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(1) The three great religions of the world, viz., Hinduism, Islam, and Christianity emanated from Egypt at different times and their respective gods are identically the same. (2) The Mussalmans worship Padma-Naban, Parasu-Raman, Hanumar, Kanthan etc. The very name Musalam (முசுலம்) refers to the hammer of Parasu-Raman. (3) The Christians worship Amon or Yeman (ஆமன் or எயமன்) the tortoise avathar of Maha Vishnu, as well as Ganesar, Hanumar, Kanthan etc. (4) The Gods Jesus Christ, Kanthan or Arumugam, Aravamuthan, Ormuzd, Hanumar, Budhan

etc., correspond to the TAMILIAN Manmathan (Cupid), the God of annual fertility, who descends to this earth with the rains, multiplies all our food-grains etc., dies at the end of summer and gets life again with the spring. (4) A number of wonders and surprises about the anti-diluvian kings, Daniel's Judgment etc., have been presented to the Christian-world from the Bible. (5) The so-called Hamitic language of North Africa was the primitive Tamil language. It was the first language of all human beings, from which all the modern dialects of the whole world including Sanskrit, and English have been formed and developed. (6) Egypt is the cradle of Vaishnavism, and the birth place of the Gods Narain, Padma-Naban, Raman, Seshan, Hanumar, Garudan etc. Egypt of the Old Empire Period was the Brahma-logam of the Hindu-literatures. The first five Manus according to the Vishnupuranam were Vaishnavities. The Emperors of the Old Empire Period of Egypt were the first four

Manus who were Ayyangar Brahmins, the ancestors of the South Indian Swayamachars and Thathachars who still continue as the religious heads of all the Vaishnavites (Visishtadhvaitins). They were the builders of the Egyptian Pyramids, the first of the seven permanent wonders of the world. Even the very distinction between Vadakalai (வடகலை) and Thenkalai (தென்கலை) Vaishnavites, as well as their Visishtadhwaita Philosophy, Namam, Sadari etc, have come from Egypt. (7) Babylon was the Hindu Duwaraka, the place of Sri Krishna, and the country of Thirumal, where the ancestors of our Canarese and Telugu Brahmins were the ancient Emperors, who created the Hanging Gardens, the second of the seven permanent wonders. The eight countries which surrounded Babylonia were the kingdoms of the protectors of the eight quarters (அஷ்டதிக்கு பாலகர்). Reu vathar, the fifth Manu, refers to the Madhwa Emperors of Babylon. (8) Ceylon is not the Lanka of Ramayanam or Kanthapuram. Rama

or Subramaniam were not historical personages, and they never came to India in flesh and blood. Hiranian (Iranian) and Ravanar were the kings of Old Persia. (9) Assyria was the country of the so-called Asuras whom God Kanthar destroyed. (10) The seven nether worlds of the Hindus commenced from Crete (Athalam), included all Europe and ended with Egypt (of the later Dynasties) which was our Pathalam (பாதாளம்) where Nahars lived. (11) Old Greeks were mostly Canarese people and TAMILIAN Ettars (similar to the people of Ettaiyapuram) (12) The ancient Persians, and the famous Romans were the ancestors of our people of Malabar. (13) Most of the Europeans are the descendents of the Roman Malayalees, Kallars of the Ettar caste, and (Canarese) Mayans, the architects of the Hindu Deva-logam. (14) The various avathars of Mahavishnu did not refer to so many historical personages but they were the god-conceptions that were prevalent in Egypt, Thebes, Palestine, Crete, Babylon etc., places.

There are a number of discoveries besides the above

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THE STUDY OF SCIENCE IN SOUTH INDIA

BY

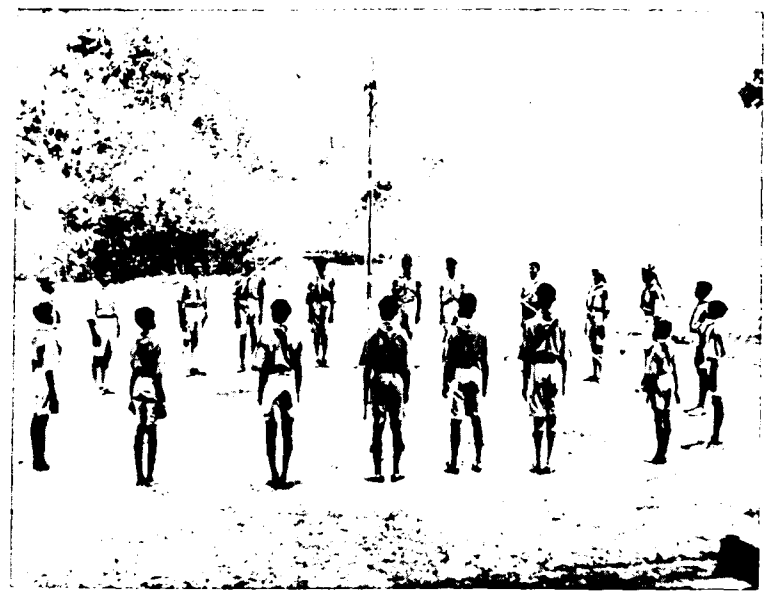
Mr. K. C. Veeraraghava Ayyar, M. A.

Introduction

Exactly fiftyfive years ago Dr. Wilson came to the Presidency College as Professor of Physical Science and thus ushered Physical Science into our Presidency. He had had six years of training in the University of Heidelberg under the distinguished Scientist, Robert Bunsen of the gas-burner fame. He represented Physical and Natural Sciences from 1875 to 1889 and in the latter year he became Professor of Chemistry and was a terror in the Chemistry laboratory till he retired in 1907. Mr. R. Ll. Jones was the Professor of Physics from 1889 to 1919. Dr. Bourne came to Madras in 1886 and with him Natural Science came into its own in our Presidency. And with the advent of Professor P. F. Fyson, Botany has been studied as a separate Science. There have been a few other Professors at other places also, e.g., Mr. Miche Smith of the Christian College and Mr. Cook of the Bangalore College. The knowledge of Physical and Natural Sciences in all our districts must have been propagated by the pupils of these Profes-

sors. And there have shone many earnest disciples of these Professors in various walks of life in our Presidency and elsewhere. The greatest to win the laurels of the world is Sir C. V. Raman who was awarded the Nobel Prize for the year 1930 for Physics. Let us examine the net result of half a century of the study of Science in our land.

The last twenty years have witnessed a marked improvement in the teaching of Science. Before 1911, the Matriculation Students were taught some portions of Physics and Chemistry, especially as given out in the primers written by such master-minds as Balfour Stewart and Henry E. Rosco. The F. As. had to study either Physiology or Physiography and then the specialisation in the sciences, Physics or Chemistry or Zoology or Botany, was allowed for the B. As. I do not remember to have handled a burette in my laboratory work for the B. A. Examination. We did not do any Quantitative experiments nor did we pick up any manipulative experience. All these were the special field



THE SCOUTS OF THE VIII GEORGE TOWN TROOP
SALUTING THEIR TROOP FLAG.

—(Photograph by one of the Scouts.)

of the M. A.s of those days. Probably it was a little different in Physics and Natural sciences. Now all these have changed. Even the high schools in the present day have got all the facilities for doing Quantitative experiments and they handle apparatus which their compeers of the olden days had not heard of. Every High School has provision for teaching one branch of Science or another and has its own laboratories, libraries and so on. Much money has been sunk in buildings, equipment and books and to that extent the teaching also has become a little costly but all the more efficient.

Various Stages.

Science is being studied now in many stages under various names and groups. It is Nature Study in the lowest stage; then comes it as Natural Phenomena and Familiar Processes, Plant and animal life. Then we have the overlapping of Elementary Science and specialised Science for boys of 13 to 16 years. Thereafter we have the extended study of a group of Sciences at the intermediate stage and lastly we have the B. A., B. Sc., or B. Sc. Hons. The terminology is constantly changing and one has often to be dubbed out of date, because of these terminological variations. In a few years we will have none of the B.A.s in Sciences; all of them will be called B. Sc.s or B. Sc. Honours.

How is the study to be modified to suit these stages?

The Primary Stage.

At the lowest stage, the study must be pleasant, must be observational, and it can be usefully acquired more by moving about in the open air than by sitting inside a room. One extreme method is that of

question, suggestion, hint, stimulation, irritation and shock. Another is that of giving the information in a pleasing, fascinating, even a sentimental way. Waldemar's method is rather interesting. He says, "Rather than decide what children *ought* to know or what knowledge could best be fitted into some educational theory, an attempt was made to find out what children *want* to know. The obvious way to discover this was to let them ask questions." He has collected about 2000 such questions in the course of 2 years from hundreds of children and has classified them according to the scientific principles needed to answer them. "Physics in simple qualitative form comes first; astronomy next; chemistry, geology and certain forms of physical geography come third; biology with physiology and hygiene is a close fourth; and Nature study in the ordinary school sense of the term comes in hardly at all." Children have a knack of asking questions for which many elders will be at their wits' end to find an answer. Why the stars do not fall down, why iron-ships float, why dust clings to the ceiling and walls and why rain falls in drops, why a spinning top stands on its point, why it is cold high up in the air or in the mountain tops, how steam makes an engine go, what the sun and stars are made up of, how lightning and thunder are caused, how a telegram is sent, what carries your voice when you telephone, what makes fire burn, how photographs are made, why glow-worms glow, what makes a motor car or railway engine move, how soap is made, are some of the inimitable and hardly easily answerable questions of children. Many of us will have experienced such uncomfortable

tuations and will have brow-beaten the youngsters to hide our ignorance. We have the old kindergarden and the modern Montessori methods for children. It appears that the Departmental scheme is very ambitious and it will hardly be possible to complete the prescribed course in the allotted time. The psychology of the child as been studied extensively in modern times and it is to be feared that in all these uses the rays of the child-mind have passed through the prism of the adult mind and to that extent the resultant rays have been coloured and sometimes blurred. Be this as it may, the problem is worthy of more intensive study and more children will be brought up under the new fangled ideas. But one thing is certain. If we tuck Nature in books, we cannot find her when we go out of doors.

The Lower Secondary Stage

The next stage is that of the boy 10—13 years old. He has to study natural phenomena and familiar processes, plant and animal life. There has been an incessant cry that these lessons should be experimental and observational and they should be taught in the vernaculars. There has been a general agreement on this and within the last seven years many text books have been written in Tamil and other South Indian languages covering the Departmental Syllabus. We can't say that there is a dearth of text books regarding this stage; probably, the difficulty is to choose the good ones. I have myself observed and I have been told also that something of Physics and Chemistry only is taught in these classes, the other sciences being generally neglected. There is a valid reason for this and I shall discuss it with more appropri-

ness in the discussion of the next stage. My only satisfaction is that all these essential materials for the teaching of this stage of science are found in plenty in our own languages as well. Only the teachers who are in charge of these classes and who have not had the fortune to read more of these sciences in their school days or training period, must make an effort to read as many of these sciences in their vernaculars as possible and get a good perspective of the whole field and then teach the boys.

The School Final Stage

The next stage, 13 to 16 years, is really the crux of the whole problem. We had for nearly 18 years the spectacle of a "B" group Elementary Science and two "C" group Sciences, the former not included for the Public Examination. Science masters have struggled hard with the Elementary Science all these years; they had not been able to captivate the attention of the students for the Elementary Science lessons; nor was there any compulsion to read it because of its exclusion from the Public Examination. There was overlapping in the teaching of B and C group Sciences and to that extent there was a mixed reception of the teaching from the boys. The whole scheme has been recast. Elementary Science has become a part of the compulsory group "A." The general opinion was that the Department Syllabus was a heavy one and in consequence it has been revised recently.

Two Problems: (1) Medium of instruction

Two problems arise for consideration in this connection. One is the medium of instruction which has been discussed threadbare and *ad nauseum*. All responsi-

ble people have realised the absolute necessity for it. The chief obstacle to its adoption is the fear of the deterioration of the standard of English in the School Leaving Certificate, and the other higher examinations. Even as it is, the standard is getting lower and it cannot grow worse. After all, why should it matter so much where such a large number as 17,891 candidates were concerned as in the year 1929, of whom only twenty per cent sought admission into colleges? The whole question is being argued in a vicious circle and the only way to get out of this difficulty will be to destroy the whole structure and promulgate a bold ordinance, saying "from such and such a date the new vernacular system will begin and get ye all prepared for it." Half-way measures have done no good anywhere. The option that is given to Secondary Schools will never fructify as long as we are we. The experience of the last four years is the best proof for it. The year 1931 will tell a different tale. The desire for jobs in Government service and the incubus of the University degree are the dead-weights that are hung to the neck of about 14000 candidates every year.

What is the function of secondary education is a corollary from the above question. To prepare a small number of students for the university courses and to prepare the large number for life, to become worthy citizens of the land, are generally accepted as its two aims. The two seem to mutually exclude each other, as inevitably the methods adopted to realise them must differ. The second is sacrificed at the altar of the first. Here also one wants vision, imagination and courage to successfully solve the problem.

(2) Group Science

The other problem is whether there should be a C group subject at all. The content of science taught in the High schools has generally been widened in all countries. When Professor Huxley began his crusade for the introduction of general science in secondary schools, he started with Biology and other natural sciences for first preferences. But England was suffering then from the same thing as India is now suffering from. The system of University education was such as to produce more Physical Science graduates and when these graduates went forth as teachers in schools, they naturally neglected Natural sciences and taught only Physics and Chemistry in the name of general science. In their report, the Committee of science Inspectors of England, who enquired into the teaching of science in 39 urban schools in England and issued their report recently, say that they found that, out of 210 science teachers employed in the schools, only nine taught Biology, three taught Geology, 75 taught Physics or Chemistry only, 32 taught both Physics and Chemistry and 63 taught Physics or Chemistry along with Mathematics and ten taught Geography as an additional subject. A similar tale will be told about our Presidency also. There is something more. The committee in England found that none of the two hundred and ten science teachers taught any literary subject; but in Madras we may find that most of the science teachers are teaching a literary subject as well. The cause is the same in both the countries for the first finding. For we find that the Madras University is turning out every year graduates in science in the following proportion :

10 Physics, 7 Chemistry, and 5 Natural sciences. Therefore it is that we find that more Physics graduates are handling the other sciences than the other graduates do. Still we find that the Elementary science covers a good amount of animal life, plant life, physiology, hygiene and first aid. Necessarily the latter subjects are neglected. But their inclusion for the public examination is a saving 'grace. What of that? 60 marks are reserved for Physical sciences and 40 for Natural sciences. The 35 per cent aiming students are larger in number and if they study well the Physical sciences alone, they can still secure the necessary minimum in the Elementary science paper.

The fad of the last decade in science teaching in all countries has been the inclusion of all the sciences in the secondary school course. That is why many books have recently been published by English and American authors as "general science," "common science," "science for all," "popular science," "every-day science" and so on. We have not lagged behind and we notice the mention of these books in the list recommended by the S.S.L.C. Board for the teaching of elementary science in the 4th, 5th, and 6th forms.

Under the circumstances mentioned above, is there a necessity for a C group special subject? It is surmised that there will be about 20,000 students reading in the sixth form during the year 1931-1932. They will be having a good lot of elementary mathematics, elementary science elementary history. If there were no C group subjects, they can have more time devoted to the elementary subjects and a greater efficiency in teaching also can be expected.

The C group subject is an encumbrance both to the teacher and to the taught.

It may be asked if the C group science students are not showing a better aptitude for practical work in the Intermediate and B.A. classes. May be, but they are only 20 per cent and what has become of the 80 per cent, that underwent a similar training? This is another wastage. The university going students will certainly pick up necessary manipulative experience in practical work in their higher courses in due time. Furthermore, the mixed lot in the Intermediate classes has not been found to be very helpful to the college lecturers in either the teaching of the science subjects or the arrangement of their practical work. When the results in the Intermediate examinations are analysed, the failures in Chemistry are found to be great, less in Physics, and least in Mathematics. The High School C group study is in a way responsible for this phenomenon. Because, if the admission in the Junior Intermediate class of any college were scrutinised, it will be found that most of them had taken C group Mathematics, less Physics and least Chemistry for their study in the school final course. If a good foundation had been equally laid in all the sciences, the superstructure will be more harmonious and the wastage will be minimised.

The head-masters of big high schools will have another strong objection. They may say that it will not be possible to arrange for practical work in Elementary Science for big classes. If their classes are big they must arrange for their coaching according to syllabuses and rules. Else let them make their classes small, With a little labour and a wise forecasting of

work, it may yet be possible to arrange for some kind of practical work for all. They may be made suitable to the surroundings and be made more interesting from a human aspect of life. In this connection it may be observed that the practical examination in these sciences may as well be abolished. For one thing money may be saved, for another, the tremendous labour of getting bundles of metals and powders bought from the local supplies and of sending these to about 300 schools within 500 miles radius away may be saved. There is no practical examination for the Intermediate examination. The students are certified to have undergone a laboratory course of practical work. Now that all high schools have had their laboratories and equipment, the headmasters and science masters may be trusted to give the necessary practical work in the Elementary sciences and certify to that effect. Even a few experiments done and that well, will be a very good thing. For the two years in the Intermediate classes, the students get 50 two-hour periods for practical work *i.e.*, we may say that 50 experiments are done on an average in each of these sciences. It should be quite possible to arrange for 40 to 50 experiments in the V and VI forms, especially as the school years have 180 working days. The experiments may be specified in a syllabus for each science.

To give a better effect to this method of working, the system of inspection of Secondary schools must be altered a little. What the University is doing for the colleges, may be easily attempted for high schools. The schools may be periodically inspected by science inspectors, as in England, especially with regard to the teaching

of science and the equipment of the laboratories. It is too much to expect the present hard-worked D. E. Os., who are more often non-science officers, to render the schools any help in this direction. Four or five science inspectors will be sufficient for our presidency. The introduction of this reform will be conducive to a better co-ordination of the teaching of science in the secondary schools.

The problem is complicated, the reform is urgent and the action must be quick. It is the greater interest of a larger number of students that secondary schools should care for. The University entrants will certainly take care of themselves and their 'alma mater' will provide the necessary suitable training and teaching. The school final science should aim at giving a sound knowledge of general science to all students in an undifferentiated way.

One great need of the high school science masters has to be mentioned. The ever-green, eternal, probably unsolvable low salary that they get need not be expatiated on. All of them during their period of training in the training colleges get an excellent acquaintance with the methods of laboratory organisation, equipment and the art of teaching. But they are likely to get stagnate at the end of five or ten years of work and to be caught in the rut of the ordinary routine work. They have not got an organisation of their own and they do not use the few opportunities that they get, in the monthly meetings of their teacher's guilds, for discussions of current science topics. Many useful scientific periodicals are not easily accessible to them, nor are they in a position to subscribe for them themselves. In these circumstances what

is the best method of making them up-to-date in their subjects? We learn from books, by visits to other laboratories, by discussions with colleagues on the current topics and by ourselves doing some work or other of our own. It may be suggested, now that elementary science is compulsory, that at least a dozen useful Indian, English or American Science journals should be subscribed for the use of the high schools in each district and circulated. Only then we will know how science is progressing elsewhere, how science is applied to arts and industries and how we can apply or improve such knowledge to our advantage in our environment. There is no use of boycotting these useful instruments of knowledge, nor should we fight shy of money for this purpose. For money spent on this will be well spent.

A second suggestion will be to have periodical short courses, in some advanced institution, in the various sciences. The college professors have better facilities and opportunities to know more of recent developments and technique in the various sciences and in consequence they may be invited to give short discourses and practical demonstrations to selected science masters in various centres. Such attempts have been made in all progressive countries. The science masters of England meet periodically in various colleges and get discourses from expert professors. The Board of education also arranges for them short courses in Physics, Chemistry, Botany, Laboratory arts and so on, in such centres as Rugby, Cambridge, Oxford, Cheltenham, Leeds, Manchester, Kew etc. I am sure many will have read with pleasure and profit that excellent journal, *School Science Review*,

conducted on behalf of the Science Masters' Association of England. These remedies are necessary in view of the wise conclusion that the Science Inspectors have arrived at in their report on the Teaching of Science; they say, "Where-ever we take up the question of the conditions affecting Science work, whether we are considering accommodation or equipment, or libraries or syllabus, we come back always to the same point, namely the quality of the teacher. This covers much more than a man's academic qualifications; it is a matter of outlook, and of standards of work and of laboratory management and of knowing what to do and how to do it. If unsatisfactory conditions may do much to discourage a keen teacher and to diminish the efficiency of his work, it is no less true that good conditions are thrown away on the man who does not know how to use his opportunities." True is this of our land also, and the remedies that are suggested will obviate most of the defects that I have mentioned.

Let us turn for a while to the higher Science. There are at present 2 II grade and 7 I grade colleges in the Madras City and 22 I grade Arts and Science colleges in the maffal. Of these 29 I grade colleges, only 14 provide for instruction in one or more Sciences and have more or less good laboratories. 12 teach Physics, 1 Chemistry, 4 Botany 5 Zoology and 1 geology. The vigilant eye of the Madras University Syndicate keeps the science teaching in these colleges at a high level and the periodical visits of their expert commissions have been useful in removing the cobwebs in laboratory organisations and teaching appliances. The science work in the Honours colleges

of which there are only three, is always continuously progressing. We judge of a thing by the fruit thereof and if we consider the products of the highest courses of instruction in South Indian Colleges, we have so far not much to regret. Many of them have been able to hold their own in competitive examinations in India and elsewhere. Thus they get fat jobs and are lost to science which they wooed for ever so long. The remainder have generally taken to pedagogic work which has also to be done and a fortunate few have wandered in the domain of research and possess some achievement of their own.

In describing the state of teaching in the late seventies of the last century *i. e.* 50 years ago, an old boy of the Presidency College writes in the pages of its magazine as follows: "Dr. Wilson in the Presidency College extolled the claims of Chemistry and ran down Physics; while in the Christian College, Michie Smith poured contempt on Chemistry and held up Physics as a pearl of great price for every student of Science." I wonder if such a description can be applied to Modern times. But all the same there runs an under current of indifference, if not contempt, in the minds of Scientists for one another. Not long ago, a great and distinguished South Indian Physicist poked fun at Chemists by calling their science one of empiricism and there was not a little stir in the stinking deeps of Chemistry. There is not such a hearty *tete-a-tete* among the workers in Science and the whole atmosphere looks *hominibus plenum, misis vacuum*.

Research Stages

The contribution from the teachers of science in the highest stages in South India

towards the advancement of knowledge is not to be found even 'in traces' as chemists would say. Even mediocrity can do a lot of spade work and clear the jungle of some of its thorns and weeds. This aspect of Scientific work has not been fostered with a motherly care. It may be truly said that there has been only a step-motherly treatment. Some splendid work is turned out by men in the technical departments of the Government, as agriculture, veterinary and medical sciences. Pure and applied science as it is ordinarily understood, has not thriven in the Madras soil. The few men that do research work in Madras have not yet established any school of thought such as Raman, Ray, Bose, and Gajjar have done in other parts of India. A little sympathy, a timely appreciation, and a wise encouragement will have carried us to some distance at least in this direction. As it is, we are still at the beginning of the journey. Research work was initiated by the Madras University as early as 1914. If we consider the number of Scholars helped by them for doing research work in Science from 1914 to 1928, we find that out of the total of 90 Scholars, 8 had belonged to Physics, 10 to Chemistry, 4 to Zoology, 4 to Geology, and 2 to Botany. Many of these had not completed their work, as very often this work has proved to be a stepping stone for securing jobs elsewhere in the other walks of Life. As many as 27 out of the 90 had resigned in the middle of their work. Not one paper from Madras has appeared in the Indian Journal of Physics or the Journal of The Indian Chemical Society during the year 1929. Probably only when an Ashutosh Mukherjee arises in Madras, can we hope

to see the Madras soil prepared and dressed to receive a seed of research and to fructify in time.

It is said that "the study of science should lead the student to the realisation that, through the application of science, disease may be largely avoided, pest be practically exterminated, conditions in industry and agriculture improved, finer

plants and animals produced and healthier and happier men and women be developed." How much of this has been realised in South India? During the last decade some good work has been done in the fields of agriculture, veterinary and medical sciences even in India. On the whole the net result of the study of sciences in South India during the last half a century is worth, only four annas in the rupee.

S. I. T. U. PROTECTION FUND.

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- 562. P. V. Sangameswaran, Clerk, Board High School, Bhavani.
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R. RAMAKRISHNAN,

Hon. Secretary.

Triplicane, 10—4—1931.

LIBRARY AS A SOCIAL CENTRE

By

S. R. Ranganathan Esq., M.A., L.T., F.L.A., Librarian, Madras University Library.

It will be an advantage to spend a few minutes on the definition of the *terms* of this title, as a preliminary step. There are two significant terms in the title *Library* and *Social Centre*. Taking the latter term first, the really significant part of this term is only the word *social*, for a social centre is a centre of social work. The question is what is meant by social work. The term *social* has been undergoing tremendous changes in its meaning during recent years. Ten or twelve years ago it had hardly a fraction of the dimensions it has now assumed in works of reference. What a wide range the word *social* is at present covering can be inferred from an enumeration of the different primary articles, which occur in the latest edition of the Encyclopædia Britannica with the epithet *social*. There are no less than a dozen such articles *viz.*, Social Anthropology, Social Architecture, Social Contracts, Social Hygiene, Social Insects, Social Insurance, Social Phenomenon, Social Philosophy, Social Psychology, Social Sciences, Social Service and Social Settlements. With such different uses of the epithet *social* it is by no means easy to define the term *social centre* nor does the big Oxford English Dictionary make the problem any the easier. It gives thirteen meanings for the word *social* whether used as a noun or adjective. Perhaps the synonym that comes nearest to what is appropriate to the title of this paper is the 9th meaning given by that Dictionary *viz.*, "concerned with, interested in the constitution of society and the problems present-

ed by this." This definition, again, is rendered delightfully vague by the use of the words 'concerned with' and 'interested in.'

To get a more precise definition, one should naturally turn to the usage that obtains among persons who may be considered to be authorities in the Social Sciences. Here is the statement of one professor of Sociology, "Social work embraces all those efforts which are consciously and deliberately undertaken in any community for the improvement of living and working conditions." I should like to lay special emphasis on the words '*consciously and deliberately*' that occur in this definition. Another Professor says, "Social work ought to stand for organising scientifically the forces, personal and material, of a community in such a way as to eliminate waste and friction and to raise progressively the capacity of every member of the community for productivity, service and joy in life." I should like to lay emphasis on to two ideas contained in this definition namely, the elimination of waste and friction and the progressive improvement of the capacity of every member of the community. A third professor defines social work as "Organised effort to discover the resources and potentialities of human beings, to reach a normal, to live in right relationships, to make the best possible adjustment for themselves, to shape and reshape society in all its manifestations so as best to promote the general welfare. Its underlying word is service, its method is more and more scientific, its consummation

passion is social progress." The main contribution of this statement to our theme is that of social progress and the discovery of the potentialities of human beings.

Now we are in a position to define social centre as an institution which works for social progress by a conscious deliberate effort to disclose the potentialities of human beings, to improve the capacity for productivity in every member of the community and to eliminate waste and friction.

I am aware that many will be tempted to say that if this is the definition of *social centre*, it would be a far cry between *libraries* and *social centres*. Before succumbing to such a temptation, it would be well to examine the other term, *library*. This term is also undergoing enormous changes in its connotation at the present time. Some may say that an abstract word like *social work* may change its meaning but how can it be so with a concrete word like *library*. In answer to that I shall only raise the case of a much more concrete word. Take the word *boat*. Has this word meant the same thing at all times? Centuries ago the word *boat* could have signified nothing more than a hollow floating piece of wood used to carry at the most half a dozen people across a river or a lake. Later it came to mean a sailing vessel of some 300 or 400 tons' displacement. In the last century it came to denote a steamer with a displacement of seven or eight thousand tons. At the beginning, such boats were distinguished as steam-boats; but, later on, the qualifying word *steam* came to be dropped out. During the last ten or twelve years, the term *boat* has also come to be commonly applied to huge motor vessels and steamships with a dis-

placement of 50,000 or 60,000 tons, carrying some thousands of souls and providing many of the amenities of a well-organised urban area such as, Tennis Ground, Walking promenades, Music rooms, Dancing halls, and even Libraries. But a still greater change is occurring in the use of that word just at this moment, as is evidenced by the term *flying boat*. It is not improbable that the qualifying word 'flying' may drop out in course of time even as it happened in the case of the qualifying word 'steam.' While the meaning of such a common concrete word as *boat* is so changing, it is no wonder that the word *library* should have meant different things at different times and should raise different pictures in the minds of different people even today.

Going back to very ancient times we are told that a library meant a place for hiding books. I do not claim that in those days libraries could have been social centres; if at all, they should have been anti-social institutions. Later on, till a couple of centuries ago, libraries were literally prisons for books. That prison life was much more rigorous than that of even some of the 'C' class prisoners of today. I believe it is not every 'C' class prisoner that is chained all the hours of the day; but the libraries of the mediaeval days had kept all their books perpetually in chains. It was only in the 18th century that the inhuman aspect of this way of preserving books came to be realised and more freedom was given to the books. But even then, the freedom that was given was only comparable to the freedom given to 'A' class prisoners. That is to say, they were given freedom of movement only within the four

walls of the library, even as an 'A' class prisoner is perhaps permitted to take his constitutional walks within the boundary of the prison walls. Even at that stage it cannot be claimed that libraries could have been functioning as social centres.

About the middle of the 19th century a remarkable change came over the outlook of libraries. The idea that libraries are mere store-houses of books began to melt away little by little and the conception that books are for use began to take root. But even after that, for nearly half a century, the library authorities simply interpreted their duty to consist in doling out books across the counter for any one voluntarily asking for them. Old time-honoured ideas die hard. The traditional responsibility to preserve the books even to the exclusion of their use was weighing heavily with the library authorities. Hence it was not uncommon for the 19th century Annual Reports of libraries to devote most of their space to the condition of the stock, to stock-taker's report, to the number of books lost, to the number of books damaged—never mind, even if it was due to legitimate use—, to the fixing of responsibility for such loss or damage and to the most stringent lines of making good such losses or damage. They seldom devoted any appreciable number of pages to the statistics of issue, to the statistics of membership, to the methods adopted to attract people to the library, to the percentage of the community that was still keeping out from the benefits of the library and to the new opportunities to which the library ought to function up. That such mentality was still uppermost in the minds of people can also be seen from the fact that the British Library Act of

1850 empowered library authorities to spend money on buildings in which books could be imprisoned, but refused to empower them to spend money in the purchase of books themselves.

But all this is now past history in most countries of the world. The slow change that came to appear at the turn of the present century took violent strides as a result of the Great War and the library of to-day is as far different from the Chinese library of the Era before Christ as the present day gigantic Atlantic Liner is different from Columbus's 'Santa Maria' or from Noah's Ark.

In the modern view books without readers are no more worthy to be called a library than are readers without books. To make readers of non-readers, to create and stimulate the desire for good reading, to bring books and reader together and to offer other facilities for using books with ease and comfort these are conspicuous among the worthy aims of the public library as we see it to-day. I can realise that in our country such a view of a library has not yet become popular, perhaps one may even say,—has not yet taken possession even of a select few. But that does not take away from the importance of the new role that the libraries have begun to play in many other countries as real social centres.

The social services of modern public libraries fall into two classes, the unconscious and unintended service and the conscious and deliberate service. It is a well known fact that the great revolution in social life and service that have been brought about by the 'horseless carriage, invented by Henry Ford is traceable to a *periodical* served by the Detroit Public Library to

Henry Ford whose imagination was stirred to conceive the idea of using internal combustion engines for transport purposes. Recently an unconscious, unintended social service, however humble it may be, that was done by the Madras University Library a couple of years ago was brought to my notice by a young man who had just emerged from the army of unemployed. It appears that the few books that the library possessed on Horticulture came in his way and as a result of spending days and weeks over them he conceived the idea of making an independent living by taking to horticulture and it was a source of great gratification to learn that the problem of his future had been solved satisfactorily as a result of this unconscious service rendered by the library.

Coming to conscious and deliberate social services, it falls into two classes, direct and indirect service. Under the category of direct social service which progressive public libraries in the West are undertaking to render, may be mentioned hospital work, visiting and serving with books the sick, the cripple and shut-ins, teaching the blind to read with their fingers and supplying them with books of the braille type and taking part in the reclamation of criminals by the supply of an assorted judicious collection of books. Another work which one public library is known to do is to find out from the Registrar of Births the names and addresses of the mothers of new born babes and inducing them by personal visits to equip themselves to discharge their mothers' duties efficiently and scientifically by providing them with books on the most up-to-date ideas of child nature, child psychology child nutrition, and child growth.

But perhaps the greatest claim of the modern library to be a social centre is associated with the indirect forms of its conscious and deliberate social undertakings. It is usual to refer to this side of a library's work as "Extension work". The chief factor that seems to have been responsible for the development of this extension work is the conception that a library is a trinity consisting of books, readers and staff. The law of this trinity enjoins the staff not to have rest until every member in the community becomes an active reader. To this end, modern libraries are adopting various forms of publicity and other devices to attract every member of the community to the library. One of the devices employed is to make every evening a social evening in the library, by the provision of lectures or lantern talks or cinema shows or music concerts or dramatisations or radio-talks. At present, it must be admitted, these are used only as a means for getting the books of the library read by the people. The primary aim is still no doubt dissemination of knowledge through the printed book. Who knows that a day may not come—at least Wells has pictured, in his 'Men Like Gods', a world in which the dissemination of knowledge will be by direct thought transfer without the intervention of the spoken or the printed word—that a day may not come when the dissemination of knowledge, which is the main object, will be realised by libraries even by other means than the printed book. Without entering into such a region of speculation, it is now enough to say that one of the main outcomes of the development of this extension side is to bring the library into the category of social centre. The service that they render,

nobody will question, is calculated to promote the discovery and the development of the potentialities of human beings. In recent years, as a result of this new outlook the libraries have shaken off the old sentiment that the library is a place only for high-browed books of a severe academic type and has begun to house books dealing with all kinds of arts and crafts in which only the lowliest member of the community may happen to be interested. The range extends from the Holy Bible, and erudite treatises on understandable mathematics on the one hand, to the handbooks and journals on shoe-making and ploughing on the other. The library staff is expected to show the same consideration to the scholar and the worker, they are expected to show an equal concern for the difficulties and requirements of the white-collared dark-coated gentleman and to the sun-tanned loin-clothed labourer. Recent reports disclose the various ways in which the reading huts and libraries of the villages and towns are made to function in Bulgaria, Russia, Mexico, California and other Countries. To all these places, the library seeks to improve the capacity of every member of the community through the service of books and personal advice. This is the second characteristic of a social centre which a library is beginning to possess.

An attempt is also being made by modern libraries to assume the third characteristic of social centres namely, the elimination of waste and friction. It is being realised in western countries that it is usually better for the library and better for society that the library as an existing institution should be financed and developed to meet the new needs of the locality rather than that soci-

ety should be obliged to create and support new organisations or institutions to meet such needs. There is an immense amount of social and economic waste due to the multiplication of associations in a fit of enthusiasm and to their subsequently failing to function up, or to adjust themselves to the changing social needs. Even with regard to the existing organisations a good deal of un-co-ordinated overlapping and wastage can be avoided by utilising the services of the library to co-ordinate their efforts. One need not regard this as too ambitious a demand. The public library is actually being made the home and meeting place practically of all the local organisations in many western towns and villages. To give an example, the library of a small British town is said to be co-ordinating the work of as many as the sixteen organisations mentioned below :—

1. The British Legion.
2. Cage Birds' Society.
3. Cess Club.
4. Draughts' Club
5. Church Lads' Brigade
6. Church Mothers' Meeting
7. Church of England Men's Society.
8. Folk Dance Society.
9. The Free Church Mothers' Meeting
10. The Gardeners' Society.
11. Grocers' Society.
12. Farmers' Union.
13. National Union of Teachers.
14. Radio Society.
15. Woman's Institute.
16. Workers' Educational Association.

It is the experience of that town that since the advent of the public library into this field a good deal of waste and friction had been eliminated.

Thus a modern public library is making a conscious and deliberate effort to discover the potentialities of human beings, to improve the capacity of every member of the community, and to eliminate waste and friction in the existing organisations and thus it fulfils all the conditions of a *social centre*, set by authoritative professors of sociology. I have only to conclude with a fervent prayer that those that have the power of the purse and influence should take steps, without any loss of time, to endow every one of our towns and villages with live libraries functioning as real social centres so that our people may get the same opportunity, as their contemporaries in other lands, not only for improving their "living and working conditions" but also for raising "progressively their capacity for productivity, service and joy in life".

NOTICE

Notice is hereby given to the members that an extraordinary meeting of the General body of the S. I. T. U. Protection Fund will be held in the month of May during the 23rd session of the Provincial Educational Conference at Palghat. The exact time and place will be notified later :

AGENDA

1. Minutes of the last meeting.
2. Consideration of the report of the Rules amendment Committee appointed at the last meeting.
3. Any other matter that might be brought forward by the Secretary.

Triplicane,

7—4—31.

R. RAMAKRISHNAN,

Hon. Secretary.

ARITHMETICAL FUNDAMENTALS AND EVERYDAY ARITHMETIC

By

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

It is agreed on all sides that Arithmetic is merely mental and that the division of the same into oral and written is the creation of the teacher. As teachers we all realise now more than at any other time how our children are poor in their mental calculations. After teaching a class for four or five years I observed that the pupils have a very feeble knowledge of the tables and the other simple rules of Arithmetic. The pupils require a thorough drilling in the following which are to my mind the backbone of number teaching in the early stages.

1. The four simple rules.
2. Money problems.
3. Practical tables.
4. Short cuts.

In the succeeding pages I have given 24 test exercises which I set my pupils year after year. I have evolved these tests after many years of experience with children and they have been systematised to the present form as indicated here. I give below how these tests were evolved during the course of teaching.

In 1923—1924 I realised that it was very necessary to give a thorough drilling in the first four simple rules of Arithmetic and hence the first place is given to exercises Nos. 1 to 6; later on I found that in teaching money problems to children in the fourth class and in continuing to teach the same in the fourth class required some difference. There too a drilling in aliquot parts and practical parts of a rupee was

found necessary. Though they were begun in 1926—1927 they were systematised only now as shown in exercises 7 to 17. These are intended to give a thorough drilling in the miscellaneous examples given in exercises 18 to 24. In fact exercises 7 to 17 have to be taught and practised days before they are given to them in the present form. Exercises 18 to 24 reveal for themselves the scope of the subject. In formulating these exercises I was prompted by the following considerations.

1. Make up a total of a small purchase up to a rupee and find the balance.
2. Add and subtract fractional parts from a given whole number.
3. Short cuts in multiplication.
4. Finding the cost of a unit by a short cut or some easy device.
5. The application of fractions, and fractional tables in oral work.
6. Drilling in the practice methods as obtained in the Bazaars etc.
7. A thorough drilling in finding the cost of a number of articles at a given rate. All the exercises are given below and some notes on these exercises are also given at the end.

Exercise 1.

Add—

2	6	7	6	4	10	16	20
8	7	9	6	8	10	24	19
6	8	5	6	8	10	45	75
4	0	6	6	8	10	15	61
5	5	2	9	7	12	42	94
6	9	4	9	7	12		
9	4	8	9	7	12	8	
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---	---	---	---	---	---	---	---

Exercise 1—(Contd.).

40	469	22	16	13	22
18	58	19	16	13	8
79	207	25	16	13	15
84	95	15	14	19	6
56	716	14	14	19	27
		26	14	19	4

15	7503
25	294
25	3812
25	740
15	3075

Exercise 2.

Subtract—

15	26	45	95	53	58
8	19	23	17	28	38
46	50	60	90	100	145
30	18	24	50	59	72

185	174	100	180	200	200
98	37	61	56	153	67

40702	6000
18076	2085

Exercise 3.

Multiply—

14 × 8	26 × 9	48 × 10	72 × 12
402 × 40	86 × 16	245 × 3	

964 × 7	359 × 12	549 × 16
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750 × 16	608 × 12	407 × 50
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730 × 160	46 × 11	850 × 700
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Exercise 4.

Divide—

16)144	8)112	16)2568
8)168	4)200	30)1200
506)15000	8)245	10)482
12)02308	15)4073	6)2005
400)1800	300)2025	114625
63)2945	3)1750206	

Exercise 5.

(Second Test in Multiplication—

467 × 9	813 × 7	792 × 5
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358 × 6	592 × 8	2675 × 4
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596 × 3	7000 × 60	200 × 900
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480 × 10	79 × 1200	46 × 1503
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63 × 12	4086 × 16	
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507462 × 3	706214 × 4	
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Exercise 6.

(Second Test in Division).

9)108	7)287	16)263
4)2007	6)1864	5)1907
30)807	80)1850	2)1700
12)835	16)4861	129)7550
700)9405	3)4518013	9)861
3)1013	696)51754	4)7012
19)1872	20)4861	

Exercise 7.

If the cost of a dozen is 1 anna.

the cost of one unit is 1 pie.

Cost of a dozen	0-9-0	0 13 0	0-4-0	0-11-0
Cost of 1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Exercise 8.

16 things for a Rupee ... The cost of 1 thing is 1 anna
do. for $\frac{1}{2}$ a Rupee ... do. $\frac{1}{2}$ do.
do. for $\frac{1}{4}$ do. ... do. $\frac{1}{4}$ do.
do. for $\frac{1}{8}$ do. ... do. $\frac{1}{8}$ do.

Cost of 16 things.	2-0-0	3-4-0	4-8-0	2-12-0
Cost of 1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Exercise 9.

For a rupee 24 articles. 52 48 64 96 articles.

The cost of one is 0-0-8 0-0-6 0-0-4 0-0-3 0-0-2

For a Rupee.	24	32	48	64	96
Find cost of 3					
12					
21					
30					
39					
48					
57					
66					

Exercise 9—(Contd.).

For a rupee.	24	32	48	64	96
75					
84					
articles.					

Exercise 10.

$\frac{1}{2}$ = one out of 2 equal parts.
 $\frac{1}{4}$ = one out of 4 equal parts.
 $\frac{1}{8}$ = one out of 8 equal parts.
 $\frac{1}{16}$ = Half + half of half.

	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{1}{16}$
11				
18				
25				
32				
38				
47				
56				
63				
70				
81				

Exercise 11.

Add.	Total	Subtract.	Balance.
$4\frac{1}{2} + 8\frac{1}{2}$		$3 - 2\frac{1}{2}$	
$4\frac{1}{2} + 5\frac{1}{2}$		$5 - 2\frac{1}{2}$	
$7\frac{1}{2} + 7\frac{1}{2}$		$8 - 4\frac{1}{2}$	
$9\frac{1}{2} + 4\frac{1}{2}$		$3\frac{1}{2} - 1\frac{1}{2}$	
$3\frac{1}{2} + 5\frac{1}{2}$		$7\frac{1}{2} - 3\frac{1}{2}$	
$3\frac{1}{2} + 4\frac{1}{2}$		$8\frac{1}{2} - 3\frac{1}{2}$	
$8\frac{1}{2} + 0\frac{1}{2}$		$5\frac{1}{2} - 3\frac{1}{2}$	
$2\frac{1}{2} \times 1\frac{1}{2}$		$9\frac{1}{2} - 6\frac{1}{2}$	
$5\frac{1}{2} + 1\frac{1}{2}$		$10\frac{1}{2} - 3\frac{1}{2}$	
$2\frac{1}{2} + 2\frac{1}{2}$		$6\frac{1}{2} - 2\frac{1}{2}$	
$4\frac{1}{2} + 1\frac{1}{2}$		$7 - 4\frac{1}{2}$	
$8\frac{1}{2} + 2\frac{1}{2}$		$8 - 1\frac{1}{2}$	

Exercise 12.

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$	
100	50	25	75
325 = 3 $\frac{1}{4}$ hundreds.			
1000	500	250	750
4750 = 4 $\frac{3}{4}$ thousands.			

		Hundreds.	Thousands.
1	475		
2	525		
3	250		
4	700		
5	125		
6	1100		
7	2250		
8	3750		
9	6000		
10	2750		

Exercise 13.

No.	Name of article.	Cost.	No. required.	Total cost.
1	Plantains	1 Hundred 1-4 0	425	
2	Orange	5-0-0	375	
3	Leaves	0-9-0	259	
4	Lemons	1-6 0	500	
5	Tiles	Thousands 4-8 0	5000	
6	Bricks	7 0-0	6500	
7	Nuts	3-0 0	4250	
8	Mangalore tiles	90 0 0	2750	
9	Plantains	100 @ 1-4-0	350	
10	Plantains	1000 @ 7-8 0	3000	

Exercise 14.

83 × 87
65 × 65
53 × 53
31 × 31
62 × 68
36 × 34
51 × 51
28 × 28
71 × 79
46 × 46

Exercise 15.

	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{1}{16}$	$\frac{1}{32}$	$\frac{1}{64}$	$\frac{1}{128}$	
1 Viss = 40 palams	5	10	15	20	25	30	35	Palams.
1 Measure = 8 ollocks	1	2	3	4	5	6	7	Ollocks.

Ghee 1 Viss costs Rs. 3-0-0, find cost of.

Butter melted ghee 1 measure costs Rs. 3-8-8.

5 palams.

10 "

15 "

20 "

25 "

30 "

35 "

Find cost of 1 ollock.

2 ollocks.

3 "

4 "

5 "

6 "

7 "

Ex 16

- 1 Ghee 2-4-0 a viss ; 15 Palams.
- 2 Wheatflour 0-6-0 a measure ; 5 Olocks.
- 3 Pepper 2-0-0 a viss ; 25 Palams.
- 4 Cashed Nut 1-8-0 a viss ; 10 Palams.
- 5 Bengal gram 0-4-0 a measure ; 7 Ollocks.
- 6 Ghee 3-8-0 a measure ; 4 Ollocks.
- 7 Chillies 0-12-0 a viss ; 30 Palams.
- 8 Sugar 0-6-0 a viss ; 5 Palams.
- 9 Flour 0-4-0 a measure ; 3 Ollocks.
- 10 Mustard 0-8-0 a viss ; 20 Palams.
- 11 Grapes (died) 1-2-0 a viss ; 35 Palams.
- 12 Wheat flour 0-5-0 a measure ! 6 Ollocks.

Ex 17

- 1 Tickets 20 @ $\frac{3}{4}$ anna each and 15 @ $\frac{1}{2}$ anna each.
- 2 Dhoby's charges 12 @ $\frac{3}{4}$ annas each 7 @ $\frac{1}{2}$ annas each.
- 3 Limes 19 @ $\frac{1}{4}$ anna each and 9 @ $\frac{1}{2}$ anna each.
- 4 Oranges 15 @ $\frac{3}{4}$ anna and 19 @ $\frac{1}{2}$ anna each.
- 5 Mangoes 8 @ $\frac{1}{2}$ anna each, and 15 @ $\frac{1}{4}$ anna each.
- 6 Postage Stamps 13 @ $\frac{1}{4}$ anna post cards, 5 @ $\frac{1}{2}$ anna
- 7 Rubber pieces : 18 @ $\frac{1}{4}$ anna each 11 @ $\frac{3}{4}$ anna each.
- 8 Pencil 15 @ $\frac{1}{4}$ anna each 8 @ $\frac{3}{4}$ anna each.
- 9 Postage Stamps 25 @ $\frac{1}{2}$ anna each and 20 @ $\frac{1}{4}$ anna each
- 10 Song books 17 @ $\frac{1}{4}$ anna each 19 @ $\frac{3}{4}$ anna each

Ex. 18

- 1 How many times will you have to measure a length of 25 yds and 2 ft with a foot rule ?
- 2 What is the price of 23 half anna and 23 quarter anna stamps ?
- 3 I give 2 Rupees and purchase 16 tickets at 0-1-9 each ? How much is due to me by the Booking clerk ?
- 4 How many note books can you have in 5 quires of paper at 8 papers a note book ?

- 5 Find the time between 7-39 A.M and 13-5 A.M.
- 6 $8\frac{1}{2} - 5\frac{3}{4}$
- 7 Find the cost of shirting cloth 9 yds. @ Rs. $1\frac{1}{2}$ each and 7 yds. @ 0-12-0 each ?
- 8 Make the following purchases and find the Balance after paying a rupee by the bazaarman.
Chillies 0-2-9 ; cocoanut 0-3-3
Jaggery 0-2-6 ; Salt 0-1-6 :
- 9 58×52
- 10 6 packets china crackers and 10 Pat Pat Boxes cost a Rupee on the whole : The cost of 1 Packet of china crackers is 0-2-3. Find the cost of 1 Pat Pat box.

Ex. 19

- 1 A vegetable seller has one 10 palam and one 5 palam weight. If you want to buy 5 viss of Brinjals how many times will he have to weigh with both the weights in a scale pan ?
- 2 I give a rupee and purchase 7 tickets @ 0-1-9 each. Find the Balance ?
- 3 Find the number of note books in 10 quires of papers @ 16 papers a note book.
- 4 A Train leaving a station at 6 41 a. m. reaches its destination at 9, 13. Find the time which it has taken to travel ?
- 5 Find the price of 15 half anna and 15 quarter anna stamps ?
- 6 $7\frac{1}{2} - 3\frac{3}{4}$.
- 7 Find the cost of coating cloth 4 yds. at 1-4-0 each and 3 yds. at 1-8-0 each. Find the balance after paying a Ten rupee note.
8. Make the following purchases and find the balance after paying a rupee to the bazaar man
Leaves -1-6; Brinjals 0-2-9 ; Potatoes 0-1-0; Betel leaves 0-1-3.
9. 46×46 .
10. 4 lights and 3 caps cost Rs. 17. The cost of 1 cap is 5 rupees. Find the cost of 1 light.

Exercise 20.

1. 1000 — 473
2. 48 + 56 + 62.

3. Take away Rs. 6-12 from Rs. 10.
4. 76×74 .
5. 39×39 .
6. $(6 \times 16) + (7 \times 12)$.
7. $(144 \div 9) + (108 \div 12)$.
8. How many bundles of drumsticks can you have out of 210 by having 6 in each.
9. Find the Number of Guava fruit for 13 as.
Q pies at 3 pies each.
10. Find the cost of 46 pencils @ 4 pies each.

Exercise 21.

1. Find the cost of 46 oranges @ Rs. 1 a dozen.
2. Find the price of 7 cocoanuts @ 16 per Rupee ?
3. Find the cost of 10 measures of doll @ 3 Measures a Rupee ?
4. Find the cost of 93 measures of Salt @ 12 Measures a Rupee.
5. Find the cost of 7 shirts @ 2-4-0 each.
6. Find the cost of 5 oranges @ 8 as. a dozen ?
7. $20 - 11\frac{1}{2}$.
8. Find the price of $37\frac{1}{2}$ yds. of shirting cloth @ 5 yds. per Rupee.
9. $63 + 67$.
10. $82 + 82$.

Exercise 22.

1. Find the price of 10 palams of ghee @ 2-4-0 a viss.
2. Find the cost of 5 oleocks of ghee @ 3-8-0 a measure.
3. Find the price of $5\frac{1}{2}$ measures of wheat flour @ 0-5-0 a measure.
4. Find the price of 15 palams of cashew nut @ 1-4-0 a Viss.
5. Find the price of $10\frac{1}{2}$ ollocks of Bengal gram @ 0-0-8 pies per oleock.
6. Find the cost of 35 palams of chilles @ 0-14-0 a Viss ?
- 7 In how many packets would you pack 2 viss and 20 palams of sweets at 5 palams a packet.
8. How many pencils can you have for $10\frac{1}{2}$ annas @ 9 pies a pencil ?

9. How many times will you measure a length of 5 yds. with a stick $2\frac{1}{2}$ ft. in length ?
10. How many note books will you have for $12\frac{1}{2}$ annas @ 0-1-3 each ?

Exercise 23.

1. Find the number of measures of milk can you have for Rs. 9 at $2\frac{1}{2}$ measures a Rupee.
2. Find the price of 350 plantains @ Rs. 1-4-0 a hundred ?
3. Find the price of 425 lavos @ Rs. 0-19-0 a hundred ?
4. Find the price of 4,500 nuts @ Rs. 4-2-0 a thousand ?
5. Find the price of 275 Roses @ 0-12-0 a hundred ?
6. Find the price of 3,250 Bricks @ Rs. 7-0-0 a thousand ?
7. Find the price of 5,750 Tiles @ Rs. 4-0-0 a thousand.
8. Find the price of 105 measures of bean @ 30 measures a Rupee ?
9. Find the price of 135 measures of ground nut @ 9 measures a Rupee ?
10. Find the price of 5 palams of cashew nut @ Rs. 1-4-0 a viss.

Exercise 24.

1. Find the cost of 28 oranges @ 3 for an anna ?
2. Find the cost of 35 plantains @ 6 per anna,
3. " " 46 Roses @ 8 per anna.
4. Find the cost of 60 drumsticks @ 9 per anna.
5. Find the cost of 75 plantains @ 10 per anna.
6. Find the cost 11 card boards @ 24 per Rupee,
7. Find the cost of 23 measures of bran @ 32 measures a Rupee.
8. Find the cost of 19 pencil clips @ 48 per Rupee.
9. Find the cost of 27 pieces of Rubber @ 64 per Rupee.
10. Find the cost of 57 pencils @ 96 per Rupee

NOTES ON THE TESTS :

General. These exercises may be written with the aid of carbon paper or cyclostyled. These cards should also contain information regarding

Name :

Time : Minutes Seconds.

Date :

If these are written with carbon paper there is a possibility for writing a different set of cards altogether by changing the figures or the order of the questions. Thus no two boys will have the same questions or the same order of questions. Exercises 7 to 17 were written into these variations. It will not be possible to adopt this modification when cyclostyling. It may also be noted that in these tests short hints and clues are given at the top of these cards. They are intended to help children and facilitate their easy working. In exercises 18 to 24 these 'hints' are deliberately omitted but the following instructions are set forth for the guidance of pupils "Read the sums carefully; write the answer to the question just opposite to it in the space allotted for it." The words "packets," "annas," "measures" "Fruit" etc. which should follow the numbers in the answer column may also be written in the answer column in tests 7 to 17 but not necessarily in 18 to 24. In the former it is meant to minimise this part of the work so that more time can be taken to thinking about the sum, and in the latter case it is expected of the children to write down the correct answers as they had had so much practice at them.

PROCEDURE

These exercises should be distributed to the pupils and they may be asked to fill in

particulars regarding name and date. Then the teacher can read the questions if they are of the same type. The children can correct errors if any. Then the teacher should ask them to commence, himself noting on his card the exact time at which they commenced. As the answer papers are received, the teacher marks in the "Time" column the number of minutes and seconds taken by the pupils to complete the paper. This procedure will give them a stimulus to work the sums quickly. When all the papers are received the teacher can elicit the answers for each question and remove some of their difficulties.

With the aid of his "Key book" he can correct the answers of the pupil. The pupils should work out the questions which they have done wrong, get the right answer and write the same on the left hand side of the answer column or on the back side of the card. These tests should be carefully filed and these may be sent home now and then for perusal by parents. Such of those who are interested can give an additional drill on the lines suggested in the cards.

This file is a great document to be studied by the teacher. By a careful record of their mistakes and by keeping in touch with their difficulties, the teacher will be able to think about the best ways of overcoming those difficulties.

The children may not have grasped the principle or they may not have had good practice in them.

I give below some notes on some of these exercises.

Addition. Pupils seem to rely more on their fingers than on their memory.

The use of Multiplication tables in adding the same number a number of times is expected in some of the tests. Unconscious multiplying for adding and adding a ten over or less than the number have been noted.

Substraction. Here is a typical example which brings out the difficulty of subtraction; the sum 6000-2035 has a number of answers to it 4015, 3015, 2815, 3935, 3415 and 4915 and looking at the answers one cannot feel surprised at the products. The steps in subtraction by borrowing method have to be clearly indicated on blackboard and the children, must have more practice in them. The zero is indeed a great difficulty to children.

Multiplication

$$800 \times 700 = 5600.$$

$$407 \times 50 = 200350, 25350, 2350.$$

Here also the Zero adds to their difficulty.

There is confusion between tables of 16 and 12

$$16 \times 4 = 64$$

$$16 + 3 = 19.$$

Defective memorisation is easily discernable.

Division. The imperfect knowledge and the misunderstanding of principles lead to confusion worse confounded. Only practice will lead to clear off these misconceptions.

$$4 \overline{) 7012}$$

$$17413 \text{ for } 1753.$$

$$5 \overline{) 1907}$$

$$380-7.$$

Oral explanation and oral work must precede this form of written work.

So it was thought desirable to repeat the tests for Multiplication and Division and hence the inclusion of Tests 5 and 6.

Division.—The difficulties in division are very many. Division is based on multiplication. At the beginning it will be useful to ask children to construct tables for the division and work the division on the basis of the Tables. This will show to them the exact number of times which a divisor can contain in a part dividend.

Divide.	12704 ÷ 27.
$27 \times 1 = 27$	
$27 \times 2 = 54$	
$27 \times 3 = 81$	27)12704(470
$27 \times 4 = 108$	108
$27 \times 5 = 135$	—
$27 \times 6 = 162$	190
$27 \times 7 = 189$	189
$27 \times 8 = 216$	—
$27 \times 9 = 243$	14

From the above table it may be seen that 127 the partial dividend comes between 108 and 135 and hence it may be deduced that 27 can contain in it 4 times. Again the partial dividend 190 is between 189 and 216 and hence 27 can contain in it 7 times. Next the partial dividend 14 cannot contain in it and hence zero is the quotient. The pupils have to be taught to see the exact numbers of digits in the quotient. Practice in constructing tables for any number ought to be given even in teaching Multiplication.

Compound Division.—The children always feel a difficulty in dividing one compound quantity by another. (e.g.), How many times will you have to measure a length of 5 yards by a length of 2 feet 6 inches. The procedure of reducing the two

given lengths to the same denomination has to be drilled.

Again, what will be the price of 105 measures of bran at 30 measures a Rupee. Here they get a remainder 15. What is it 15 as. or 15 measures? What is the cost of 15 measures. All these require considerable practice.

The cost of a hundred plantains or leaves is 1-4-0; find the cost of 225 plantains or leaves? Many children multiply 1-4-0 straight-away by 225. The absurdity has to be demonstrated by showing diagrams illustrating a hundred. So a drilling as in exercise 12 must precede Ex 13.

Advantages of these tests.—These tests reveal to the teacher how far the children have grasped his teaching. It may happen that most of the boys may go wrong in a particular sum as was evident to me last year. The children did not understand the short method of Multiplication involved in 76×74 ; 82×88 or 65×65 ; so this year I had to give more drilling before I set the Test. There is also the advantage of giving exercises to the absentees. The teacher if he keeps a record of the absentees on a particular day, he could give these tests on any subsequent days when these turn up. In schools where a teacher has to engage one, or more classes then these tests will be very useful.

Time for Tests.—At the time when the necessity for the tests suggested to me, I prepared these tests at home and gave them to the children during the time when some subject teachers were absent. In any school such exigencies are bound to occur. This extra time can be profitably utilised. The correction and distribution have also

to be done in some other periods when the children are engaged in writing work. Gradually a necessity was felt to allot a period in the Time Table for Individual work.

Suggestion for class work.—I think each teacher will have a number of these class Text books which are being changed from time to time. If he preserves them and if he is also collecting specimens of text books in the file, I am sure he can make a very good use of them by distributing the same one to each boy and making them work sums on the models taught in class. Thus each boy will have to work a different sum from the other. In the higher classes, Graph Note books too can be used for Individual work in teaching plans, Fraction, Decimals etc. For teaching decimals the teacher can make a very good use of the Graph Note book.

The Meeting of the East and West.—Mental training to us is as old as India itself. But unfortunately we gave up this drill work in our liking for problems. But the results are very deplorable. In some Modern books of the west we have got such exercises 307×3 , 307×30 ; 307×300 ; $40521 \div 40$; $40521 \div 400$; $40521 \div 4000$: If we only compare these things with our own indigenous tables we could see how these exercises are very old to us. Taking again these short cuts.

$$47 \times 47 = 47 + 7 = 54; 54 \times 40 = 2160;$$

$$7 \times 7 = 49; 2160 + 49 = 2209$$

This procedure is similar to the one in the same indigenous tables எண்கவடி and is described under chapter on பெருகுதி. Side by side with our own Drill work we have also

to use in our class teaching practical exercises, and practical work connected with the Teaching of Number.

Adopt methods current in the locality.—

The Exercises detailed here may be very suitable to Town schools. But in villages there are methods which can be usefully employed in teaching oral Arithmetic suited to village conditions. Here and there, there are also some books which give ready methods for some types of problems and it is worth while to collect them. In addition to the tests indicated here, other exercises suited to village conditions can be encouraged in village schools. It will be open to the Inspecting officers to prepare some copies of these tests, distribute them to children and eventually estimate the attainments of the children. Though this will involve much work this will be a very interesting study.

Revision work.—If a class should finish its scheme before the end of the year, it could certainly take up some revision work. In conducting such revision work, the following procedure is recommended. Every class teacher can determine for himself the number of types of exercises he has taught during one year; this may be 30, 40, 50, or 60 according to the classes and probably some more. He could prepare say 60 types of exercises and distribute to them 10 cards of 6 exercises each: If a boy works all these 10 cards we can say that the boy has completely done his revision work. The cards may be exchanged the next day or the day after. These 10 cards may be used by 10 boys. Similarly a set of another 10 cards will have to be prepared for another batch of 10 boys and the work may be

made simpler by merely changing the digits, prices, etc., thus making the types the same throughout. On the backside of the card the boy's name, the date on which it was given to him the number of sums he worked correctly etc., may be noted. It is advisable for the teacher to record the mistakes. If a teacher can practise this for two years he can certainly see where he is and what he has to do in the future. My exercises of this type from 1923-1924 have indeed helped me very much in my class teaching.

Text Books and Charts in Number Work.—First of all it must be understood that the teacher is no slave of the Text-book, Time Table and curricula of studies. They are only to guide him and he has got to do his best for his children. The text-book must contain the following among other things.

1. Drill Exercises.
2. Tables.
3. Short Cuts.
4. Practical Exercises.
5. Problem.
6. Exercises for brisk mental work.
7. Pictures to explain things.
8. Model Exercises indicated in bold type.
9. Number Recreations suited to the class.
10. Exercises in space work.

It is also necessary to have Teachers' books to supplement those for pupils. There are also valuable charts that could be prepared by the teacher which will be a permanent feature of the class room and which will be profitably used in teaching the absentees. Such charts on the lines indicated by the Exercises given here can

be prepared by the teacher with pictures of our children. After all only such exercises will have to be faced in life. And etc.

Give our Best.—It must not be understood if Education is preparation for life, that Arithmetical Fundamentals and every number teaching which is one of the day Arithmetic are contained in the 24 essentials of this education, should be given Exercises given above. They are only our best attention. If only we endeavour suggestions as to how a teacher can train to give our best, more materials and better the pupils in the four simple rules, methods will be forthcoming and we can Fractional Tables, short cuts and in converting the children into "Ready Reckoners". certainly do our best for our children. "Art is long and time is fleeting" and it behoves These have to be repeated and repeated us therefore to make the best use of the till they are ingrained in the minds short period of school life of the child.

THE S. I. T. U PROTECTION FUND

1. The undersigned regrets very much to inform the members of the Fund, of the death of Mr. D. Chelliah, History Assistant, Christian College School, Madras, on the 4th instant at 2-30 P. M. at the early age of 34. (Intimation reached the office this day, 13-4-31).

2. He had paid to the Fund only a sum of Rs. 26. As soon as the necessary death claim documents are received, his nominee will be paid Rs. 270-8-0. He joined the Fund on 30-9-29.

3. Need it be said that it would have been possible for the Fund to have helped the distressed family more substantially if the strength had stood at one thousand. When will it be so?

13-4-31.

R. RAMAKRISHNAN.

Hon. Secretary.

INVESTING IN PUBLIC EDUCATION

BY

G. Srinivasachari, Teacher, P. S. High School, Mylapore.

How America Regards Investing in Public Education

(The Research Division of the National Education Association, Washington, publishes five times each year its Research Bulletin. The facts and figures regarding American Education are taken from the September (1930) issue of the Bulletin.)

The purpose of the Bulletin is to provide material for answering two questions concerning expenditure on education in the U. S. A. First, can the Nation afford to pay the price of good schools? Second, are the results obtained through education worth the money expended? The necessity to collect such material arises out of the fact that a certain section of the public there holds the view that it is not worth while to spend money so freely on schools and raises the cry for economy. It is to nip such an opinion in the bud that facts and figures are supplied. A study of them will lead one to the conclusion that too much emphasis cannot be, and is not, placed on the education of children in America. Further it will prove that the nation can afford to offer every child a first class educational opportunity.

The process of reasoning applied to the consideration of the above questions is briefly set forth hereunder, for what use it may be to the student of Indian Education.

How much of income and wealth is invested in public education? For every \$ 100 of yearly income, America expends \$ 2.74 on public education. One dollar and

seventy-nine cents out every \$ 100 of wealth, exist in the form of public school property. From this it is deduced that a minor fraction of their economic power and capital is invested in public education. ('Income' is defined as the total amount which the people of United States receive from sources such as wages, salaries, business profits, interest on investments and certain other items. By *wealth* is meant the value of all tangible property including such items as land, buildings, equipment and of all other physical property whether owned by individuals or collectively.)

On the basis of these and similar data the proposition is made, that money expended for good schools partakes both of the nature of sound investment and of insurance protection. "Such expenditure is an investment in that it lays the intellectual foundation upon which an efficient economic system must be based. Ignorant citizens make neither good producers nor good consumers. The economic superiority of the United States and the high standard of living which we are able to maintain are the result of efficient organization, intelligent co-operation by the rank and file of workers and the use of labour-saving machinery. Each of these is dependent upon the maintenance of a high general level of social intelligence which is one of the products of an efficient system of education." Further, it is stated, "A state poor as to natural resources cannot be increased, its human resources can. And an efficient school system is the agency which can do

most to bring about the changes in a state's citizens, which mean progress." It is therefore suggested that the question should not be: "Can we afford good schools. Rather it should be: Can we afford not to have good schools."

How do expenditures for public schools in W. S. A. compare with certain other expenditures there? The amount of money which is expended for cheap commercialized amusement is compared with the sums expended for education to bring home to the public the wisdom of spending less for wasteful luxurious purposes and more for the type of education which results in the appreciation of the higher and permanent forms of pleasure and recreation.

It is calculated that for each dollar expended for public schools, the Americans spend \$ 1.28 for life insurance; \$2.89 in building construction, and \$2.61 for candy, chewing gum, theatres and similar items. The public school bill represents an investment of \$2.74 out of each \$100 of income, the passenger automobile bill claims \$13.98 out of each \$100 of income. Commenting on these facts, the bulletin sharply tells the American public, "*An educational system employing cheap teachers with little education and culture, housed in buildings which are an affront to beauty, working with obsolete equipment cannot expect to compete with the glitter of modern commercialized recreation. Higher appreciation than those upon which most commercial amusement depends cannot be created by schools which are stupid and uninteresting. Teachers capable of transmitting true refinement cannot be employed for wages comparable to those paid to common labourers. School buildings which set an ex-*

ample of beauty cannot be erected without paying the price for architectural services, labour and building materials."

What part of the Nation's income is devoted to the payment of taxes and how does the United States compare with other nations on this item?

This chapter is written in answer to some critics who point out that school costs are but a part of the total tax bill and contend that this bill is too large. Further, the critics state that expenditures for all public services must be reduced, education among them. Such criticism is met by adducing facts to show that the income expended for public purposes in the United States is not more than the nation can afford. While United States spends approximately 10% of its income, Great Britain expends 22 per cent, Germany 20%; Italy 18%; France 17%; or approximately twice that of the United States in each case. This disparity between the effort required by the United States and by other countries to support their public activities, is owing to the fact that the United States in comparison with the others, is in the position of a rich man. The pitifully small income *per capita* in India gives us an idea of the grovelling poverty of the masses.

Estimated income per capita.

			Rs.	A.	P.
United States	\$752	or	1,925	0	0
Great Britain	\$427	or	1,334	10	8
Japan	\$69	or	218	7	0
India	\$144	or	45	0	0

The annual investment from Public funds in the United States and in our country.

The annual investment in public education in the United States is 26% of the taxes collected for all public purposes. And it is

pointed out that this is not too large a portion of the revenue to be expended for the education of the nation's children.

"Look on this picture and on that".

It may not appear quite proper to compare India with such a rich and advanced country as the United States. But we are trying to establish a democracy in India. The days of political subjection, if they have not already gone, are fast going. It behoves us, therefore, to take stock of the present condition of education in India and make up our minds to do all we can for the rapid spread of education among the masses.

Percentage of literacy in relation to population.—According to the latest report of the Education Commissioner the percentage of scholars to population is 4.9. Principal Seshadri, in his address at the All Asia Educational conference, touching upon the problem of illiteracy, said, "The percentage of literacy is as low as 14 in this country excluding children under five, the figure for the literacy of women being unfortunately much lower, amounting only to 2 per cent. We cannot even console ourselves that the bulk of our children of school going age are receiving the benefits of education, and our problem of illiteracy will, therefore, be solved in another generation, because the percentage of boys at school in relation to the total population is not even 7 and in the case of girls it is not even 2, while, as is well known, 15 percent is usually reckoned as the school going population of any country. The number of boys in our schools must be doubled and that of our girls must be multiplied seven times, before we can claim that at least all our children are being educated. According to the calculations of the Hartog Committee, a recurring sum of

20 crores of rupees per year would be required to wipe off this illiteracy and all the statesmanship of our country will have to rack its brains to find a solution to this vexed problem."

It is an acknowledged fact that the masses in India have a sufficient background of character and intelligence. They are quick to understand and ready to appreciate. What they require is scientific knowledge. To acquire this, literacy and formal instruction are necessary steps. But the Government have not till now made any provision for the instruction of the masses. When will this be done?

After the reforms of 1919, Education with certain reservations became a transferred subject. But the education minister has had neither an effective voice in the direction and control of education nor any power over finance. The Reserved Half of the Government have not been willing to give more than what they could conveniently spare for education. Initiative has been entirely left to local bodies without any adequate funds to meet necessary expenses. Most Elementary Schools managed by Taluk boards are an affront to education. No wonder then that the wastage is appalling. Only 19% of the pupils enrolled in the first class reach the 4th class. Note for instance that 1,000 schools for adults in the Punjab were closed on the ground of inefficiency.

Expenditure on Education.

The Educational Commissioner's recent report gives us the following figures. The total expenditure increased by Rs. 1,24,54,928 from Rs. 25,82,77,325 to 27,07,32,253. Towards this expenditure, Government funds contributed 48.7 per

cent, District Board and Municipal funds 14.6 per cent, fees 21.3 per cent. and all other sources (endowments, subscriptions, contributions, etc.) 15.4 per cent. The proportion of costs met from these sources, however, varies considerably from province to province. In most provinces the proportion of cost met from Government funds was between 50 and 60 per cent. The average annual cost per scholar was about 23 Rs. (7.36 dollars) for the whole of British India. This cost was met as follows: Government funds Rs. 11-6-8, local funds Rs. 3-6-7, fees Rs. 5-0-1 and other sources Rs. 3-9-9. The provincial figures ranged from Rs. 16 in Assam to Rs. 96 in Central India.

According to the last Quinquennial Review the proportion of expenditure on education to total provincial expenditure for the whole of India was 12.2, i. e., out of every Rs. 100 for public expenditure in the provinces Rs. 12-3-2 was spent on education. In Madras it was 12.1. *Does it not seem fair to ask that at least 20% of the provincial revenues should be set apart for education?*

Some critics of England's Educational policy in India do not allow themselves to be guided by the above quoted figures. They would take the grand total of the

Central and Provincial revenues in fixing the proportion of money expended on education. For the year 1920 the ratio of total revenue to the total public expenditure on education was 1,000 : 38. The latest figures according to such a calculation are not available.

Before long, we would have to tackle more intricate problems of democracy. But will the problems of democracy become the opportunities of the School as they have in other civilized countries? Will the prospective National Government regard Education as the prime charge upon its revenues? "The American school is the only all extensive integrating agency in which civic service and the integration of national life are the major purpose." Will the Indian schools proudly say so at least at the end of a decade or two?

We have yet to build up a sound system of education in recognition of the principle that in a democracy the ultimate decision on all internal and external relations rests with the electorate. This cannot be done unless the Government regards expenditure on education as the most productive of all expenditures.

* P. 145 *England's Educational Policy in India* by V. V. Oak; B. G. & Paul Co.

EDITORIAL

British Sentence!

Some of our teachers can never reconcile themselves to any change in the courses of study which is likely to reduce the number of hours usually allotted to English in secondary schools. They continue to complain that the standard of English is going down and they even feel considerably put out when the idea of vernacularisation is suggested. The special article that appeared in the Times Educational supplement of 21st February under the title "English should be better taught" contains certain statements which should be of great interest to teachers in our presidency. There is a reference in this article to a criticism that appeared in an earlier issue regarding the teaching of French and our senior teachers will find food for thought in the following statement: "And lastly, and perhaps most important of all, if we are to bring our standard of modern language learning in this country up to a high level, we must pay far more scientific and concentrated attention to our teaching of English." This is exactly the argument which the advocates of vernacularisation have been advancing in our presidency with very little effect. We should commend this special article to the notice of our teachers so that the nature of the problem may be clearly appreciated. The writer of the article admits that the question of the teaching of English has been engaging the attention of teachers and educational press but feels that "the teaching of English is as yet only an adventure of discovery." He does not like to find an excuse for this state of affairs in the unsuitability of English as a subject in the curriculum. He is

anxious to find out the main causes of the ineffectiveness of English teaching. One cause which seems to be uppermost in the mind of the writer is the lack of appreciation of the real situation on the part of teachers. "Teachers in secondary schools have never as a body fully realised the implications of the problem posed by the entry into our secondary schools of a population to whom standard English is virtually a foreign language and the body of English literature an almost unheard of, remote and awful mystery". A reference is made to the need for a prolonged preliminary drilling in the lower classes which made it possible for Mr. Winston Churchill to get into his bones "the essential structure of the ordinary British sentence." In the words of the writer of this article, what is being attempted in schools is "to transfer our pupils from the branch line of their colloquial and dialectical English to the main line of standard English without realising that the gauge, the signalling, the rolling stock, the organisation of transport, and most important, the power employed to haul the trains, are all different." What a true picture! While the conditions are found to be so complex and difficult in England, it will be a miracle if in our schools we mean to get rid of the difficulties by neglecting completely the vernacular. It will be a wasteful process to go on with our present unscientific methods of teaching English and to assign to it a disproportionate time in the timetable. We shall be much in the position of the medicine man of the savage tribes if we can think of no other remedy than

a higher percentage for English in the examination. Teachers will do well to realise that the teaching of English and the teaching of the mother tongue hang together and their efforts should be therefore directed to the adoption of a programme which will not violate the laws of nature and will take into account the realities of the situation.

The Season!

The annual "Exodus" to the hill station is usually referred to in common language as "the season" and the well-to-do eagerly look forward to April and May when they can break away from the monotony of daily life and manage to have a pleasant and refreshing holiday. But the teacher who gets his holiday is denied the chance of enjoying it. The month of April casts a gloom in the houses of a large number of teachers whose efficiency can never be questioned. This is the season when teachers are served with notices to quit or orders of dismissal. A novel feature that tends to assume alarming proportions this year is the decision of many managing bodies to make drastic cuts in the salaries of teachers. When teachers represented some years back that a little relief might be extended to them as was done for the employees in Government service, the managing bodies preferred to be silent. Now that retrenchment is contemplated in certain departments, the managing bodies including the local boards have shown remarkable alertness and begun to act with lightning rapidity. The claims of the teaching profession are never heard when the question is one of reorganisation for the better but it is singled out in the first instance when retrenchment has to be

effected. It is to be regretted that under the pretext of financial stringency senior teachers whose experience should prove valuable to the school are proposed to be sent away and headmasters are called upon to manage the schools somehow. We have received information from different centres that general notices have been served upon teachers calling upon them either to accept lower salaries or to leave the school. Memorials have been submitted to the department and to the government by the teachers of municipal High Schools, Chirala and Hospet. The salaries of teachers have been admitted to be deplorably low by all concerned even in prosperous times. To effect a cut in these low salaries is to compel a large number of teachers to starve themselves. We cannot find strong words to condemn this attitude on the part of the managing bodies. The standard of education in our presidency is bound to go down if this "infectious disease" is allowed to become epidemic. We sympathise with those unfortunate teachers who have been affected by the unwise and shortsighted decision of managers. We trust they will have the strength to face the situation and show by their conduct that there is a limit to the patience of even teachers. What about the public whose children are receiving instruction in schools. If the financial situation be really unsatisfactory, it is the duty of the Government, the managing body and the public to study the conditions carefully and to devise steps to run the school efficiently. It is no indication of a right sense of duty on the part of managers or of public men if they adopt the ostrich attitude and fail to take active steps to im-

prove the resources. A solution will not be impossible if the Government, the managing bodies and public men care to sit together and study the problem. We have no doubt that teachers will be prepared for considerable sacrifice if, on an examination of the whole question by competent persons, the situation be found to be really depressing. But they will refuse to listen to the arguments of financial stringency when managing bodies cut down salaries with a view to raising funds for equipment, buildings etc, from the fee-income. Are the members of the local bodies and school committees to go on imagining that their duty is to browbeat teachers or to get appointments for relatives? Where teachers are not convinced that the action of the management has been really prompted by want of resources, they will be expected to stand firm and to refuse to serve on reduced salaries. At the time of the last conference, this topic of insecurity of tenure of service of teachers evoked keen discussion and the idea was mooted that teachers should be dissuaded from taking up posts left vacant under protest. Our representations are not heeded to-day because the schools can always be run. The Government cannot be easily persuaded to take action even though the entire staff is replaced. We should appeal to teachers to consult the union with regard to the antecedents of the managing bodies under whom they propose to serve. Those who rush to join service somehow in June will certainly repent in April. Every junior teacher that steps into the place of a senior teacher who has been thrown out for no fault of his own should be prepared to meet a

worse fate a few years hence. It is a pity that the Vigilance committee of the Union has not been kept fully informed of the questionable tactics adopted by the managers. If adequate publicity be given and if the tactics of the managers be exposed, the public may be prevailed upon to feel that pressure should be brought to bear upon the government to ensure security of tenure of service. When our public men express disappointment with the results of the public examination, they should be plainly told that, "if education is bad it can always be improved by the simple expedient of getting good teachers on the only terms on which you are certain of getting good work in any department of life, and that is to say, by paying reasonable salaries." What can be expected of the local bodies when "drainage, lighting, tramways, housing, these unquestionably important subjects fill the bill at our municipal elections—Education for the most part is crowded out except for disrespectful references to the enormity of the educational rate." It is hoped that the provincial educational conference to be held at Palghat in May will discuss this question of insecurity of tenure and chalk out a programme of direct action. We consider it our duty to point out to the department that the present situation is grave enough to require prompt action on its part. A policy of inaction or drift will lead to a wide discontent in the profession and we cannot refrain from quoting the famous epigram of Rt. Hon. H. A. Fisher "An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger."

Comradeship :

In the course of a conversation a distinguished gentleman who is deeply interested in education regretted that the relation between the headmaster and his colleagues should happen to be strained in the majority of schools. It will be a great disappointment to our sincere well-wishers if through lack of harmony and spirit of comradeship, the ideals of a school be allowed to be spoiled. The existence of this strained relation must be admitted and it is unnecessary to apportion the blame. The atmosphere of suspicion in which teachers happen to live is not conducive to the progress of sound education. Teachers have worries enough; and it is the duty of every teacher, especially of the head of a school, to make conscious efforts to promote good-will among the staff. The headmaster should not forget that he is in the same boat as other teachers in the school and that it is not his task to hold the brief for the management. It is equally essential that the assistant masters should co-operate loyally with the headmaster and refuse to yield to the temptation of doing things behind the headmaster. The public will not have a high idea of a school if it should see teachers quarrelling with one another. The South India Teachers' Union offers a common platform for teachers of all classes and grades. Let teachers attend the conferences of the Union and have their anguishes rubbed out. This time has come for teachers to develop a professional consciousness and to enforce a code of professional ethics so that the public may rest assured that the staff of the school will not be found wanting. A School Board in America called upon Mr. Thomas, the new

Superintendent, to formulate policies that would tend to promote *morale* and he submitted the following :—

“ 1. The policy of maintaining exacting standards of personality, academic preparation and professional training in all new appointments.

2. The policy of assigning teachers to the work for which they have made adequate preparation.

3. The policy of distributing the teaching load as equally as possible.

4. The policy of providing such salaries as will enable teachers to maintain a cultural standard of living.

5. The policy of raising and rewarding teachers who render a distinctive quality of service.

6. The policy of encouraging teachers in co-operation and team work within schools, and between elementary & secondary schools.

7. *The policy of encouraging active participation in the local, state, and national organisations of our profession*”

It is for teachers and school boards to understand the causes which are responsible for this ill-feeling and to strive towards bringing about a spirit of comradeship.

* * * *

The Silver Jubilee.

We are very glad to learn that the High School, Tirukkattupalli, celebrated its Silver Jubilee on 4th April. This school owes its existence to the generosity of Sir P. S. Sivaswamy Aiyer and it gives us great pleasure to know that he has been taking considerable interest in the development of the School. We congratulate the donor and the staff on the successful work turned out by the School during these years. We acknowledge with thanks the receipt of the Jubilee volume and we hope that the public will co-operate with the authorities of the School in making it serve the real needs of the rural area around it.

The South Indian Teacher

(The Official Journal of the South India Teachers' Union.)



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CONTENTS.

A		Taj Mahal Atlas	374
Associations, affiliated to the S.I.T.U.	125, 190	The clan room republic	122
Associations, our		Triveni	162
District Teacher's guild, Anantapur	83, 116, 327	சிறுவர் விருந்து	213
—Chittoor	420	C	
—Chingleput	149	Children learn by chattering, by L. Paul	276
—Guntur	81, 148	E	
—Kurnool	120, 418	Economics for children, by J. S. Ponniah	55
—Elementary Teachers confce.	121	Editorial	
—Madras	414	—As others see us	184
—Ele education bill	290	—At last	72
—Madura	151	—All India Teachers' Conference	20
—Malabar	288, 368, 410	—Budget	67
—Proceedings of the 6th annual meeting	403	—Bundle of Twigs	71
—North Arcot	148, 288	—Coimbatore Conference	188
—Ramnad	114, 181, 254	—Drop the optional	363
—Salem	82, 412	—Education—a sham	279
—Tanjore	119, 329	—Conference	209
—Trichinopoly	115, 149	—Elections	72
S.I.T.U. Ele. education bill	291	—Elections to the Legislative Council	231
S.M.S. Vidyalaya, Karaikudi	419	—Elementary School for boys. Physical Education	371
Madras geographical association 1st confce. Presidential address	251	—Efficiency and Education	280
B		—Exorbitant	400
Book Shelf. The Teachers'		—From the Ray's Pen	22
—Algebra, geometry	374	—Government Examinations	21
—Appreciation of Poetry	153	—Hand book of the Conference	25
—Assignments in geography	215	—Holiday home for teachers	212
District Geographical histories	422	—Insecurity of Tenure	195
Elementary Science, a text book	123	—Kite Flying	110
Elementary Science Part I	124	—Madras Ministry	400
—BK. Part I	292	—Madras University	110
—Part II	292	—Mountain in Labour	206
Exercises in Ele. Mathematics Part I	332	—Nero Fiddling	111
Experimental hydrostatics & Mechanics	123	—None to hear	320
History of India	162	—Optional Group Again	403
History of India	292	—Oxford Spirit	365
—England	292	—Plain fact	69
Hydrostatics	332	—Provincial Educational Conference	25, 151
Language in Education	38	—Public Opinion	319
Lessons in Biology	123	—Repercussion	246
Man's great adventures	213	—Senate Election	26
New method Ele. Science for High Schools	422	Silver Jubilee of a city School	26
New Era	213	Secession, not the remedy	283
New & complete hand book of B. B. drawing	123	—S. S. L. C. Board	187
Pilgrim line on the,	189	—S.S.L.C. Muddle	245
Pre-Musalman India	162	—Special teaching Grant	155
Rapid Reading Series Primer I & II	374	—Teachers and Court of Law	283
Report on Educational Survey, Mysore	291	—The Right Step	362
—of the university library	264	—Vernacularisation	153
Selections in Verse	292	—Vigorous Mind	318
Story of India	374, 215	—Vigilance committee	248
Systems of education	40	—Wanted a man of action	247

—Willing to pay	186	Insecurity of Tenure—More about Hospet	217
—Wholesome practice	402	Instrument of Universal Education by S. R. Ranganathan	389
Educational Finance	1		
Ethics of the Teaching Profession	143	M.	
Experiment in Adult Education	47	Maps and the study of geography—T.S. Krishnamurthy	140
F		Manual Training by K. Vedantadesikan	97
Flogging in Schools by N. K. Venkateswaran	383	Mathematical. Type of thought in Sec. Schools pupils Development of	172
G		Morals, Religious Instruction in Schools and Colleges, by K. Ramaswami Sastrigal	293
General knowledge in Ele. Schools, (3) Civics by S. Jagannadham	391	N.	
—2 Geography	346	National Education by Mr. A. M. Paterson	163
—1 Nature study	304	Nursery Schools by S. Jagannadham	229
L		News and Notes.	
Gleanings: an apology for School Masters	106	—All Asia Conference Benares Tour.	
—Bases of Soviet Education	285	—List of members	369, 329
—Ben Adhem, Teacher	356	—All Asia Conference the 1st	128, 371, 405
—Bengal Arbitration Board	106	—American Education Week	407
—Chinese Education—20 yr. expansion Programme	219	—Canadian Teachers	359
—Dandelion and the Jack	322	—Education in New Zealand	359
—Discipline and Punishment	61	—Floating Open Air Schools	325
—Education for a changing civilization	64	—Foreign degrees, value of	78
—Examination systems in other lands	65	—G. O. No. 180 (Contract bet. Teachers Manager	79
—Fundamentals and circumstantials	146	—Interesting figures some	325
—Interim congress on mental Hygiene	357	—Japan, from	326
— Geography of the home land	179	— Kepler Tercentenary	40
—How to get the best libraries	219	—Madras Geographical Association	32
—Leadership in Education	61	—Matric, the craze for	32
—Lucky American Colleges	285	—Preliminary Certificate Examination a proposal	76
—Mexican example	178	—Registration Council, the Teachers'	36
—New Education system in Italy	179	—Resolutions passed at the 5th Aug. of the A. I. F. T. A.	33
—Parent responsibility in child education	286	—School Journeys	325, 359
—Parent Teacher association	178	—Special class for Sports Secretaries—	
—Penny wise	147	—extracts from report	181
—Public School Teachers incorporation and Court of appeal Act. (1895)	107	—Sri Sarada Vidyalaya	37
—Report of the University grant Commission Great Britain	323	—S.S.L.C. and Andhra University	359
—Some interesting figures	107	—Summer Schools—Geography—	152
—Specialist Teaching—its defects	145	—Summer Schools—Library—	36, 152
—The Teachers responsibility	358	—Swedish Teachers	325
—The True Spirit	106	—Teachers in the soviet system of Education	325
—What is Education?	216	—University Libraries	359
—What Education has done?	358	—W. F. E. A.	325
—What can the Teacher's guild do for me	146	—Why has August 31 days	325
H.		L	
Health Education by N. K. Venkateswaran	176	Living Education, a. by Miss. M. W. Barrie	87
History in the Dalton Plan by Miss H. Parkhurst	375	Letter Box	73
Holiday Experiments in Education by S. Jagannadham	93	—All Asia Educational Confee	157
I.		—All India Teacher's Confee impressions	73
International Conference 13th Session	15	—Insecurity of Tenure	373
Intra mural athletics—by G.F. Andrews	220	—Raise yourself by your own Efforts	373
		P	
		Poetry within the class room by K. S. Kumarakrishnan	334

Provincial Educational Confee XXII opening address	218	Some inaccuracies by N.P. Shenoi	571
—Presidential Address	218 1	Sources of Indian History—Mackenzie Collections—Prof. V. Rangacharya	10
—President's concluding remarks	218, 15	S. S. L. C. Scheme—Rao Bahadur P. V. Seshu Aiyar	168
—Welcome address	218/11	Studies in Indian Education (i) by S. K. Yegnanarayana Aiyar	243
—S. I. T. U. General body meeting—re-solutions passed	218, 19	T.	
—Resolutions received	158	Talk over Tea	103
—Executive committee meeting	218, 17	Teacher or factory hand?	337
—Journal committee meeting	218, 17	Travelling School for Teachers— an experimental	200
—Working committee		U.	
Psycho Analysis and Pedagogy by Dr. Alfonso Raider	129	Union Letter	124
Q.		Union Notices	162
Questinnaire on group work	260	—Report, Annual	27
—on Self-Government	262	—Protection Fund 31, 32, 102, 191, 228, 244	264, 218, 121, 324, 361, 385, 2, 324
R.		Union Election Fund	244, 324
Readers, a Nuisance? by S.R. Ranganathan	302	Defence Fund	57
Reception Committee. A.I.F.T.A.	218/1	Utility of the Ideal in Education	43
S.		Village needs and the teacher—F.R. Bradley	43
Scouting and Physical Education by K. Sanjeeva Kamath	265	Woman's Programme for the education of Women—P. Appaswamy	296
Security of Tenure, a Successful appeal	226	What is History—G. Murray	175

FROM OUR ASSOCIATIONS

THE TRICHY DISTRICT TEACHERS' GUILD

The first quarterly meeting of the Guild was held on Friday the 20th March, under the auspices of the Teachers' Association, Ponniah's High School, Palakarai, Trichy, Town, in two sessions from 11-30 to 4-30. Nearly 100 members were present, including representatives from urban and rural Secondary Schools, and college lecturers. The Rev. C. S. James, M. A. President of the Guild presided and conducted the proceedings.

Mr. P. A. Ganesa Ayyar B. A. L. T. Headmaster of the Ponniah's High School welcomed the delegates in a short speech and emphasised the usefulness of Teachers Associations in every school.

The order of business, was changed in the unavoidable absence of the lecturers notified, and the draft Resolutions were taken up first.

On the motion of the Secretary the Guild Resolved (1) to reduce the rate of subscriptions of Direct members from Rs. 2 and 1, to Re. 1 and as 8 in amendment of the Rules of the Guild. (2) to request the S. I. T. U. to modify the Rule relating to the affiliation fee by the Dt. Guild to Re. 1 per affiliated Association in the Guild, subject to a minimum of Rs. 15.

Mr. M. M. Balakrishna Iyer joint Secretary moved that the programme of the ensuing Palghat Educational conference, be concentrated on— Educational Remodelling, Service Cadre for Teachers in Non-Governments Schools, and active Council Propaganda; and in moving the Resolution he observed that Education in any stage, elementary, Secondary or collegiate could not be looked upon as water tight compartments that piecemeal reform will not do but the question should be reviewed as one whole, leading from one stage to the other, that the only solution for the professional problem lay in the creation of a service cadre for all Teachers in all schools Board, Municipal and aided and that active propaganda alone by appeals, leaflets and interviews among the members of the Madras Legislative council, by the Executive of the S. I. T. U. with the co-operation of the Dt. Guilds, could educate the M. L. C.'s about the real state of affairs and bring redress and reform. The motion was seconded by Mr. S. T. Ramanuja Aiyangar B. A. L. T. and was carried nem-con.

Mr. L. R. Natesa Ayyar B. A. L. T. proposed that the Middle School Examination should be revived on certain conditions, that it should be

at the end of the IV Form, that it should be conducted by a separate Board in each Dt. that the said Board should consist of the District Educational Officer, one representative of the High School Departments, and three representatives of teachers in the Middle School departments, that the mother tongue, Hindi, English Mathematics, and General Knowledge of History, Geography, Elementary Science, and Dt. administration be compulsory, that the aggregate of marks for written test and *viva-voce* be 60 per cent and 40 per cent respectively, and that examiners and assistant examiners should be chosen mostly from those actually engaged in teaching in the middle school departments.

Mr. S. T. Ramanujam B. A. L. T. in seconding the motion observed that it was almost the scheme prepared by a Committee of the Guild some years ago, and that it would minimise the evils of a public examination on a large scale, and ensure success and satisfaction in actual working out.

Mr. Chinnasami Aiyar B. A. L. T. urged that the Guild might suggest only the general lines under two or three heads without going into the details which might be left safely to each Board proposed, to be constituted. Mr. P. A. Ganesa Iyer B. A. L. T. contended that the inclusion of three languages and two many subjects under General knowledge would make the curriculum unwieldy and unworkable. Mr. M. M. Balakrishna Iyer urged that the examination should be at the end of the III Form, that English and second language alone should be made compulsory (language study to include Sanskrit, Hindi, or any other language) and that the qualifying minimum be 33 1/3 per cent with moderation in hard and deserving cases. Mr. Seetharama Iyer of Kattuputhoor pointed out the danger of the extension of the High School course by another year in case the Middle School Examination is held at the IV Form and Mr. M. S. Natesa Iyer pleaded for the inclusion of private candidates in the middle school test. Mr. Rajagopalayangar M. A. (National College) emphasised the trend of Educational thought in favour of discipline and a regular course of instruction in schools. Mr. G. Krishnaswami Aiyer, M. A. (Bishop Heber) appealed to the house to be charitable to the poor private candidates, and suggested that the District Examination Board should be composed in part at least of those actually engaged in teaching. Mr. A. Rama Iyer, M. A. (National college) strongly recommended that both the

mother tongue and English should be compulsory for obvious reasons, and that Hindi—a third language might be learnt better as a compulsory subject of school course without being included for the public examination.

Mr. M. Subramania Iyer B. A. L. T. (Kulitalai) opined that Hindi then would share the fact of the neglected B Group subjects in the S. S. L. C. Mr. S. Sivaramakrishna Iyer, B. A. L. T. (Bishop Heber) urged that there would be no uniformity if separate Boards were created in the Districts. After a few more observations by members, the following amended resolution was put and adopted as the result of a full dress debate.

Resolved that the Guild do approve of the proposed Middle School examination with the following recommendations.

(1) That the scheme outlined be adopted with a view to help the bifurcation pupils of going up to a cultural course or a vocational course, provision for the latter being made by Government opening technical schools in District centres or aiding private agencies for the purpose.

(2) that the Examination be held at the end of the III Form.

(3) that the Examination in each District be conducted by a separate Board composed in part at least of those actually engaged in teaching in the District.

(4) that the medium of Instruction and examination in all non-language subjects be the mother tongue of the pupil.

(5) that the subjects of study be (a) a language other than English (b) English, (c) mathematics (d) General knowledge of Indian History and Geography with special reference to India (6) that the qualifying minimum should be 33 1/3 per cent in each subject.

(7) that there should be moderation of marks in hard and deserving cases.

(8) that examiners and assistant examiners be chosen mostly from those actually engaged in teaching in the Middle School forms.

Mr. K. G. Sivaswami Ayyar B. A. of the Servants of India Society having been suddenly called away to Madras by a Telegram, could not be present at the meeting and his printed address on "The Teachers Guild and social work" was taken as read, and copies of them were distributed to members in the house. Mr. Iyer emphasised in his printed address, that Teachers Associations should codify local knowledge by observation and surveys, that they should evolve a better outlook in the surround-

ings, by tracts, talks, and lectures to adults on matters of literacy, sanitation, agricultural and industrial improvements, and in evolving a civic conscience. The other lines of activities in which Teachers Guild could interest themselves were co operation of students for village propaganda, rural Scouting, Night Schools, writing and publishing books for adults, co operative societies for increasing local and foreign capital and the application of loans for useful purposes, formation and development of panchayats. "The way to work lies in the organisation of a committee and telling off each individual worker to a line of activity, he chooses and making him responsible for it round the whole year. What is required is men and not funds". Mr. S. K. Devasikamani B. A. L. T., could not be present and deliver his lecture on "The aim and scope of English in second schools", owing to an accident, which was very much deplorable. After the concluding speech of the President, Mr. S. Rajagopalayengar, B. A. L. T., Secretary Ponniah's High School Teachers' Association, garlanded and thanked the President for presiding and conducting the proceedings in a genial manner in the midst of numerous amendments to Resolutions. The Guild Secretary warmly thanked the Headmaster and staff of the Palakarai P. H. School, as also the manager who was present throughout the proceedings, for their hospitality to the delegates assembled, after which the meeting terminated precisely at 4.30 P. M.

M. M. BALAKRISHNA IYER,

Secy. Trichy Dt. Trs. Guild.

Kulitalai 25-3-31.

CHITTOOR DISTRICT TEACHERS' GUILD

Chittoor, March 30, 1931.

The Half yearly Conference of the Guild was held at Pakala on the 7th instant from 12 noon to 6.30 p.m. The proceedings commenced with a prayer. Mr. P. K. Rama Iyengar, B. A. L. T., welcomed the delegates. The Secretary of the Guild read the Half-yearly report and indicated the lines of future activity. Mr. D. S. Reddy, B. A., (Oxon), District Educational Officer, opened the Conference with a lengthy speech. Among other things he referred to the fall in the esteem of the teaching profession and suggested a line of investigation. "Are the teachers less paid than in other countries, or are they paid less than other departments in the country". He was of firm opinion that the mendicant attitude of teachers requesting enhanced salaries brought with it contempt.

The lines of activity to be pursued by the Guild, as advocated by him are noteworthy. The Elementary School masters should be brought into touch with teachers of Secondary schools in the Guild. Refresher courses are necessary and may be conducted under the auspices of the Guild, the average intelligence of pupils in the District may be struck, as a striking point for evaluating educational experiments. He was vehement in his denunciation of 'hypocrisy and humbug' on the part of teachers when they give 'non committal' answers to pupils, 'queries', or write notes of lessons to satisfy the authorities. Moral Instruction is worth doing well or may be better abandoned. Library work has to be improved and discipline may be left in the hands of boys, to be practised as a small experiment in *sewaraj* as in Oxford and other English Schools.

A discussion on 'Middle school examination' was led by Mr. K. Natesa Iyer. While taking no side he advanced the arguments for and against it. The advocates trot out among other reasons, the necessity to weed out the unfit, to secure a uniformity of teaching standard all over the presidency, to have one examination for granting scholarships and to fix a minimum qualification for entrance to vocational and Industrial lines. There was another reason why some advocates welcomed it as it freed the Headmaster from the responsibility of making promotions to take admissions into High School classes.

Against the institution a similar set of arguments were brought in. Too many examinations were unnecessary, uniformity in standard was neither desirable nor attainable; there was all the evil resulting from external examination, after all examinations were no real test.

Mr. Natesa Iyer, also added two riders whether the examination should be compulsory or optional and whether the examination should be held at the end of the III Form course or the Fourth form course.

Before throwing the subject open to discussion, the D. E. O. offered certain remarks. It was not a departmental move, it was the result of the agitation carried on by certain Headmasters. Though he was personally against it, he would request the Guild to consider if the advantages did not outweigh the disadvantages. Further, the S. S. L. C. (new regulations) tested the work of three years. Was it not too much? It would be better if the examination should be held at the end of IV Form course; or, the S. S. L. C. syllabus should be revised.

A very lively discussion followed in which Messrs. A. S. Venkataraman, J. Daniel, P. K.

Rama Iyengar, K. Narasimhaachariar, and others took part. The general trend was that the external examination was an evil, it was a necessary evil until a better system could be devised. It was however felt that the Examination should be conducted for each district, to suit its own local conditions.

Mr. C. Sabharwal B. A. B. EL., of Madanapalle Theosophical High School, then read his paper on the Geographical Equipment of a High School. He traced the history of the place of Geography in Schools in Madras. He narrated the value of the subject to all classes of people from the statesman to the citizen, from the merchant to the peasant. He next enumerated the requirements—a Geography room, special furniture in the shape of flat tables instead of desks, cyclostyled maps, globe, pictures, museums and instruments for Mathematical Geography. A short discussion ensued in which it was pointed out that some of the requirements may be locally made; what was needed most was a sympathetic outlook on the part of the management and the Headmasters.

The Teachers' Association, Pakala, was at Home to the visitors. A pleasant half-hour was spent here. Immediately after it, Mr. C. Ramakrishnan M. Sc., B. T., of the Theosophical College Madanapalle, read a paper on A Ele. Science in the new S. S. L. C. syllabus under the presidency of the D. E. O. He said that the syllabus was, no doubt, imposing and ambitious, but quite unworkable. Its drawbacks were that it was too wide and too vague. He suggested the lightening of the course by (1) omitting Animal life or (2) giving an option to the boys to choose three of the five subjects under Ele. Science. The science assistants of the Board High School agreed with him regarding the nature of the syllabus, but the remedy was not quite suitable as it might not be quite possible to give the boys free scope for choice. With a few remarks from the chair, the next item of the programme was taken up. A vote of thanks was proposed to the D. E. O. who then left the place.

The business meeting of the Guild was next held under the presidency of Mr. J. Daniel. A number of resolutions were passed on some of the important topics. For the coming Educational conference, six names were proposed and carried.

At the end of this meeting Mr. J. Daniel gave an interesting talk on Pupils and Teachers. Mr. K. Narasimhaachariar presided. The lecturer requested the teachers to pay particular attention to the character and behaviour of the

boys and to set an example by their own conduct. He said that the chief aim of Education was not imparting knowledge so much as giving the boys a good training along right lines. The Chairman wound up the lecture with his own remarks.

It was nearly 7 p.m. when the Conference broke up. The Secretary of the Guild offered his thanks to all and specially to the Teachers' Association, Board Middle School, Pakala for their excellent tea. He requested the delegates to gather in larger numbers at Tiruttani, where the Annual Conference will be held in July or August, 1931.

Resolutions

1. The members of this Guild offer their respectful condolences to the family of the late Pandit Motilal Nehru, whose demise at the critical hour of our great National struggle has taken away from us one of the greatest sons of our motherland.

2. This Guild requests the S. S. L. C. authorities:—(a) to reduce the new Ele. Science syllabus considerably under each head or to permit the pupils to bring up for the Public Examination any three out of the five subjects now included in it (b) to conduct the S. S. L. C. examination on the lines of the University examinations so that no pupil will be expected to answer more than one paper a day, (c) to allow three more chances to the students appearing for the S. S. L. C. this year to answer papers under the old regulations and to declare them eligible by the old eligibility rules.

3. This Guild requests the University of Madras to so amend the eligibility rules as to enable the Domestic science, Book-keeping and Commercial students of the S. S. L. C. to secure admission to the University courses of study.

4. This Guild reiterates the resolutions of the 22nd Provincial Educational Conference held at Coimbatore in May last regarding the Provincialisation of the Teaching services, security of tenure, and Provident Fund.

5. This Guild, while being of the opinion that the revival of the Middle School Examination is pedagogically unsound, feels at the same time that under the present conditions of external interference regarding promotions etc. in all schools it is a necessary evil for some time to come; and hence suggests as a compromise that instead of a Govt. Examination for the whole presidency, there might be an examination for each district for the pupils at the end of the III Form course, conducted by a committee or Board appointed for the purpose.

6. The Guild requests the Dist. Board and the management of High Schools to arrange for Refresher courses in science and geography.

7. This Guild requests the Educational authorities to sanction adequate special grants to schools for providing the necessary and complete equipment for the efficient teaching of Geography and science.

8. That this Guild requests the President, District Board, to make the increments of Secondary Grade Teachers annual instead of biennial.

9. This Guild feels the imperative need for teachers organising Adult Education centres and Rural reconstruction work and requests the Teachers' Associations in the District to chalk out a programme of work in the neighbourhood of each association.

A. S. VENKATARAMAN,

Secretary.

THE ANANTAPUR DISTRICT TEACHERS' GUILD

L. M. HIGH SCHOOL,

GOOTY,

6-4-31.

A meeting of the Executive Committee of the above Guild was held at Dharmavaram on Saturday the 14th inst. at 2 p.m.

1. Read Interim Report of the Secretary from 1-1-31 to 4-4-31.

Recorded: The arrangements made for the Refresher courses at Gooty during June 1931 are approved.

Mr. C. Ranganathan, M.A., L.T., will represent the Guild on the Executive Committee of the S. I. T. U. for 1931-32.

Mr. M. S. Natesan, B.A., L.T., Headmaster, Municipal High School, Hindupur is elected as a delegate to the Palghat Provincial Educational Conference.

The audited accounts are approved.

2. Considered Secretary's report that certain other institutions in the District have not yet become members.

The Committee requests the Govt. Girls' High School Staff Association at Anantapur and the Training School Association to become members of the Guild.

3. Summer School at Hagdi.

Messrs. M. Appu Rao and C. Subba Rao will do propaganda work on behalf of the Guild

and enlist the support of the Elementary Teachers' Association.

4. Place and date of the next meeting of the Executive Committee.

The meeting of the Executive Committee will be held at Hindupur on the 11th July, 1931 (Saturday) on the kind invitation of Mr. M. S. Natesan, B.A., L.T.

Resolved that on the occasion of the Executive Committee meetings members of the Guild be invited to deliver lectures on suitable educational topics or give model lessons and that this be a regular feature of every meeting in future.

5. T. A. to members attending this meeting.

Actual expenses as claimed by the members will be paid.

(Sd.) C. SUBBA RAO,

President,

4-4-31.

The Secretary of the Guild addressed the Dharmavaram Board High School Teachers' Association on the advantages of united action and on the necessity to keep themselves acquainted with the activities of the District Guild and the S. I. T. U.

An appeal was made to enlist members to the Protection Fund of the S. I. T. U. On this day there was a meeting of the Elementary School Teachers of the Taluk. The Executive Com-

mittee availed themselves of this opportunity and with the kind permission and support of Mr. Bheemasena Rao, Deputy Inspector of Schools, addressed the meeting on the District Teachers' Guild and how the elementary Teachers stood to benefit by becoming members of the Guild.

There is every hope that ere long many of the Elementary School Teachers' Associations will be affiliated to the Guild.

The Dharmavaram Board High School Teachers' Association was 'at home' to the Guild.

C. RANGANATHA AIYANGAR,

Secretary.

Refresher Courses in Geography and Elementary Science.

The above courses will be held at Gooty in June, 1931 under the auspices of the District Teachers' Guild, Anantapur.

The Lecturers are Messrs. N. Subramaniam M.A., L.T., Teachers' College, Saidapet.

M. S. Sabhesan, M.A., Lecturer, Christian College, Madras.

Ekambaranathan M.A., L.T. Lecturer, Presidency College, Madras.

Address to

Secretary, L. M. High School, Gooty

Mr. M. Venkatarangiah has been elected President of the 23rd Provincial Educational Conference to be held at Palghat in May.

Mr. M. Venkatarangiah is the President of the Nellore District Teachers' Guild, and Principal of the V. R. College, Nellore. He was formerly professor of History in the Maharaja's College Vizianagaram and for some time Dewan of the Vizianagaram Samasthanam. He is a member of the Syndicate of the Andhra University and a veteran educationist of nearly 20 years experience.

THE 22ND ANNUAL REPORT OF THE SOUTH INDIA TEACHERS' UNION

Report for the year 1930.

1. The Executive Board of the South India Teachers' Union has great pleasure in presenting the 22nd Annual Report of the Union.

1. The 20th Report was adopted at the Conference of the S. I. T. U. held at Madras in December, 1929 on the occasion of the Fifth Session of the All India Federation of Teachers' Associations. The 22nd Provincial Conference was held in May, 1930 to enable the delegates of the Union to attend the First All Asia Educational Conference, held at Benares in 1930. Since the Provincial Conference was held much earlier than usual, no report was presented and this report covers the period from January 1930 to June 1931.

2. **Strength:**—The number of District Teachers' Guilds affiliated to the Union stood at 16 in March 1931. The Malabar District Teachers' Guild got itself affiliated in January 1930. The number of associations affiliated to the Union directly is 4 and the total number of associations affiliated to the District Guilds is about 210. The districts in Andhra area seem to have been taking steps to organise District Guilds but no application for affiliation has been received. A number of teachers employed in schools in the Andhra area seem to be keen on joining the Protection Fund and the Union appeals to the District Guilds in the Andhra area to affiliate themselves to the union as early as possible so as enable such teachers to join the fund.

3. **Office-bearers:**—The period of office of the Office-bearers elected in December, 1929 at the General Meeting held at Madras was extended by a special resolution adopted at the business meeting of the S. I. T. U. held at Coimbatore, to the next Annual Educational Conference in May, 1931. (Vide appendix A for the list of office-bearers, members of the Executive Board and Working Committee for 1930-31.)

4. **The Executive Board:**—The seats in the Executive Board assigned to the Andhra Districts remained vacant since the District Teachers' Guilds have not been organised. Advantage will have to be taken of the provision in the Union rules authorising the Executive Board to appoint representatives for such districts from among the members of Teachers' Associations.

4.1. The Board met twice during the year. At the meeting held at Coimbatore the Working

Committee was constituted and authorised to take such steps and incur such expenditure as may be necessary in connection with the election to the legislature. The second meeting announced to be held on the 29th March at Madras to consider the Annual Report and accounts had to be postponed for want of quorum.

5. **The Working Committee:**—This committee met twice during the year. It appointed at its first meeting the Journal Committee and nominated its Secretary to the seat reserved for it in the Executive Board and in the Working Committee. At the second meeting held at Madras the draft Annual report and the agenda for the Conference were considered. Among the items of business transacted in circulation should be mentioned the election to the legislature, the draft Elementary Education Bill, and the appointment of the fulltime clerk for the Union.

6. **The 22nd Provincial Educational Conference:**—This Conference was held at Coimbatore on 22, 23 and 24th May 1930 in the Agricultural College buildings. The Coimbatore District Teachers' Guild which had extended to the Union an invitation to hold the Conference at Coimbatore made the necessary arrangements and the programme included among other items an Educational exhibition, public lectures and "At Homes." The delegates that attended the Conference had also the advantage of taking part in the proceedings of the Conference of the Geographical Association. Mr. S. K. Devasikhamani, an educationist of over 30 years' experience was the president of the Conference and the atmosphere in the Conference Hall became highly tense when the growing insecurity of tenure of service was discussed. The result of the discussion was the appointment of a **Vigilance Committee** which was entrusted with the special task of investigating cases of wrongful dismissal etc., and of recommending to the Union such action as may be necessary. The thanks of the Union are due to the Coimbatore District Teachers' Guild for the successful efforts it had made to hold the Conference within six months after the holding of the 21st Conference.

7. **The Work of the Union:**—The Union entered upon new spheres of work during the year in addition to the propaganda work in connection with organisation. Mr. S. K. Yegnanarayana Iyer addressed Conferences of teachers at Ernakulam and Alattur. Mr. Natarajan

attended the Conference at Ernakulam and spoke on the All Asia Educational Conference. Mr. S. T. Ramanuja Iyengar enrolled members for the Reception Committee of the All Asia Conference and did propaganda work in Tanjore along with Mr. C. S. Rangaswamy Iyengar. Mr. T. Ramanujachari, convener of the vigilance Committee, visited Chittoor, Trichy, Tanjore, and enrolled members for the Protection fund, and explained the scope of the work of the Vigilance Committee. The Board would like to express its gratitude to Mr. Ramanujachari for the selfless work he has been doing on behalf of the union even after his retirement from the school. Mr. S. Srinivasa Iyer, and Mr. K. K. Airavatha Iyer of the North Arcot Guild planned a tour programme in November but the programme could not be completed owing to abnormal conditions of weather. The Secretary of the Union addressed the Madura and Chittoor Teachers' Guilds.

7.1 At the request of the Teachers' association, Hospet, a representation was made to the Director of Public Instruction to intervene immediately and redress their grievances. This Teachers' association should be congratulated on the frank and exhaustive statement of the case it has presented to the authorities and the Board appeals to other aggrieved teachers to follow this example and to furnish information in time so that the difficulties may at least be brought to the notice of the authorities and the public.

7.2 In pursuance of the resolution of the General Body authorising the working Committee to take part in the election to the legislative council, Mr. S. K. Devasikhamani, the President of the Conference, was put up to contest the University seat. The trial proved a disastrous and costly experiment. The only consolation is that it afforded an opportunity for measuring our strength. This election was a unique occasion when the teaching profession might easily have produced a spectacular effect and impressed the public with the existence of a strong spirit of professional solidarity. The Union will have to indicate clearly hereafter the help which a candidate put up by the Union may expect from the funds of the Union so that complications may be avoided in future.

7.3. **The First all Asia Educational Conference:**—At the suggestion of the members of the union arrangements for a North India Tour in connection with the first All Asia Educational Conference held at Benares in December, 1930 were made by the Union, and Mr. Devasikhamani rendered valuable service by giving wide

publicity to the tour in schools and Colleges through pamphlets and correspondence and the Board would like to place on record its appreciation of his work. The members should also feel grateful to Mr. S. K. Yegnanarayana Iyer for the personal attention he gave to the collection of funds and for the willingness with which he bore the entire strain and saw the thing through in spite of the discouraging signs inevitable in a tour of this magnitude. This was the first time when a body of South Indian teachers, more than 250 in number, toured as a party in North India and visited places of historical and religious interest. The All Asia Educational Conference was presided over by Dr. Radhakrishnan and the work of the Conference was divided among a number of sections. The Council of the All India Federation of Teachers' Associations (vide Appendix A. for the representatives of the union on the council) met on the occasion of the Conference and it has been decided that the Conference of the All India Federation of Teachers' Associations should be held at Mysore in December 31.

8. **The Work of the affiliated Guilds:**—Reports from District Teachers' Guilds show that many of them arranged for district Conferences and discussed questions relating to courses and conditions of service. A healthy practice of sending previous intimation of the Guild meeting to the office of the Union has come into vogue and it will be really useful if the secretaries of all the Guilds can arrange to send to the office as early as possible a typed copy of the proceedings for publication in the Journal. The Board notes with pleasure the steps taken by the District Guilds of Salem and Malabar in the direction of Refresher Courses in Geography, Biology and Library service. A similar course is proposed to be held at Gooty in June. It is to be regretted that the Guilds of South Arcot, Bellary, and Chingleput were dormant during the year and the Board appeals to the teachers in the different districts to take an abiding interest in the work of the Guild and to co-operate with the office-bearers of the Guild in a whole-hearted manner. The Guilds should in their turn, evince their interest in the work of the union by furnishing information from time to time, by arranging for propaganda work, and by paying the affiliation fee as early as possible. The Guilds deserve the warm appreciation of the Board for all they have been able to do in the present circumstances.

9. **The South Indian Teacher:**—The Journal has come to stay. Its influence is perceptible. The North India Tour would not have been possible but for the publicity through

the Journal. More remains to be done. Official support is not lacking but a professional Journal which has the interests of the profession at heart should find a place in every school and every association. The Journal seeks to make teachers think carefully of the numerous educational questions in all their aspects and the Board appeals to all teachers to make the best use of the Journal which is their own. The Board would commend to the notice of teachers and schools the publications of the South Indian Teacher, which have been well reviewed by other Journals, Indian and Foreign. The best way in which a school or an association can improve the resources of the Union is to acquire these publications for the library. The Board appeals to headmasters and other teachers to help the union by placing orders for these books with the Secretary of the Journal Committee. (Vide Appendix C for the Journal accounts.)

10. The Protection Fund:—This fund has been growing steadily and the strength of the fund is 537. Members will be glad to know that this fund has been registered under the Societies Registration Act. The Annual Report presented on the occasion of the Annual Meeting held in December 1930 shows that more propaganda work is needed in order to bring the total membership to 1000. The deposits to the credit of the Protection Fund invested with the Bankers exceed Rs. 13,500. In this connection the Board would like to express its gratitude to Mr. S. Madhava Rao who had rendered valuable service as the secretary of the Fund from its inception.

11. Finance:—The financial statement is shown in detail in Appendix B. Several District Guilds have not found it possible to remit the affiliation fees in time. The election to the legislature has unfortunately drained the resources of the Union. It may not be possible for the Union to carry on its work regularly and efficiently and to run the Journal on up-to-date lines unless the affiliated Guilds and the Teachers' associations are prepared to willingly and consciously bear the financial burden. The Board earnestly appeals to the numerous associations to remit their dues in time to the respective District Guilds so that the Guilds may be in a position to back up the Union.

12. Conclusion:—The South India Teachers' Union is now a member of the All India Federation of Teachers Associations as and such it is in touch with the world Federation of Teachers' Associations. The activities of the Union are extending gradually and hereafter it may be found necessary for the Union to send repre-

sentatives regularly to the Conference of the All India Federation of Teachers' Associations. Responsible work may be entrusted to the Union by the All India organization and the Union will be bound to carry out the suggestions of the All India Federation of Teachers' Associations so far as they may be practicable. Further, meetings of the Working Committee of the Union may have to be held now and then to carry on the programme of the Union and members of the Working Committee cannot be reasonably expected to meet the expenses from their own pockets. If the Union should discharge its obligations satisfactorily, it must command adequate resources and it should be in a position to meet a part of, though not the entire, expenditure which members of the Working Committee or the Representatives of the Union may have to incur on behalf of the Union. It is therefore necessary that all possible steps which will improve the resources of the Union should be taken by Guilds and Associations and the Board would like to suggest to these bodies to see whether *variously entertainments and dramatic performances* cannot be organised under their auspices and the collections cannot be earmarked for the Union. Our organisation has to be strengthened and perfected in order that it may safeguard the rights and maintain the status of the teaching profession in these changing times when powers are to be transferred completely to the democratic representative bodies. Great changes are ahead of us and the Union should concentrate its attention on securing to the teaching profession the leadership in education which it is entitled to enjoy. The difficulties that may confront the profession may be serious but it is necessary that the Union should look forward into the future and work towards this intellectual leadership. The peculiar nature of this task has been clearly expressed by Dr. A. R. Brubacher as follows:—

"The teacher is at a social discount in spite of the theoretical importance of his work. Why? The answer is not simple. The public is ignorant; it is largely unacquainted with professional ideals and with the significance of education in the development of civilisation. And the public uses material standards in making its judgements, because they are more easily comprehended. The dollar is a measure the simplest understands. But the teacher, after all, largely determines his own rate of discount. He is ostensibly in a position of intellectual leadership, that is, in fact, his profession. In truth, however, he is rarely exercising his leadership. The grade teacher is too

often a mere technician lost in pettiness of devices and discipline. The Superintendent of schools is entangled in the business of his office with little time for philosophy of education; and he is sometimes intimidated by politicians to the point where he cannot come out into the intellectual leadership for which his office exists. The College professor is a specialist as is the high school teacher, devoted to a narrow field, limited in their influence by the very intensity of their special knowledge. And so teachers abdicate the very powers that are properly theirs, renounce their intellectual leadership and the public discredits them accordingly while it looks, to the Judge, the Banker, and other assertive citizens for guidance." How to make the profession assert itself is the question which should engage the attention of the Union.

The Union can hope to play its part worthily if the Board finds it possible to induce all grades of teachers to get into its fold. The Board earnestly appeals to heads of institutions to take the lead in regard to organisation and to point out to teachers in schools and colleges the value and importance of an efficient organisation at the present moment.

APPENDIX A

Office Bearers for 1930-31

PRESSIDENT

1. M.R.Ry. S. K. Yegnanarayana Ayyar Avl., M.A., Professor Pachaiyappas College, Madras.

SECRETARIES

2. Mr. M. S. Sabhesan, M.A., Christian College, Madras.
3. " C. S. Rangaswamy Iyengar, Headmaster, M. H. School, Villupuram.

TREASURER

4. Mr. V. Rangaswamy Iyengar, Assistant, T. T. V. High School, Madras.

JOURNAL SECRETARY

5. " S. Natarajan, Assistant, Saint Gabriels High School, Madras.

MEMBERS OF THE WORKING COMMITTEE.

6. Mr. S. T. Ramanuja Iyengar, E. R. High School, Teppakulam P. O., Trichinopoly.
7. " K. S. Chengalroyan, Assistant, Board High School, Krishnagiri.
8. " C. Ranganatha Iyengar, London Mission High School, Gooty.
9. " V. Aravamuda Iyengar, U. C. High School, Madura.
10. " E. H. Parameswaran, Nurani Hindu High School, Palghat.

VIGILANCE COMMITTEE

1. President of the S. I. T. U.
2. Secretary. "
3. Mr. T. Ramanujachari (Convener)

14. Mr. S. K. Devasikhamani, Headmaster B. H. C. II, School Trichinopoly.

15. " S. Srinivasan, Theosophical School, Madanapalle.

MEMBERS OF THE EXECUTIVE COMMITTEE

16. Mr. C. Ranganatha Iyengar, London Mission High School, Gooty,
17. " G. V. Venkatarama Iyer, Wardlaw High School, Bellary.
18. " A. Vaithyanatha Iyer, M. H. School, Kurnool.
19. " S. Natarajan, Saint Gabriels High School, Madras.
20. " W. Viraraghavacharya, Native High School, Chingleput.
21. " K. Rangaswamy Iyengar S. M. D. High School, Vellore.
22. " Natasa Iyer, B. Z. Secondary School, Chittoor.
23. " V. Jayarama Iyer, Municipal High School, Villupuram.
24. " V. Raghava Iyengar, Municipal High School, Mayavaram.
25. " S. T. Ramanuja Iyengar, E. R. High School, Teppakulam, P. O. Trichinopoly.
26. " V. Aravamuda Iyengar, U. C. High School, Madura.
27. " N. S. Venkatarama Iyer, Karaikudi.
28. " A. Sundaresan, Caldwell High School, Tinnevely.
29. " R. Srinivasa Iyengar, Sarvajana High School, Peelamedu.

30. Mr. K. S. Chongalroyan, Board High School, Krishnagiri. 2. Mr. M. S. Sabhesan, Christian College, Madras.
31. " E. H. Parameswaran, Nurani Hindu High School, Palghat. 3. " K. Rangaswamy Iyengar, Headmaster Hindu Theological High School Madras.

Members of the Council of the A.I.F.T.A

1. Mr. S. K. Devasikhamani, Headmaster Bishop Heber College High School, Trichinopoly. 4. " G. Srinivasachari, Teacher, P. S. High School, Mylapore
5. " S. Natarajan, Saint Gabriels High School, Madras.

APPENDIX B. (1)

S. I. T. U.

Receipts and charges for the period ending 29th March, 1931.

Receipts.		Charges.	
	Rs. A. P.		Rs. A. P.
To Individual subscriptions	57 3 10	By Stamp accounts	38 8 0
Teachers' Association	12 12 0	Printing	43 12 0
Teachers' Guild subscription	4 0 0	Election expenses, including Printing charges	378 0 0
Rent light etc., A. I. F. T. A.	285 0 0	Typing charges	4 14 0
Election Donation	83 0 0	A. I. F. T. A. subscription	15 0 0
Rent from S. I. T. U. P. F.	60 0 0	Establishment and contingencies	13 12 0
Recovery of Printing & Postage charges.	16 0 0	Rent to the M. T. G.	60 0 0
Interest	3 0 7	National Health association subscription	5 0 0
Delegates tickets	20 4 0	Benares Postage	20 0 0
Defence Fund	47 0 0	Closing balance	126 0 5
	753 4 5	Defence Fund	47 0 0
			753 4 5

APPENDIX B. (2)

Defence Fund Account,

Receipts.		Charges.	
	Rs. A. P.		Rs. A. P.
To " Transfer from c/a.	47 0 0	Closing Balance	79 0 0
" Treasurer's suspense account with the M. T. G. C. S.	32 0 0		
	79 0 0		79 0 0
By " K. Rangaswami Iyengar	25 0 0		
Salem Dt. guild	25 0 0		
S. Satyamurthi	15 0 0		
S. K. Yegnanarayana Iyer	5 0 0		
A sympathiser (V. G.)	5 0 0		
C. S. Rangaswami Iyengar	2 0 0		
V. Aravamuda Iyengar	2 0 0		
	79 0 0		

Verified and found correct.

(Sd.) V. K. SOURIRAJAN.

APPENDIX C.

Statement of accounts of the S. I. Teacher for the period,

January '31 to December, 1931.

Receipts.		Charges.	
	Rs. A. P.		Rs. A. P.
To Subscription	1,284 1 0	By Printing, Paper, etc.	2,442 12 0
Recovery of Postage	24 12 0	Stamps	272 12 0
Sale of publications	1,293 10 6	Commission	109 4 0
Sale of Re-prints	156 10 0	Fixed deposit	300 0 0
Advertisement	583 6 0	Loan repaid	25 0 0
Interest	5 7 6	Establishment	195 0 0
Loan	9 12 5	Conveyance and Petty cash	178 8 8
Rent	42 0 0	Bank commission paid	0 12 0
S. I. T. U. Election Fund	1 0 0	Cash	206 5 2
Op. Balance	100 12 10		
	223 8 7		
	3,725 0 10		3,725 0 10

Verified and found correct. The expenses are supported by vouchers in most cases and in others have been certified by the Secretary. Due to the exigencies of heavy work a part time clerk was not able to do full justice to the work. It would be better if a stock book is maintained in addition to the accounts now kept.

(Sd.) V. K. SOURIRAJAN.

AMENDMENTS TO THE RULES OF THE S.I.T.U. (FOR CONSIDERATION AT THE ANNUAL MEETING OF THE S.I.T.U.) APPROVED BY THE WORKING COMMITTEE.

A

Verbal Changes.

I. RULE 4 (A):—Delete "teachers'" in Clause 2.

II. RULE 4 (b) Substitute "Guild or if any" for "Teachers" in line 4.

Substitute "in regard to for" "For the purpose of."

III. RULE 5 (a):—Substitute "any" for "teachers'" before Association in line 1.

In line 4 insert before "association" "Guild or" and insert after "Association" in the second line the words "as the case may be."

Substitute for "and" before "list" the words "along with."

Delete the words "with their general and professional qualifications."

IV. RULE 5 (b):—insert between "up" and "with" "along."

V. RULE 6:—In 2nd para under District Guilds substitute for "Association" the words "Associations on its rolls at the end of the previous official year."

Insert after "rolls" in the third and fourth paras the words "at the end of the previous official year."

VI. RULE 8:—In para 1 after "they shall" insert "along with the Joint Secretary of the Journal Committee."

In the 2nd para delete "Editor in Chief" and in line 4 substitute "whose" for "and his."

In the same para substitute for the last two lines the words "to co-opt an individual member or a member of an affiliated association in that district."

In the third para delete the words "the Editor in Chief: delete "member" in line 3 and insert "members of."

VII. RULE 10. In Clause 4 insert "of" after "name."

VIII. RULE 12 (a):—to be written as follows:—

Every Guild shall forward to the Union at the beginning of the official year the list of its office-bearers for the year and a list of its affiliated associations with the strength of each.

Insert the following as 12(b) and reletter the rest:—

12 (b) Every association shall forward to the Union at the beginning of the official year a list of its members along with particulars regarding the date of birth, academic qualifications, salary, and period of service of each.

IX. RULE 14 :—delete the words "circulate...discussion" and insert "ordinarily arrange for the transaction of business in circulation."

X. RULE 18. For "vote" in line 3 substitute "poll."

B.

Substantial Changes.

I. RULE 4 (a) :—Insert after clause 2 the following and renumber the rest :—

3: Associations which are not attached to any schools and which are recognised by the Union as "provincial associations of any section of teachers".

II. RULE 11 (a) & (b) to be rewritten as follows :—

11. Voting :—The Secretary shall refer specific questions as they arise to the affiliated associations for expression of opinion and the associations shall forward their opinions to the Secretary of the Union within the time specified. Save as otherwise provided, each District Teachers' Guild shall have only one vote in respect of such questions and the vote of each Guild shall be determined by the opinion of the majority of its affiliated associations. Associations recognised as provincial shall each of

them have one vote; and all other associations directly affiliated to the Union shall together have one vote. The final decision of the Union shall be determined by the majority of votes calculated on the above-mentioned basis.

III. RULE 17 (d) :—to be re-written as follows :—

17 (d). Notwithstanding anything to the contrary contained in these rules, every association affiliated to the Union directly or indirectly shall have one vote in respect of the election of the President of the Conference, and the person getting the largest number of votes thus collected shall be declared the President of the Conference.

IV. 17 (e) :—after "unable" insert "to accept the offer of the Reception Committee or"

V. RULE 20 Delete "and also the individual members"; delete "to contribute..... resolutions" and insert in that place "to suggest resolutions in the proper form for consideration at the Conference."

In line 4 insert before "all" the words

"A copy of" and delete "papers and" after "such".

Delete "Papers and" in line 6 :

In the same rule insert after "Agenda" in line 9, the following :—

"It is competent for the Reception Committee to invite persons to contribute papers on educational questions";

For "Papers and Resolutions" in line 10 substitute "Resolutions and list of Papers".

XXIII PROVINCIAL EDUCATIONAL CONFERENCE

Palghat Session.

The 23rd Provincial Educational Conference will be held in the Government Victoria College, Palghat on the 21st, 22nd and 23rd May, 1931. Mr. M. Venkatarangayya, M.A., Principal of the V. R. College, Nellore has accepted the invitation of the Reception Committee to preside. As usual an Educational Exhibition has also been arranged to be held along with the Conference and exhibits relating to Educational Charts and Statistics, maps, and models, diagrams and experimental demonstrations, visual instructions, manual training, scout craft, fine arts etc. have been invited. The Hon'ble Mr. S. Kumaraswami Reddiar, the Minister of Education has been requested to open the Conference and the Exhibition. The Reception Committee is taking all necessary steps to make the Conference a success. The detailed programme which is being prepared will be announced in the course of a few days. All enquiries should be addressed to Mr. E. H. Parameswaran, M.A., L.T., General Secretary of the Conference.

RESOLUTIONS FOR CONSIDERATION AT THE 23RD PROVINCIAL EDUCATIONAL CONFERENCE TO BE HELD AT PALGHAT IN MAY 1931

I ORGANISATION AND PROPAGANDA :—

(a) This Conference authorises the Working Committee to appoint a Propaganda Committee and to provide it with the necessary funds (1) to carry on an intensive propaganda among the members of the Madras Legislative Council; (2) to issue at each session of the Legislative Council, or some time before it, printed appeals and leaflets on the recommendations of the S. I. T. U. on educational remodelling and service conditions of teachers and (3) to arrange to interview Council members.

(b) This Conference requests the Government to appoint a Committee of officials and non-officials including the representatives of the S. I. T. U. to enquire into the present condition of non-Government Secondary schools in respect of (1) their financial stability (2) the need for their existence (3) the condition of service of teachers employed therein (4) the desirability of unification of the teaching service and (5) exchange of teachers and to report to the Government the result of their enquiry along with their proposals towards improvement.

(c) Resolved that steps be taken by a sub Committee of the S.I.T.U. appointed at the Conference to define the nature of financial and other relationship between local, district and central organisations with a view to promote homogeneous activity and enforce observance of such relationship as a condition of affiliation to the S.I.T.U.

(d) Resolved that steps be taken by the Executive to maintain a paid visiting propagandist from June 1931 with a view to co-ordinate activities of central and district organisations, collect materials on the working of the S.I.T.U. programme in districts and report the same to the S.I.T. every month.

(e) Resolved that each Guild, besides its affiliation fee to the S.I.T.U. shall pay for a copy of the S. I. T. with a view to be in touch with S.I.T.U. activities.

(f) Resolved that a teachers' week throughout the presidency be organised during Xmas to focus further attention on :—

Teachers' Associations and their work ;
Protection Fund day ;
Parents' day ;

Boys' day ;
Grievances of Teachers;
Funds.

Exhibition of local Educational work ;

(g) Resolved that a sub-Committee of the S.I.T.U. Executive be formed to collect materials and submit a report before the end of July '31 on.

No. of aided Schools in the presidency ;

No. of L. Ts. ;

No. of Secondary grade teachers;

Scales of Salary in different Schools ;

Teaching grant as at present received in Schools ;

An average Standardised Scale for Hons, L. T and secondary grade teachers.

Financial Commitments of Govt. in the event of Government bearing all incremental charges of teachers on the Standardised Scale.

(h) Resolved that the vigilance Committee of the S.I.T.U. be requested to collect materials r.e. conditions of the new contract between Teachers and managements in various aided schools in the presidency, terms of termination of service, terms of leave rules, hardships to teachers, cases of termination in each district under the contract, and report before 'July' 31 on the measures necessary to make the contract system acceptable to the Teaching profession.

(i) (1) Resolved that a Sub-committee of the S.I.T.U. be formed to frame a code of professional conduct for teachers and to organise a registry of teachers submitting to this code with a view to bring teachers under the moral control of the S.I.T.U.

(2) Resolved that the S.I.T.U. do interest itself in the redress of grievances of only such teachers as come under the Teacher's registry.

(3) Resolved that the S.I.T.U. Working Committee do draw up and print leaflets r.e. its planks of work and agitation for redress with a view to educate the public, with regard to

(a) its aims.

(b) its methods of work.

(c) its strength and representative character.

(d) its demands re unification of the Teaching service, standardised scales for teachers, etc.

(f) its opinions on Elementary Edn., on Sec. Edn. on University Edn., on Technical Edu.

k. Resolved that the Provincial Conference do work for 3 days to concentrate on (1) organisation, (2) professional questions and (3) Educational problems.

l. Resolved that the S.I.T.U. executive be formed into Standing Committees of 3 members to specialise on.

- (1) Organisation.
- (2) Salary scales.
- (3) Security of tenure.
- (4) Ele. Edn.
- (5) Sec. Edn.
- (6) University Edn.
- (7) Council propaganda.

who will collect materials, and publish them in S. I. Teacher.

II. PHYSICAL EDUCATION :—

(a) This Conference is of opinion that the introduction of compulsion in games cannot be put off any further and requests the school authorities to make games compulsory, pupils coming from long distances being exempted if necessary.

(b) Since no progress can be made in the organisation of games if schools are not provided with playgrounds, and since the main difficulty of the management in providing playgrounds is in finding 50 per cent of the cost of such grounds, this Conference, obviating the difficulty, strongly recommends that the Government do advance the amounts to Managements and recover the same, in easy instalments, from its grants to those bodies.

(c) In view of the urgency and importance of this problem this Conference is of opinion that the emergency land acquisition rules be employed, in this case.

N. B. Based on resolutions received from the Malabar Dt. Guild.

III. ELEMENTARY EDUCATION :—

(a) This Conference requests the Government to reorganise Ele. Education on sound national and up-to-date lines so as to make it an end in itself, and to make it free and compulsory for all children between the ages of 6 and 11.

(b) With a view to promoting the efficiency of Ele. Education this Conference recommends that Secondary grade trained teachers be appointed hereafter in Ele. Schools.

(c) This Conference recommends that secondary grade Training institutions be increased and improved so as to ensure an adequate supply of qualified teachers for Ele. Schools

N. B. Based on resolutions received from :—
Ambasamudram, Srivaikuntam, Malabar.

IV. S. S. L. C. :—

a. This Conference is of opinion (1) that the S. S. L. C. Board as now constituted is unduly dominated by the Universities and that steps should be taken to secure adequate representation of teachers directly connected with Secondary education.

b. That the C Group be abolished.

c. That the syllabuses in History, Geography and Ele. Science be cut down and made more definite with regard to scope and content.

d. That 35 per cent be prescribed as the minimum for eligibility in all subjects and that a moderation Board be appointed to consider hard cases.

e. That the course in Manual training be not compulsory under the S. S. L. C. scheme.

f. That the time-table of the S. S. L. C. Examination should be so arranged as to provide for only one examination each day.

g. That the present system of keeping school record be discontinued and that a certificate containing the marks obtained in the Public Examination with provision for entering marks obtained in subsequent years be issued.

N. B. Based on resolutions received from :—
Madura, Ramnad, Ambasamudram, Srivaikuntam Coimbatore Ottapalam.

V. MIDDLE SCHOOL EXAMINATION :—

This Conference is emphatically of opinion that any attempt to institute a public or semi-public examination prior to the S. S. L. C. or the Matriculation should be deprecated as it will prove detrimental to the mental and physical growth of children.

N. B. Based on resolutions received from :—
Ramnad, Ambasamudram, Srivaikuntam.

VI. Grant-in-aid-Code :—

(a) This Conference views with alarm the attitude of the Government of Madras towards the future development of Secondary Education in this province.

(b) This Conference regrets that no action has yet been taken in respect of the revision of the Grant-in-aid code and in view of the serious

financial difficulties of many aided schools, urges the Government to revise at once the grant-in-aid code on the lines suggested at the Provincial Educational Conference held at Vellore.

(c) This Conference brings to the notice of Government the fact that many aided schools are unable to make adequate provision for instruction in manual training and requests the Government to meet the entire expenditure in connection with the manual training if it should continue as a compulsory subject.

(d) This Conference regrets to note that teachers getting a salary of Rs. 100 and over have been excluded from the benefits of the Special Teaching Grant and appeals to the Government to increase the provision under the Special Teaching Grant so that all teachers may derive the benefit.

N. B. Based on resolutions received from :—
Madura, Ambasamudram and Srivaikuntam.

VII. Conditions of Service :—

(a) This Conference is of opinion that the written agreement between the management and individual teachers is disappointing and extremely unsatisfactory as it is not calculated to ensure security of tenure for teachers and is against the expressed opinion of the teachers of this presidency and it expresses its considered view that the condition of teachers in non Government schools cannot be placed on a satisfactory basis unless :—

1. The scales of salaries of different grades are standardised on the lines suggested at the Provincial Educational Conference held at Coimbatore in 1930.

2. Uniform rules of service including the leave rules are framed by the Government and are made applicable to all non-Government schools as a condition of recognition.

3. An arbitration board is appointed in each district to consider the cases of differences arising between the management and the teachers, it being made compulsory that the services of teachers can be terminated only on the recommendation of the board.

(b) That the Government be requested to enforce the following non-transgressible minimum number of hours of work for the teachers of all grades in secondary schools :—

20 periods of 50 minutes each per week.

PROVIDENT FUND :—

(a) This Conference appeals to the managing bodies to arrange to invest the contributions

to the Provident Fund in Post office Cash certificates, if the contributors express a desire to adopt such a procedure.

(b) This conference requests the Government to alter the Provident Fund rules so as to entitle the contributors to the Government and Management contribution in all cases irrespective of the period of membership in the Fund.

(c) This Conference further requests Government to increase the rate of contribution by the teacher to 1/12 of his salary.

(d) This Conference requests that the contribution by the Government be increased from 1/3 to 1/2 of the amount standing to the credit of the subscriber.

(e) In view of the very limited assistance that is likely to be derived from the Provident Fund, this Conference requests the managing bodies to provide for a gratuity for teachers at the time of retirement and it appeals to the Government to give liberal help to Managing bodies so as to enable them to give effect to the scheme.

(f) This Conference suggests that the last sentence in Rule (2a) under the Provident Fund scheme be deleted ("The account of any subscriber be closed when he attains the age of 60").

N. B.—Based on resolutions received from :—
Madura Ramnad Srivaikuntam Salem.

IX. This Conference regrets that in spite of repeated resolutions passed in District and Provincial Conferences and of the departmental permission accorded for the teaching of non-language subjects in the vernacular of that locality, such a medium of teaching has not been adopted in many schools and strongly urges upon all Managers, Headmasters and teachers to give immediate effect to the vernacularisation scheme

X. This Conference deplores the undue delay in the publication of vernacular equivalents for technical terms in non-language subjects and requests the educational department to expedite the publication of the same.

XI. This Conference strongly recommends that a proficiency of the S. S. L. C. standard in English be prescribed for the Vidwan and Siromani examinations.

XII. This Conference requests the University to allow bona-fide graduates holding Secondary grade training certificates to appear for the L. T. degree examination without the production of an attendance certificate from a Teachers' College.

XIII. This Conference urges upon the Government the desirability of recruiting not less than 50 per cent. of the Deputy Inspectors of Schools and the District Educational Officers from the ranks of the experienced teachers in non-Government schools.

XIV. This Conference requests the S. S. L. C. Board to continue to conduct the S. S. L. C. examination under the old regulations also for 2 years.

XV. This Conference is of opinion that the attestation and completion of the S. S. L. C. be abolished since they serve no useful purpose.

XVI. This Conference requests the Government to make an addendum to rule 92 of the Educational rules giving the benefit of fee concessions to children of teachers working in Secondary and Ele. schools.

XVII. This Conference recommends that the schools may avail themselves of the freedom permitted in the educational rules in fixing the school hours so as to suit local conditions.

XVIII. This conference regrets that Municipalities like Chirala and Hospet attempt to balance their budget by cutting down expenditure on education and by reducing the salaries of teachers.

XXIII. PROVINCIAL EDUCATIONAL CONFERENCE Palghat Session

BULLETIN No. III.

Entertainments and Tournaments

Arrangements for holding the XXIII Provincial Educational Conference at Palghat are making good progress. At a meeting of the Reception Committee held on the 29th March it was provisionally decided that the Conference should be held about the 15th of May. The actual dates which have to be decided in consultation with the President-Elect would be announced later.

Entertainments

Intending delegates would be glad to hear that in addition to the usual proceedings of the Conference, the Reception Committee has decided to devote special attention to make the delegates' stay at Palghat during Conference time as happy as possible. Attempts are being made to get up performances in Kathakali and Ottam Thullal, two institutions peculiar to Malabar.

Tournaments

It has also been decided to get up Tournaments in Tennis, Badminton, Foot Ball, Volley

Ball, Ping Pong and Chess. It is proposed to have also a few items of sports like High Jump, Hundred Yards and Cycle races. The Tournaments and Sports are open to all delegates and intending competitors are requested to send in their applications with the entrance fees mentioned below to the Sports Secretary, XXIII Provincial Educational Conference, Palghat, on or before the 30th of April 1931.

Entrance Fees.

1. Tennis (Singles) Re. 1.
2. Tennis (Doubles) Re. 1-8
3. Foot Ball (Sixes) Rs. 3.
4. Badminton (Fives) Rs. 2-8.
5. Volley Ball (Team of Nine) Rs. 2-4.
6. Chess Re. 1.

The Tournaments shall be conducted if the Govt Victoria College grounds.

For all out-door games the rules of Games and Sports compiled by Mr. Buck shall be followed. In all matters concerning the conduct of the Tournaments and Sports, the decision of the Tournament Committee shall be final.

The Tournaments may commence about the 15th of May. The finals will be played during Conference time. Sports also will be conducted then. Fixtures will be sent on to competitors about the 5th of May. The prizes will be awarded by the President on the closing day of the Conference.

The Tournament is of the first of its kind and it is expected that there would be large number of entries and that the Tournament would be a complete success.

The Tournament Committee will consist of the following members:—

- Mr. P. V. Alexander, M.A., L.T.,
 „ S. K. Subbarama Iyer, B.A., L.T.,
 „ S. Raghunatha Iyer, B.A., L.T.,
 „ T. M. Parameswaran, B.A., L.T.,
 „ N. S. Venkatakrishnan, B.A., L.T.,

(Convener).

All correspondence regarding the Tournaments and Sports should be addressed to the Sports Secretary, XXIII Provincial Educational Conference, Palghat.

E. N. Subrahmanyam,
 Publicity Officer.

It has been decided to hold the Conference on the 21st of May, 1931. The work of enlisting members for the Reception Committee is being undertaken by Mr. K. S. Varghese.

raghavan, B. A., L. T., Asst. Secretary of the Reception Committee had been on tour to Calicut, Tellicherry, Badagara and other centres in North Malabar. There is a good deal of enthusiasm evinced for the Conference and the response is satisfactory. So far about 250 members have enrolled themselves as members of the Reception Committee.

Municipal Council's Grant.

The authorities of the Conference had approached the Palghat Municipal Council for a

grant towards the expenses of the Conference. At the meeting of the Municipal Council held on Wednesday, the 18th instant, the Council unanimously voted a grant of Rs. 100 for the Conference.

The Reception Committee has also requested the Malabar District Board for a contribution and it is hoped that the District Board will also help the Reception Committee.

E. H. PARAMESWARAN,

General Secretary.

NOTICE.

All Amendments to the resolutions printed on pp. 171-174, should reach the Secretary Reception Committee on or before the 15th May.

THE S. I. T. U. PROTECTION FUND

Report of the Rules Amendment Committee

The Committee appointed by the General Body at its last meeting in the following resolution "That a Committee consisting of the three office bearers resident in Madras, and Messrs S. Madhava Rao, T. Ramanujachariar, S.K. Yegnanarayana Iyer and K. Rangasamy Iyengar, be appointed to consider the amendments of which notice has been given, and also other amendments and suggestions that may be regarded as necessary, and place their report at the next meeting of the General Body", met twice on 25-3-'31 and 5-4-'31, and unanimously resolved to recommend the following changes;

1. ADD TO RULE NO. 3. 1ST PARAGRAPH.

Each applicant for membership shall along with his application submit a proof of age. Any one of the following may serve as a proof of age or this purpose:

1. A certified copy of the date of birth or age as entered in the school records such as the Provident Fund Account or the Inspection Reports, and certified by the Head of the institution.

or

2. A certified copy from the Birth Register.

or

3. A sworn statement before a Magistrate of a rank not lower than a Sub Magistrate.

2. ADD A SEPARATE PARAGRAPH AT THE END OF D IN RULE 7.

It shall be competent to the Board to make temporary transfers from the professional Fund Account to the Working Fund Account, and vice-versa.

3. ADD 8 A. AT THE END OF RULE NO. 8.

The Annual Contribution of Re. 1 and the Annual Subscription of Re. 1, shall be payable in advance not later than the 15th of January of the Year.

4. ALTER RULE NO. 18 AS FOLLOWS:

The members of the Board, and an auditor or auditors shall be elected annually by the members of the Fund at a meeting to be held ordinarily not later than the 31st of January following the year of Report.

5. ADD TO RULE NO. 23 (after the words *supra*.)

At that meeting the Board shall submit the Annual Report for the previous year, and the Audit report of the Auditor or auditors for consideration and adoption.

N. B. The rules book referred to is the latest edition, published in January, 1931.

R. RAMAKRISHNAN,

Hon. Secretary,

S. I. T. U. Protection Fund

THE TEACHERS' BOOK SHELF

THE LEAGUE OF NATIONS & THE PACT OF PEACE.—By E. Marsden, I. E. S., (Retd) Published by Messrs Macmillan & Co. Ltd. Price as. 4.

"The sense of a great human brotherhood and of an obligation to our fellow that transcends all mere geographical boundaries has developed out of the great conflict (the war of 1914—1918) and the school, both in its regular lessons and in its corporate life may do much more to deepen and strengthen this bond of human fellowship." The object of the League is to persuade all nations to work together for the common good and to live at peace with one another so that all may be safe and to help one another in every way. The younger generation therefore should be made well acquainted with the aims and organisation of the league. Ministries of Education of diff. self governing countries have already done much in this direction.

As the study of the facts relating to the development of the League of Nations belongs to history and that of the details of its operation, to civics, the inclusion of a course of lessons on the League of Nations in the curricula of schools, would be highly welcome as it would serve to develop both the historical and the civic sense. Further, it would enable the rising generation to judge international questions not in a parochial or superficial way but with a truly international outlook.

Mr. Marsden's book is therefore a timely publication. Indians as a nation are averse to war and pledged to non-violence. In our land Arbitration is a time-honoured method of settling disputes, and as such no great effort is necessary to make the League appeal to our students.

The book under review is divided into 2 parts. The 1st part, after detailing the horrors of any great war, briefly sketches, the growth of Arbitration and gives a clear account of the history of the League of Nations, its covenant and constitution. Instances of the League's successful intervention in international disputes are given in one chapter while a separate chapter is allotted to the topic, India's place in the League. The second part deals with the Kellogg pact or the Pact of Paris. In the short space of 62 p. p. the author himself, a *foundation member of the League* has ably given all the details necessary to familiarise the pupils with the aims of the League. This book deserves to be placed in the hands of all our high school pupils.

EDUCATIONAL SURVEY.—Vol. I, No. 3 and Vol. II, No. 1.

This is a very valuable half-yearly publication of the Secretariat of the League of Nations, Geneva. It is published in January and July, each number being priced at 2 shillings. It opens with an Editorial reviewing the principal events in connection with the furtherance of League ideals. A good number of pages are then devoted to articles on the promotion and growth of international understanding. A report of the activities in this regard of different member states are then given. It also includes an official section containing reports of sub-committees appointed to consider special problems.

The January issue contains an interesting article on 'Youths opportunity' by S. J. Warner and another on 'Self Government as a means of Education' by Francisco Carrillo. M. C. Lebrun, asst. Editor of the *Musée pédagogique*, has some very useful suggestions on Meetings, Exchange of young people. In the earlier number Hilda Matheson, Talks Director, B. B. C. has contributed a very interesting article on how a national organisation has been able to make use of broadcasting for purpose of international understanding.

"STORIES FROM ANDHRA HISTORY" (TELUGU EDITION) by M. Venkatarangaiya, M.A., Principal, V. R. College, Nellore, Published by Messrs. Longmans' Green & Co., Ltd. P.P. 123, Price not announced.

The stories in this book centre round heroes and heroines of legendary and historic importance. They are carefully written and are bound to stimulate the pupils' interest in the History of their country. Well may the author claim that the stories bring before youthful minds the achievements of the Andhras in different fields of activities, political, religious, artistic and literary,—and the gradual growth of civilization and culture in the Andhra land. The book is well illustrated. It forms an excellent introduction to a more formal study of the History of India and as such it is commended to the attention of teachers as a suitable text book for the first form pupils.

An Introduction to Banking and Currency :—By L. N. Dorasamy Aiyer, B.A., B.L., with a foreword by M. K. Dandekar, B.A., F.S.A.A., Incorporated Accountant and Auditor,

and Principal, The Government Institute of Commerce, Madras: with an introduction by S. K. Sarma, B.A., B.L., Author of "Indian Monetary Problems". Pages 155+IX. Price Rs. 2.

This is an elementary book treating in popular language with the fundamental principles of Economics, in its relations to Banking. The book has been written mainly to meet the requirements of students who are preparing for the Madras Government Technical Examination in Banking (Lower Grade) and those studying in the various Co-operative institutes of the Presidency. It satisfies a real need which has long been felt by the students preparing for such examinations; and as such we welcome this handy volume.

The "Contents" could have been made more useful by giving references to the pages concerned.

A list of questions (arranged according to the chapters they relate to), selected from the papers set for the Government Technical Examinations in Banking (Lower Grade), and the Co-operative final examinations have been added at the end.

BUNCH OF ROSES BY N. C. MITTAL OF P. W. COLLEGE, Jammu Price as 10 only.

This small book is a collection of folk tales current in the Punjab and Jammu province, many of them have already appeared in some of the north Indian journals. The stories are very interesting and have most of them a moral purpose.

They are written in good English and the book can be profitably used as a supplementary reader in the lower forms of the high schools. Copies can be had of Messrs. Harnam Das & Bros. Jammu Kashmir.

ANIMAL LIFE BY M. EKAMBARANATHAN Published by Messrs. Longmans Green & Co. Ltd., Price As. 10 only.

This book is intended to be used as a text by the pupils. It is written to meet the demands of the revised S.S.L.C. Syllabus in Elementary Science (Animal Life). We are of opinion that it is just the book to be placed in the hands of our boys. It is copiously illustrated and an appendix giving the vernacular names of animals is given at the end.

XXIII PROVINCIAL EDUCATIONAL CONFERENCE PALGHAT

Refresher Course for Elementary School Teachers.

It is proposed to organise a course of Refresher lectures for Elementary School Teachers under the auspices of the XXIII Provincial Educational Conference to be held at Palghat. Mr. S. Jagannathan of the Teachers' College, Saidapet has consented to deliver the course of lectures which would begin on the 15th of May and last for six days.

The lectures will be held in the Government Victoria College, Palghat. The following will be the programme for the lectures :—

- 14th May.
8 A.M. to 10 A.M.—Child Education.
2 P.M. to 4 P.M.—Language Teaching.
- 15th May.
8 A.M. to 10 A.M.—Language Teaching (Contd.)
2 P.M. to 4 P.M.—Number Teaching.
- 16th May.
8 A.M. to 10 A.M.—Number Teaching (Contd.)
2 P.M. to 4 P.M.—General Knowledge.

17th May.

8 A.M. to 10 A.M.—General Knowledge (Contd.)
2 P.M. to 4 P.M.—Hand Work.

18th May.

8 A.M. to 10 A.M.—Children's Clubs.
2 P.M. to 4 P.M.—Parental Co operation, Adult Education.

19th May.

8 A.M. to 10 A.M.—Time-table, Notes of lessons, Progress Report.
2 P.M. to 4 P.M.—General lectures on health, Rural Sanitation, Scout-ing etc.

Along with the lectures, there will also be practical work and teachers attending the course of lectures will have to come prepared for practical work.

SCHEME OF PRACTICAL WORK

I. CHILD EDUCATION.

1. Picture Puzzles. 2. Collecting suitable stories for children.

II. LANGUAGE.

1. Make a list of familiar words to children of five. 2. Study Malayalam Primers and see whether the familiar words are contained in them. 3. Making groups of words for exercises in composition and reading (for junior).

III. NUMBER.

1. Make a Bead frame. 2. Number ideas in pictures. 3. Fraction charts. 4. Fraction in compound quantities. 5. Exercises in oral Arithmetic used in every day life. 6. The use of Match boxes, calendar Numbers and beads and making of apparatus with the same. 7. Stamp Album. 8. Multiplication table in concrete. 9. Addition tables with a punch. 10. Recreation in Numbers.

IV. GENERAL KNOWLEDGE.

(a) Nature Study. 1. Make a nature calendar. 2. Record observations of shadow, Moon etc. 3. Common things and their uses.

(b) Geography. 1. World Map in pictures. 2. Picture albums.

(c) History. 1. Charts. 2. Picture books. 3. Time chart.

(d) Picture charts. Income and expenditure charts.

V. HANDWORK.

1. Cardboard Models. 2. String work. 3. Reed frames. 4. Screens. 5. Making of useful things with apparatus available in the locality.

VI. HOBBIES.

1. Leaf Album. 2. Picture Albums for stories and general knowledge talks.

Models will be available with the lecturer and teachers are requested to make the best use of their leisure time in making the charts and collections. The certificates will also contain an entry as to the practical work done by the teachers during the course.

Each Teacher is requested to furnish himself with a good bound book, loose sheets, scissors, pen-knife, pencil, ink, foot-rule, compasses, etc. He will also bring to the lectures the collection of his pictures, empty match boxes, used stamps (inland and foreign) and old slate frames. He is required to furnish to the Secretary a sum of Rupees Two with which he could get a supply of Brown Papers, Drawing sheets, Beads, brass or copper wires, gum, Indian Ink, Cardboard and other stationery.

Accommodation will be provided for the candidates attending the course of lectures in the Govt. Victoria College, Palghat. Teachers who are willing to attend the course of lectures should register their names in advance and should communicate with.

E. H. PARAMESWARAN, M.A., L.T.,
General Secretary.

XXIII Provincial Educational Conference,
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NOTICE

A general Body meeting of the S. I. T. U. will be held in the Conference Hall at Palghat on the 22nd May at 4 P. M. to consider the following:—

- (1) The report of the Executive Board (see page 161).
- (2) Election of Office-bearers.
- (3) Amendments to rules (See page 162.)

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