

the University of Virginia summer quarter..... These supplements consist of a bulletin of twenty eight to thirty two pages, attractively illustrated and with a three coloured map of the county.In contents one of these supplements has the following section headings: history; position; topography, and climate; natural resources, including forests, minerals, soils and water power

agriculture; manufactures; wealth transportation; population; towns and villages; education Religion; and Government. Effort is made to give only essential facts in an interesting manner and the enthusiastic reception of the supplements by students and teachers are assurance that a large number of success has been achieved along these lines."

THE S. I. T. U. PROTECTION FUND

S. Govindaraja Rao, Headmaster, Sama Rao's Ele. School, Triplicane, died on the 29th April after a brief illness, at the early age of 32. He was a member of the Fund and had paid Rs. 13-15-0 only. His nominee, Sri. Padmavati Bai was paid as benefit amount a sum of Rs. 212.

FROM OUR ASSOCIATIONS.

Ramnad District Teacher's Guild.

A meeting of the Executive Committee of the above Guild was held at Tirupathur (Ramnad) on 3.5.1930 when it was resolved to hold the Guild's Annual Conference in Madura on the 28th of June next. Owing to shortness of time the proposed Educational Exhibition has been deferred so as to be held in connection with a later Conference. The president has been requested to formulate a definite scheme for an Inter-School debate for the year 1930-31, and place the scheme at the Annual Conference. It has been decided to have the Guild registered on the Annual Conference day in Madura.

(Sd.) A. RAMANUJAM AYYANGAR, B.A. L.T.,

(Sd.) K. R. SRINIVASA AYYAR, B.A. L.T.,

Secretaries.

Extracts from the Report of the Special Class for Sports Secretaries, Coimbatore.

Sports and Games Activities in Schools have been conducted in such a haphazard manner that it was considered necessary to organize a Special Class for Sports Secretaries of Schools and to familiarize them with the principles and methods of organizing and conducting Sports and Games so that this part of the programme of Physical Education in Schools may be productive of better results than at present. It was first proposed to hold the class at Ootacamund, but, due to the difficulties of securing adequate facilities there, it was not possible to do so. Hence it was finally decided to hold the class at Coimbatore at the kind invitation of the principal of the local London Mission High School.

The class was opened on Monday the 14th April at 10 A. M. by M. R. Ry. T. S. Krishnamoorthy Iyer, Avl., M. A., L. T., Dt. Educational Officer, Coimbatore and Nilgiris, the inaugural address being given by Mr. D. Santiago General Secretary and Physical Director of the Coimbatore Y. M. C. A. Regular sessions of the class have been held since then.

31 Teachers took advantage of the course. Of these two are Headmasters—one from the Board High School, Poonamallee, and the other from the Board Md. School, Ponneri, Chingleput District. The poor strength of the class is due mainly to the fact that managements still do not consider the physical education program-

me in schools to be of any importance. The fact that the deputation of sports secretaries to the class was not compulsory, but optional, is also partly accountable for this poor strength. It is hoped that in future more managements will take advantage of such classes and that more sports secretaries will attend the same.

The main feature of this class has been that of "learning by doing". Discussions in the theory classes have always been followed by practical conduct of the activities. Thus the practical sessions were devoted to demonstrate the methods of coaching in athletics and the various games—both major and minor. Individual efficiency tests and group competitions have added to the interest of the class in these activities. Western as well as indigenous games have received equal attention. In short, attempts have been made to familiarize the sports secretaries with the various activities of a sound physical education programme which can be with advantage introduced in schools.

The theory classes were devoted to discussion of subjects as follows:—

1. Significance and aims of physical education.
2. Order of a physical training lesson.
3. Methods of teaching.
4. Organization and conduct of track and field sports competitions.
5. Organization and conduct of Efficiency Tests and Group Competitions.
6. Rules of games—both major and minor indigenous and foreign.
7. Intra-Mural Athletics and school programme.
8. Nature of physical education required in schools, etc., etc.

It has not been possible to devote attention to the many subjects which are included in a full course of physical education as at the Y.M.C.A. School of Physical Education, Madras. What is absolutely necessary has been discussed and it is hoped that the sports secretaries will be able to further equip themselves on the subject by referring to books on Physical Education, a list of which is being issued to them and which it is hoped their managements will secure for their school libraries.

It may be of interest to know that the average age of the class is 31.3 years, the youngest being 24 years and the oldest 40, while only five are 35 and over. Almost all have evinced a keen interest in the activities and if they carry the

enthusiasm they have shown for these activities into their respective schools and infuse their boys with the same, it can be safely said that the influence of sports and games in schools will be highly beneficial. Sports secretaries, however, are regular class teachers and are usually given their full share of teaching work. So, many of them find it hard to devote as much attention to sports and games after school hours as they should or would like to do. I believe that if they are relieved of at least one more period of

teaching work per day, preferably during the last period, and if some remuneration is given to them to compensate for the extra hours of work they put in on the playground, they will be able to organize sports and games activities in their schools in a very efficient way. Such remuneration should, however, from part of the legitimate expenditure of schools on which grants from government funds are made payable and this will be a means of securing the co-operation of the managements.

The Madras Geographical Association.

REPORT OF THE FOURTH ANNUAL MEETING

The fourth annual meeting of the Madras Geographical Association was held on Saturday the 26th April 1930 at the Hindu High School Hall, Triplicane, with Mr. P.T. Srinivasa Iyengar, the President in the Chair. The Report for the year 1929-30 was read by the Secretary and adopted.

The following office bearers were elected for 1930-31. Mr. P.T. Srinivasa Iyengar, (President); Mr. S. Lakshmana Iyer, and Miss E.D. Birdseye, (Vice-Presidents); Mr. N. Subramaniam, (Secretary), Mr. A. Appadurai, (Treasurer). Major A. M. V. Hesterlow, Miss H. A. Edington, Mr. V. K. Sourirajan and Mr. K. Rangaswami Aiyangar were elected members of the Working Council.

The President narrated briefly the genesis of the new S.S.L.C. syllabus in Geography and Mr. N. Subramania Iyer, Secretary, explained the main principles underlying the new syllabus. It was however decided to have some two or three special lectures on the subject in July next after the reopening of the schools. It was also decided to hold a conference of the Association at Coimbatore along with the South India Teachers' Union Conference next month in accordance with the suggestion made in the annual report.

The meeting came to a close with a vote of thanks to the Chairman.

PROGRAMME OF THE CONFERENCE AT COIMBATORE UNDER THE PRESIDENCY OF

M. R. Ry. Rao Sahib T. S. Subramania Ayyar Avl., M. A., L. T.,

THURSDAY THE 22ND MAY, 1930, 3-30 TO 4 30 P. M.—Welcome Address, Presidential Address, Secretary's Statement etc.

Friday the 23rd May, 1930 } 8 to 10 A. M.—Papers and discussion thereon; Concluding
Saturday the 24th May ,, } speech of the President,

Excursions will be arranged on the afternoon of the 23rd & 24th. The following are among the papers arranged for the Conference:—

1. PHYSICAL GEOGRAPHY OF THE COIMBATORE DISTRICT: by Mr. T. N. Muthuswamy, M. A., L. T.
2. METEOROLOGY OF THE COIMBATORE DISTRICT: by Mr. M. S. Subramaniam, B. A. (HONS.)
3. HUMAN GEOGRAPHY OF THE COIMBATORE DISTRICT: by Mr. R. Hari Rao, M. A., L. T.
4. POPULATION OF COIMBATORE DISTRICT: by Mr. S. S. Krishnaswami, B. A., L. T.
5. AGRICULTURAL GEOGRAPHY OF THE COIMBATORE DISTRICT (with special reference to Garden Crops): by Mr. K. C. Ramakrishnan M. A.
6. MILL INDUSTRY OF COIMBATORE: by Mr. C. V. Venkataramana Aiyangar, B. A., B. L.
7. CATTLE OF KONGUNAD: by Mr. A. Swaminatha Ayyar, B. A.
8. URBAN GEOGRAPHY OF COIMBATORE & ITS ENVIRONS: by Mr. R. Dann.
9. TOWN-SITES AND COMMUNICATIONS OF COIMBATORE DISTRICT: by Mr. N. Subramaniam, M. A., L. T.
10. PUBLIC HEALTH OF COIMBATORE DISTRICT: by Major A. M. V. Hesterlow, I. M. S.
11. GEOGRAPHICAL CONDITIONS INFLUENCING EARLY HISTORY OF KONGU: by Mr. P. T. Srinivasa Iyengar, M. A.
12. LIMITS OF KONGUNADU AT VARIOUS EPOCHS: by Mr. C. M. Ramachandra Chettiar, B. A., B. L.
13. BARAMAHAL. by Mr. C. S. Srinivasachari, M. A.
14. SOME PLACE NAMES OF COIMBATORE DISTRICT: by Mr. S. NATESAN, B. A. (HONS.)
15. THE TEACHING OF LOCAL GEOGRAPHY IN THE LOWER CLASSES: by Mr. N. Subramaniam, M. A., L. T.
16. THE TEACHING OF GEOGRAPHY IN ELEMENTARY SCHOOLS: by Mr. S. R. Subramaniam, B. A., L. T.

The Conference will be held in the S. I. T. U. Conference Hall (Agricultural College) Members of the Association, who are not delegates of the S. I. T. U. Conference and who desire boarding and lodging to be arranged for them, will intimate to the Secretary in time.

EXAMINATIONS AND EXAMINERS.

Education is a web of penelope; reformers do up and examiners undo.

Directors of Public Instruction call conferences. Departments of Education lay down Syllabuses, learned professors write books of methodology. Principals of Training colleges deliver lectures and laboriously train up teachers in the way they should go; and every stitch they do up is regularly and effectively undone once a year by a number of well-meaning college professors in some examining University or Board of secondary studies. They do not really mean any harm; they never dream of the harm that they are doing.....It is a strange thing that we have courses of training for teachers, but none for examiners. As it is, professional teachers are at the mercy of amateur examiners. (Michael West in Language in Education Ch. VIII pp. 153 155).

the maximum limit which he could thus set apart and no wonder that he should decide upon sending away his senior assistants, the fat calves! The real remedy therefore lies in the revision of the Grant-in-aid code whereby more liberal grants may be awarded to aided institutions; Otherwise, the efficiency of instruction in aided institutions will be impaired and the public will lose all confidence in them. It is the duty of the Government, if it cannot itself assume full responsibility for education of all grades in this presidency, to assist those who are assisting them and thus guarantee to the public that instruction in aided institutions will be as good, as, if not better than, in Government institutions. News is just to hand of an institution in the Coimbatore District where a teacher is served with a notice to quit, it is alleged on the plea, that the teacher contested for a seat in a municipal election, his rival, becoming after a few months the secretary of the Managing Committee. Here again, the provision for a three months' notice is very helpful to the Manager. 'Freedom of the management' is a very good idea and we would ourselves not like any infringement on their rights. But if managements are unscrupulous there should be an effective check against their vagaries. In a case like this, it is the duty of the Government to interfere and see that justice is done to the teachers. The S. I. T. U. and its constituent associations have been asking for the constitution of an Arbitration Board to enquire into disputes between managers and teachers. The mere existence of such a board will cause a wholesome fear in the managements and create in the teacher a confidence in his post. We believe that department of education will perceive ere-long the defects

of the contract system, they have now incorporated in the education rules and introduce fresh legislation and thus allay the growing discontent among the rank and file of teachers unto whose charge is entrusted the training of more than a lack of pupils.

Willing to pay!

Discussions in the local legislative council, though not fruitful, are often interesting. Particularly on the eve of the dissolution of the council, it affords an interesting sight to see member after member rising up to criticise the policy of the minister and to speak out the several omissions and commissions of the ministers.

Grievances of Teachers—a subject which on ordinary occasions is not likely to perturb the equanimity of our legislators came in for discussion and comment on the 24th March in the course of a motion by Mr. Uppi Sahib to *reduce the allotment of Rs. 2,89,900 for civil secretariats by Rupees 100 to criticise the policy of Local Self Government*. Mr. Ranganatha Mudaliar, in seconding the above motion observed

"There are Taluq Boards where teachers are paid very very irregularly. In the case of one Taluq Board, I know that the pay of teachers for the months of July, August and September 1928 was not paid till February 1929 (Mr. P. T. Rajan. Shame) and the salary of teachers for October, November and December 1928 was disbursed only in April 1929 and that of the months January, February and March 1929 was not paid till August 1929. Again instead of the teacher being paid by the President, Taluk Board, they are asked to approach a private person for their pay. Naturally it follows that in such cases there is no guarantee that the teachers will get their full pay. Cases are not wanting where

teachers have had to go to court to realise their salary on account of the undue delay in the payment of their re-muneration. . ."

If such be the conditions of service in a school under a taluk board, one can easily imagine what it would be in an aided school. The District Board presidents are expected to watch the work of the Taluk Boards in their areas. There is then the Audit Staff who discover irregularity and draw the pointed attention of the minister for Local Self-Government and then there are the officials of the educational department, who too should have discovered such a state of affairs. Surely, as Mr. Ranganatha Mudaliar observed, 'these things should be within the cognisance of the minister.' But what has the minister to defend himself with? He says

"Instructions have been given and my Hon. Friend Mr. Hilton Brown will be able to testify to this—compelling the Taluk Boards to pay their teachers. We have repeatedly told them that the payment of salaries to teachers should be their first concern. Unfortunately some of the Taluk Boards are not in a happy financial condition and the fault cannot be laid entirely at their doors. . . . The fault cannot all be laid on the Taluk Boards because if they are placed in charge of funds they do pay their teachers. We have repeatedly found them willing to pay their teachers."

Poor consolation indeed for those teachers! The president 'is willing to pay', only he does not pay! If Taluk Boards have no funds to maintain schools, they should have no excuse for their existence, and the Hon'ble Minister should institute a careful enquiry into the finances of the Taluk Board and set right its affairs. But instead he pats them on the back and says it is not

their fault. But whose is it? We are inclined to agree with Mr. Ranganatha Mudaliar, that simply because the persons responsible for these grave irregularities happen to be the minister's people, the papers do not receive the action they deserve.

But what is the remedy? We have only to take the cue from our legislators. They believe that teachers too count something in the coming elections. The council, if press reports are true is shortly to be dissolved and the country will be faced with a fresh election. Teachers all over the presidency should organise themselves and support only those candidates who would stand by the profession.

The S. S. L. C. Board.

We are glad to note that this year the S. S. L. C. examination has been conducted without giving any room for any suspicion of leakage of question papers. But we regret that there should have been severe complaints regarding the nature of question papers set. It is alleged that in some papers, the questions were either ambiguously worded or lay outside the prescribed syllabus. It is unfortunate that a board conducting an examination for about 17,000 candidates in nearly 500 centres should allow itself to be charged with want of careful scrutiny of question papers before they are finally approved.

We are constrained to remark that Secondary Education in our presidency is treated more as a preparation for university education than for anything else. The preponderance of the university representatives has served only to stiffen the examination and burden the syllabus. Membership of the board is valued more for its privileges

than for the opportunity it affords for effective service in the cause of secondary education. How much better would it be if our members are content with fixing the standard of examinations and asking experienced, men actually engaged in the teaching of the different subjects in secondary schools to set the question papers! This would give them enough time to watch the working of the syllabus they have framed, gather opinions from teachers of practical experience, and give helpful suggestions to them from time to time.

As it is, the first year of the introduction of the new S. S. L. C. scheme is over; the syllabus in Geography under Group A is not yet available. Discussions regarding the Elementary Science syllabus appears to be interminable. Will the board bestir itself and do the needful?

The Coimbatore Conference.

The 22nd Provincial Educational Conference, which will be held at Coimbatore on the 22, 23, and 24th instants in the Agricultural College will be opened by the Hon'ble Mr. M. R. Sethurathnam, Minister for Development and presided over by Mr. S. K. Deva-sigomony of Trichinopoly. The Resolutions of which the Trichinopoly District Teachers' guild has given notice and the comparative small number of papers received so far will make one feel that the Conference will mainly concentrate its attention on matters affecting the professional interests of Teachers. A large number of resolutions relating to such topics as security of tenure, revision of the grant-in-aid-code, standardisation of teachers' salaries, Registration of

teachers and the formation of a Teachers' Registration Council have been given notice of by several teachers' associations. Resolutions passed at the Conference will influence the authorities only if the Union can show a cent-per cent enrolment of members. The strength of the Union lies in its membership and teachers all over the presidency, if they really want that conditions of service should be bettered, should see that no teacher is outside the central teachers' organisation. In organisation alone lies our salvation. We believe the Conference will consider effective ways and means for securing a 100 per cent. membership before the close of this year.

The Conference also affords teachers special opportunities of an academic and social character. The Reception Committee has arranged for several interesting excursions to places in and around Coimbatore. A series of special lectures are being arranged for the benefit of science teachers. It is hoped that the science masters of the presidency will avail themselves of this opportunity for a thorough discussion of the new syllabus in Elementary Science and formulate their considered opinion in the shape of definite proposals to the board. Geography teachers will be glad to know that the Madras Geographical Association is arranging to hold its first Conference on the same dates and at the same place as the Educational Conference. The programmes of the two Conferences are so arranged that members can have the full benefit of both the Conferences. We believe that teachers from all parts of the presidency will muster strong at Coimbatore and make the Conference a success.

THE TEACHERS' BOOK SHELF

THE APPRECIATION OF POETRY by H. Martin, M. A., O. B. E. Principal, Islamia College, Peshawar. Published by K and J. M. Cooper, Educational Publishers, Bombay.

Mr. Martin's productions mark the beginning of healthy departure from the rut into which publishers have fallen. It is usual to find aids to the study of English under varied and amusing titles. Thus 'General English' often too general for pupils' purposes and 'Guides to English' too often leading from nowhere to nowhere have flooded the market. It is therefore not without some relief that interested pupils and teachers turn their eyes on Mr. Martin's book.

After acquiring some degree of popularity through his earlier books intended to increase the level of essay writing and conversation in High School, Mr. Martin has taken up for treatment the more complex problem of the Teaching of Poetry.

Any one intimately connected with the teaching of English will agree with the author in his observation that the teaching of English Poetry is much neglected in our Schools and such teaching as is given is too often on the wrong lines. It usually consists in explaining the words and phrases of a poem and clearing up allusions. A certain amount of this is, no doubt, necessary but if this is *all* that is done a beautiful poem is used simply as a peg in which to hang a few dry notes. What is wanted is to make pupils 'hear the music, see the version and feel the emotion of the poem they study. If English is to be taught as a language of poetry not as a mere language of knowledge and communication it will be conceded that drastic reforms have to be made in the teaching of the subject. Mr. Martin's Book, 'The Appreciation of poetry' gives a well thought out plan of reform.

The introduction contains an elaborate discussion on the essentials of poetry, some elementary notes on English prosody and practical hints for the appreciation of poems with an example worked out in detail.

The book consists of two parts (bound in one) each having a fair number of specimens of appreciation and exercises. The poems selected are mostly lyrical and such as are likely to have a fascination for high School pupils. The selec-

tion has been done with great care and due regard for the capacity of the high School pupils. Fifty eight pieces from nearly forty different poets are chosen for treatment. It may however, be pointed out that the addition of a few good pieces from Indian Poets would have by their subject matter helped to make a more direct appeal to Indian pupils.

The exercises are skilfully planned and are in consonance with the author's aim. The questions on each piece are beautiful and naturally lead pupils to a proper appreciation of the beauties of a poem, which otherwise may be overlooked; some questions (as for example, Ex: 4 page 45; Ex. 2, page (95) demand decidedly maturer powers of appreciation. It is very doubtful if the average pupils of Indian High Schools can be trained up to that level. W. Collins is made to suffer by comparison with Wolfe (Poems 14 and 10). The criticism is right so far as the Teacher's attempt to make pupils appreciate only what is beautiful is concerned, but it is feared that such a sampling out will tend to create an unnecessary bias for or against a poet in the minds of the young.

The book will be of real use to teachers and pupils. If properly used, it will instil in to pupils an interest in and a love for good poetry.

ON THE PILGRIM LINE is a useful publication of the South Indian Railway. It is published every month and contains, besides many topics of interest to the travelling public, interesting accounts of Pilgrim centres. The current number contain accounts of the chaitrotsavam at Madura, poorum festival at Trichur, Saptasthanam at Tiruviyar and the Garudotsavam at Conjeevaram. A brief historical and Religious note about the festivals, illustrated with photographs make this volume well worth having.

This number is of particular interest to teachers as it contains a detailed account of a School journey undertaken by about 70 boys of the High School, SreeRangam under the leadership of Mr. Mathurbuthem Aiyar. We are glad to note that the Railway authorities did all they could to make the tourists happy and comfortable. We wish to invite the attention of teachers of the eagerness of the authorities of this Railway to afford facilities for such educational tours.

LIST OF ASSOCIATION AFFILIATED TO THE S. I. T. U.

Ramand Dt. Teachers' Guild

- Teachers associations
194. Kalaimagal Vidyasala,
Sirukundalpati
195. Dt. Elementary Teachers Association,
Tirupathur

Salem Dt. Teachers guild

- Teachers' associations
196. Gokulananda Hindu Mahajana School,
Shevapet
197. Secondary School, Velur, Salem Dt.

Tanjore Dt. Teachers Guild

199. Board H. School,
Orathnad.
N. B.—Nos 78, 85 to 89 and 98 and 100 are
not in the list of affiliated association

Anantapur Dt. T. Guild

129. Board High School Dharmavaram
200. El Teachers' association Pamidi Centre
201. El. Teachers' association Guntakal
Centre

No. 46 is not affiliated.

A Warning.

The Reports of the secretaries of District Guilds show that several associations originally affiliated to them have since been disaffiliated as they have failed to pay the affiliation fees in time. Members of such associations, who are also members of the protection Fund are warned that they will not be entitled for the benefits of the membership if they are not on the rolls of the S. I. T. U.

THE ALL ASIAN EDUCATIONAL CONFERENCE, BENARES.

26th—30th December, 1930.

Mr. S. K. DEVASIGOMONY, Leader of the Tour party writes.—

The following teachers have registered themselves as members of the party. Others intending to join the party are requested to register themselves at an early date by remitting to him the Registration fee of annas Eight only.

Arrangements are being made to provide special accommodation for lady teachers, joining the party.

1. Mr. T. RAMACHANDRA RAO, Board High School, Dharmavaram.
2. Mr. K. S. CHENGALVAROYAN, Board High School, Krishnagiri.
3. Mr. S. V. VEEKATACHALA AIYAR, Headmaster, Circar High School, Kunnangulam, Cochin State.
4. Mr. K. JANARDHANAM, Headmaster, High School, Ottapalam.
5. Miss V. J. BLACK, M. A., B. SC., St. Christophers, Trg. College, Madras.
6. Prof. S. SAMUEL, Bishop, Hebbar College, Teppakulam.
7. Rao Bahadur M. R. Ry. M. R. RAMASWAMY SIVAN, Retired Principal, Agricultural College, Coimbatore.
8. Mr. A. C. PERIANAYAGAM, Bishop Hebbar College School, Trichinopoly.
9. Prof. C. S. SRINIVASACHARI, Pachiappa's College, Madras.

S. I. T. U. PROTECTION FUND

(List of members—Continued.)

Reg.	Name.	Designation.	Place.
454	Mr. S. N. Krishna Iyer	... Assistant, Victoria Memo- rial High School	... Bodinayakanur.
455	" K. R. Krishnamurthy Pillai	... Asst. Native High School.	... Kumbakonam.
456	" K. S. Agastheeswaran Pillai	... Head master, Municipal Ele. School	... Udumalpet.
457	" K. V. Devaraja Sastrigal	... Sans. Pandit Board High School	... Dharmapuram
458	" Kadiri Subbanna	... Asst. Board Ele. School...	... Koilkuntla.
459	" R. Nagoji Rao	... Board Hindu Boys' School	... Do.
460	" K. M. Hussain Sakeb	... Board Ele. School	... Do.
461	" J. V. Kondanra	... " High School	... Do.
462	" J. D. Sundararajam	... Asst. Rajah's High School	... Sivaganga.
463	" Kadar Naik Mohammad Ebrahim	... Asst. Board Ele. School...	... Koilkuntla.

10—5—30.

S. M. RAO,
Secretary.

Financial Statement of the S. I. T. U. Protection Fund from 16-12-29 to 30-4-30.

RECEIPTS.			PAYMENTS.		
AMOUNTS.			AMOUNT.		
RS. A. P.			RS. A. P.		
To Opening Balance			By Printing*	115	1 0
" Cash with Secretary	0	8 0	" Postage	20	4 0
" M.T.G.C.S. Ltd Cur. a/c	109	3 6	" Stationery	20	14 0
" do Fix. Dep. a/c	5550	0 0	" Salary	60	0 0
" Indian Bank Savings	802	11 1	" Contingencies	10	0 0
" Registration Fee	87	0 0	" Commission	11	0 0
" Annual Subscription	437	0 0	" Typing charges	2	0 0
" Contribution	438	0 0	" Refund	16	0 0
" Fixed call	1901	8 0	" Benefit Amount	209	0 0
" Fines	7	3 0	Cash at Bank:—		
" Suspense	21	6 0	M. T. G. C. S. Ltd. Fix Dep. a/c	6550	0 0
" Interest	180	8 4	Do. Cur. a/c	173	15 11
			Do. Indian Bank		
			Savings	2013	9 0
			M. C. U. B. Ltd.,	333	4 0
Total	9534	15 11	Total	9534	15 11
* Annual Report 1929	52	8 0			
Receipt Books—50—	35	11 0			
500 Copies of Revised prospectus	19	10 0			
Overdue and membership cards 1000 each	7	4 0			
Total	115	1 0			

S. M. RAO,
Secretary.

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	(2) A Little Book of Tales		„ 3
Gr. II.	(3) Two great Kings		„ 3

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Elementary Science Readers: (TAMIL) By K. S. Sundararaja Aiyengar, B.A., L.T., High School, Tirukattupalli.

Book I	for Form I		As. 10
„ II	„ „ II		„ 10
„ III	„ „ III	(under print)	

The Syllabus issued by the Department on the subject is fully treated in these books. The author's long experience in handling the subject has enabled him to present it in the best form suited to the needs of the students. Instructions for practical work as well as for garden and field work are provided. (Telugu editions are under preparation.)

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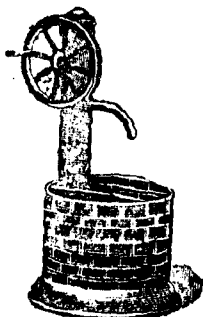
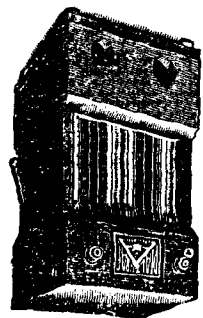
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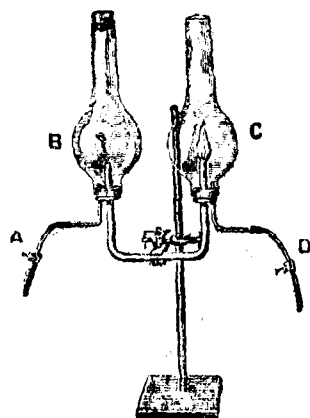
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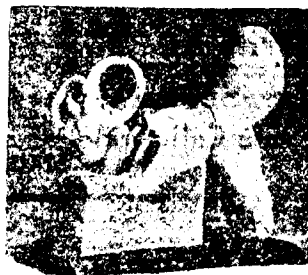
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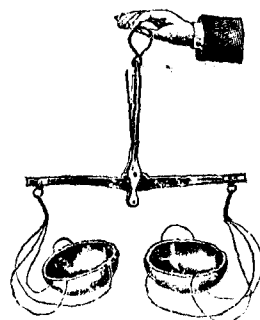


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THE South Indian Teacher

Vol. III]

June, 1930

[No. 6]

FROM THE PRESIDENT

I

The Programme of work for the year 1930-1931.

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At the business Conference held in December last when the rules of the S. I. T. U. were modified, the official year has been made to synchronise with the school year i.e. July to June. The office-bearers elected in December last, will, ordinarily continue up to December, 1930; and as the next Provincial Conference will be held only in May or June 1931, the same office-bearers would, according to a common convention continue to hold office till their successors are appointed; but the general body of the S. I. T. U. which met at the time of the Conference set its seal of approval on this convention and extended the term of office of the present incumbents up to the time of the next Conference. On behalf of my colleagues and myself in whom our brethren have extended their confidence I should like to express our gratitude and to assure them that we shall try our best to discharge satisfactorily the onerous duties entrusted to us. We have often heard the question put by cynical members, What has the S. I. T. U. done during these 22 years? The more pertinent question these persons

will do will to ask would be, what have I done for the S. I. T. U.? If everyone will insist upon there being a satisfactory answer to the latter question, the former will answer itself.

It is only in recent times that in this as in other organisations the mendicant policy is being replaced by one based on self-help. We are trying to slowly realise the full implication of our motto 'raise thyself by your own efforts'.

Even as it is, disinterested outsiders have borne testimony to the good work done by the S. I. T. U. The Hon'ble Mr. Sethuram Aiyer referred as follows to the work done by it and coming as it does from a responsible officer it is not a mere empty compliment but is to be taken as the statement of a fact:

The South India Teachers' Union under whose auspices this conference is held can be rightly proud of the excellent work it has been doing for over two decades in the field of education. You have been striving your best to promote "the professional solidarity among the teachers of this province, study

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the educational needs and problems in their various aspects and advise all engaged in the administration of education on sound and well thought out programmes of education."

We, of the Executive who have been connected with it for some years can show with some pardonable pride to the concrete achievements, not to mention others. The Protection Fund and the Magazine stand to our credit in the field of actual achievement; and our complaint is that these two institutions have not been made use of to the fullest extent possible by the members of our Profession. If our strength in the Protection Fund rises up to 1000 and if we have 1000 subscribers regularly paying their subscriptions our strength would be much more than what it is and it would be so felt by others also with whom we come into contact.

At the last conference at Coimbatore the third definite step of action has been taken and I have elsewhere appealed to our brethren to co-operate with us in a tangible manner to enable us to work it out successfully. The S. I. T. U. with its three definite activities of the Protection Fund, the Magazine, the Vigilance Committee backed up by the Defence Fund is no longer in the region of talk and pious aspirations, but has boldly even rashly as some people would say, stepped into the field of definite, concrete action.

Man in his youth indulges in pleasant dreams and attaches a great importance to creations of imagination like poetry and romance. As he grows older the hard and very often the unpleasant realities of life arrest his attentions and his view changes about relative values of things and relegating poetry

and romance to a secondary place he comes into grips with facts and guides himself by the light of reason. The S. I. T. U. has reached that adult stage and it can no longer be satisfied with passing thundering resolutions of a radical nature and leave it to Government and other bodies to take action upon them. As we grow older we realise the hard fact that before you can change the world you have to change yourself. It is only when others realise that you "mean business" that some importance is likely to be attached to your words. Education has been defined to be adjustment to one's environment and if the latter is changing and changing rapidly too, we as educated men have to change our mode of action.

The question now is what shall we do during the year so that when we meet again we shall be able to show a good record of some definite work done. I should like, in this connection, to remind your readers that the S. I. T. U. does not mean the President, the Secretaries, nor the efficient executive or the working Committee, nor even the officers-in-charge of its three departments of activities; but it means our constituent District guilds and in turn their constituent Teacher's associations and in fact the rank and file, the large army of teachers scattered all over the Province. Unless every link in the chain is sound, the chain as a whole may not be strong so that ultimately the strength of the S. I. T. U. depends on the loyalty to it of every single teacher.

I would therefore appeal to all teachers, every single individual in our profession to do his humble bit to make the S. I. T. U. strong. The work before us is this. There should be a Teacher's association in every school and all such associations must be

affiliated to the District Guild. All Guilds must make it a point to remit their subscriptions regularly and popularise at their quarterly meetings the resolutions of the Provincial Conference. Let us all concentrate our attention upon this triple programme of raising the membership of the Protection Fund to 1000, of increasing of the circulation of the Magazine, and raising the minimum of Rs. 20,000 as capital for the Defence fund. Here is work enough for all for one year and let us not fritter our energies on deputations, costly entertainments and shows; let every pie that can be spared be saved and added on to the Fund. Let us, in short, in a spirit of love and good will and not with any ill will towards any, nor with any veiled rancour, close up our ranks, strengthen ourselves by a process of self sacrifice, slow, steady and carried on from day to day and not by a flash of momentary enthusiasm create strength within us and qualify ourselves for Gods' help by helping ourselves.

If every District Guild will work out its programme for the year and fix its days and places of meeting sufficiently in advance it shall be the honest endeavour of the office-bearers of the Union to see that some one or other of them are present at as many of the meetings of the District Guilds as possible so that a more intimate contact is brought about amongst us all and the same objective is kept before all, the same programme adhered to and the best team spirit be brought into operation.

II

The Real Protection Fund or the Defence Fund

1. Of all the resolutions passed at the last Conference at Coimbatore that empowering

the working Committee of the S. I. T. U. to appoint a Vigilance Committee and to collect a fund called the Defence Fund to enable the Committee to function effectively is easily the most important one. This takes us from the realm of mere talk to the grim realities of action. Let us think of all the implications of the resolution and find out what each of us has to do in this connection.

2. It is well-known among our members that when the S. I. T. U. Protection Fund was discussed before it was actually started there were two schools of thought among its promoters; one looking upon it merely as a provision against some unexpected contingency in future and wanting to make it a purely business concern working more or less on Insurance lines with well regulated tables defining benefits; and the other, regarding it as a fund to help brother teachers in distress when they are unjustly dealt with by some irresponsible managements. It is also equally well known how the former view ultimately prevailed and a business organisation has been brought into existence with an adhoc managing body of its own and with which the S. I. T. U. has nothing to do except that none can become a member of the fund unless he be, directly or indirectly a member of the S. I. T. U. even as the Madras Teacher's Guild has got a co-operative society for the benefit of its members which is managed by an independent adhoc directorate of its own with which the Guild has nothing to do. It is true, however, that a portion of the annual subscription paid by each member of the S. I. T. U. Protection Fund is set apart for such purposes as the new fund aims at; but the fund available is very little and absolutely inadequate for the purpose.

3. A need has been felt for the starting of a Defence fund to enable the newly constituted Vigilance Committee to function properly and the Committee has not come a day too soon. Managements are becoming more and more prone to look to the letter of the terms of agreement with their employees and seem to take a sinister delight in exercising their power of terminating the services of their employees without caring for the ultimate effect of their action on the morality of the profession. Whatever is not "in the bond" they are not prepared to accept and cases of people being sent away for very flimsy reason or no reason at all are ever on the increase. Are we to be indifferently looking on or can we organise ourselves and make managements realise that there is some body to look after the underdog and he should not be dealt with triflingly?

4. Let us think a little more clearly about the function of the Committee and the way in which it is expected to work. Very wisely we should think, the Conference left to the Committee the details of work and did not anticipate possible situations and contingencies and give specific instructions in such cases. The obvious course of action for the Committee would be to post itself with all the information from the point of view of the aggrieved party and open communication with the authorities concerned so that they may have the other party's point of view as well. The extremely judicious nature of the Committee is illustrated by the sections of the resolutions which empowers it to recommend disciplinary action against any teacher who on inquiry is found to be in the wrong. It is for the Committee to decide what action to take if managements refuse to recognise it and place

their cards on the table and co-operate with it in a fraternal spirit.

5. In order that the Vigilance Committee may function properly it must have enough financial backing up. It must have a full time Executive officer who would keep himself posted with the full details of all cases as they arise and carry out the line of actions resolved upon by the Committee. He must be a person with general qualifications and status of such a nature that managements will recognise in him one worthy for them to deal with. If an experienced L. T. with all the qualifications for an ambassador is to be secured he must be given at least Rs. 75 per mensem with a fixed travelling allowance of Rs. 25. There must be a permanent fund from the proceeds of which it must be possible for the Committee to pay its agent and calculating interest at 6 per cent. we must have a funded capital of at least Rs. 20,000 to start with.

6. How to secure this enormous sum of Rs. 20,000? But is the sum really so big? Yes, if it is to be contributed by a single individual or a small group; but it is not at all a big sum for the teaching profession of the Province which in its secondary and higher institutions is reputed to have 18,000 members (including Elementary School teachers and 88,000.) On an average it comes to about a rupee per head if everyone were to contribute his share, but there will be a very large number of people who would not be convinced of the need and who would not part with their money easily. It is only if the enthusiastic members contributed their mite as well as that of their less enlightened or perverse brethren that the amount aimed at can be collected. Is it possible to make up the sum in a month? We shall wait for one year.

Let us hope that all teachers will resolve to save some amount every month and set it apart for the profession. With the full hope that our appeal would be responded to enthusiastically we venture to suggest a scale of contributions as follows:—

Those getting Rs. 50—75 per month to contribute Rs. 6 before the next Conference.

Those getting Rs. 75—120 per month to contribute Rs. 12 before the next Conference.

Those getting Rs. 120—250 per month to contribute Rs. 18 before the next Conference.

Those getting more than Rs. 250 per month to contribute Rs. 25 before the next Conference.

7. If our guilds will take a census of teachers and levy a contribution on the basis mentioned above collecting Rs. 20,000 would be a very easy matter. If that is done we would be showing to the world that we mean business and are not indulging in mere empty bluff. There was some enthusiastic response in the Conference itself and over Rs. 200, have already been subscribed. Let the enthusiasm be kept up and let us hope that before we meet next year we shall have this funded capital which is the minimum we require. Will the teachers respond? We hope they will.

S. K. YEGNANARAYANIER,
President of the S. I. T. U.

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**The Hon. Secretary & Manager,
The South Indian Teacher.**

GEOGRAPHY: ITS PLACE IN THE CURRICULUM

By

Mr. C. R. Raghunathan, B.A., L.T., T.D., (Lond)
Senior Dy. Inspector of Schools, Tinnevely Range.

Geography pays in business: and that is a sufficient reason why geography should be included in any scheme of subjects to be taught. It is learnt that about 80 per cent. of Graduates from Chicago University went into business. It is a community subject and hence it deserves a place in the Curriculum. It helps to train future citizens, to imagine accurately the conditions of the great world-state and so help them think sanely about political and social problems. It explains the way in which the world hangs together. The world is to be looked at from a human point of view. The geographer studies the stage, while the Historian studies the drama. The interdependence of the one to the other is obvious. Geography is often times described as a study of man in relation to earth.

Life and activities of primitive men have been controlled by geographical conditions. Look at the Eskimo in his snow hut, eating fish, never washing himself, and thus adjusting himself to his environment. As civilisation progresses geography does not control him but only influences. For instance, the primitive man chose his dwelling place near water sources; but the digging of a canal alters conditions. We have to take into consideration physical conditions however much we may be scientifically equipped. If we do so, we have to pay enormous price as we had to do in the opening of the Panama, and the Suez canals. Here if man gets slack, geographical factors get the sway. In

fact man creates new geographical factors to overcome old ones. Tunnels, Railways, Canals are instances. Knowledge of Geography shows the distribution of things on earth or population, of skill, of arts and crafts. In geography, climate and relief are fundamental factors. The climate settles the dress, the foodstuffs, the crops to be planted and the character of the people.

Relief is another important fact which explains the natural properties afforded by land and water, the influence and directions of the prevailing winds. The distribution of land and water has its own influence on rain, on transport, on minerals, types of rocks, fertility of soil etc. The interaction of some or all of these factors influence the people in an area in outlook, manners, etc., for giving a community of interest, local patriotism leading on to nationalism.

For a proper appreciation of geographical factors, we have to imagine facts with our mind and eye. Without imagination, geography is no use at all. But pictures imagined should be right for which accuracy is most important. We have to be equally accurate in geographical terms. We commonly hear the remark. "The wind clashing against the mountains, falls as rain" where in the moisture of the wind is really meant. There is also a tendency to teach too much about the world, its shape etc., to children of 8 and 9. It sounds logical to begin geography by teaching the

shape of the world, its relation to the sun, its number of rotations etc., but it is absolutely unpsychological to teach children of immature age things about which even adults are not quite sure. The child knows his home, the street leading to the school, and the school with its environment, and it is about these the child should know first.

Geography is not knowledge about Capes and Bays. No doubt a knowledge of these may be useful but they are not ends in themselves; for teaching of geography generally may take two forms, the literary and the scientific. The scientific is the realistic method.

The literary method enables the study of geography by mental imagination of the

activities of different sorts of peoples by reading. The books form a valuable background for such a study. The scientific on the other hand enables to understand the causal connections between various factors operating for unity in geographical regions. The scientific is the laboratory method, where pupils learn for themselves by analysing, observing and reasoning and verifying. School excursions journeys, use of lantern and projectors, picture albums, tableaux to show dresses of various sorts of people, visits to museums, and good correlation of the subject with other subjects like Mathematics, Nature study, History and Science, these show the new spirit in modern teaching of Geography in countries which have realised the importance of this Subject.

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AN EXPERIMENTAL TRAVELLING SCHOOL FOR TEACHERS

By

Mr. S. Jagannadan, Kindergarten Assistant, Teacher's College, Saidapet.

Introduction

We are aware that the quality of Elementary Education is gradually deteriorating. One cause for such a deterioration seems to be the want of proper direction and guidance to those teachers of the Elementary Schools who are willing to work on right lines. In this respect a teacher just from the training school is as much handicapped as his brother, the untrained teacher. The former feels unable to utilise all the resources of the village and adopt them to the teaching in his school. An effective remedy seems to be to organise what are called "Travelling schools of Teaching." We hear about "Refresher courses", "Summer Schools," "Touring Libraries" "A School in a train" etc. The travelling school of teaching will function similarly. It is an experiment that can be readily undertaken. Personally I have experience of some humble work done in this direction.

Scope of Work

The main purpose of this travelling school of teaching should consist in familiarising the Rural school teachers with the materials with which they can equip their schools, with the methods to be adopted in the teaching of the several subjects of the Elementary school Curriculum, with the extra activities of the teachers in their effort to wipe out illiteracy and make their schools the centre of culture and learning in the village.

Since in these days of visual instruction, an extra appeal has to be made more to the eye than to the ear, there should be an exhibition of things besides oral explanation and demonstration preferably with children.

As it is intended primarily for the guidance of teachers in elementary schools, the organiser must be a teacher of considerable experience in an elementary school. He should have realised the difficulties of teaching young children particularly infants. We have always heard about "Stagnation" in the lowest class. A great amount of class work added with a good deal of individual work will prove to be beneficial and conducive to the progress of children as against stagnation. If interest should be created in teaching, the teachers have to know how they can create interest. If individual progress is to be cared for even under the present system of class-teaching, they have to know how individual work could be given. This will set the teachers to think about the preparation which they will have to make at home. All these factors have to be determined by the subjects of the Elementary School Curriculum and the bearing of the one to the other.

The three R's of course form the key to knowledge. The other general-knowledge subjects such as Civics, Nature-study, History, Geography, Physical training and Hygiene also deserve the consideration of the organisers of the travelling school. Not

only should he confine the work to the subjects of the school Curriculum but he should also extend his subjects to various other items that aid school teaching and contribute to the progress of Education and which would at least check what is known as 'lapsing into illiteracy' among school children. This includes a knowledge of child education and the extra-school-activities of the child and the teacher.

Child Education.

The teachers have to be shown here simple materials such as balls, young cocoanuts, sticks, reed, seeds, and insets in cardboard can be used in the early education of the child. Folk tales can be illustrated by pictures cut out from old books or periodicals. An exhibition of Froebel's 'Gifts' and Montessori's 'Didactic Materials' can be kept. At the same time the organiser must also keep boxes containing apparatus for sense-training adoptable to the conditions here. Plans of an infant school and notes showing how it ought to be equipped and worked should be boldly exhibited. There should be a good collection of picture books which may be kept in a separate place assigned to them and designated as "the children's Picture Palace." Picture puzzles, simple and complex can be made and shown. Charts explaining how the materials could be used should also be hung up. A villager, a townsman, a poor school master or a mother whoever pays a visit to this section should be able to find something which he or she could give his or her own child at home or in the school.

Language.

The next section deals with language. As this consists of the three main divisions

namely speech, reading and writing, there should be exhibited things by which the above three could be developed from early childhood. A collection of short stories interesting and suitable to the stages of children should be obtained, illustrated and kept for perusal by the visitors. Different apparatus for word-making, word building a collection of riddles traditional and original, apparatus for individual work, charts illustrating poems etc. should be prepared and kept on view. Specimens of different lessons in composition suitable for each stage should be kept and explained. A simple way of collecting or grouping words as in கிசுண்டு or அமரம் and retaining them in memory should be shown. Specimens of books for a children's Library and a children's Newspaper should be prominently kept. In fact anything which gives the teachers some idea as to how they too could manage to secure materials for class teaching without incurring much expenditure, should be demonstrated.

Number work.

This is the most difficult subject of the school curriculum; since concrete teaching is much needed there should be a separate room with Exhibition which will show that Arithmetic is related to life and thus made to be living. Teachers have to be shown that by using the materials each for a specific purpose, the children's number work from the earliest stage could be made interesting, easy, and pleasant. For example, the Number Board, The Reed frame, Fraction boxes, Fraction charts, counting and Stamp boxes, Stamp charts, Pictorial representation of Numbers 1 to 100 and the use of these explained side by side would prove a worthy collection for such a course of visual instruction.

Arithmetic cannot be taught concrete throughout the course. The children have to be taught to be self-reliant also. They have to do short sums quickly and correctly. The boy salesman in the bazaar would simply laugh at a schoolboy not able to total up a small purchase. So drill exercises in the four Arithmetical rules and problems connected with everyday concern should also be kept and explained to the teachers.

General knowledge.

In this section there should be a profuse display of pictures, charts, diagrams and maps which will explain by themselves the several lessons in Nature study, History, Civics, Geography and Hygiene all of which come under General knowledge.

The teachers should be brought to see how pictures could be collected and grouped usefully. The charts regarding health habits and rules should be boldly written and hung up on the walls. The village teacher should realise how he could also make a sun-dial or a production map by seeing one such in the show. The making of Native calendars, experiments with plants or observation of other phenomena of Nature should also be demonstrated. An album of great men and women of India past and present and such of those of foreign countries and some stories connected with the lives of these would be a useful guide to the teacher.

Handwork.

Nowadays the value of Handwork is increasingly felt and realised. Even from childhood the training of the hand should also proceed side by side with the training of the head and heart. There should be a collection of articles done by children in their Handwork lessons. Near each article

or a piece of work there should be shown the various steps or stages of the work before it gets its final form. This is more educative than the object itself, specimens of cardboard work, wood work, paper work, work with plantain or cocoanut fibre or palmyra leaf can be arranged in the exhibitions. The village teacher should be taught how well he could use the materials available in the locality for lessons in Handwork.

Education in Recreation.

There are ever so many things which are not studied in the school but which are useful in after life. These things do not appear in children's text books nor in schemes of studies. The teachers should know the kind of useful work which the children can do in their leisure hours. Hobbies form one form of useful work: There should be an exhibition of the various hobbies of children. Recreations in Number and Number puzzles add to the interest of the children. Word puzzles and some interesting questions and answers in language in the form of riddles and tales attract children. Old games and plays shown in a modern way appeal to them. Indoor games too are as valuable as Number puzzles or language riddles.

Service to the village.

Mere training in the teaching of the three R's and the other subjects of the Elementary school course will not be sufficient for the teacher. He should know how best he could be useful in the reconstruction of the village by working Adult Education classes or children clubs, opening Reading room and library for the villagers or running a co-operative society. In the areas where paddy, cotton or sugarcane is grown these teachers should also receive a course of general instruction in the proper cultivation of these

products. Thus they would find themselves useful to both the ryot and the landlord. A course in first Aid in Accidents, or scouting will add to their usefulness to the village and the school; The travelling school should also get hold of some experts in the above branches of work and train the teachers. Excursions to places near by can also be arranged on some days providing recreation and education as well. There should be a library of chosen books which could be read by the teachers. It must be mentioned that they should be asked to read certain books compulsorily and some others at their option.

Exhibition to be kept open for parents.

On some of the afternoons the exhibition should be kept open for parents and others interested in education. The more we take the parents with us, the more we co-operate with them, the more we try to educate them on the lines necessary for the progress of children, the better will be the educational progress of the country. The visitors too must have something to carry with them. The following should be distributed free to all the visitors.

1. A pamphlet on the List of Exhibits.
2. A pamphlet on the Need for child education.
3. Another pamphlet on the Need for the co-operation of the school and the Home. Some of the teachers themselves can explain the exhibits to the visitors.

A summary of the course of lectures should be given free to all the teachers who attend the course.

The organiser should select a centre for training a batch of 50 to 60 teachers and stay there for at least two weeks. Two weeks before the commencement of the

course he should send round circulars to those attending the course. The circular should contain particulars regarding the nature of subjects, practical work and the things which the teachers have to equip themselves with. The morning time should be devoted to lectures and demonstration classes with or without children. The whole of the after-noon time is spent in practical work or reading library books. More than hearing lectures and seeing things in the exhibition, the teachers should be taught to do something by themselves. For this purpose a small fee to the extent of three to five rupees may be levied on all the members towards the supply of stationery etc. for practical work. In practical work there should be a set of work to be compulsorily done and another set left to be done at the option of the teachers. When the people return home they should feel that they have at least something to carry from this school of teaching.

Relation with other educational agencies

The agents controlling education such as managers, missionary bodies, educational councils, Presidents of Taluk Boards, Superintendents of Labour, Municipal or Panchayats schools should co-operate with the Travelling school and should evince a keen interest in promoting the efficiency of the teaching staff employed under them. The organisers should also visit the schools where from teachers were deputed for the special course of training in the travelling school and see whether the teachers had benefitted by their seeing, hearing and doing in the said school. The travelling school organisation is a separate body as distinct from the Inspecting Agency, but it will be good if the

two work in close cooperation. There should at least be one such school for each vernacular area of the province, the organiser and lecturers of this travelling school should first of all be chosen from among experienced teachers and they themselves should receive a training on the lines indicated here.

Holidays and the Travelling school.

During Dasara, Christmas and Summer holidays the travelling school can conduct its course in any good District centre selected for the purpose. The organisers themselves can visit and study the conditions of the locality and make useful suggestions.

If the village teacher cannot have access to the latest developments in educational practice it is but right that some one should undertake to show these developments to the teachers near their homes. More than that the village teachers cannot be expected to incur much expenditure that may be incurred by way of travelling and halting charges. It is but right that their respective managers should meet the whole charges incurred in the training course. If this school should properly function, a sort of missionary zeal and earnestness should characterise the work of the organisers. Only then they could produce some change of heart in the teachers which is indeed more essential than the training given.

Training schools and the Travelling school.

The travelling school should always keep in touch with the training schools, should visit the training school once in at least two years. That will create an incentive on the authorities of the training school.

Apart from learning the prescribed Text books in the Training school course, they have to be taught what to do in the schools they will have to serve afterwards.

The staff of the Travelling School.

The staff should consist of

1. The Organisers
2. An Assistant
3. A combined Drawing and Hand work master
4. Special Assistant for Scouting etc.
5. Two peons and an Attender.

The organiser should be a man of considerable experience in the teaching and management of classes and should have contributed much to the development of education in his own humble way. The assistant should also be an enthusiast who will be watching the developments and rendering the necessary help to the organiser. He must identify himself with all the work turned out or suggested by the organiser. He will assist the organiser in the assignment and supervision of practical work besides rendering help in demonstration classes. A drawing master with qualifications in Manual Training will also be necessary to direct and guide the teachers in practical work. When ever there is an opportunity for the organiser to extend the course for a longer time to give training in scouting, Agriculture etc. he will have to requisition the services of some specialists in these branches of instruction. At least two peons are necessary considering the exhibition that will have to move from place to place. There will have to be an attender also who will be in charge of the exhibition and the stationery depot.

How the work of the Travelling School can be Extended

In this connection I have to repeat my suggestion made elsewhere with regard to the formation of a Central Bureau of Education. It is necessary that there ought to be one of this kind in each province. The various departments of work that can be carried on by the Central Bureau may be the following.

1. Organising an Experimental Travelling School of Teaching.
2. Running a journal for the benefit of the Elementary School teachers.
3. Opening a central depot for the supply of apparatus and appliances.
4. Advising of managers or institutions with regard to the equipment of schools, and opening of Adult Education centres, children's clubs or rural libraries.
5. Issuing an illustrated Childrens' Weekly.
6. Organising Educational weeks.
7. Preparation and demonstration of lantern slides and cinema pictures on child education.

This Travelling School should keep itself in touch with the educational practice obtaining in foreign countries. It will be useful for the school to obtain the latest publications and apparatus designed for child education. Mention may be made of the publications of Evans Brothers, London, and those of Philip and Jacey Ltd. London. The latter supplies all kinds of apparatus and materials suitable for the Education of children. The former has a distinct branch which gives a course of instruction in teaching through post. It will be interesting to see how far the

Travelling school could extend the scope of its work on the lines indicated here and especially in the direction of preparing and demonstrating lantern slides and cinema pictures on the New method of Teaching.

A small beginning.

For the past three years, I have been preparing and collecting materials, charts and apparatus useful for teaching in the Elementary school from class I to class 5. The work can never be said to be complete.

Even this humble collection I took to various places on being requested by the Deputy Inspectors or Headmasters of Training Schools. Many teachers assembled there took great pains in knowing the things exhibited and in taking notes of the things they saw there. But as I said before this is only a very small beginning of a great experiment that is to be made hereafter. With this small exhibition of mine I have visited Tiruvannamalai, Tinnevely, Trivellore, Tinnanur, Gingee, Poonamallee, Sriperambadur, St. Thomas' Mount and other places. By mixing with the teachers we are also able to learn some of their exact needs and difficulties. One thing which I can safely say is that they require to be taught the various ways of imparting knowledge to children. They have to be taught the methods of teaching each subject so as to arouse interest in children. If no other agency can provide this kind of training, it is but right that the future travelling school of teaching should meet this demand on the part of the teachers and satisfy them. Let me conclude this article by praying to God that this small seed may grow into a big tree and help all the Elementary school teachers in his Presidency.

different. How to retain the power of the purse and the responsibility for Elementary education in the same body is the problem that should be solved. Two courses are left open to the government. One course is one of centralisation and the District Committees may be entrusted with the entire responsibility. All moneys collected as cess by local bodies and all moneys now paid as contribution to local bodies or as grant-in-aid to schools under private management may be paid to the District Committee and made to constitute elementary education fund. All expenditure on Elementary education will have to be met out of this fund and this will ensure a certain amount of elasticity. This course will be considered as retrograde since it ignores the local bodies. The only course which, in spite of the apparent risk can be more appropriately thought off, is that which is recommended by Mr. Statham, the special educational officer. Let each local body or municipal body be called upon to appoint an education or school committee and let each committee be entrusted with the problem of elementary education within its jurisdiction. The cess which it levies, the equivalent contribution from the Government, and the amount given by the Government as grants-in-aid for schools under private management may all go to make up the fund from out of which the local body concerned will meet all expenditure on elementary education. The Local body will, in such circumstances, think seriously before it closes a school under private management or starts a school by the side of an aided school. There is nothing strange in this suggestion since the educational policy has all along been that the state while maintaining a few institutions of its

own, should not be slow to encourage aided education. The power of recognition is a minor point and we do not anticipate any difficulty in vesting this power of recognition in the education committees of local bodies. A remedy for any injustice that may be perpetrated may be found in providing for an appeal to the Director of Public Instruction. In any scheme of well-organised campaign on behalf of elementary education the local bodies will have to play a prominent part and aided schools with slender resources can have no chance. When elementary education becomes free and compulsory, almost all the elementary schools will have to be managed by the local bodies. It will be in the fitness of things if these local bodies be made to feel their responsibility. They will take an abiding interest if they should feel that the committees appointed by them are directly concerned with the spread and development of elementary education. Any undue interference with the staff or internal management will be less common in view of the power the government reserves to itself to frame rules in regard to such matters. As the bill now stands, the district committees should ordinarily take the initiative with regard to compulsion. There is much to be said in favour of the view that the government should itself be prepared to take the initiative more frequently. The procedure which is required to be followed in case "compulsion" is proposed to be introduced appears for too cumbersome and District Committees may not be enthusiastic about this matter. How the government will view an application for declaration of an area as a "compulsory area" may well be left to the rules to be framed. We are unable to appreciate the restriction

suggested in clause 34 (2) according to which the proceeds of education taxes and the equivalent contribution paid by the government "shall be spent only in elementary education in standards 1 to 5." We should think it will be more convenient to delete the words "in standards 1 to 5" and if the expansion of education be hindered, the authority concerned may serve the situation by refusing to consider applications for opening higher standards.

The XXII Educational Conference

I

The three days during which the last provincial conference was held in the Agricultural College at Coimbatore were very busy days for all, the Reception Committee as well as the delegates assembled. Besides the regular conference there was the Geographical conference which was attended not only by the members of the Geographical Association but by many of the delegates as well because of the increasing importance paid in schools and colleges to Geography. Interesting papers were read on physical Education, Mass Education, and Cooperative Education and an extremely valuable paper on Dr. Tagore as an educational statesman was read by Mr. Lakshmanan of Tirupur who is an old student of the Visvabharatti Institute. The Sivaji Vyayam Mandal and the local Devangaschool arranged demonstrations of the indigenous methods of physical exercise. The authorities of the Agricultural and Forest Colleges cooperated most cordially with the Reception committee and placed the magnificent collections of their museums at the disposal of the Exhibition committee and that added considerably to the educative

value of the Exhibitions. There was a grand excursion to the Industrial school at Peelamedu where all the delegates were treated to sumptuous fee by the hospitable hosts Messrs. P. S. G. & Sons. the enlightened proprietors of the Mahajana High School at Peelamedu. Parties went to Perur to visit the famous temple there, a perfect gem of South Indian architecture and others visited the Y. M. C. A. centre at Ramanathapuram where a summer school of Rural Workers is in sessions and where some interesting experiments are being tried to solve the problem Rural of Reconstruction. There was a very instructive magic lantern lecture on 'Plant and animal life' by Mr. B. V. Nath of the Agricultural College and a dramatic performance by the young girls of the local school. No actor (or actress?) of this group was more than 13 years old and some of them were just 6 or 7 years! The Reception Committee deserves to be heartily congratulated on the great success of the function as a whole. The idyllic atmosphere of the agricultural college added an additional charm and silently but very efficiently worked to smoothen down the highly excited nerve of the impatient amongst us. We must not omit to mention the lunch which the Chairman of the R. C. provided to all the delegates on the second day of the Conference which put many of us in very good humour.

II

The Hon'ble Mr. M. R. Sethuratnam Aiyar who opened the Conference in a nice little speech struck a deep personal note at the very beginning of his address and we are very grateful to him for keeping up his engagement with the R. C. in spite of the great calamity that happened to him. We are

equally grateful to him for what he was pleased to say about the S. I. T. U. We are accustomed to have so often the question put to us, 'what has the S. I. T. U. done,' even by the members of our own profession who are expected to know better that it is some consolation that an impartial outsider who has nothing to gain by flattering us was able to see that after all our work has not been in vain. He drew a very attractive picture of the "contented teacher whose motto is 'plain living and high thinking'" and gave some instances and told us that the present generation is lacking not only in that older virtue of contentment but also in the modern virtue of team spirit. Regarding the first point we may inform the Hon'ble minister that to expect the whole profession to become Vaithialinga Vathiars is as irrational as the old Buddhist ideal of everyone becoming a Bhikshu. As regards the latter we admit the charge to some extent; but venture to add that one of the best ways in which the tender plant of 'team spirit' among us may be made to grow especially by enlightened public men like the Hon'ble the Minister is to recognise it to the extent it is available and not belittle it because it has not come up to some high ideal. If the Development Minister could induce his honourable colleague the Educational minister to attach a little more importance to the resolutions passed by the Conference than he and the department under him have been doing hitherto, he would be considerably helping the growth of that team spirit, amongst us, the absence of which he bewailed.

III

Mr. C. S. Ratnasabapathi Mudaliar the enlightened Chairman of the Reception

Committee who as the Chairman of the Municipal Council and President of the Dt. Board of Coimbatore is the manager of a very large number of Elementary and Secondary Schools welcomed the delegates in a short speech. He hit the right nail on the head when he said that "the language of our University" men being different from that of the people it has become impossible for cultural and scientific ideas to spread to the masses and pleaded for compulsory vernacularisation up to a definite stage; a point which the minister also dwelt upon. He anticipated the President when he advocated the effecting of a radical change in the system of secondary education and the opening of a large number of vocational schools. The next point he dealt with was the wastage in elementary schools, a topic that has been brought to the forefront by the report of the Hartog Committee and he condemned in unmistakable language one of the factors contributing to that waste, the starting of communal schools. We heartily echo his sentiment and wish with him that "women teachers take a more prominent part in Conferences like this and in the South India Teachers' Union." We shall examine in another connection his remarks upon 'the relations between managers and teachers. The address was quite a good one evincing the speakers' native sympathy with us.

IV

It is not always that one great veteran who has put in "a service of 37 years in the field of education" is chosen to preside over our conferences. This year we had that good fortune and the presidential address of Mr. S. K. Devasikhamani came upto our expectations.

The opening paragraph where in he surveyed the present political situation was considered by some, to be unnecessary but it was inevitable because of the "peculiarly distressing and disquieting circumstances" of the times.

His address dealt mainly with two topics; the burning problems of the day on the security of Teacher's tenure of office and his salary and the second, the remodelling of our educational system. We are very glad to note that the President could put in a good word on behalf of the present generation of students. Having observed two generations of students he could speak authoritatively upon the state of affairs at present and what it was 30 years ago not that he is blind to the defect of the present generation such as their excessive coffee drinking, smoking and their costly dress; but he is conscious of the general improvement in their outlook brought about by the greater importance now attached to games and athletics and by extra school activities like scouting, etc. He realises the futility of the present system of education and advocates the abolition of the parallel system of schools, the Higher grade Elementary and the Lower secondary which leads to inefficiency and demoralizing abuses. We heartily approve of his idea of starting a number of industrial schools in the province which would equip youngmen for some vocation in life. We echo his plea for a more careful sifting of candidates who aspire to a university which would enable those imparting University education to improve considerably the method of teaching. His advocacy for the starting of a new type of school like the public schools of England for the sons of the rich and the influential will not, we fear,

meet with such an unqualified approval as it would be creating a caste of Highbrows in an already caste-ridden country and, more over, the experiment in our province of a Rajakumar College was not much of a success.

We shall in this connection mention two other points in the address to which objection has been taken by some and they are, firstly, his suggestion about employing English or Anglo-Indian teachers until we get an adequate supply of fully qualified teachers of English and secondly his not referring to indigenous culture when he refers to the great and noble traditions we have inherited. It is no doubt true that we have inherited much from Socrates, Plato and Aristotle; but we have also inherited much from the great Acharyas and kulapathis of ancient Gurukulas.

He was voicing forth the considered opinion of the profession when he put in his plea for a more rational system of increase of salaries and for the Government shouldering their legitimate share of responsibility in the matter of increased pay to the secondary school master. We have reserved to the last a consideration of his views on security of tenure. He points out the defect of the scheme of Arbitration Boards unless these Boards have got the form of transfer, but this subject was the subject of the Conference and the union has resolved to do something rather than talk about it.

We congratulate Mr. Devasikhamani on his being the recipient of the highest honour which the Profession can give to a teacher in the Province and we also congratulate him on his thought-provoking address.

A Holiday Home for Teachers.

During the Session of the XXII Madras Provincial Educational Conference held at Coimbatore last month, there were many subjects informally discussed among the delegates over and above those discussed at the subjects committee and about which resolutions have been passed by the conference. Among those that were so informally discussed the most important one is the establishing of a Holiday-Home for teachers in some hill stations in the Province, Kodaikanal or Nilgris.

Some of our readers are perhaps aware of the fact that many of the organisations of labourers in the West, especially of the skilled labourers as we ourselves are, afford for their own members some amenities like seaside resorts and convalescent homes that are owned by the Organisations, and members

get the benefit of their use at actual cost or at least cheaper than what they have to pay for, if they go into those run by profiteers.

If the S. I. T. U. were to own a house, say at Coonoor or Kotagiri or Kodaikanal and keep an efficient establishment, these batches of teachers may go there from March onwards to July and have the benefit of stay at the hill station however short the period be and be benefitted by its salubrious climate. In the alternative it is preferable that a small band of teachers may join together and float debentures if they cannot subscribe all the money themselves and thus make the holiday home an established fact and not a mere dream.

We have begun to seriously think about it. Let us hope that ere long this desire of ours will materialise itself.

THE BEGINNERS' ARITHMETIC FOR PRIMARY PUPILS.

(Revised and Enlarged.)

By Mr. T. Ramanujachary, Retd: Asst., Hindu High School, Triplicane.
Asst. Secretary, S. I. T. U.

	Tamil.	Telugu.		Tamil.	Telugu.
Part I	0 4 0	0 5 0	Part III	0 6 6	0 7 0
Part II	0 5 0	0 6 0	Part IV	0 8 0	0 8 0

Copies can be had of all Book-sellers and from:—

Mr. T. Ramanujachariar,
DAVANOTSAWAM BANGALOW,
Triplicane, Madras.

THE TEACHERS' BOOK SHELF

MAN'S GREAT ADVENTURE (THIRTY STORIES OF MANKIND FROM THE DAWN MAN TO THE MAN OF TO-DAY) by Stephen Southwold, Published by Longmans Green, & Co. Price not stated.

This is a book intended mainly for English boys and girls and it deals with the history of Man from the earliest days when he is supposed to have emerged into a distinct species up to the Great War. Each of the thirty stories attempt to deal with one step forward in this great story and they are all read out of the great Book of life. There are stories dealing with the ancient Greece, Rome, India, China, Palestine and Arabia. There are more stories about England than perhaps are justifiable from a world point of view; but that is excusable.

The book has a definite aim in view, namely, to make the young folk realise "the essential humanism of man through the ages" and the late War. The keeper of the Book of life explains to the boy who is supposed to read these stories one after another from the Mysterious volume the significance of the last words of Edith Cavell the English nurse who was shot by the Germans and saw deep down into the heart of things" and said "Patriotism is not enough." All that is good; but the story about India called "The choice of Asoka" describing his war against the kalingas which put an end to his war programme and made him the pious Buddhist we know him to be is inaccurate. Kalinga is mentioned as the place "where the Greeks had gathered to meet him." We hope there are no similar errors with regard to the history of other lands.

It is an extremely readable volume and no High School Library should be without it. It forms a very good introduction to the study of Universal History from a cosmopolitan point of view which is becoming more and more popular as evidenced by the increasing popularity of books like Mr. Well's "Outlines." S. K. Y.

சிறுவர் விருந்து—மலர் 2, மலர் 3, மலர் 4, (0—3—0) 0—3—6; 0—5—0 by P. Packrisamy Chettiar, Tamil Pandit Tondaimandalam Tuluva Vellala High School, Madras—Published by K. T. Devarajulu Naidu & Co., 261 China Bazaar Road, Madras.

One of the objects of Teaching Language to children is to awaken in them a thirst for reading. This thirst for reading can never be created by teaching only one text book throughout the school year. Most of the lessons in the ordinary

text books are object lessons or Nature lessons which do not create an interest to children as stories do. One of the ways of creating a thirst for Reading is to tell a story and make the children read the story from the book. There should also be a good collection of story books for children in the children's library in the school.

The books under review are aptly suited for such a library and these can also be used as extra reading books in the lower classes. The stories are short, the language is simple and the books are graded properly. The stories are interesting and varied. The author has done well in choosing stories from all sources such as Puranas, folklore, lives of great men, lives of poets and tales of foreign lands. Suitable moral sayings and proverbs are also added at the end of each lesson.

The publishers would do well to add some more illustration to the books and also append a glossary of words with their meanings. A few tales of wit and humour can also be included in the series.

THE NEW ERA

The April Number of the New Era is of great importance and much practical utility to all those who are in any way connected with the teaching of History. This issue is entirely devoted to the discussion of the different aspects of the teaching of History and fittingly dedicated to the tenth birth day of the League of Nations.

Five years ago, Mr. Oliver E. Bodington, commenting on the impatience and overenthusiasm of the authors of the Geneva Protocol wrote thus:—"It is believed that even its (League's) most ardent adherents will admit that the domains of history and psychology contain, material for a severe indictment of the main thesis of the League. In endeavouring to meet this indictment Leaguers will be well advised to clear their minds of all vague and nebulous theories of Universal benevolence and spiritual fraternity; subdue their emotions; overcome their natural craving for a quick way out of this present distracting labyrinth; suspend even their recollection of horrors of the Great War: appeal to the lessons of history, the only sure guide: endeavour like the Vatican, to think in centuries", and, above all, beware of what has been well called "cowardly idealism which shrinks from the solution of the practical obstacles it finds on its path because they require

courage and clear, hard thinking to overcome. So and so only, can they hope to transform the League, in the aspect in which it has been dealt with, from the dangerous and disintegrating force which it now undoubtedly is into the great constructive world force which they hope it may become." (May number of the English Review, 1925). By now the League of Nations has become a part of modern history. That it is steadily growing into a world force cannot be gainsaid. It is honestly endeavouring "to find the master key to the problems of the modern world."

The Kellogg pact, the Hoover-Macdonald Declaration, and the Five Power Conference are successive stages in the evolution of the League idea. From its original, mainly ethical aspiration, the League has come down to tackle international policies and is courageously attempting to overcome "the practical obstacles". A sound and dignified internationalism is the true basis of a genuine League of Peace; and the building up of a healthy nationalism in each of the countries of the world is the first essential for establishing it. The League of Nations Union is doing very active work to create an international outlook and root out jealousy and pride. It has published useful and instructive booklets entitled *Teachers and World Peace* and *The League in the Schools of the world*. The League Secretariat has conducted Educational Surveys and published reports of them. Thus, every attempt is being made towards furthering the spirit of international co operation.

The League of Nations favours M. Briand's idea of "a United States of Europe." It is observed that Pan-Europeanism is supported by a growing body of intelligent opinion. Lest this move should be misconstrued in any quarter, the Editor of the New Era makes it clear that "Any thing that will promote free intercourse and friendliness between European nations is good, but the stage is set for larger developments than continental unions. There should be no geographical limitations."

Probably, no child of any other nation is, by instinct and tradition, better fitted to receive education on League lines than the Indian child of whatever caste or creed. But India is at present engaged in reconstructing her own house in a method peculiar to her genius. Among her teachers there is not much evidence to show that any keen interest is taken in the activities of the League. To say the truth, politically minded people sincerely doubt, if, with all its potentialities to bring a lasting cure to the prejudice between nation and nation,

the League can in any way willingly help to relieve the present tension between large dependencies and the imperialists that hold them with an iron grip.

Dr. G. P. Gorch in the course of his article on 'History as a training for Citizenship' says "In half a century, the white portion of our overseas Empire has grown into a Commonwealth of free nations, held together by sentiment alone; and our dark skinned fellow subjects, who are governed from the Whitehall, are slowly climbing the steps of the ladder of self-determination under our sympathetic guidance." How America successfully overcame such sentiment is now past history. The lesson, that it taught, brought about a change in the Britishers' attitude towards the colonies. India has yet another lesson to give, for it is an observed fact that the process of climbing up the ladder is rendered so vexingly slow that even the robust optimist often despairs of any reasonable measure of success and that confidence in his guide is rudely shaken.

History teachers in India, with their nation often misrepresented here and elsewhere, have a very delicate and difficult task to perform. Text-books on the History of India, if they cannot all be perfect specimens, must surely be free from prejudice, anti-national sentiments and mistakes of facts: but mostly they are not so. As Mr. Alfred Zimmern observes, "The way to international understanding is through better education. Better education means better teachers and better conditions for the exercise of the teachers' Art. Once secure these and the rest will follow." India is rich in the possession of good teachers; she can in this respect compare favourably with most other countries. But how true it is that Education and subjection cannot go together!

Each of the articles in the present number of the New Era is the outcome of the author's wide experience, deep study, and mature thought. Any one who carefully reads them will find himself amply rewarded for the pains taken. There are also clear accounts of new experiments conducted and teachers will find them useful.

The New Era keeps its readers in touch with educational developments in all parts of the world. From July next onwards it will be issued as a monthly priced at 6d. It will serve as an International review of modern education and hence it can rightly claim a place of honour in the teacher's book shelf and the first charge upon his spare money. (Those wishing to become subscribers may write to the Editors, 11, Tavistock Square, London, W. C.1.)

G. S.

OUTLINES OF ENGLISH HISTORY. Part I (From the Celts to the death of Anne) by K. Srinivasa Kini, Headmaster, Board High School, Kasargod. and W. Bhavani Shanker Rao, Assistant, Board High School, Kasargod. Published by the authors. Price Re 1.

The book is written to suit the requirements of the S. S. L. C. pupils. The A group syllabus in History of England is closely followed. There are three illustrations and nine maps in this book of 250 pages. Useful matter has been added as appendix at the end of the book. In important chapters questions are suggested and suitable books are referred to for home reading. It would have been better if the procedure had been adopted for all the chapters in the book. The language is not difficult and the book has been neatly printed.

The Story of India Book I by Rai Sahab Sohan Lal and Violet Burry. Macmillan and Co. Ltd., Price Re 1-132 pages.

In the preface the authors say that according to the recent trend of educational opinion the purpose of education is to develop the self activity of the pupil. This aim has been kept in view in the preparation of the book. The authors have tried to encourage individual thought and activity on the part of those who read the book. The book gives a general survey of the history of India and about one half of the book is devoted (60 pages) to the Hindu Period. Undue emphasis is not placed on the British Period as is commonly done in several text books written for young pupils. The descriptions are vivid and the value of the book is enhanced by a number of illustrations (some of them in colour) maps, revision questions for each chapter and charts. If in any School, they desire to instruct pupils of Form IV in the whole of Indian History and follow the syllabus in the next two years the book under review will prove a suitable book.

ASSIGNMENTS IN GEOGRAPHY by R. H. Whitehouse D. Sc., Macmillan and Co. Ltd. Price Rs. 2-8-0.

The book consists of a series of exercises based on Morrison's, 'Our World.' There seems to be no plan of definite sub-division of each assign-

ment to designate these exercises as 'Assignments.' There are a number of questions on each chapter and the book may be of some use to teachers. It is doubtful if it will be of great use to pupils. The price is too high even for the good printing and get up of a book of 164 pages.

V. K. SOURIRAJAN.

ALL ASIAN EDUCATIONAL CONFERENCE, BENARES, 26th-30th DECEMBER 1930.

The following Gentlemen have registered their names for the Education Tour to Benares to attend the All Asian Educational Conference in December 1930:—

10. Mr. N. Subramanyam, M.A., L.T., Secretary to Madras Geographical Association, Gopalapuram, Madras.
11. Professor S. K. Yegnanarayana Iyer, M.A., Pachaiappa's College, Madras.
12. Mr. C. Ranganatha Aiyangar, M.A., L.T., Headmaster, London Mission High School Gooty.
13. Mr. V. Venkoba Row, B.A., L.T., C. S. M. High School, Pudukottah.
14. Mr. R. Subramania Aiyar, B.A., L.T., Headmaster, Kalaimagal Vidyasala, Sirukudalpatti, P. O., Via. Tirupattur, (Ramanad District).
15. Mr. R. Srinivasa Iyengar, B.A., L.T., Headmaster, Sarvajana High School, Peelamedu.
16. Mr. A. N. Devanesan, B.A., L.T., Science Assistant, L. M. C. High School, Shiyali.

In order to see more places of interest before arriving in Benares, the party will have to start from Trichinopoly or Madras rather early—on or about the 15th December. Headmasters will be so good as to arrange the closing of their Schools before that date or treat such teachers as will join the party to be on duty. Resolutions to that effect were passed at the Coimbatore Conference.

S. K. DEVASIKHAMANI,

Leader, Tour Party

GLEANINGS.

What is Education ?

[Though there has been in every age, loud demands for more educational facilities, no one has succeeded in defining in exact terms what is meant by education. The move for compulsory Elementary education is fast getting strength even in our own land, while England is now busy in raising the school leaving age. But one is again faced with the question, What is elementary education? The following interesting and sane view of this problem, by A.P.H., is taken from *Punch* 26th March, 1930. Eds. S.I.T.]

Rex v. Bloggs

The Court of Criminal Appeal gave judgment in this case to-day, which arose out of the conviction of a canal boatman for failing to send his children to school.

The Lord Chief Justice said: "This case is simple but important. The appellant, Samuel Bloggs, is a boatman, owning, and navigating a pair of boats (erroneously described by Sir Ethelred Rutt as barges) on the Grand Union Canal. Mr. Bloggs is a married man and has three children, who reside with their father and mother on the two boats which are loyally entitled George and Mary. Mr. Bloggs was summoned by the education Authority for the county of Middlesex for failing to send his children to a school for the purpose of receiving elementary education, and he was convicted.

"Now in the course of his trade or occupation as a carrier of goods and raw materials Mr. Bloggs travels continuously up and down the canal between Birmingham and London; and he put forward the reasonable defence that it was difficult for him to send children who were constantly in motion to a school which remained stationary. He also questioned the right of a Middlesex Authority to intervene in the private affairs of a family which spent more than half the week in Warwickshire and other counties. But a defence founded on nothing more than reason and practicability was easily brushed aside by a public authority, and Mr. Bloggs was driven to that second line of defence which has perplexed and divided the Courts below.

'What is Education?' says Mr. Blogg. But it is not necessary for this Court to add one more to the many answers which learned men have made to that question. The question for us is, what is meant by Elementary Education in the Education Acts of this Country? We find, after careful research, that the expression 'Elementary Education' is nowhere defined in that long series of statutes. The omission is a wise one, for the notion of what constitutes 'Elementary Education' must obviously vary in

every age, country and class. But though Parliament has been discreetly vague, the Court in this case is compelled to be definite. The respondents ask us to say that by Elementary Education is meant education in those elementary subjects which are commonly taught to our defenceless children, as reading, writing and arithmetic. But it has been argued for Mr. Bloggs that the words mean education in the elements of any subject which may be useful or necessary to the citizen in that state of life for which he is destined by providence, heredity or inclination.

"Now the children of Mr. Bloggs, though they have not attended a school, have already acquired the rudiments of their fathers' and grandfathers' trade, that is to say, the navigation of canals and the handling of boats. They are able in an emergency to steer a boat into a lock, to open or close a lock-gate, to tie bow lines and reef-knots, clove-hitches and fisherman's bends and to do many other useful and difficult things which this Court, we admit is unable to do. Further it is common ground that the children are healthy, sufficiently fed, well-behaved and attached to the life of the water, as their forbears for three generations have been. Mr. & Mrs. Bloggs are instructing them slowly in reading and writing, and even with reluctance, it seems, in arithmetic. It is not contended that in these subjects they are so far advanced as children of the same age who attended the public elementary schools. On the other hand the evidence is that those children are quite unable to tie a bow line-on-a-bight, to distinguish between the port and star-board lights of an approaching vessel or to steer the smallest boat into the largest lock without disaster, while in health, discipline and practical intelligence they are inferior to the little Bloggses.

"Now, Mr. Herbert Spencer said that if we give our pupils the knowledge which 'is of most worth'—that is the knowledge which has indispensable practical value in regulating the affairs of life—we shall at the same time give them the best possible mental training. And Mr. Bloggs (who, by the way, can read but not write) is an unconscious follower of Mr. Spencer. It may well be that education authorities exaggerate the value of reading, writing and arithmetic as aids to citizenship. In these days a person unable to write will commit neither forgery nor free verse, and a person not well-grounded in arithmetic will not engage in speculation or the defalcation of accounts. At

any rate it will not be denied that the spread of these three studies has had many evil and dubious consequences. But the practice of navigation is at the bottom of our national prosperity and safety, and has played no small part in the formation of the British character. The charge against Mr. Bloggs is that he has given his children an elementary training in the arts of this noble profession to the neglect of certain formal studies, which are not in my judgment essential to a virtuous, god fearing and useful life in the calling of their fore fathers. They are unable, it is true, to read fluently the accounts of murder trials in the Sunday newspapers; they cannot write their names upon walls and public monuments; they do not understand the calculation of odds or the fluctuations of stocks and shares. But these acquirements may come in time. Meanwhile, as day by day they travel through the country, the skies and fields of England are their books, their excellent parents are their newspapers and the practical problems of navigation are their arithmetic. As for writing, there is too much writing in our country as it is.

"It cannot have been the intention of Nature which fashions the flowers and fishes in such variety, that Men, the noblest works of Nature, should be all exactly like, shaped in the same mould and fitted to the same ends. But that it appears is the principle which has prompted this prosecution. What is in the mind of the Education Authority, however, is no great matter. The short point in this case is that Parliament does not support them. Parliament has nowhere said that the first essentials of an elementary education are reading, writing and Arithmetic. I hold therefore that Mr. Bloggs, who is carefully lovingly and without cost to the state equipping his children for a useful career, is providing for them an "elementary education" within the meaning of the acts. He was wrongfully convicted and the appeal must be allowed. Costs to Mr. Bloggs and a lump sum of one Hundred pounds by way of compensation for his time and trouble.

Wool, J., and Batter, J., concurred.

A. P. H.

(From the *Punch* 26th March, 1930.)

INSECURITY OF TENURE.

More about Hospet.

To
The Director of Public Instruction,
Madras.

Sir,

It is with considerable pain that we take this opportunity to place before you the following facts for your kind consideration and speedy redress.

The Chairman, Municipal Council, Hospet, has unduly interfered with the internal administration of the High School, and has issued definite instructions to the Head Master to refuse admissions to the lower classes and to abolish "Telugu" altogether in Class IV. He has obstinately taken into his head to make provision only for the teaching of Kanarese in Class IV, thereby reducing the lot of young Telugu speaking children to one of misery. The parents who are the residents of Hospet, both temporary and permanent, are put to considerable worry and anxiety. Notwithstanding the additional taxation caused to the parents owing to the payment of education cess, they have been deprived of the benefits of education for

their children. There is absolutely no meaning in restricting admissions to the lowest classes which form the foundation for the higher classes.

It is highly deplorable that no notice has been taken of such high handed and deliberate interference of the Chairman not only with the High School affairs but also with the rights and privileges of the rate payers. The parents are entirely disappointed in the hopes which they held in the Chairman who returned from America a few years ago after a prolonged stay for about a decade. It is a pity that the Chairman has unwittingly struck on this idea of meddling with Education. He wants to bring about economy in Municipal expenditure. But this is not the way of doing it. If he had only bestowed a momentary thought, he could have found other effective means of economising the expenditure. There is ample evidence also to show that he did not institute a regular and impartial enquiry into the financial condition of the Municipality to discover the defects. Clearly he has been misguided. Much money could have been saved, had he only taken care

to investigate the matter personally and thus arrived at the truth of the mismanagement.

There are proofs enough to show that the High School does not consume a large part of their revenue. If the Chairman finds it almost impossible to manage the institution without interfering with the internal administration, endangering the tone and efficiency of the school, the only convenient and easy way would be to hand it over to the District Board or to the Government. There is absolutely no use in promulgating orders which lay the axe at the very root of education.

It is woefully unfortunate that the Chairman has driven the matters to a catastrophe by issuing quit notices on a set of permanent teachers and clerks, reducing the salaries of others in his own arbitrary manner. The whole staff is much alarmed. Security of tenure has been totally denied. The school atmosphere has been badly disturbed. This unbecoming and thorough thoughtless procedure has not only dealt a sudden death blow to the efficient working of the school but has also begun to mar the career of the student population. Apart from the serious disadvantage caused to the students in general, great anxiety is inevitably taking hold of the parents as well.

We therefore pray that the Director of Public Instruction, Madras, will be so good as to give this subject profound consideration and devise measures to transfer the management of the High School to any other competent body at an early date and thus save the rising institution in which seeds of discontent and

discord have been sown, from deterioration and decay.

Hospet } We beg to remain,
14-6-30. } Sir,
(Sd.) 1. Mr. R. Ry. Dewan Bahadur
T. Kothandarama Naidu Garu, Ex Chairman,
Municipal Council, Hospet
Ex. President, Taluk Board, Hospet,
and Ex. Dewan of Sandur state.
2. M. R. Ry. G. V. Joshi Garu B.A. L.L.B.,
Pleader, Hospet.
3. " D. Hanumantha Naick
Jaghiridar.
4. " A.V. Desika Achar, Jaghiridar
Krishnapury.
5. " Srinivasa Thollappachar,
Jaghiridar.
6. " K. Siddalingiah Ex. Vice
Chairman
Municipal Council, Hospet.
and 91 others

(True Copy)

Submitted to the undermentioned authorities for favour of information and necessary action and speedy redress.

1. To the District Collector Bellary.
2. " District Educational Officer,
Bellary.
3. " President District Board, Bellary.
4. " President, Taluk Board, Bellary.
5. " Hon. Chief Minister for Education
Madras
6. " Secretary, South Indian Teacher,
Madras.
7. " Director of Public Instruction
Madras. (in original)

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Supplement to this issue :

The XXII Provincial Educational Conference, Coimbatore

22-24 May 1930.

PRESIDENTIAL ADDRESS

By

Mr. S. K. Devasikhamani, B. A. L.T.,

LADIES AND GENTLEMEN,

I have to express my deep sense of gratitude to the various teachers' organisations in South India for having elected me to preside over this Provincial Educational conference. I deem it a great honour conferred upon a humble school master like myself without any prophetic pretensions or transcendental intuitions except perhaps a service of 37 years in the field of education. Coming as I do in the long line of such illustrious educationists and publicists as Professors Lakshminarasu, Yegnanarayana Iyer and P. T. Sreenivasa Iyengar, Vice Chancellor C. R. Reddi and Rao Bahadur K. V. Rangaswamy Iyengar, Sir P. S. Sivaswami and Mr. Satyamurthi who presided over similar conferences in the past I feel my unworthiness all the more but trust that with your sincere goodwill and sympathetic co-operation, I shall be able to discharge the duties entrusted to me to your satisfaction.

Gentlemen, we have met together in this ancient City of Coimbatore under peculiarly distressing and disquieting circumstances. The political atmosphere is surcharged with a tremendous sense of nationalism and an insistent demand for Dominion Status, expressing itself in civil disobedience and non-violent lawlessness. We, who are engaged in the peaceful occupation of teaching are accustomed to love order and discipline and have been training children of today to become loyal and law-abiding citizens of tomorrow. The present grave situation therefore cannot but fill us with the deepest concern and greatest anxiety. We have all

learnt to love liberty ourselves and to grant freedom to our pupils, because Liberty is the fount and well-spring of every natural movement. It is as inevitable in its action as the atmospheric pressure or the great law of gravitation. Nevertheless, with the idea of liberty has grown up among all civilised peoples the idea of Law. No human being is entirely free. He is bound by Law. None can really do as he likes with his own. He must respect the great Law of mankind which decrees that the life of the community is more important than the life of the individual and that all human actions must be directed towards the greatest good of the greatest number. Liberty within Law is the foundation of the social life of man. Well then, our duty is clear. Our influence over thousands of young men in schools and colleges is indeed very great and we are in duty bound to use that influence on the side of law and order. I firmly believe that this tense political situation cannot continue long. It is earnestly hoped that wiser counsels will soon prevail and a change of heart will soon come about to ease the situation and to save the country from loss and violence. Is it too much to hope that Lord Irwin for whose character and personality all of us have the most profound respect and admiration will make a pronouncement of far reaching importance that will bring health and healing in its wings?

There is another question of parochial importance affecting our own stability which is causing of late a great uneasiness in the minds of teachers employed in aided schools of this Presidency viz., the question of

security of tenure. During the last ten years or so, the position of teachers in aided schools became uncertain and insecure in various ways. When the funds of a school became low and the Government could not help the management financially to keep the school going, old teachers drawing maximum salary were sacrificed and young men who were content with a lower scale of salary were entertained in their stead. In some cases when disagreement between manager and individual teacher existed, the latter became the victim. One fine morning in June last year, two teachers attended school on the reopening day and the school peon greeted them with two months' salary and a notice to quit. In another school two teachers protested against a dull boy in whom the manager was interested being sent-up for the Public Examination. The Headmaster instead of taking upon himself the responsibility betrayed them and on the last working day in April, they found themselves in the horns of a dilemma—to resign their posts or to accept the order of dismissal. Such are only a few of the vagaries to which teachers are subject.

In Board and Municipal Schools there is a higher tribunal to which appeal could be made and it is always difficult for the President of a District Board or the Chairman of a Municipal Council to terminate the services of a permanent teacher without framing definite charges against him, such as gross neglect of duty, arrant insubordination or wilful defalcation of public funds. In the case of aided institutions, mission and non-mission, the absence of a tribunal has made the superior officers absolute in authority. In order to cut down their powers, teachers have been agitating for the framing of definite rules in regard to leave and tenure of service and for the appointment of arbitration Boards. They did so hoping for a better order of things and a greater security of service. But the G. O. No. 180, issued in last February while strengthening the hands of the managers by laying down certain hard conditions of service, gives no protection to the teacher against high handed action of his superior officers. Article 2 of the G. O. which compels a teacher "to do all things

which may be required of him in addition to discharging his own duties honestly, efficiently and diligently," article 3 which does not allow a teacher to be absent from his duties on any pretence without first having obtained the permission of his superior officers and in case of sickness without forwarding a medical certificate, article 4 which prevents him from engaging himself in any trade or business whatsoever without having first obtained permission and article 6 according to which his services may be terminated *at any part of the year* by giving him *three months' notice* or by paying him *three months' salary* in lieu of such notice—these four articles will prove a snare and a death-trap to an unwary teacher. The teachers are at present enjoying a certain amount of freedom in regard to casual and sick leave and their service in all well conducted aided schools are normally terminated at the end of an academical year with two months' notice or two months' salary. But the G. O. has reduced the teachers to the position of menial servants! This reminds us of a Tamil proverb which in English would mean, "you dig a well for water and there comes a terrible demon instead." Teachers ask for bread and they get stones instead! Look at England: There, the tenure of teachers is almost too secure, for so long as a teacher remains reasonably efficient and conducts himself properly, it is practically impossible for him to be dismissed. Nor can a teacher be restrained from taking part in any occupation outside of school hours which do not interfere with the due performance of his duties as a teacher of a public school.

I expect this question will engage the chief attention of this conference provoking very warm discussion. I am told that a few gentlemen have already given notice of moving resolutions thereon. Some are of opinion that for each District an arbitration Board should be appointed. I have my own misgivings if such a board will help the teacher much unless it has also the power of transferring teachers from one school to another. Take for instance a hypothetical case: a teacher stands charged with neglect of duty such as non-preparation of class lessons or

non-return in time of composition exercises and the manager wants to dismiss him. The teacher appeals to the Board and its decision goes against him. A dismissed teacher is a ruined teacher unless he takes to law or other fresh pastures. Supposing he wins in the appeal and is reinstated in the same school; what will be the relationship between him and the manager? Will not the latter seek for another opportunity to get rid of him? Take another case where a teacher gets a job elsewhere in the middle of a term on a much higher salary and wants to go; The manager insists on his remaining till the end of the year or asks for two months' pay; The teacher refuses and the manager appeals to the Board which decides that the teacher should remain; fancy what a discontented teacher the manager will have to do his school work! There should be give and take on both sides; otherwise the relationship between the teacher and the manager will be far from happy and school work will suffer.

In this connection I should like to suggest the maintenance by government of a Teachers' Register containing the names and particulars of academic attainments, training and experience of those teachers who have applied and been accepted for registration. It will go some way to unify the teaching profession and to protect the public from exploitation by the charlatan. At present any man opens a school and begins to teach without the requisite credentials. In Law and in Medicine only licensed and registered men can practise in Europe. Unless and until the teaching profession is unified and professional solidarity is secured, it is idle to talk about assertion of our rights and privileges. In England there is the Teacher's Registration Council (now called The Royal Society of Teachers) with a Chairman appointed by the Board of Education and fortyfour elected members, representative of every type of teacher and every kind of educational institution. Each member of the Council is to hold office for three years. The certificate of Registration is valid for nine years renewable afterwards for other periods of equal duration so that a teacher must keep himself efficient all through his

service in order to be on the Register. None but those who have passed through a successful course at a training college or similar institution, who also have shown themselves skilled in teaching will be accepted. The qualifications which will be demanded have been stated as a degree or its equivalent, a certain amount of training and three years' practical experience. For lawyers and Advocates, there is the *Bar Council* and for medical men, there is the *Medical Council*. In the same way for teachers there should be a *Teachers' Registration Council* with a Teachers' Register. Such a Council if established in Madras will tend to promote the solidarity of the teaching profession and will immensely raise the standard of qualification of teachers in Secondary Schools besides giving a prestige to the teachers' calling and providing a departmental guarantee of efficiency. None but the skilled and the efficient will be accepted for Registration. Some Managers make it a practise to recruit teachers temporarily for nine months and to send them away in April, thus avoiding the payment of vacation salaries, and of increments and the necessity of appointing permanent men. In some schools salaries are not paid for months together and if paid, are paid very irregularly. All such cases of irregularity and injustice will be set right if the Government could through the Registration Council, interfere and make mutual transfers of teachers possible and hear appeals from aggrieved teachers. It must be distinctly remembered that until conditions of service of the teacher are greatly altered, the quality of secondary education cannot become satisfactory.

A word or two about the scale of salaries will not be out of place here. It has been urged at every educational conference that a minimum scale of salaries fixed by government as operative throughout a given local area be insisted on as a condition of recognition but so far no steps have been taken to adopt the recommendation. Principal Seshadri in his concluding address at the All India Teachers Conference held in Madras last December said that if teaching was a noble profession equally noble were the callings of a doctor and a judge. The latter

were doing the humane work of alleviating pain and rendering justice. When they were justified in asking for higher salaries and larger emoluments, the teacher should not be ashamed of demanding decent salaries to help him to lead a life of culture consistent with the dignity of his vocation. He should be able to live healthily, progress intellectually and to provide for the education and marriage of his children and against his own sickness and retirement. Except in Bengal where the salary of the Highschool master is a miserable pittance because of the immense preponderance of privately managed and unaided institutions, in other provinces like The United Provinces, Burma and Bombay, the salary of the assistant master ranges between Rs. 250 and Rs. 400 and that of the Headmaster between Rs. 400 and Rs. 600. In some of the large High Schools, the principal draws a salary of about a thousand rupees. In Madras a trained L. T. starts with Rs. 80 and rises by an annual increment of Rs. 5 to a maximum of Rs. 150 in fourteen years. The Headmaster of a Board School draws salaries from Rs. 150 to Rs. 200 whereas in aided schools he gets about twenty five rupees more than his first assistant. The best type of men cannot be attracted to the profession so long as the pay and conditions of service remain unsatisfactory. As the Interim Report on the growth of education says, "only too frequently the teachers have no heart in their work; in no province is the pay of the teacher sufficient to give him the status which his work demands." In 1927, the Government met only 23 per cent of the total expenditure on secondary Education in Madras and the fees met 52 per cent whereas in Bombay, The United Provinces, The Punjab, Burma, The Central Provinces and Assam, the Government funds and fees met respectively 30 and 50 per cent, 51 and 29 per cent 35 and 26 per cent, 48 and 26 per cent, 46 and 38 per cent of the total expenditure on secondary Education. From this you will see that except in Bombay in all other provinces Government funds paid much more than Fees. This conference should urge upon the Government to pay from its funds an amount equal to the

actual fee income of the High School after allowing 10 per cent for scholarships and concessions. The same Government in 1927 paid 42 per cent of the total expenditure on College education when fees from arts colleges met 43 per cent. When it makes a contribution to University education almost equal in amount to the actual fee income, why should it not accord a fair treatment to Secondary education as well which the Hartog committee describes as "education for the directing classes" in the sense in which the secondary school should aim primarily at the selection and training of leaders. It is said that one of the functions of the secondary school is to select pupils of the necessary ability to continue into the professional schools, and in a larger way to prepare the rank and file of leadership in all lines. Again, a Madras pupil in a secondary school pays an annual average fee of Rs. 24 and his average annual cost is Rs. 46. It is but reasonable that the government should meet the balance of Rs. 22 whereas it grudgingly pays only 10 Rs. on the old antiquated principle of not more than half of the net expenditure. In England the principle followed in the case of Elementary Schools "not less than one half of the net expenditure" of the local authority recognised by the Board of Education and in the case of secondary schools besides residue grants, rates and borough fund and fees, parliamentary grants are made on a *per capita* basis. They are paid at the rate of £ 2 for each pupil between ten and twelve years of age and £ 5 for each pupil between 12 and 18 years age.

While speaking of the local rate levied, I should like to suggest that for purposes of Secondary Education a certain rate, say 3 pies in a rupee may be levied just as we levy a cess for Elementary Education in each taluk area. This may be invested with the District Secondary Education Board for distribution as supplementary grants towards the salaries of teachers and erection of new school houses. There was a limit till now in the amount which a county council may raise out of the rates for purposes of Secondary, Technical and Industrial Education but according to Fisher Act of 1918 the limit was removed.

You will forgive me if I take you back once more to the question of scales of salaries. There are two drawbacks in fixing the scale to which I would like in fairness to draw your attention. The first drawback is that maximum salaries are reached far early in life but it may not be felt now as most of the young L. T's are at the early rungs of the scale and in about ten years they will reach the maximum. When they are between 45 and 55 years of age they should have increased increments as responsibilities connected with the needs of the growing family and the education of their children will demand a larger income. Either the scale will have to continue longer for another five years or young teachers should be warned to limit their families by adopting certain modern methods advocated by men of light and leading. Another drawback which the salary scales bring on is that merit is prevented from receiving its adequate reward. It is just as difficult to accelerate the promotion of promising young men as it is to prevent the increase of salaries of normal mediocrities. In a certain well conducted school a certain teacher was heard to say to one of his colleagues who was working hard for the progress of his boys, "Why do you waste your lungs and energy like this? You and I will get the same increment next June." The introduction of the American system of fearlessly promoting the vigorous young man would be of undoubted benefit to Indian Education but it is likely to provoke the envy and jealousy of his fellows.

The English Elementary Teacher, if certificated, can serve till he is 65 and is entitled to a pension provided by the National Pension scheme in addition to the annuity and the disablement allowance. In India there is no pension scheme and the Provident Fund for teachers instituted recently ceases automatically when the teacher reaches his 60th year. This conference will do well to move a resolution asking the government to continue its contribution till 65 or such time as the teacher is permitted to continue on the staff by reason of strength of body and alertness of mind.

May I take it that my intimate connection with secondary education for over a quarter of a century entitles me to give expression to my observations somewhat freely and frankly on an occasion like this? Many are the criticisms that have been levelled against the system of secondary education as pursued at present and particularly against the S. S. L. C. Examination. Some of the critics never cease taking a rosy view of the past when they were students and condemn whatever may be done for the present day young men. They would say, 'When we were young we did wonderful things, passed all examinations the first time; we never cared for games and dress; books were our chief concern: we studied them and passed. But nowadays boys care more for necktie and collar, tennis bats and footballs than for their studies; appear three times for the S. S. L. C. before they are declared 'eligible'.' I am an optimist and entirely disagree with those critics who think the present generation of students is degenerate and decadent. I know them and their teachers as intimately as I knew those that were in schools thirty years ago. I can confidently assert that there is a great deal of improvement both in teaching and in learning. Teachers of the present day are better trained and better equipped for the art of teaching and in spite of many disappointments and discouragements do their work from day to day with a greater sense of responsibility regarding education as something much wider than mere book learning. They take a more active part in the several activities of their school and evince a more intelligent interest in the social life of their students. The present day High school boy is more healthy and strong, has a better stock of knowledge of men and things in this world than his compeer thirty years ago. There is no doubt a general rise in their level of living and dressing without becoming either vain or pompous. The Non-brahmin and Muslim students of the present day are as keenly interested in their class work as their Brahman brother and there is every reason to hope that ere long they will overtake the latter in the race of life. Muslim boys who in olden days used to be the despair of their class master have now

learnt to discipline themselves in order to be more attentive to their work and duty. The general level of intelligence is much higher than before. The present day games and athletics, social life and scout organisation have given them a new spirit unheard of in a former generation and a new love for duty, self sacrifice, honesty and good work. The years from fourteen to eighteen, the years of puberty and adolescence are the most critical years of the boy's whole development, when ideals are being formed, a sense of responsibility is developing, reason begins to govern action and when the mind is most receptive to influences, the effects of which last throughout life. That teacher should be regarded as most skilful who can handle them tenderly and tactfully in fashioning their character and inspiring them with ideals of service and sacrifice.

In saying all this, let me not be regarded as being oblivious to the faults of the present generation. First, the present day student is apt to lead a fashionable and costly life, eager to get out of parental control and home discipline because home life to him is not so attractive as one outside it. His excessive coffee drinking and intemperate cigarette smoking are two serious evils that should be put down with a high hand. He is, however gradually beginning to understand how the first is followed by reaction leading to listlessness and inactivity and the second weakens his throat and lungs reducing his power of resistance and allowing germs of disease to invade his system more easily than otherwise. The recent G. O. on smoking within the precincts of schools and colleges is a timely warning of the grave danger our students are exposed to.

Let me now turn your attention for a while to the Public examination that is held at the end of the High School course. This is a qualifying examination, not competitive, used both as the school terminus and as an entrance test for the Madras University. The examination marks are entered in a certificate book issued to each pupil, side by side with his class work marks and there is no publication of results. After many strange vicissitudes of which you are well

aware it has lost the advantages of elasticity and moderation by class marks and gained the rigidity of the old Matriculation which it came to replace. The various defects of the scheme and the School Final Examination have been exposed before the public any number of times and I do not want to repeat all of them here.

It has been said that the results of the Public examination are most disappointing because many of those that appear are quite unfit and should not have been sent up. Even among those that secure eligibility for a University course, many are unable to follow the college lectures. There is so much waste of material, waste of energy, time and money because of one hundred students who join the 1st year class only about ten leave the college with a degree. The University may not be far wrong in asking for a high degree of proficiency not only in languages but also in realistic subjects that form optional groups. The University should stand for culture and scholarship, ought not to admit those that are not likely to profit by the lectures of the college Professor. Any one entering the college should be able to leave it with a good degree and do some research work in the field of science and history, the results of which should add to the sum of knowledge already available and redound to the prestige of the University. The University should be not for the mediocre but for the highly intelligent and above the average, not for producing colourless mediocrity but for bringing out men who can think and act scientifically and work at social, political and economic problems from a sensible and manly point of view. I may even go so far as to say that those that are above eighteen years of age should be disqualified from entering the University. As it is, boys of all ages and of different capacities join and the lecturers instead of lecturing and inspiring them with their splendid discourses work much harder than high school teachers, converting the college classes into glorified high schools. Parents have to find fees which are three times higher than what they have to in the High School classes. About 60 or 70 of the hundred that join the first year class fail in the

Inter at the end of the second year and are turned adrift. No doubt the September examination gives them some occupation for a couple of years longer. By this time they are over twenty years of age and too old to join any school and the chances of learning something vocational or technical that will help them in bread winning are lost! Waste of two to four years of life, waste of money, waste of much useful energy on the part of the college! All this could have been avoided, if they had joined some continuation or supplementary school to take up some practical occupation or to receive technical instruction in a special institution—in carpentry, cabinet making, foundry work, wood work, metal work motor car driving etc. In a large town like Trichinopoly where I have gathered my experience, there is a large number of young men (for whom there is no end of writing out recommendations and conduct certificates in June and July) who after completing the S. S. L. C. course do not know what to do. Success in the examination does not ensure them success in getting a job; they cannot join either a Medical School or an Engineering College because it means a laying out of Rs. 30 or 40 a month. There is no other school like the continuation schools of America and Germany with a vocational bias where not only the continuity of the educational process is secured but a vital relationship with the occupation of the pupils is established. In the absence of such schools they join the college knowing full well that they cannot get on with higher studies. The "in-eligibles" cannot even do that. They therefore rejoin the Sixth Form for another chance. In Trichinopoly there is a school of Commerce and a School for Typewriting and Shorthand but they are run by private individuals and are not recognised by Government. So they are ill-equipped, ill-staffed and inefficiently managed. In all towns where there are two or three High Schools, supplementary schools of the type I mentioned above should be established or at least recognised by Government if managed by an individual. In England many philanthropic and voluntary agencies endeavour to provide adult schools, mecha-

nics' institutions and working men's Colleges whereby the masses would obtain a modicum of the knowledge which a defective provision of schools denied to them. Sometimes it is said that if technical and vocational institutes be started to help secondary school pupils it will be hard to find markets to absorb those that round off their courses. It is wrong to say so.

In this progressive age of Motor cars and Aeroplanes, the Wireless and the Bioscope, workshops abound and manufacturing firms are on the increase. Trained hands with a knowledge of English and Science are wanted everywhere. There is a Government Institute at Madura opened in 1920 which provides a number of courses like oil and gas Engine driving, blacksmiths work etc. It is reported that almost every student who has left the institute since its foundation has secured employment. The Secretary of the Committee of Direction for Technical education in Bombay, writing of the technical schools in the Bombay Presidency states, that in many of the schools, very few of the boys remain to complete the three years' course and after one and a half to two years of training they get employment. Establishment of technical schools will facilitate the diversion of High School pupils to such schools. The Conference will be doing something practical of it resolves upon requesting the Government to establish such schools in Trichinopoly, Palghat, Salem and Cuddapah and to bring under their control the already existing private institutions by offering them recognition, grant and inspection.

The next defect as pointed out by critics is that there is so much waste going on in the upper forms of High Schools because of laxity in promotion and laxity in admission. Many boys should be in some place other than in High School Classes. For reasons for this unhappy state of affairs we must go to the earlier stage of school life. Until 1916 there was the rule that pupils coming from an Elementary School should produce a transfer certificate and should not be admitted into a class higher than the 5th even if they had completed the eighth

standard course in an Elementary School. This worked a great hardship and some promising pupils from village Elementary Schools had to be kept down unnecessarily in a lower class. In response to representation, the Government removed the ban and abolished the system of transfer certificates in the case of Elementary School pupils. The Headmaster of a High School could examine such students and place them in such form or class for which they were found fit. This change has brought in its wake two evils in organisation. There is a rush of pupils from rural areas for urban Secondary Schools with a view to get themselves admitted into forms from the first to the fourth. A formal examination is held in English and Arithmetic and by an impression test they are admitted. This kind of admission goes on in June and July and these admissions are bound to be very lax for reasons best known to you all. The next evil is much worse than the first. Boys who fail to get promotion in a Secondary School seek admission into the next higher class of another Secondary School on the pretence of having studied in no school or in an Elementary School. The Headmaster—a busy man indeed—asks one of his assistants to examine and report. In 99 per cent. of cases, the report is favourable and the boy gets admission into a class for which promotion was denied in the first school. Gentlemen, such boys who are the products of the above two evils act as a drag in the class, causing irritation to the class teacher, wasting his time and their time. It is not every teacher that can feed the slow and the backward, without starving the quick and the gifted. The clever boy, the exceptional boy and the boy of genius must not be sacrificed to the dullards. That is the most difficult part of the teacher's work.

There is another set of pupils who are also found in the upper Forms—pupils who have no liking for literary studies and whose bent is to industrial rather than to liberal pursuits. I have seen boys engaged in class in carving their initials on the desk or on pencil while the teacher was growing eloquent over the conciliatory policy of Akbar or drawing caricatures and composing doggerels on his

master when he was trying to teach a formula in Algebra. It is a pity that such boys should be compelled to undertake a Secondary School course which is dominated throughout by the requirements of eligibility for a University course. They are there because there is no junior technical or industrial school to go to. With such a medley of pupils who manage to come up to the Sixth Form by dint of long service or by obtaining the barest minimum required for promotion, how can we expect the results to be otherwise? The defect is more a defect in organization than a defect in class-teaching. We should give a clean sweep to the whole system and order an entirely new organisation. There should be only one type of schools—Elementary School—from 1st standard to the 7th standard (the first four years being abbreviated into three) and in the first three years a knowledge of the three R's should be inculcated. In the 4th year English should be taught intensively, along with it Tamil, History, Geography and Arithmetic should be taught. When the boys arrive at the 5th standard some pre-vocational subjects such as, Village Sanitation, Agriculture and Co-operation should be added. At the end of the 7th year a qualifying examination should be conducted in each district by the High Schools of that district. The Secondary education Board which has no business at present to transact might undertake to conduct that examination. Those that secure eligibility for a High School course and are not above fourteen years old should be admitted into the 4th Form. Those above fourteen and not declared eligible should be able to take up some work or to join some junior technical schools where subjects more in keeping with the environment of the pupils may be taught. Some of these may be trained to become village school-masters of the future. As the Interim Report says on p. 109, "As the development of education in rural areas and the work of rural reconstruction proceeds, there will be required a host of men who have received a good general education suited to the needs of their several callings. India should look forward to the day when her soldiers,

policemen, postmen, builders and farmer will be literate and will have received that type of education which should be given in rural middle schools (or what we have been accustomed to call Higher grade Elementary Schools). It is both wasteful and harmful that in many provinces almost the only form of education now open to boys who wish to pursue these callings should be that given in a middle English School, the training of which is based on urban requirements and the main object of which is success in a Matriculation Examination."

So under the above proposed scheme High schools will have only three forms composed of students having an aptitude for higher studies and thus waste will be avoided. At the end of the High School course, the School Final Examination will select from among them students that are fit for a college course and under 18 years of age. There will be no more waste in the college and no longer will professors complain that their students are unable to understand their lectures adequately, owing to their want of knowledge of English. May I say a word in connection with the English teaching in High Schools? There is some truth in the charge that anybody and everybody without a good knowledge of grammar is asked to handle English. People who are qualified to teach the subject by having studied English in a special manner and by having undergone a special course of training for teaching English are not appointed. This is indeed a grave defect. Such ill-equipped and untrained men do not know how to teach grammar and composition, both oral and written. It is hoped that the University of Madras will arrange for a course of Christmas lectures on the teaching of English in High Schools. Till such qualified teachers are available and in their absence, English or Anglo-Indian teachers may be tried under whose teaching pronunciation and composition are bound to make progress.

There are nearly 500 High Schools in this Presidency. Fancy all of them preparing for the same school final and working with one objective i.e., securing eligibility for a University course. Can anything be more absurd than this strange slavish mentality?

The teaching presents a deadly uniformity and is unrelieved by the faintest spark of originality—all the while the incubus of University dominating the whole course. Is it not possible for men of wealth and fortune to start schools on a new plan, on a residential system, something like the great public schools of England which have sent out into the world rulers, statesmen and administrators? Though it is difficult to define exactly what is meant by English public schools (a certain American wag commenting on the name said that they were called English, because they taught so much Latin, public, because they were private, and schools, because two thirds of the time they taught nothing but games) and in spite of many patent defects which we can avoid, they have made a unique contribution to Education, and are at once the envy and despair of many countries affecting to despise them. These schools have a real measure of independence and are able to direct their own policy. Just because of their independence these schools are of peculiar value, for they are the spheres of influence of remarkable men, prophets of their own generation who can work out unhampered the ideal which possesses them. In any great system of education it is essential that there should be a group of schools which stand outside it, where experiment can be tried and personality can find expression. There are so many Indian officials, ministers, judges and zamindars whose children are bound to occupy high positions in life and play a leading part in the different departments of Indian administration. They should be sent to a school where English, Vernacular and French or Hindi are taught, where the value of games is realised as an instrument for founding physical health, strength and grace, where such subjects as principles of economics, elements of social science, new community civics and politics may be taught—subjects that will be of great value to them in their future careers in the India-to-be. Such a type of schools will be found to work very well under modern conditions of life in India.

I am sorry, gentlemen, I have taxed your patience much. I should like to speak to

you about the curriculum of studies, the inspection of schools, sex-education, institution of a cadet corps for each High School, Boy Scouts organisation, relations between the Headmaster and his Assistants, the need for the formation of a Parents' Association in each town, but I must stop. One word more and I have done.

Throughout the ages, the teacher has been both a progressive and a stabilizing influence in society. He has never been known to cause a revolution or produce a crisis in the social order of things. As a seeker after truth, he has revolutionised thought; as the companion and guide of youth he has been a great force for social control. As a leader in human affairs he has raised teaching and related educational activities to a high plane of professional service. The school master of to-day has inherited much from the teachers of old. Socrates, Plato, Aristotle, with their trained philosophical minds formed theories that the modern teacher with his training in scientific method alone can verify. Rich is our heritage from the past and great are our responsibilities for the future. India is passing through a crisis in asserting her rights and claiming her birth-right to govern herself and to put her own house in order. The child of to-day becomes the citizen of to-morrow and the training of the child to become in every way fit to govern himself and his country when India will come into her own is entirely in our hands. If he succeeds in discharging the duties of citizenship with true magnanimity and right sense of patriotism, exhibiting such qualities as self-reliance, self-control, initiative, perseverance, strength of will and

sympathetic comprehension of his neighbours, then the credit should be ours. Let us bring him up in behaviouristic freedom without being repressive in our methods. Let us exercise enormous opportunities of suggestion so as to set before the taught on every fitting occasion noble rather than unworthy objects of desire. Let us place before him a high example, a good tone, coupled with human sympathy, human comprehension and a true sense of proportion. Our calling is high and our duties are difficult. Let us humble ourselves and ask of the Supreme Being "that giveth to all men liberally and upbraideth not" wisdom and strength, so that whatever we may do for the present generation may be done "wisely and well," to the glory of God and the good of our country.

Let the beautiful song of Tagore be our daily prayer both when we begin our work and close the day;—

"This is my prayer to
Thee, my Lord—

Strike, strike at the root
of penury in my heart,

Give me the strength lightly to
bear my joys and sorrows.

Give me the strength to make
my love fruitful in service.

Give me the strength never to
disown the poor or bend my
knees before insolent might.

Give me the strength to raise my
mind high above daily trifles,

And give me the strength to surrender
my strength to Thy will and love."

WELCOME ADDRESS

BY

RAO BAHADUR C. S. RATHNASABAPATHY MUDALIAR AVL., M. L. C.

Chairman Reception Committee.

LADIES AND GENTLEMEN,

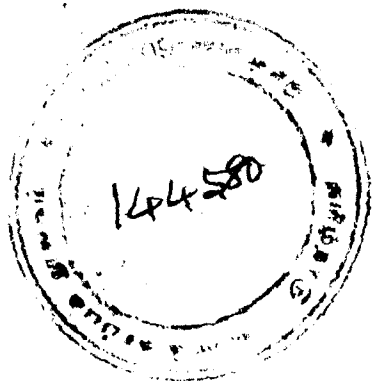
On behalf of the Reception Committee, I offer you a most cordial welcome to our city. The District Teachers' Guild which has invited the South India Teachers' Union to hold its 22nd annual sessions at Coimbatore is hardly 4 years old. Our district is comparatively backward in education. It has not even one first grade college. Though our town cannot boast of any great antiquity or any striking historic renown, it has had considerable agricultural and industrial importance. Ours is a modern town. The proximity of the district to the summer resort of the Government of Madras, the existence of the Agricultural College and Research Institute, the Forest College, the Medical School, the rising technological school at Peelamedu and the large number of mills and banks in and around the city provide ample scope for the development of a university of the type of Manchester, at Coimbatore. Considering the commercial and industrial importance of the place, I am sure you will agree with me, that the need for a first grade college in Arts with special facilities for higher scientific studies is highly imperative.

Let me not be understood to mean that I attach greater importance to university education. I am painfully aware of the fact that our universities only accentuate the problem of unemployment among graduates and under graduates. Our universities are not correlated to the lives and activities of the people. Instead of enriching national life, our universities have turned out men who hanker after employment under Government. The language of our university men being different from that of the people, it has become impossible for cultural and scientific ideas to spread to the masses. Our educated men form a class by themselves and are therefore unable to affect the life and outlook of the common people. Considered from this point of view, I think the time has come for compulsory vernacularisation of instruction up to a definite stage. Again, our universities have failed to stir up the spirit of adventure among the youth of the country. The spirit of enquiry and adventure that is characteristic of the western nations and which has gained them

their dominion over the world has not been awakened in our people. In our houses and in our society, a supreme reverence for tradition and authority exercises a paralysing influence on this spirit of enquiry. It should be the aim of education to stimulate and increase the responsiveness of man to the constantly changing environment of modern life. In the words of Mr. W. R. Baker, the Chairman of the Public Service Commission, "the country could not progress if its young men were all playing for safety, looking for well-assured if small salaries, leading sheltered lives in the performance of small tasks and avoiding laborious days, hard work and adventure." It is however, a happy augury that the spirit of adventure has begun to permeate the minds of some of our educated young men. Messrs. Aspy Engineer, Man Mohan Singh and Chawla, the three intrepid young men who have recently flown from England to India, have created the first record of glorious adventure for Indian young men.

In the field of secondary education also, the outlook is not quite satisfactory. In spite of many committees and reforms, the system of secondary education has remained practically unchanged in its main features. The present day secondary education is found to be of very little use and equips but inadequately our young men for their battle of life. Year after year our high schools only help to swell the mass of the discontented unemployed which is fast becoming a menace to the peace of society. The remedy for this lies in effecting a radical change in the system of secondary education and by opening a large number of vocational schools.

I am informed that the recent changes in the S. S. L. C. curriculum have been made more with a view to make the high school course self-contained than to correlate it with the university course. It is not for me, a layman, to assess the merits or otherwise of these changes. The desirability of the change and the steps that should be taken to ensure the maximum results are points for your conference to deliberate and decide upon. While on the topic of secondary education, I would like to invite your attention to a resolution passed recently by the Senate.



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commending to the Academic Council the lowering of the minimum for eligibility from 40 to 35 per cent. I am sure most parents as also many teachers will be thankful to the Senate for their recommendation. But great anxiety prevails in view of the fact that the Academic Council might not meet before August and that the resolution of the Senate would not be given effect to this year. Hence I would appeal to the members of the Academic Council to requisition an emergent meeting to consider the question and do justice to the thousands of students who are likely to secure between 35 and 40 per cent of the marks.

In the field of Elementary Education, it is satisfactory to note that the rate of progress during the last decade has been considerably accelerated. Comparing the figures of the school-going population of 1919 and 1929, it will be seen that there has been an appreciable increase and it is gratifying to note that all classes and communities have evinced a desire to take advantage of the facilities offered. But the problem is still far from being completely solved. The amount of work yet to be done is colossal indeed. While tackling the problem from the quantitative side, we have also got to see that there is not much deterioration in the standard of instruction. Further, it is our duty to see that we get the full worth for the money and efforts spent on elementary education. It has to be admitted that there is avoidable wastage and dissipation of energy. Take for instance, the policy of establishing schools on a communal basis. The waste of money and of educational effort that are inevitable in having in a small compact village, one school for girls, another for boys, a third for Muhammadans and yet another for the depressed classes, are too obvious to be dilated upon. Much of this waste is surely avoidable. Apart from the waste the spirit of disharmony and disintegration that is being fostered and nurtured by such communal schools, militates against the growth of a spirit of patriotism. Instead of instilling feelings of love and brotherhood, the poison of class superiority is being instilled into them by the present system. The years which a boy spends in the school are the most impressionable period of his life; and to put into his head ideas of class superiority and untouchability is to do the greatest disservice to the country. All those who encourage such institutions can have no claim to be called benefactors of the country. I am glad that our Education Minister, the Hon'ble Dr. P. SUBBAROYAN is fully alive to the evils of these communal institutions and is taking all possible steps to discourage

such tendencies in the educational field. That the problem of wastage and that of deterioration in efficiency resulting from a policy of rapid expansion are also engaging the attention of the Government, are evident from the fact that a special officer has been appointed to examine these questions. I wish only to observe that a slight deterioration and wastage are inevitable and that attempts at consolidation should not be allowed to stand in the way of expansion. But, as far as possible expansion and consolidation should go hand in hand.

Before concluding, I cannot but refer to a burning question of the day, viz., the question of service agreements between the teachers and their managements. I am sure that many of you are rather perturbed by the recent G. O. on this question. As manager of some schools under the Coimbatore Municipality and District Board, I may say with confidence that there has been absolutely no room for fear on the part of the teachers as regards their security of tenure and there is no necessity for the introduction of the contract system. But I know that in some schools, under private managements here and there the teacher's position is insecure. I am of opinion, however, that no manager would dispense with the services of a teacher who proves himself to be indispensable to the school. I would, therefore, advise teachers to do their work honestly and sincerely and prove themselves worthy of the confidence of their management. As for the management, I would say that an efficient and experienced teacher enhances the popularity and prestige of the institution and that it is detrimental to the interests of the institution to send away men arbitrarily. The problem is one deserving of your close attention in this conference. To my mind, the system of enforcing service agreements does not seem to be the best solution of the question. I would suggest the formation of an Arbitration Board, consisting of the representatives of the teachers and the managements to consider each case as it arises.

Coimbatore has had the privilege of holding the first Sports' Secretaries Class. It was attended by a large number of graduate teachers from all over the province. We are thankful to the Government for setting apart Rs. 50,000 for providing play-grounds for schools. I would appeal to teachers to take greater interest in the physical culture of the pupils entrusted to their care and thus train them to grow up into strong healthy and self-respecting citizens of the country.

Ladies and gentlemen, I cannot resist the temptation of alluding to yet another of the out-

standing problems of the day, viz., the question of women's education. It is accepted on all hands that the greatest need for women's education is a large supply of well trained teachers and that all further development in that field depends on such supply. Happily, increasing attention is being paid to this question by enlightened women themselves. Only a few days back the All India Women's Education Fund Association appointed a special committee to devise ways and means for the training of more women teachers. I wish that women teachers take a more prominent part in the conference like this and in the South India Teachers' Union.

Ladies and Gentlemen, I have digressed far afield. I once again offer you a very hearty welcome to this conference. I know you are all eagerly awaiting to hear your President. Before concluding let me congratulate you on your choice of the President, Mr. S. K. DEVASIKHAMANI, the veteran educationist of the Presidency, needs no introduction to an assembly of teachers. To attempt to expatiate on his many-sided activities in the field of education will be unnecessary. I have no doubt that, with his experience and mature wisdom, he will guide the deliberations of this conference to a successful close.

Ladies and gentlemen, I wish your deliberations all success.

OPENING ADDRESS

BY

THE HON'BLE MR. M. R. SETHURATNAM AIYAR, M. L. C.

Ladies and Gentlemen,

Let me first offer my grateful thanks to my friend and comrade, Rao Bahadur C. S. Rathnasabapathy Mudaliar and other members of the Reception Committee for the honour and Privilege they have conferred upon me by calling upon me to open this 22nd Provincial Educational Conference.

When your enthusiastic and energetic secretary Mr. R. Srinivasa Aiyengar wrote to me about a month ago to undertake this task, I hesitated a little, for not being an educationist myself and not being in the privileged position of my colleague the Hon. Doctor Subbarayan, I felt I had neither the administrative qualification nor the academic capacity to make any appreciable contribution to the deliberations of this assembly of educational experts. But as President of the Trichy District Educational Council as well as of the District Board, and as a member of the Managing Committee of the National College Trichy, I have come into contact with all grades of teachers and have learnt to appreciate and value their friendship and association so much that I could not have the heart to say 'nay' to a request coming from such a body. I therefore accepted the invitation in the hope that I might place before you the results of the experience of a layman like me in the field of education. But unfortunately for me when I was attempting to collect my stray thoughts on education and put them

down on paper, I was weighed down by domestic cares and anxieties of a serious nature which eventually ended in a dear son of mine being cruelly snatched away from me. I was then about to write to your Secretary to excuse me but the next moment I felt that the call of public duty was sacred and should be implicitly obeyed whatever might be my own personal feelings and in obedience to that call I now stand before you to-day.

The South India Teachers' Union under whose auspices this conference is held can be rightly proud of the excellent work it has been doing for over two decades in the field of education. You have been striving your best to promote "the professional solidarity among the teachers of this province, study the educational needs and problems in their various aspects and advise all engaged in the administration of education on sound and well thought-out programmes of education." You have also succeeded to a large extent in rousing up the professional consciousness among the teachers moulding the educational opinion of the Province and thus contributing your share to the solution of the great problem of education that have been engaging our attention in recent years. But like all living organisms you are not quite satisfied with the results of your labours in the past and you are naturally anxious that your efforts should be crowned with greater degree of success than has fallen to your lot till now. This

is certainly a most healthy sign of life and augurs well for your future.

Your profession has been acclaimed as the noblest of professions. But when man is obliged to face the hard realities of life, he is painfully made to realise that yours is the sorriest of all trades. When we consider your high academic qualification, your superior mental equipments, the time and energy and money you have spent on them, and the number of hours you have to work daily at home and at school to discharge your duties to the satisfaction of your conscience and of the public, nobody can dispute the fact that your material recompense is not at all commensurate with them. But a contented teacher whose motto is "plain living and high thinking" derives supreme pleasure from the fact that he is given the privilege of shaping the destinies and moulding the character of the future rulers of the country. He is certainly loved and revered and honoured by his devoted pupils to the end of his life wherever he may be. Has there not been a Doctor Miller at Madras, a Town school Krishna Aiyer at Kumbakonam, a National school Seshu Aiyengar at Trichinopoly and Vaithalingam Pillai better known as Vaithalingam Vathiar at Coimbatore? They have never been in affluent circumstances from the worldly point of view. But I would ask any old boy of any of these great masters whether he has ever failed on any day before going to bed to think at least for a minute of his old revered teacher, to feel grateful to him, to pray for him and to be eager to be given the privilege of serving him in any humble capacity. Have these masters thought of a greater happiness and a greater glory than this? Have they not left imperishable names enshrined in the hearts of thousands of their beloved pupils?

What is the secret of their success? Where is the keynote? They never cared so much for their own selves. They never sought the limelight. They never dreamt of being elected to this public body or that, with a view to improving their own prospects and power and influence. They cared more for the dear children committed to their charges, be they rich or poor, high or low. Day and night they thought of these boys and toiled for their welfare. They were in intimate touch with the parents of every one of them and with their private lives even out of school. In their success and prosperity lay their own joy. If their boys are happy, they were elated, if the boys suffered they were miserable. Vaithilingam Vathiar spent all his life with the boys not only at school but also out of class hours. His home was theirs and his help and guidance and unstinted services were always

at their disposal. Where is such a Vaithilingam Vathiar now?

While the generality of the teachers, barring of course noble exceptions here and there, are thus lacking in this ancient virtue which might easily secure them the loving esteem the grateful admiration and the unbounded devotion of their boys, they are also unfortunately lacking in the modern virtue of team spirit which might exact the prompt attention of the authorities to the amelioration of their condition. That is the reason why the Public and Management are indifferent and feel they can afford to neglect their demands. I would therefore ask you to wake up and do your best to cultivate, foster and develop both these virtues ancient and modern so that you may be materially well off while in this world and spiritually happy when God is pleased to take you to Him, while your noble example might be a beacon not only to your boys but also to future generations of school masters.

If one has to judge from the volume of contribution to the correspondents' columns of newspapers, the pay and prospects of teachers, the tenure of service, and the working out of the curricula framed by the S. S. L. C. Board and the University bodies happen to be among the most pressing problems that are engaging your serious thought and attention. I want you to consider if you cannot automatically solve them successfully by fostering the team spirit I have indicated above. Would not then the Management accede to your demands? Would not then the Government be more liberal in their grants and help the managements to maintain a decent standard scale of salaries? Would not then the several academic bodies give you an effective voice in framing the syllabuses in the various subjects?

Coming to the question of vernacularisation. I consider it that it is quite necessary in the interests of students so far as the non-language subjects are concerned. Their difficulties would then be considerably minimised and the period of their scholastic career to acquire a certain prescribed standard of knowledge may be shortened, while the time that is now wasted may be devoted to more useful purposes. But before you adopt it wholesale I would suggest that a Board is constituted for each subject and that the board is entrusted with the task of preparing suitable vernacular text books for various classes in that subject. Till that work is systematised, there is no use of crying hoarse for vernacularisation.

Next comes the question of arranging for refresher courses. When a new subject or a

a new syllabus is introduced in which the teachers themselves may not have received proper instruction, it is the duty of the prescribing bodies to arrange for special lectures on them at convenient centres before insisting on their being adopted in schools. I would also suggest that as knowledge is living and growing and as the science of pedagogy is also undergoing a regular evolution, teachers are deputed by turns to learn the best and most up-to-date methods of teaching the various subjects and the best systems of organisation and discipline at the institutions that may be pitched upon by discerning inspecting officers in the course of their official visits. One particular school cannot be expected to be perfect all round. It may be very good in science. Another may specialise in Geography. A third may be exemplary in its organisation and discipline. These merits may be discovered by the departmental authority and recommended

ed to other schools which may profit by deputing particular teachers to particular schools for particular purposes.

Before concluding, I would ask you to remember that centuries before, the world thought of University Education, India had universities of an ideal type like those at Nalanda and Taxilla. We had a wonderful system of Gurkula which the most modern educationist admire and try to establish. The Gurushishya relationship has been the unique characteristic of our ancient system of education. These appear to be past history. May you not try in your own way to the best of your ability to revive these glorious traditions so that India may again play her leading part in the cultural development of the world.

I have very great pleasure to declare this conference open and I wish that your deliberations be crowned with success.

PRESIDENTS' CONCLUDING REMARKS

Gentlemen,

We have come to the last stage of the Conference after a most strenuous period of three days of hard and incessant work. Though the number of teachers attending the Conference is not so large as was the one in Chidambaram in 1928 which was attended by over 800 delegates, the largest on record, owing to the Arudra Darsanam synchronising with the Conference, or as the one in Madras last year at which people from all parts of India were present, yet it is a matter of sincere gratification to know that those who have come to this conference are actuated by the simple but legitimate desire to serve the cause of Education more than anything else and are representatives of a large number of districts in the Presidency than before. Of the 26 districts in this Presidency, seventeen have organised District Guilds so far and each Guild has its representatives and out of the 9 districts that have no guilds, only four have sent no representatives. This is indeed a great credit to the work of the S. I. T. U. and it is hoped that before we meet again next May, Guilds would be formed in each district and greater solidarity and co-operation among the teachers of the Presidency would be the result of such formation.

I think I shall not be wrong if I say that we have done very good work these three days. Some of the meetings have had very warm discussions, extending beyond midnight but I am

sure this free exchange of opinion must have helped the timid and the conservative to advance and to liberalise and the warm blooded and the radical to cool down and both to come to normal condition of mind. I am a great believer in these Conferences and have been attending them off and on since 1896 when the first Educational Conference in Madras was opened by the then Governor, Sir Arthur Hevelock. They are calculated to form and focus public opinion on certain Educational topics which are in a nebulous stage and which require considerable clarification before decision can be arrived at. Apart from the intellectual informational advantages we get, there are other distinct advantages of a social and Geographical nature. Our angle of vision is widened and our Educational outlook is broadened. We are enabled to look beyond the horizon of our own small schools and come in close association with people of different temperaments, outlook and behaviour and to learn caution, forethought, and sympathetic consideration in dealing with problems on Education.

Some of our resolutions are of far reaching importance and value and they were passed with a full sense of responsibility. The one on security of tenure of service is very wide and comprehensive and that clause on Vigilance Committee is an instance of fairplay and sound judgment. We do not ignore the rights of aggrieved managers who may have to suffer from the employment of teachers whose conduct is unprofessional and may call for disciplinary action. We

know this resolution has caused a good deal of friction in our discussion between moderates on one side and die-hards on the other. We are all glad that sound common sense has prevailed in the end and the adoption of extreme measures abandoned. I am so much obliged to you all for your hearty co-operation and sincere help in discharging my duties as President of the Conference. But for your help and co-operation I could not have proceeded as quietly as I did in going through so much business. I must have appeared somewhat hard and unkind in dealing with difficult situations some times. I trust you will forgive me if I have unintentionally annoyed or offended you.

In this conference I have been able to get acquainted with some new friends whose friendship and whose character I admire and I am sure their presence in our Conference has been very helpful to us. Some of us have been able to visit the Technical Institute and High School at Peelamedu. We are thankful to Mr. Rangaswami Naidu for his hospitality and kindness in taking us over his Institute. We are indeed very proud to think that there is at least one Indian brother here in Coimbatore who is able to run a Technical Institute with Indian men and Indian money and under purely Indian and indigenous management. There are over 35 students in the Institute but I hope it is only a nucleus of a large and flourishing Technical Institute from which will go forth all kinds of skilled workmen who will help South India in its material prosperity. I made the demand, in my Presidential Address for more technical and vocational schools and less Secondary Schools. I am glad indeed that the Institute we visited on Thursday is the type of School I should like to see started in all chief centres of learning.

Ramanathapuram Rural Reconstruction Centre which we visited yesterday is one more instance of what a missionary body can do to uplift the rural population morally, materially and to help them to be independent and self contained. We are so much obliged to the Reception Committee for the splendid arrangements made for our stay here these three days. The Chairman is a popular leader of men in these parts and by his character and unselfish conduct has attained to positions of trust and responsibility. We hope greater honours and higher offices are waiting for him. We offer him our best thanks for his deep sincerity and interest in the welfare of the teachers and for what he has done for the comfort and convenience of the delegates to this Conference.

We are very thankful to the Reception Committee for having arranged for a lectures on Physical Culture, Co-operation, Mass Education, vernacularisation and on Tagore as Educationist and Statesman. I am glad that the lecture on Co operation elicited much discussion and that shows that teachers are alive to the need there is for starting Co-operative Stores in each High School. It a good thing the Reception Committee has arranged for holding an Educational Exhibition but unfortunately notice of it was sent to schools sometime after when schools were either closing or having their examinations. Otherwise, the Exhibition should have been more showy and effective. Any how, so far as I have seen the Exhibits are good and varied. Two criticisms are generally offered in regard to it. First people ask if the Exhibits are really the work of children; if so they are valuable. Again when Exhibition and Conference are held together and the programme of the latter is over-crowded one or the other suffers.

The Reception Committee is very fortunate in having secured the large and spacious premises of the Agricultural College for holding this Conference. We have been free from the din, the noise, and smell of the town, while we are left to ourselves to discuss and to reflect under conditions most congenial for Conference work. Gentlemen, let us not think that our work is over with the Conference. When we go back to our places and begin our school-work let us always remember that we are members of a large corporate body of teachers who are at one with us in our duties and responsibilities, our dreams and visions, difficulties and disappointments and who are ready to sympathise with us in our trials. This will surely hearten us in our work, and strengthen us in our duties. Let us also remember that such difficulties should in no way thwart us in our noble work of teaching and in carrying out our high ideals. A certain learned Bishop used to call the teachers as torch-bearers of learning. May we see that the torch of knowledge and learning burn undimmed while in our hands and when we pass away from this world pass it on to our successors burning, brighter and steadier in an effulgent flame so that our Motherland might be proud of her teachers from generation to generation and the future sons of India might bless us for our unselfish labours and remember us with gratitude for helping them to be strong and manly, independent and courageous, and for making India take her rightful place among the great and self-governing nations of this World!

BUSINESS MEETINGS

(1) JOURNAL COMMITTEE

The 4th meeting of the Journal Committee took place at 8.30 A.M., on the 22nd May, 1930, at Coimbatore.

PRESENT :—Messrs. S. K. Yegnanarayana Aiyar
" M. S. Sabhesan
" S. Natarajan
" S. T. Ramanuja Iyengar
" K. S. Changanarayana
" V. Aravamuda Iyengar

(1) The minutes of the last meeting were read and approved.

(2) The statement of accounts as audited by Mr. V. Bhuvaramurthi Rao was approved.

(3) A sum not exceeding Rs. 100 is sanctioned for propaganda work, Re-Journal.

(4) The Journal Committee appreciates the action of the Salem District Guild in having become a life member of the Journal and hopes that other Dt. Guilds would do likewise.

(5) That, it be a recommendation to the Working Committee of the S. I. T. U., that for purposes of the Journal, it do appoint a journal sub-committee of five, one of whom shall be the secretary who will be responsible for the conduct of the South Indian Teacher.

(2) THE EXECUTIVE COMMITTEE

The Executive Committee of the S. I. T. U., met at 9 A.M., on the 22nd inst. in the Conference Hall, Mr. S. K. Yegnanarayana Aiyar presided.

Eight members of the Executive Committee were present. Mr. M. S. Sabhesan, the Secretary, made a statement regarding the finances of the union and said that as per the new rules, the working committee had to be constituted by election by the executive. Then the committee elected the following to the working Committee. viz :—

Mr. K. S. Changanarayana
" A. Aravamuda Aiyangar
" S. T. Ramanujam
" C. Ranganatha Aiyangar

Gooty.

and " E. H. Parameswaran

The executive then considered the proposals of the Journal Committee and Resolved, (1) That the Working Committee be authorised to appoint a sub-committee of 5 members to conduct the journal, (2) That a sum of Rs. 100 be

sanctioned for general propaganda work in connection with the journal.

The committee then resolved to place the following resolutions before the open conference:

(1) That it be a recommendation to the General body that the Office bearers of the Union elected at Madras in December 1929 be allowed to continue as such till the next Annual Educational Conference in 1931.

(2) That it be a recommendation to the Conference that the teachers in this Presidency do support only such of those candidates standing for election to the Legislatures as are willing to give an undertaking to support the Programme of the S.I.T.U., and that it authorises the Working Committee to take such steps and incur such expenditure as may be necessary in this connection.

(3) This Conference recommends that the managers of all educational institutions be requested to consider such of those teachers as are proceeding to Benares to attend the Pan-Asiatic Educational Conference to be held in December 1930 to be on duty.

(4) The Conference requests the Director of Public Instruction to advise the managers of Educational Institutions that the teachers proceeding to Benares to attend the Pan-Asiatic Conference be considered to be on duty.

(3) WORKING COMMITTEE MEETING OF THE S.I.T.U., HELD AT 12.30 P.M., ON SATURDAY THE 24TH MAY, AT COIMBATORE.

PRESENT :—

Mr. V. Aravamuda Aiyangar
" C. S. Rangaswami Aiyangar
" S. T. Ramanuja Aiyangar
" K. S. Changanarayana
" S. Natarajan
" M. S. Sabhesan
" E. H. Parameswaran
" C. Ranganatha Aiyangar
" V. Rangaswami Aiyangar

A Journal Committee

(1) Resolved that the Recommendation of the Executive Board for the appointment of a Journal Committee be approved;

(2) That Mr. S. Natarajan be the Hon. Secretary of the Journal Committee,

(3) That the strength of the Journal Committee including the Secretary shall be 5 and that the Journal Committee be responsible for the policy of the Journal.

(4) Mr. S. K. Yegnanarayana Aiyar
" M. S. Sabhesan
" C. Ranganatha Aiyangar
" S. K. Davasikamoni were then elected to the Journal Committee.

And it was resolved that the Hon. Secretary of the Journal Committee is to be its representative on the Executive and Working Committees as provided for in the rules of the S.I.T.U.
B Programme regarding membership, organisations of Associations—Protection Fund—and Journal.

(1) Propaganda work

Mr. E. H. Parameswaran to be responsible for Propaganda on the West coast. Mr. C. Ranganatha Aiyangar for Ceded Districts and Guntur. Messrs. C. S. Rangaswami Aiyangar and S. T. Ramanuja Aiyangar for South Arcot, Chengleput, Tanjore and Trichy. Mr. Aravamuda Aiyangar for Madura, Ramnad and Tinnevely, Mr. K.S. Changanvarayan, Salem and Coimbatore. while the Madras members will be responsible for the remaining Districts. The conveners should submit a programme of their tour and the travelling allowances may be met from the funds if possible, permission being obtained from the Executive.

C Elections to the Legislatures

Resolved that the draft of the pledge to be obtained from the candidates be prepared by the Secretary of S.I.T.U., and be circulated for approval and Action.

The recommendation of the Executive Board for allotting the sum of Rs. 100 (Rupees one hundred only) to the Journal Committee for propaganda in general was approved.

With a vote of thanks to the retiring members of the Journal Committee, the meeting terminated.

(Sd.) M. S. Sabhesan,
Secretary.

(4) RECEPTION COMMITTEE
THE CONFERENCE OF THE A.I.F.T.A.

A meeting of the Reception Committee of the 5th Conference of the A.I.F.T.A., was held at

4.15 P.M., on Saturday the 24th instant in the Provincial Educational Conference Hall at Coimbatore. Mr. S. K. Yegnanarayana Aiyar Vice-Chairman of the Reception Committee took the chair. Mr. M. S. Sabhesan, Secretary, presented a statement of accounts showing a cash balance of about Rs. 160 as against a commitment of Rs. 1,000 towards printing and publishing the proceedings of the Conference as laid down by the rules of the A.I.F.T.A. It was then resolved that the statement of accounts as audited be published in the South Indian Teacher and Government be requested to make a grant to cover the deficit. It was also resolved to request 'The South Indian Teacher' to supply the Reception Committee with 500 copies of the Proceedings at Rs. 2 per copy.

With a vote of thanks to the chair and the Secretary the Reception Committee was dissolved.

(5) A GENERAL BODY MEETING OF THE
S.I.T.U.

A general body meeting of the S.I.T.U. was held at 3.45 P.M., on Saturday 24th Inst. in the Provincial Educational Conference Hall at Coimbatore with Mr. S. K. Yegnanarayana Aiyar, President of the Union in the Chair. Mr. M. S. Sabhesan first moved that the recommendation of the S.I.T.U., executive *Viz.*, that the present office bearers of the Union do continue till the next Conference be accepted. Duly seconded it was unanimously approved. He then read a statement of receipts and expenditure and remarked that many Guilds were still in arrears. He warned associations against their neglect in paying their affiliation fees as it would adversely affect the interest of their members in the Protection Fund. He drew the attention of the House to the new rules of the S.I.T.U., regarding subscription and appealed to the members to be more alert. He then read out the names of the members of the Working Committee and also of the Journal Committee. With a vote of thanks to the chair the meeting terminated.

RESOLUTIONS PASSED

1. *Condolence Resolution* :—This Conference records its condolence with the members of the bereaved family of the following educationists ;

(1) M. Lakhmana Rao, Teacher, Hindu High School, Triplicane.

(2) Govindaraja Rao, Shama Rao's Elementary School, Triplicane.

(3) Rao Sahib G. Venkataranga Rao, Correspondent Hindu High School, Triplicane.

(4) Srirangachariar Retired Headmaster, Kalyanasundaram High School, Tanjore.

(5) C. S. Krishnaswami Iyer, B.A., B.L., L.T., Manager, Victoria High School, Papanasam.

(6) C. Srinivasachariar, Editor, Educational Review.

in its successive Conferences regarding Security of Tenure, Standardisation of Salaries, and a Code of Service Conditions ;

This Conference is constrained to resolve upon the following course of action :

(a) That the Working Committee of the S. I. T. U., be empowered to constitute a Vigilance Committee of 5 members to enquire in general into conditions of service in non-Government Educational Institutions and in particular into the cases of dismissal, suspension, notices to quit, termination of service, enforced resignation of teachers etc., including the cases recently reported in the 'South Indian Teacher' and to take all effective measures for the redress of grievances of the teachers concerned.

(b) i. Resolved that the Vigilance Committee do advise teachers in and out of service, as a first step in the moral control of the profession not to apply for or accept the posts rendered vacant by the arbitrary action of the Managements, as far as possible.

ii. And that the Vigilance Committee do recommend to the S.I.T.U., suitable disciplinary action against such teachers as in their opinion are guilty of professional misconduct.

(c) The Working Committee be authorised to establish "A TEACHERS' DEFENCE FUND" to achieve the objects above mentioned.

TEACHERS' REGISTRATION ACT

V. That with a view to safe-guarding and promoting the permanent interests and solidarity of the teaching profession, this Conference resolves to agitate for the passing of an act called "THE TEACHERS' REGISTRATION ACT" to provide for a teachers' Registration Council consisting of members elected by different Educational organisations with a decent majority for the S.I.T.U., and to frame a code of Professional Conduct, to maintain a Teachers' Registry, and to exercise control over Education in general.

TEACHERS AND ELECTIONS

VI. This Conference calls upon teachers in this Presidency to support only such of those candidates standing for election to the legislatures as are willing to give an undertaking to support the programme of the S.I.T.U., and authorises the Working Committee to take such steps as to incur such expenditure as may be necessary in this connection, and if possible to run their own candidates for the University Constituency.

TEACHERS AND PAN ASIATIC EDUCATIONAL CONFERENCE

II. This Conference requests the managers of all educational institutions to consider such of those teachers as are proceeding to Benares to attend the Pan Asiatic Educational Conference to be on duty.

III. This Conference requests the Director of Public Instruction to advise the managements to treat teachers proceeding to Benares to attend the Pan Asiatic Educational Conference as on duty.

SECURITY OF TENURE

IV. WHEREAS that the Government has failed to follow its policy as defined in the various despatches and resolutions of the Government of India which make it obligatory on the Government to safe-guard and promote the interests and efficiency of all non-Government Institutions,

WHEREAS this Conference has emphatically repudiated the opinion of the Minister of Education that the relation between the teacher and management is the same as that between the employer and employee, being merely governed by the Law of supply and demand,

WHEREAS the recent G. O. No. 180, dated 6-2-30 is disappointing and extremely unsatisfactory and not calculated to ensure security of tenure of teachers and is against the expressed opinion of Teachers' Organisations throughout the Presidency ;

AND WHEREAS the Government has ignored the repeated recommendations of the S.I.T.U.,

UNIFICATION OF THE TEACHING SERVICE

VII. This Conference is of opinion, that, as a first step towards the provincialisation of the teaching profession, the service of all teachers be unified at least within each district.

SALARY OF ELEMENTARY SCHOOL MASTERS

VIII. This Conference is of opinion that a teacher in an Elementary School should be started on a salary at least equal to double the grant drawn for him by the management as Government aid and that the Government should compel managers of aided Elementary Schools to do so.

GRATUITY FOR RETIRING TEACHERS

IX. This Conference is of opinion that permanent teachers in non-Government schools should be allowed on their retirement from service or at death a gratuity of one month's pay for each year of permanent service put in by them.

PROVIDENT FUND

X. (a) This Conference requests the Government to raise the Provident Fund Contribution of both teacher and the management from 1/16 to 1/12.

(b) This Conference recommends that all trained and certified teachers in recognised schools irrespective of the salaries they draw be compelled to participate in the Provident Fund Scheme and that the interest in the Provident Fund Deposits be raised to 6 per cent. per annum.

AGE LIMIT FOR PROVIDENT FUND

XI. That the Government be requested to continue the Provident Fund Contributions till teachers attain the age of 65 or such time as the teacher is permitted to continue on the staff by reason of strength of body and alertness of mind.

TECHNICAL SCHOOLS

XII. That the Government be requested to establish technical schools in Trichinopoly, Palghat, Salem and Cuddapah and to bring under their control the already existing private institutions by offering them recognition, grants, and inspection.

MILITARY TRAINING

XIII. *Military Training*:—This Conference requests the Government to take steps for the formation of Cadet Corps and for the provision of Military Training in Universities which have not yet moved in this matter.

COMMERCIAL SUBJECTS AND ELIGIBILITY

XIV. This Conference requests the Academic Council and the Syndicate to treat the commercial subjects on a par with 'Algebra and Geometry' and other subjects which will qualify pupils for eligibility for University Course.

'A' GROUP SCIENCE SYLLABUS

XV. This Conference appoints a Sub-Committee to draw up a fresh syllabus re. A group science and send it up to the S.I.T.U.—Executive Committee before the first of July and a copy of the same be published in the South India Teacher.

REFRESHER COURSE IN ANIMAL AND PLANT LIFE

XVI. This Conference urges the Department of Education to arrange for a refresher course in 'Animal and Plant Life' in as many centres at as early a date as possible.

Old Resolutions Reiterated.

This Conference reiterates the following resolutions passed at the previous Conferences of the S.I.T.U.

GRANT IN AID CODE

(a) This Conference considers it desirable that Educational Institutions under private managements and those under local boards should be included under one Grant in Aid System and it therefore recommends to the Government that the rules of the Grant in Aid Code be amended as per Vellore Conference Resolution so as to enable the Secondary Schools to function effectively.

(b) This Conference of the S.I.T.U., have heard with great concern that the Government contemplates the reduction of percentage of the Grant in Aid in respect of the cost of equipment and building for the teaching of Science subjects in Schools and Colleges from two thirds to one half and it is strongly of opinion that, if this reduction is effected, efficiency of teaching Science subjects will be greatly impaired, and therefore urges that the proposed reduction be not carried out.

PHYSICAL EDUCATION

(a) In view of the low physical stamina of school going children in the Presidency, this Conference resolves that all receipts under games fees be constituted into a Games Fund and administered solely for the Physical improvement and for the welfare of the students.

VACATION COURSES

(a) This Conference recommends that the S.I.T.U., do organise, with the help of the Government, Vacation Courses at various centres of the Presidency preferably at health resorts for the benefit of teachers in order to enable them to keep themselves in touch with modern developments in Education.

(b) This Conference further requests the managements to grant travelling allowances to teachers attending such courses and it further requests the Government to treat such expenditures as a legitimate item of expenditure in the financial statement.

* * *

The Vigilance Committee

At a meeting of the Working Committee held at 5—30 P.M., on the 24th May, in the Conference Hall Coimbatore, the following member were elected to the Vigilance Committee.

1. The President of the S.I.T.U.
2. The Secretary "
3. Mr. S. K. Devasikhamony.
4. " Srinivasan of Madanapalle.
5. " T. Ramanujachari (Convener).

The following donations were then announced at the Conference.

Anonymous Rs. 25.

Mr. S. K. Yegnanarayana Aiyar, Rs. 50 payable at Rs. 5 a month.

" K. Rangaswami Aiyangar, B.A., B.L., L.T., Headmaster, Hindu Theological High School, Madras Rs. 25 (paid.)

" C. S. Rangaswami Iyengar, Headmaster, Municipal High School, Villupuram Rs. 10 in 5 instalments.

" M. S. Sabhesan Rs. 25.

" C. Ranganatha Iyengar, M.A., (Gooty) Rs. 20.

" R. Sreenivasa Iyengar, (Peelamedu) Rs. 30 in 12 instalments.

" V. Aravamadu Iyengar, (Editor Indian Educator) Rs. 10 in 5 months.

" L. N. Subramaniam, M.A., Rs. 10 in 10 months.

(b) That the Government be requested to give special physical Education Grant so as to enable the school authorities to appoint duly qualified Physical Directors and to provide necessary equipments.

STANDARDISATION OF SALARIES

In view of the fact that some of the Provinces in India have introduced standardised scales of salaries for teachers and also in view of the fact that teachers of all grades in non-Government schools should be assured of a career, this Conference once again urges the immediate adoption of the following standardised scales as a condition of recognition and aid.

Scales of salaries.

L.T's.	Rs. 100-5-200.
Trained Intermediates	" 60-4-140.
Trained S.S.L.Cs.	" 40-3-100.
Senior Pandits	" 60-4-140.
Junior Pandits	" 40-3-100.
Drawing and Physical	
Instructors	" 40-3-100.
Manual Training and	
Commercial Instructors	" 60-4-140.
Higher Elementary	" 35-2-75.
Lower Elementary	" 30—70.
N.B.:—Allowance for Headmasters according to the nature and size of schools.	

PROVIDENT FUND

(a) In view of the progressive reduction in the rate of interest on the Post Office Cash certificates and also in view of the inability expressed by the Government to increase the rate of interest, this Conference requests the Government to increase its contribution from 1/3 to 1/2 of the amount to the credit of the subscriber.

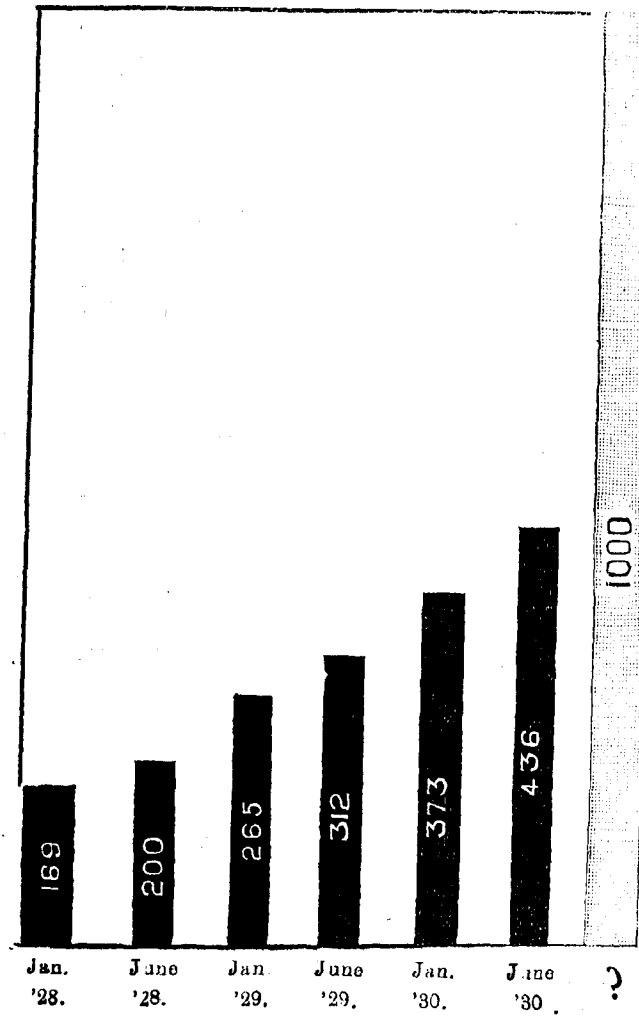
(b) This Conference is of opinion that the present Provident Fund Rules applicable to teachers in Municipal and Board Schools are illiberal in as much as they make it optional for the Municipal and Local Bodies to give or withhold the whole or part of the bonus and therefore urges on the Government the need for making the grant of full bonus obligatory on the management.

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

How it Grows

I Membership



II Funds

