create a new order is not to be re-enacted, the task of reconstruction must be left in the hands of teachers and educationists—the idea of inter-national community must take a seat in the minds of those who will be the leaders of tomorrow; and who are better fitted to the task than teachers?

After tracing how western education has benefited us, he went on; the real end of education is not preparation for a living, but preparation for life. The object

of education is to create a habit of mind which lasts through life, of which the attributes are freedom, equitableness, calmness, toleration, and wisdom. And the citizen of to-morrow should be equipped with these in order that he may live in a world of lasting peace.

In conclusion, he said, "the teacher should, by all that he does and says, make his wards feel they are not mere animals born to eat, fight and die, but gods in the making, each with a divine purpose of manifesting the perfection that is within."

After the address, Mr. T. P. Srinivasavaradan, Secretary of the S.I.T.U., gave a talk on the Reorganisation of Secondary Education. He traced the history of Secondary Education, first upto 1900, then 1911, then 1929 and concluded with a reference to the merits and defects of the Government communique on the subject. He commended the resolution of the Madras Teachers' Guild and the S.I.T.U. Executive for the consideration of the house. He also answered a few questions arising out of his talk. With this, the morning session came to a close.

The afternoon session began with a meeting of the Executive of the Guild, to consider (1) the representation made by the Municipal Elementary Teachers, Union, Tirupati and (2) the draft resolutions to be placed before the General Body. 12 members were present.

In the general body meeting that met next, Mr. J. Daniel presiding, the report of the guild presented by the Secretary was adopted, with an appreciation of the services rendered by the office-bearers of the year. The election of the office-bearers took place.

President	: Sri A. S. Venkataraman, B.A., L.T., Kalahasti.
Vice-President	: Miss Chandra Royal, B.A., L.T., Madanapalle. Sri S. Srinivasan, M.A., L.T., Madanapalle.
Secretary and Treasurer	: Sri N. Venkatarami Reddy, B.A., B.Ed., Kalahasti.
Joint Secretary	: Sri Swamidoss, Board Elementary School, Tiruttani.
Representative on the S.I.T.U. Executive	: Sri M. S. Kotiswaran, B.A., L.T., Tirupati.

The new president took the chair and the following are on some of the resolutions passed.

This conference requests the Director of Public Instruction, Madras, to have the consolidated list of Approved Text-books published before the 31st March every year to facilitate the selection of text-books in time.

With regard to the Reorganisation of Secondary Education, this conference resolves to support in toto the resolution on the subject passed by the S.I.T.U. Executive at its meeting held in November last and published in the December issue of the South Indian Teacher

This conference requests the President, District Board, and all other managements in the district to grant dearness allowance to teachers serving in the Secondary and Elementary schools, drawing Rs. 30 and below.

Resolved to request the Director of Public Instruction, Madras, to relax the application of M.E.R. relating to summer vacation and to permit the closing of Board Secondary Schools in the district for seven weeks instead of six, without violating the rule about the total number of working days in the year.

In his concluding remarks, Dr. Mahadevan said that the only hope for the country lay in the reorganisation and reformation of the whole educational system and in the evolution of a scheme suited to the land. The system should be based on the bedrock of past glory. The ancient system in our land was based on respect to the Guru and this should come back. He pleaded for a sane mind, and an unprejudiced, broad and magnanimous outlook. To him all narrow, local provincialism was taboo. Every student should learn to be a true citizen of the world. In conclusion he thanked the organisers for giving him an opportunity to be with them and for the honour they had done him.

With a vote of thanks proposed by Mr. A. S. Venkataraman, and a few words by Mr. E. N. Subrahmanyam on behalf of the delegates, the conference came to a close.

Resolutions Passed by the 5th All-Malabar Aided Elementary Teachers Conference held at Panur on 14-2-1942 under the Presidency of Sri S. T. Ramanuja Iyengar, Joint Secretary S. I. T. U., Madras.

1. While keeping to the ideal of abolition of the aided system of management, this conference resolves that the elementary aided school system should be reviewed immediately and that the Government must take steps to mend the abuses therein.

2. Resolved that Government scale of pay for elementary school teachers in Government schools be made applicable to teachers working in aided elementary schools.

3. Resolved that the attention of the Government be drawn to the fact of the Government Provident Fund not being compulsory in the case of aided Elementary school teachers in Malabar and that the Government be requested to see that irrespective of salary every teacher is admitted into the Government Provident Fund and that every manager pays his contribution.

4. This conference conveys to the Government that Malabar Aided Elementary school teachers in most cases get only 85 per cent of the grant as salary and that even in such cases teachers are obliged to give false acquittances to help their jobs and it therefore requests the Government to take immediate steps to end this by paying the salary direct to teachers.

5. Resolved that Government be requested, owing to the condition of the war, to pay a dearness allowance to all aided elementary teachers and that necessary budgetary provision for the same be made this year.

6. Resolved that the Service Register be scrapped and service rules be made, termination of service be only for specific causes with the approval of the department.

7. Resolved that the election G.O. 1280 of 39 should go.

8. Resolved to support the memorandum submitted by the S.I.T.U. to the Government on Elementary education recently.

S. T. Ramanuja Aiyangar, President.

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

A conference of managements, heads of institutions and members of the executive of the Trichy District Teachers' Guild was held on Saturday the 21st March.

Sri A. Rama Iyer Avl., M.A., (President of the Guild) was in the chair. 23 gentlemen representing managements, heads of schools, affiliated associations and elementary schools were present. After an informal discussion, the following resolutions were unanimously adopted:—

I. This conference endorses the recommendations of the S.I.T.U. with the addition of the following clause:—

In the case of Elementary Schools, the teachers on the rolls of schools should be assured the scale-grant irrespective of the number of school days, the strength being calculated at an average attendance of 12 pupils per teacher.

II. In view of the fact that the situation of Trichy as a war zone is likely to endanger the normal functioning of schools, this conference considers it imperative on the part of all concerned to take precautionary measures to face any emergency in the interests of the continuity of education.

III. This Conference requests managements to plan in advance, in consultation with Government, the evacuation of school-children to areas of safety and the running of camp schools wherever possible, in suburban areas

IV. This conference requests that in assessing grants for secondary schools the strength in each class may be assessed on the permissible strength in the M.E.R. (40) irrespective of diminution, such diminution not being more than 15 in each class (25) subject to the condition that the school maintained the same number of teachers during the previous year.

V. This conference requests managements that the permanent establishment including teachers on probation should be continued, maintaining the same number of sections as on the closing day of this year, and subject to a minimum strength of 25 in each section.

VI. This conference requests the Government that the difference between the fees due at standard rates for the permissible number as stated above and the actual fee collections be reimbursed from public funds.

ISLAMIAH HIGH SCHOOL, MELVISHARAM

The Annual Sports Day of the Islamia High School Melvisharam was celebrated on 8-3-1942 under the Presidency of Ali Janab S. Abdul Wahab Saheb Bokhari, M.A., L.T., M.R.A.S., M.L.C., Principal Islamiah College, Vaniyambadi. A number of varied and interesting items were gone through, including boxing, wrestling, fencing and fire-drive.

The Headmaster, Janab M. J. Md. Sayeed Saheb, M.A., L.T., in his Annual Report, gave a brief account of the activities of the school for the year, literary and athletic and about the School Excursion to Hyderabad State this year.

The President congratulated the Headmaster and the staff for the good record of work turned out and predicted a bright future for the School.

Literary Association

The ninth anniversary of the Islamiah High School Literary Association, Melvisharam was celebrated on Saturday the 28th February 1942 at 5 p.m. under the Presidency of Mr. A. S. Panchapakesa Iyer, I.C.S., District & Sessions Judge, North Arcot. The President then delivered a very interesting, and illuminating address on Education and Life.

SUMMER SCHOOL OF GEOGRAPHY: MAY 1942

By

THE INDIAN GEOGRAPHICAL SOCIETY, MADRAS.

(Formerly, The Madras Geographical Association).

The Summer School of Geography, annually conducted at the Geography Department of the Teachers' College, Saidapet, could not be arranged there this year, owing to the war conditions of uncertainty. It is, therefore, proposed to hold it at the Rishi Valley School (Chittoor District) for three weeks commencing from Monday the 18th May 1942. For details regarding the course fees, boarding charges, programme of work etc., apply immediately to:—

The Secretary,

The Indian Geographical Society,

(Formerly, The Madras Geographical Association),

Gopalapuram, Cathedral Post, Madras.

XXXIII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, VELLORE.

11th, 12th and 13th May, 1942.

PROGRAMME.

10th May 1942. SUNDAY:

- 4 P.M. Meeting of the Executive Board of the S.I.T.U.
- 9 P.M. Workers' Conference

11th May 1942. MONDAY:

- 10 A.M. Opening session of the Madras Provincial Educational Conference
- 2-30 P.M. Opening session of the Sectional Conferences
(a) Geographical (b) Physical Education
- 4 P.M. Opening of the Exhibition
- 6 P.M. Public Address
- 9 P.M. Subjects Committee meeting.

12th May 1942. TUESDAY:

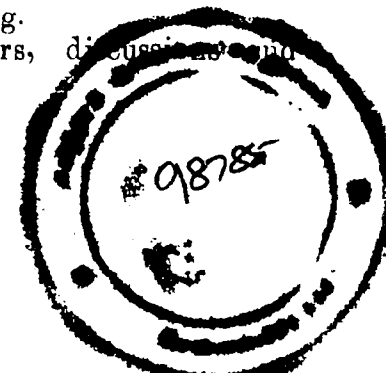
- 8-30 A.M. Provincial Educational Conference
Papers and Discussions.
- 1 P.M. S.I.T.U. Protection Fund meeting.
- 2 P.M. Sectional Conference - papers and discussions
- 4-30 P.M. Provincial Educational Conference - papers and
resolutions and discussions.
- Night Entertainment.

13th May 1942. WEDNESDAY:

- 8-30 A.M. Provincial Educational Conference - Resolutions.
- 10 A.M. S.I.T.U. General Body meeting.
- 2 P.M. Sectional Conferences, papers, discussions and
resolutions.
- 4 P.M. Resolutions - Closing session.

Chota Hazri	...	6-30 to 8 A.M.
Lunch	...	12 Noon.
Tea	...	3 to 4-30 P.M.
Dinner	...	8 P.M.

(Sd.) M. S. SUBRAMANIAN,
General Secretary.



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THE SOUTH INDIA TEACHERS' UNION PROFESSION TRUST FUND

SECOND ANNUAL REPORT

The Committee of the Board of Trustees have great pleasure in presenting the following Report regarding the working of the Trust for the year ended 31st December, 1941.

Out of the budgetted amount of Rs. 612-8-0, a sum of Rs. 501-10-0 was spent. The propaganda took the shape of the visits of members to Villupuram, Ootacamund and the Districts of Tinnevely, Cuddappah and Bellary. The Vigilance Committee of the S.I.T.U. did not draw any sum from the Trust Fund.

The Trust Fund received during the year Rs. 578-11-0 from the S.I.T.U. Protection Fund, Ltd.

The thanks of the Trust Fund are due to Sri V. Soundarajan, B.A., G.D.A., R.A., for auditing the accounts of the Fund honorarily.

(Sd.) M. S. SABHESAN,
(President).

(Sd.) V. SRINIVASAN,
(Secretary).

Statement of Receipts and Payments for the year 1941

Account	Receipts		Payments		Remarks
	Rs.	A. P.	Rs.	A. P.	
Indian Bank, Ltd., Triplicane, S.B. A/c	501	10 0	758	8 6	
Profession Fund	578	11 0			
Loan to S.I.T.U. Union	100	0 0			
Contribution to S. I. Teacher			125	0 0	
Contribution to Balar Kalvi			75	0 0	
Contribution to S.I.T. Union for Membership					
Certificates.			145	0 0	
Propaganda and Literature			121	10 0	
Interest	79	13 6			
Postage			2	4 3	
Stationery			2	1 0	
Contingent Expenses.			0	10 9	
Clerical Allowance for 1940			20	0 0	
Audit Fee for 1940			10	0 0	
	Rs. 1,260	2 6	1,260	2 6	

5, Linghi Chetty Street,
G. T. Madras.
19th February, 1942.

M. S. SABHESAN, V. SRINIVASAN,
(President). (Secretary).

Examined and found correct

V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
Registered Accountant and Auditor

THE SOUTH INDIAN TEACHERS' UNION PROFESSION TRUST FUND.

Balance Sheet as on 31st December, 1941.

	Liabilities		Assets.	
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Profession Fund:				
Balance as on 31-12-40	.. 2,401 12 8		Indian Bank Ltd. Triplicane S.B. ..	939 12 11
Add:			Loan to S.I.T. U.	.. 1,600 0 0
Contribution by S.I.T.U. Protection Fund	.. 578 11 0		Interest outstanding	.. 17 14 3
Interest earned and due	.. 78 13 6	3,059 5 2		2,557 11 2
Less:				
Contribution to 'South Indian Teacher'	125 0 0			
" 'Balar Kalvi'	.. 75 0 0			
" S.I.T.U. for membership Certfs.	.. 145 0 0			
Propaganda and Literature	.. 121 10 0			
Expenses	.. 35 0 0	501 10 0		
Balance as on 31-12-41		2,557 11 2		2,557 11 2
19th February, 1942.				
M. S. SABHESAN, (President).			V. SOUNДАРARAJAN, B.A., G.D.A., R.A., Regd. Accountant and Auditor, 5, Lingha Chetty Street, G. T. Madras,	
			V. SRINIVASAN, (Secretary).	

Examined and found Correct

S.I.T.U. PROFESSION TRUST FUND

153

NOTE BY THE SECRETARY

The S.I.T.U. Protection Fund, Ltd., have allotted in their budget estimate for the current year Rs. 649 towards Propaganda and Advertisement. The balance left under this head will be transferred by them to the Profession Trust Fund at the end of the year. The probable amount that will be so transferred will be about Rs. 550.

10th March, 1942.

V. SRINIVASAN,
Hony. Secretary

BUDGET—1942.

Details	Budget 1941	Actual 1941	Budget 1942
Contribution to South Indian Teacher	125 0 0	125 0 0	125 0 0
Contribution to Balar Kalvi	75 0 0	75 0 0	75 0 0
S.I.T.U. for Protection Fund Membership Certificate	152 8 0	145 0 0	155 0 0
Propaganda and Literature	150 0 0	121 10 0	130 0 0
Vigilance Committee	50 0 0	..	50 0 0
Postage	5 0 0	2 4 3	
Books and Stationary	10 0 0	2 1 0	10 0 0
Printing	10 0 0	..	
Contingent Expenses	5 0 0	0 10 9	
Clerical Allowance 1940	20 0 0	20 0 0	..
Audit Fee	10 0 0	10 0 0	..
Total	612 8 0	501 10 0	545 0 0

M. S. SABHESAN,
(President)

(Sd.) V. SRINIVASAN,
(Secretary).

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND, LTD.

Fourteenth Annual Report.

The Directors have great pleasure in presenting to the members the Fourteenth Annual Report for the year ending 31st December, 1941, together with the audited Revenue Account and Balance Sheet and other prescribed Statements for their adoption.

Strength.—The number of Policies at the end of the year stood as 1,324 consisting of

144	for 4 units each
108	" 3 "
486	" 2 "
586	" 1 unit each

making up a total of 2,458 units. The number of policy-holders was 1,276. 131 policies (comprising 267 units) were issued during the year. There were eight deaths and seven withdrawals. Seven policies were converted into paid-up ones.

The average age of new admissions during the year was 31.7.

Annual Meeting.—The Thirteenth Annual Meeting of the General Body was held in the Rishi Valley on the 16th of May, 1941, to consider the Annual Report and to elect the Directors and the Auditor. A few additions and alterations were made to the Articles of Association.

Board of Directors.—The Directors met four times in the year.

Award of Benefits.—The Board learnt with regret of the death of the following eight members. Claim amounts were paid promptly as shown hereunder:

S. No.	Policy No.	Units.	Name and Address.	Age at death.	Prem. amount paid by member.	Benefit amount.	Date of receipt of claim papers.	Date of payment.
					Rs.	Rs.		
1.	645	1	Mr. R. Srinivasa Rao, Ramnad.	49	136	306 4 0	18-9-41	19-9-41
2.	17	1	" T. Ramanujachari, Madras.	67	178	326 4 0	28-4-41	9-5-41
3.	114	2	" G. V. Narayanasamy Iyer, Madras	55	344	652 8 0	5-7-41	8-7-41
4.	41	4	" V. Narayanachari, Tanjore.	45	680	1,305 0 0	4-8-41	5-8-41
5.	1160	4	" V. S. Krishnatwamy Iyengar, Madras.	41	826	1,146 4 0	4-8-41	5-8-41
6.	709	1	" P. S. Pitchumani Iyer, Pattamadai.	46	143	306 4 0	2-8-41	4-8-41
7.	1816	4	" V. Md. Ibrahim Khan, Satyamangalam.	25	60	1,020 0 0	outstanding.	
8.	1724	1	" V. S. Mani Iyer, Sivaganga.	40	24	255 0 0	"	

General.—The Fund has made satisfactory progress in spite of the very anxious times due to the international situation and the consequent apathy of the public to invest in Insurance policies. The Life Insurance Fund has increased by Rs. 28,071.

The value of the policies issued during the year cover Rs. 66,750. Claims by mortality during the year amounted to Rs. 5,529-15-6 and a sum of Rs. 278-4-0 outstanding from previous years was paid this year.

The working expenses were much below those of most other Insurance Companies. The expenses of the management have been kept as low as possible without affecting the efficiency of the Fund. It is also satisfactory to observe that the yield on our investments has fully come up to our anticipation in spite of the unsettled conditions of the money market.

About 44 per cent of the assets have been invested in Government and Government approved securities, about 8 per cent in Indian State securities, about 20 per cent in Loans to members on the securities of their policies and 7 per cent in Shares of well known Companies.

The Directors offer their thanks to the members of the Fund for the hearty co-operation with them, and to the Field workers and the members of the office staff for their excellent work.

(By Order of the Board)

520, High Road,
Triplicane,
15th March, 1942.

V. SRINIVASAN,
Hony. Secretary,

Progress of the Fund

Details.	1935	1936	1937	1938	1939	1940	1941
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total assets	79,000	1,04,000	1,22,600	1,44,000	1,64,000	1,92,000	2,23,000
Benefit Fund	76,823	1,00,477	1,17,979	1,39,760	1,51,856	1,76,391	2,04,428
Reserve Fund	3,943	4,404	4,865	13,948	13,755	13,720	18,758
Loans to Members	9,262	12,983	17,543	22,896	28,547	34,988	42,280
No. of Policies	838	873	891	999	1,086	1,281	1,334
No. of Units	1,348	1,438	1,496	1,735	1,919	2,266	2,458

Claims paid so far exceed Rs. 40,000.

Life Insurance Fund as at 31-12-1941=Rs. 2,18,808

THE SOUTH INDIA TEACHERS' UNION

A meeting of the Executive Board of the South India Teachers' Union was held on 14th March with Sri M. S. Sabhesan, President of the Union, in the Chair.

Members Present:—Sri N. Kalyanarama Iyer; Sri K. S. Chengalroya Iyer; Sri S. T. Ramanuja Iyengar; Sri V. Srinivasan, Sri R. Mahadevan; Sri S. Natarajan, Sri C. Ranganatha Iyengar; Sri T. P. Srinivasavaradan. Sri M. S. Subramania Sastri; General Secretary, Reception Committee, 33rd Provincial Educational Conference Vellore, was present by invitation.

1. Letters expressing regret for inability to attend the meeting received from Sri R. Ramakrishnan, Coimbatore, Sri P. L. Ramanatha Rao; Chittoor; Sri K. P. Varid of Malabar; Sri C. Swaminathan of North Arcot Sri R. Narayana Servai of Ramnad and Sri V. Jayarama Iyer of Villupuram.

2. Minutes of the last meeting taken as read and recorded.

3. After hearing statements from the Secretary, Joint Secretary, and Treasurer the Board resolved upon the following:

(i) The Secretary should place before the Workers' Conference in May at Vellore the necessity for reiterating the resolutions passed at the annual conference of the South India Teachers' Union by the various affiliated associations once in every month and communicate the same to the authorities concerned.

(ii) The Secretary should also place before the Workers' Conference the necessity of the guilds and Associations not communicating resolutions that run counter to those passed at the annual conferences of the S. I. T. U. to the authorities concerned.

4. **Provincial Educational Conference:**—The Board tentatively fixed 11th, 12th and 13th May for the holding of the Conference at Vellore.

5. The Board resolved to authorise the secretary to communicate to the Hon. Secretary, A.I.F.E.A., Cawnpore, the difficulty of holding the All-India Educational Conference this December in Madras on account of transport difficulties and unsettled condition prevailing in Madras.

6. **Interim Audit Report:**—The suggestions made by the internal auditors were noted and the Board placed on record its thanks to the internal auditors for the work they had done.

7. Sri V. Soundararajan, Registered Accountant was appointed Auditor.

8. The following amendment given notice of by Sri S. Srinivasan of Vellore will be placed before the General Body meeting to be held in Vellore in May.

'Amendment to rule 10 (under head 'General Body meeting') of the rules of the S.I.T.U. In the second sentence viz., 'the financial statement shall refer to the period commencing from etc.,' add the words 'and the Report of the Working of the Union' after financial statement.

Add to the sentence at the end i.e., after 'the following year' the word 'and shall be published in the South Indian Teacher and Balar Kalvi so as to be available to the members of the Union at least a week before the date of the meeting of the General Body.'

9. Consideration of affected schools in coastal areas on account of fall in strength.

The Board considered and discussed problems relating to the education of children in affected areas and the possible unemployment of a large number of teachers if schools in those areas either did not open at all or open with reduced strength and made the following suggestions:

1. There is need for Government taking immediate steps to allay the fears of managements and teachers about the continued functioning of schools, Elementary and Secondary.

2. The Government should take steps to provide additional Educational facilities in areas of comparative safety for the benefit of evacuee children leaving the affected areas.

3. If schools in affected areas have to work with reduced strength, attempts should be made by managements and the Department of Education to retain the services of all teachers as far as possible, if necessary by even keeping in abeyance the provisions of the Madras Educational Rules and Grant-in-Aid code regarding strength and attendance and adopting the following courses:

(a) The Department should open a registry of teachers in affected areas from which alone teachers should be appointed during the period of emergency.

(b) The Department of Education should circularise to all institutions in the presidency to take in only teachers as are available from the affected areas.

(c) Extensions of service now being granted by the Director of Public Instruction in the case of teachers who complete their 55th year should be discontinued forthwith.

(d) In schools in affected areas the strength of each section may be fixed at 25, in order to enable the managements to retain as many teachers as possible.

(e) In schools in unaffected areas, the maximum strength per section may be fixed at 35 instead of 40.

(f) In the event of managements not being able to retain the services of all their teachers facilities should be offered to teachers being transferred to various civil administrative and war efforts departments, like First-Aid and A. R. P.

(g) Aided managements whether Mission or non-Mission should co-ordinate their efforts with a view to providing effective educational facilities and retaining in service as many as possible.

(h) In unavoidable cases of reduced income, management and teachers of each institution should share such income wherever possible, a pro-rata cut being agreed upon by teachers, it being understood that no teacher shall get less than a sum of Rs. 30 per month.

(i) Where inevitable, the teachers must enter into a gentleman's agreement with the managements, teachers waiving notice under the contract and managements granting teachers lien on their appointments.

(j) If there still remain teachers unabsorbed in any one of the sources mentioned above, the Government on report from respective managements should agree to pay the entire cost of subsistence allowances to them at the rate of Rs. 30 per month during the war period, irrespective of their other commitments to the managements in accordance with the provisions in the Grant-in-Aid code.

(k) The Government must make necessary budgetary provisions over and above the normal towards the loss of fee income, grants, and subsistence allowance to teachers.

(l) The rules relating to the average daily attendance of pupils should be relaxed and deviations should not be penalised.

The Union appeals to the managements, Department of Education, Government and the teachers to pull together during the war period, each trying to help the other.

Any other business

(i) The Madras Teachers' Guild's letter requesting the Board to Confer a title on Sri M. S. Sabhesan was taken up. The Board resolved at the request of the president, Sri M. S. Sabhesan, to drop the consideration of the conferment of a title upon him.

(ii) The Board resolved not to put up candidates for the forthcoming elections to the Senate and the Academic Council nor to participate actively in the elections.

Proceedings of the meeting of the Working Committee of the South India Teachers' Union.

A meeting of the Working Committee of the South India Teachers' Union was held at 4 p.m. on 14th March 1942, with Sri M. S. Sabhesan, president of the Union, in the Chair.

Members Present:

Sri S. T. Ramanuja Iyengar, Sri S. Natarajan; Sri K. S. Chengalroya Iyer; Sri C. Ranganatha Iyengar, Sri V. Srinivasan, Sri T. P. Srinivasavaradan, Sir R. Mahadevan.

Minutes of the last meeting read and recorded.

The Working Committee resolved to include in the agenda the following resolutions given notice of by affiliated associations.

(Continued in next page)

DRAFT RESOLUTIONS TO BE CONSIDERED AT THE 33RD PROVINCIAL EDUCATIONAL CONFERENCE

Resolution for reiteration to be held at Vellore on the 11, 12 and 13th May 1939

This Conference requests the Government to create a provincial Advisory Board of Education consisting of representatives of the Government, the Universities, the managements and the South India Teachers' Union to advise on matters educational and professional.

(No. 4. 32nd Conference—Rishi Valley-Old).

Provident Fund:

This Conference requests the Provincial Government to increase the rate of contribution by the Government from 1/3 to 1/2 of the amount to the credit of the subscriber at the time of closure of his account.

(No. 5. a. 32nd Conference-Rishi Valley-Old).

3. Grant-in-aid. This Conference presses upon the Government the necessity for the revision of the Grant-in-aid code so as to improve the equipment and conditions of service in schools and also to ensure security of tenure of teacher. (No. 6. 32nd Provincial Conference-Rishi Valley)—Board High School, Kodavasal.

Resolved that resolution No. 9, regarding the necessity for a revised scale of pay, namely, 45-5/2-75, for Oriental title holders, passed at the Conference held last year, be reiterated.

This Conference views with great concern the prospects of Education in the period of war and post-war and requests the Government to plan forthwith a continued functioning of schools and education of children in areas affected or likely to be affected by enemy action.

This Conference requests the Government to make adequate budgetary provision by way of compensation to managements of institutions suffering financial loss incurred by them consequent on the dislocation of normal activities by war.

This Conference appeals to Teachers in the Province to equip themselves in arts and crafts with a view to line up with the need of New Education and requests the Government to provide necessary facilities for training in such courses.

This Conference appeals to all managements to organise scouts and Rovers and First Aid and School A.R.P. squads in each institution from among teachers and students for school and social service—The E. R. High School and The Trichinopoly District Guild.

This Conference is of opinion that the choice of text books should be vested in the heads of institutions.

This Conference requests the University authorities to so amend the regulations as to permit bonafide teachers to appear privately for the B.O.L. Degree examination as they permit bonafide teachers to appear for the examinations in arts, without insisting upon the attendance certificate.

In view of the non-availability of trained candidates in accordance with the qualifications stated in the M. E. R. this Conference requests the Government that

the Physical Training instructors who have put in more than ten years' service and have undergone the refresher courses held periodically may be considered as possessing the necessary qualifications to hold the post as per M. E. R.

This Conference resolves to request that, in view of the increasing price of foodstuffs consequent on war conditions, the managements be pleased to grant liberal war allowances to the teachers of all grades.

This Conference requests the Government to allow teachers serving in Elementary schools under the Labour Department the benefit of bonus on the Provident Fund contributed, as is done in the case of teachers under District Boards.

This Conference requests the Government to introduce a system of provident Fund with bonus to teachers in Panchayat schools similar to the one for the District Board Teachers.—The Salem, District Teachers' Guild.

NOTICE.—The above resolutions will be placed before the Subject Committee of the 33rd Provincial Educational Conference on the 11th May 1942. Members desirous of moving amendments should give notice of the same on or before the 1st May to the Secretary, Reception Committee of the Provincial Educational Conference, Vellore.

T. P. SRINIVASAVARADHAN,
Hon. Secretary

NOTICE

The annual General Body meeting of the South India Teachers' Union will be held on Wednesday the 13th May at 10 a.m. in the Conference Hall of the 33rd Provincial Educational Conference, Vellore. The following will be the agenda:

1. Minutes of the last meeting.
2. Consideration of the annual report.
3. Election of Office Bearers.
4. Amendments to the rules of the union given notice of by Sri S. Srinivasan of Chengam—(vide page 158 of this issue).
5. Any other business.

T. P. Srinivasavaradan,
Secretary.

S. T. Ramanujam,
Joint Secretary.

A MEMORANDUM SUBMITTED TO R. M. STATHAM Esq., C.I.E., I.E.S.

DIRECTOR OF PUBLIC INSTRUCTION, MADRAS

The Problems. Termination of Services.

1. Consequent on the nervousness prevalent in the City most pupils of the schools in the City have been evacuated to safer places resulting in a considerable depletion of strength in the schools. The fall in attendance which began in January increased rapidly till early in March the attendance in our schools has fallen to as low as 10%. It is true that there has not been any large number of withdrawals but it is feared that if the war situation should continue as it is at present, these pupils may not return in June or at the beginning of the new term.

2. This fear is causing considerable uneasiness and anxiety to the teachers in aided secondary and elementary schools in the City. They are apprehensive that schools may not function with their normal strength in the new year.

3. Some managements have already issued three months notice to the members of the staff. It is feared that other managements too might take the same course.

4. There are nearly 2,000 teachers employed in the Aided Secondary and Elementary Schools of the City.

5. If the managements take up the course, it will lead to considerable hardship to the teachers, as all of them will be thrown out of employment.

6. We are aware that the managements are seriously perturbed at the prospect of having to terminate the services of their teachers and that they feel compelled to adopt such a course in view of the uncertainty of strength, fee-income and the extent of Government assistance.

7. We beg to urge that in a time of emergency the Government should step in and help the managements and the teachers, thus helping the schools to function and the teachers to be employed.

8. The Council of the Teachers' Guild therefore begs to suggest the following:

Remedies Suggested.

- (a) A registry of teachers in the City Schools be opened.
- (b) A circular should be issued to all Managements requesting them not to terminate the services of their teachers and that if in any event, it becomes necessary, the Director of Public Instruction must be consulted.
- (c) The Government should circularise to Local Boards and Managements of Aided Institutions that in the event of appointment of teachers in their schools, such appointments should be made from out of the registry.
- (d) Government should also facilitate the appointment of teachers of the City Schools in various civil administrative services.
- (e) For the duration of these abnormal conditions, the maximum strength of a section may be fixed at 25 or 30 instead of 40, so as to facilitate the appointment of more teachers.
- (f) The provisions of the Grant-in-Aid Code may be suitably amended so as to make it possible for Government to assist Managements in affected areas with a grant equivalent to $\frac{1}{4}$ th the net cost and

- (g) Government should amend the provisions of the Grant-in-Aid Code suitably to enable all the teachers in a school in an affected area being retained in service.

Advances from Provident Fund.

9. The abnormal conditions prevailing in the City and the high prices of commodities have made the lot of teachers somewhat hard. The Department of Education will be giving them some relief if they order (a) expenses in connection with evacuation a legitimate purpose for which an advance may be sanctioned from out of the Provident Fund deposits of the teachers and (b) irrespective of a subscriber's eligibility for an advance, a special advance not exceeding three months' salary of the teacher be sanctioned for evacuation expenses. Some have already drawn advances and are not eligible for a second advance. Some might not have enough money to their credit and therefore not eligible for an advance under the rules. Hence these requests.

A deputation of the Madras Teachers' Guild waited upon R. M. Statham Esq., C.I.E., I.E.S., Director of Public Instruction, Madras, and presented the above memorandum regarding the problem of continuance of teachers' services in the Aided Secondary and Elementary Schools in the City.

The Director of Public Instruction gave a very sympathetic hearing and assured them that Government feel that all teachers should be retained in service. He said that Government contemplate making advance grants early in April to enable Managements of Secondary Schools to pay the salaries of their teachers for the months of April, May and June. He further said that in the event of schools reopening with a depleted strength, and consequent heavy loss of fee income, Government would consider favourably the award of further financial assistance, independent of the provisions of the grant-in-aid code.

Referring to the other suggestions of the deputation, the Director of Public Instruction was pleased to say:

- (1) that he will consider favourably the question of opening a register of teachers of the city schools and circularising Managements of Schools in safer areas that appointment of teachers during the period of emergency should be from out of this register.
- (2) that he was examining the question of amending the rules with a view to reducing the maximum strength of a section from 40 to a considerably lower number.

In regard to advances from Provident Fund, he informed the deputation that Government have agreed to include 'Evacuation expenses' as a legitimate purpose for which an advance may be sanctioned. He promised to examine the question of sanctioning advances from Provident Fund for the same purpose to subscribers who may otherwise be ineligible for an advance.

In regard to Elementary Schools, the Director of Public Instruction was pleased to observe that Government have passed orders making it possible for the Director to sanction grants towards the rent charges to Managements of Aided Elementary Schools in the City. He observed that the rules relating to aid such as strength, attendance etc., to Aided Elementary Schools are being examined with a view to be liberalised so as to enable Managements to retain the services of all the teachers.

EDITORIAL

The Ides of March:

Thanks to the Contract incorporated in the M.E.R., March has become a fateful month to many a teacher in aided institutions. It is a month full of anxiety, the tension of which will be relieved only with the coming of April. This year, March has been a month of unusual tension everywhere. In the war arena, there is much speculation as to the nature of the spring offensive and everywhere one notices grim and determined signs of preparedness for any emergency. The coming to India of Sir Stafford Cripps with that all important document, the War Cabinet's decision regarding India's future—has caused a vigorous ferment in the political field. But these have with them Hope and hope of better days to come, of victory to be won and freedom to be attained. Is such a hope accompanying the restlessness that is now found among teachers in Coastal areas? The voluntary evacuation of children from the affected areas and the rather gloomy prospect of their return to schools in the beginning of the next term have considerably increased the teacher's anxiety regarding the continuance of his job in the new year. In normal times the teacher's income is hardly sufficient to make both ends meet. It may therefore be stated with accuracy that the teacher has not laid by anything to help him in a crisis like the present. He has to depend on his job, for his sustenance. The system of aided education, which undoubtedly contributed to this province holding a pre-eminent position in regard to progress of education, is now faced with a serious crisis. Managers of Educational Institutions have been contributing their share. It has been a big share too (nearly 20% of the total expenditure in 1938-39). No manager of an aided school with a willing heart, will terminate at the present crisis the services of teachers that have faithfully and loyally served him all these years. Managers must be aware of the difficulties of teachers in securing employment. They must also be aware of the economic conditions of their teachers. Equally difficult from a financial point of view is the position of the managements. Fees, on an average, contributed to over 55% of the total expenditure on High Schools (1938-39). The managements cannot be expected to make up this loss. It must be noted that war conditions are putting a severe strain on public charity and the yield from endowments which only a few institutions can boast of, is deteriorating.

Still, the crisis has to be faced. It requires courage and co-operation. It requires sympathy and understanding. While terminating the services

of teachers may save managements for the time being from the embarrassment of having to find money, it will be throwing out of employment several hundreds of teachers with all the attendant horrors of unemployment. It will also take away from their institutions that fine tradition which took so many years to build. In effect, this step would mean the death of the schools. For, what is a school without its tradition and its fair-name?

As the situation stands, it cannot be solved in the best interests of the schools unless the government comes to the help of managers and teachers. It is in no spirit of charity or generosity that government should look upon the matter. Government must realise that it is their duty to help the aided institutions going. In normal days, the managements relieved the government of a large share of the financial burden of conducting these institutions, subject to the various regulations of the government. It is therefore the duty of the state to render adequate financial assistance to the aided institutions *now* and thus help them to pull through the emergency. They should consider the teachers in aided institutions on a par with government servants and ensure for them the same conditions of service as for those employed in their institutions.

We are glad that the Madras Teachers' Guild has made a timely representation to the Director of Public Instruction. From a report published elsewhere, it is gratifying to find that government have been giving their consideration to these problems and that every assistance would be rendered to managements in order to help them to carry on the work of the school and to retain in service all their staff. This assurance must be heartening to teachers and managers alike. It is indeed a matter for joy that we have in Mr. Statham, our Director of Public Instruction, an understanding friend of the teachers. We understand he has already taken action in regard to the preparation of a registry. Advances from Provident Fund, for purposes of evacuation have been permitted though we would be happier if he had not restricted the amount to Rs. 50 or one month's salary whichever is less. We also learn that managements have been asked if they need any advance grant early in April. We hope he will succeed in his efforts to persuade the government to render adequate assistance to managements of aided institutions. We may assure him and the government that the teachers would for ever be grateful for this invaluable help and this sense of gratitude would inspire them with "a renovated and refreshed idealism."

We also appeal to the sense of duty and loyalty of the teachers and urge them to stand by their schools. Let us hope that the clouds will soon be dispersed and that ere long our schools will function normally and peacefully.

Principal Saranathan:

The most astounding event of the month is the abrupt termination of the services of Principal Saranathan. Sri V. Saranathan has been the principal of the National College, Trichinopoly for well-nigh 2 decades. If the National College to-day holds a prominent place among colleges in the presidency—nay in India, it is due largely to the good work of Sri Saranathan. He has built it up to the proud position it now holds. But the committee of management of the National College at its meeting held on 15-3-42 is reported to be of the opinion, "that the principal has committed an act of insubordination" and that the "continuance of Mr. V. Saranatha Iyengar as the Principal of this College will not be conducive to the interests of the institution and therefore resolves that his services be terminated forthwith." In lieu of three months' notice, we understand the Committee paid him three months' salary.

The episode leading up to this act is now well-known. It was published in all the papers. Sri V. Saranathan is apparently not victimised, for holding the view that he is reported to have expressed viz., 'students may participate in active politics'. The Committee has taken the step as it felt the Principal has committed an act of insubordination in as much as he failed to attend the meetings of the committee. We do not know if the Principal was ever directed to appear before the Committee.

A perusal of the reports which appeared show that the Committee first met on 31-1-42 to consider the conduct of the principal at a meeting of students of the College Union. But at its later meetings the Committee seems to have forgotten completely this point. The absence of the principal from the meeting seemed to have upset them and annoyed them. The principal's letter, explaining why he refrained from attending the meeting should be convincing to any one who can think calmly. As the Committee wanted to consider the conduct of the principal, the principal thought that he should not participate in the meeting if he should promote the best kind of discussion of the matter in question.

Instead of discussing the main subject, the committee passed a resolution construing the absence of the principal from the meetings as an act of insubordination and terminating his services on the plea that his continuance in service will not be conducive to the interests of the institution. Principal Saranathan had been in the College for over 20 years. No one will dispute that his service and sacrifice have been in no small measure responsible for the fine reputation which the College has to-day. It is apparently a grave error of judgement of the Committee that has prompted this action. In the interests of the College we hope the Com-

mittee will not stand on any sense of false prestige but immediately repair the harm done and make ample reparation to principal Saranathan whom they have grievously wronged.

As we go to the Press we are shocked to hear of the sudden demise due to heart failure at the early age of 42 of Sri V. Thiruvengadaswami, Principal, Pachappa's College. In his death the college has suffered a great loss.

Thanks to his drive and energy it was possible for the college authorities to complete their new buildings in a phenomenally short time. It was only a year ago he was made principal and the appointment raised great hopes of a bright future for the college. It is unfortunate that at a time which needed his services most, the hand of death should have snatched him away. We offer our most sincere condolences to the members of the bereaved family.

NOTICE.

THE SOUTH INDIA TEACHERS' UNION

Affiliated Teachers' Associations are hereby reminded that 15th April is the last day for the registration of delegates. They are requested to send the names of their delegates along with the delegation fee of annas eight per delegate on or before that date to the Hon. Secretary, South India Teachers' Union, 520, High Road, Triplicane, Madras. The programme of the forthcoming conference is published elsewhere.

T. P. SRINIVASAVARADAN.
Hon. Secretary.

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