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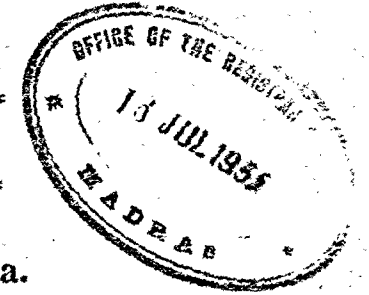
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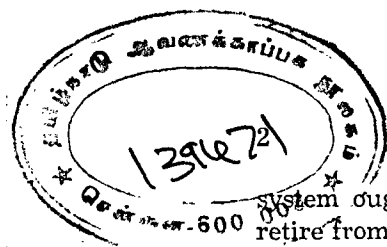
A HUNDRED YEARS OF ENGLISH EDUCATION IN INDIA

BY

CAPT. M. ABDUL HAMID, M.A., M.R.S.T., B.A. (OXON),

(Principal, Government Muhammadan College, Madras.)

India to-day is an English-speaking country ; so she is classified in Text Books of education on the basis of a language classification. English is the language of the Law Courts, of Government offices and largely also of social intercourse between the educated classes in India. The question how this has come about in a vast country like this which had nothing in common with the Anglo-Saxon race until destiny brought England and India together, furnishes a most fascinating field of enquiry at the present moment and particularly in this year which marks the close of the first 100 years of the policy consciously adopted in the year 1835 of diffusing Western knowledge in the country. It is well known that the long drawn out controversy between the Anglicists and the Orientalists came to a head in February 1835 when, in submitting his famous minute to Lord William Bentinck, Macaulay threatened to resign from the Board of Public Instruction if the point of view he was advocating was not accepted by his Lordship. Among other things in that historic document Macaulay observed :—" We ought to employ our funds in teaching what is best worth knowing ; that English is better worth knowing than Sanskrit or Arabic. The Natives (Indians) are desirous to be taught in English and not desirous to be taught in Sanskrit or Arabic, that it is possible to make natives of this country thoroughly good English scholars and that to this endeavour efforts ought to be directed. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern : a class of persons Indian in blood and colour but English in taste, in opinions, in morals and in intellect. To that class we may leave it to refine the Vernacular dialects of the country, to enrich those dialects with terms of Science borrowed from Western nomenclature and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population. If it be the opinion of Government that the present



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system ought to remain unchanged I beg that I may be permitted to retire from the Committee. I feel that I could not be of the smallest use there. I feel also that I will be lending my countenance to what I firmly believe to be a mere delusion. I believe that the present system tends not only not to accelerate the progress of truth, but to delay the natural death of expiring errors."

I am sorry I have quoted at this length from Macaulay's minute. Since this document is often referred to as the turning-point in Indian education I think it is worthwhile to try to understand what could have prompted Lord Macaulay in coming to the conclusion he did in regard to the wisdom of ending once and for all, the oriental tradition in Indian education and making a decisive beginning with the Arts and Sciences, the Philosophy and Culture of the West.

India has been from the earliest times reputed for its learning. The Greek Ambassador, Megasthenes, at the court of Chandragupta, testified to the existence of a polished society which held Philosophy and Science in great respect and which cultivated the Arts to a remarkable degree. The rich stores of Sanskrit literature available to us now, confirm us in the belief that there had been a continuous literary tradition in India, that in fact India is one of the few countries of the world where learning and teaching were known to have existed as early as 3000 years ago.

Likewise the Muslims have been known to be enthusiasts for learning from the dawn of their history. The Maktab ceremony which every Muslim performs is expected to initiate the boy or the girl to the world of letters which quite clearly indicates that Islam contemplated universal literacy. The letters of Abul Fazul testified to the interest the Moghuls took in education. We see Akbar drawing up a long list of subjects which every boy in school was expected to learn.

Owing, however, to a long period of insecurity and internecine wars, Indian learning both Hindu and Muslim had really reached its low watermark at the beginning of the 19th century. The advantages of the Hindu system of education at its best were, intimate personal contact between the disciple and the guru, absolute humility, and absolute devotion from the learner, parental care and solicitude of the teacher, absence of fees and, therefore, of any monetary interest in the sacred relationship, the evolution of the monitorial system which rendered it possible for the senior pupils to look after the backward ones, its vocational bias and its guild system. Its disadvantages were, it was unreal, unpractical, pedantic, could deal with a few pupils but not the whole society, laid undue stress on memory at the expense of the intellect, demanded obedience to authority.

Muslim education at its best stood for fearless pursuit of truth. It brought within its fold, boys and girls alike, included in its purview the

A HUNDRED YEARS OF ENGLISH EDUCATION IN INDIA 3

whole of society for purposes of education, charged no fees, the Madrasas being usually supported by State or private endowments. Its disadvantages were that it was too closely linked with religion, employed foreign media of education such as Arabic and Persian, stressed the powers of memory in preference to the power of the intellect, was characterised by pedantry and profitless abstract reasoning.

At the time of the advent of the East India Company there were no books in the vernacular suitable for the education of a people on modern lines. There was in fact no book trade. In spite of his anxiety to encourage Eastern learning, Warren Hastings who was its ardent admirer found difficulty in obtaining proper text-books. In 1814 the Court of Directors instructed the Governor-General to leave the Hindus to the practice long established among them of giving instruction in their own homes.

For a long time it was not the wish of the East India Company to interfere in the indigenous methods of education as would be seen from the attitude of Warren Hastings and of the Company's Directors in England.

It was really from other sources than Government that the desire for Western knowledge arose in India. The Missions had long been working in the field and Indian people had acquired a taste for English education in their schools. The increasing prestige and authority of the East India Company opened new avenues of employment which people were anxious to avail themselves of. The main reason at this stage which was responsible for a rapid increase in the number of students wanting to learn English was that the ambition of the Hindu literate classes had been fired by prospects of honours and rewards just as it had been in an earlier age in relation to Persian when it was the Court language. The move for the introduction of English education came from the European missionaries Grant, Duff, Carey and leaders of Indian opinion such as Raja Ram Mohan Roy. At that stage difficulties were being encountered by educators in the matter of text-books and pupils who wished to receive a purely oriental education were becoming fewer and fewer in spite of the inducements that were offered by Government. There seemed no option left but to give the students what they eagerly desired—the new wine in the shape of the Arts and Sciences of the West. It should therefore be said to the credit of Lord William Bentinck and the later administrators of India that their aim was not to thrust on an unwilling people an alien language, an alien scheme of education and an alien culture.

The other important landmarks in the development of English education were the freedom of the Press 1835, the adoption of English as the Court language in place of Persian, in 1837, the Parliamentary

enquiry of 1853 culminating in the epoch-making despatch of Sir Charles Wood in 1854 which elaborated for the first time a system of education based on western lines. This despatch has been called the Charter of Indian Education. The wisdom and foresight that are evident in it, bear testimony to the purity of motives and the desire to really help India forward. "It is one of our most sacred duties", it said "to be the means as far as lies in us of conferring upon the people of India those vast, moral and material benefits which flow from the general diffusion of useful knowledge and which India may under Providence derive from her connection with England. We have always looked upon the encouragement of education as peculiarly important because it is calculated not only to produce a higher degree of intellectual fitness but to raise the moral character of those who partake of its advantages and so to supply you with servants to whose probity you may with increased confidence commit offices of trust."

All subsequent departures are really developments of the policy laid down in these dispatches. Departments of Public Instruction were formed and Universities were founded in Calcutta, Madras and Bombay in 1857. English Education in India may be said to have been firmly established by 1882 when the Hunter Education Commission was appointed. Lord Ripon, the Viceroy, who appointed the Hunter Commission was responsible for the development of self-governing institutions. He thought that it was essential that if India was to advance toward Self-Government, a wide diffusion of popular education among the masses must take place.

The subsequent stages in the development of English education were the appointment of the Universities Commission in 1932, the Government of India laying down their Indian Education Policy in 1904, the pronouncement of January 1912 by His Majesty the King-Emperor in replying to an address from the Calcutta University and the resolution of the Government of India 1913 pertaining to education. In recent years the report of the Calcutta University Commission which covered a wide field has profusely influenced the development of University education all over India.

It may be said at once that the attempt to import Western education to an Eastern people is a bold experiment and a unique one in world history, for, nowhere else in the world and in no other age was there an attempt made to bring the culture and the learning of a small country into contact with the learning of a large sub-continent such as India, and in the result of changing the intellectual outlook, age-long customs, and the very warp and woof of the structure of an Oriental society. Just because it is unique, the experiment is interesting and has raised in the minds of critics a number of doubts. The most genuine doubt that is expressed in enlightened quarters is whether a system of

education which is suited to a Western people could be adopted by an Eastern country. Those who are against the procedure would say that it tends to destroy the separateness and the individuality, the native vigour and the native genius of the people upon whom an alien system is imposed. In India it is not true to say that an alien system of education was imposed upon an unwilling people. The copying of Western methods, if indeed it may be called copying at all, has not been a blind but a conscious and deliberate process for the attainment of certain results. Rather it should be regarded as a parallel development from the same original stock amid changing conditions of time and place. Everywhere in the East, political aspiration has gone hand-in-hand with varying degrees of Europeanisation. With the advent of democracy the question assumes a different meaning for a transition from autocracy to democracy must be accompanied by vital changes in methods of education. While in an autocratic state the aim is to produce a type of men who are docile and who are trained to the performance of imposed tasks, in a democracy the aim must be to produce among its citizens energy, initiative and originality. Educational effort must be limited to securing for every one the conditions under which individuality is most completely developed, i.e., to enable him to make his original contribution to the variegated whole of human life, the form of the contribution being left to the individual.

The Indian mind and temperament have been in the past entirely receptive to Western ideas. There appears to be nothing in fact, ethnologically, that would unfit a people like the Indians from assimilating and absorbing all that is best in the culture and thought of the West. The cricket bat, the ballot box and test tube may be looked upon as the characteristic symbols of British outlook and signs are not wanting that this country has absorbed and is absorbing fast the spiritual import of these symbols which is bound in course of time to so alter its own fundamental traits as to make them unrecognizable.

Since a completely Eastern structure of society has broken down in Egypt, Persia, Turkey, parts of China and has given place to a voluntary adoption of Western modes of living and thinking in their entirety, there is no reason to think that the cultural influences that have been at work in India will not in future lead to a revision of social forms and values and to the bold planning of the future lines of Indian culture. The Indian ports inspite of their tariff barricades can no more prevent the passing and repassing of cultural influences than a five-barred gate can keep out fog. Although India may be less European than she feels she is more European to-day than she looks. For confirmation of this one has to turn to the accounts of travellers who bear testimony to the general intelligence, the honesty, fairplay, sense of justice and the tendency to abide by the laws of the Indian people. These traits are

promising features of the Indian people. Among the features that have developed during the past hundred years must be mentioned certain characteristics which are peculiarly British. In England society preceded the school, in India the school and all the basic essentials of organised life have had to be built together. But nevertheless in a short space of 100 years India has developed remarkably as a nation. If there are certain things which are characteristic of India these are generally a disposition to avoid giving offence or what European observers call a natural gentlemanliness, an unbelief in the power of action and the possession of strong habits of inward meditation in contrast to the pronounced externalised habits of mind characteristic of North-Western European people. In juxtaposition of these are developing other traits and society is undergoing a rapid transformation. Under the stress of the changed demands and changed social forms and values, British phlegmatism or the British inability to be carried away by the seemingly powerful demands of transient emotion is noticeably developing in India. The Britishers' strongest asset is probably the easy or tranquil consciousness of effortless superiority. It is undoubtedly true that the present generation of Indians feel a kind of pity mingled with contempt for three-fourths of the people of Asia, and half the people of Europe. This is largely the result of an unprecedented emancipation of the intellect brought about by education in a language and a literature which has hardly a rival from the point of view of its comprehensiveness of vocabulary. If there is any one thing that English literature has taught to the people of India it is the sense of utter and absolute freedom which runs through its best specimens.

Indian education may have its defects and no education in any part of the world has achieved finality and completeness. The latest pronouncements of experts in Europe and America indicate a sense of deep dissatisfaction with latter day growths.

Fascism and Bolshevism both children of Hegelianism have grown up like their parent before them as theoretical reactions to political and social disorders in Europe. In India the disorders of the spirit in common with the rest of the world are manifesting themselves in a spirit of dissatisfaction with the existing social order. The prospects which have been dimmed by depression and unemployment may soon get brighter.

The faults there are in the Indian system of education are faults which have persisted through at least ten decades indicating a state of spiritual maladjustment. In many provinces in India education in schools and colleges has been cheap because it has been bad and bad because it has been cheap. There is the continuing disposition for able young men to shun teaching as a career due not so much to inadequate salaries as to inadequate social recognition.

There is again the disposition to think of education in quantitative rather than in qualitative terms as a single-track broad highway through which even the weakest traveller can pass being if necessary helped over the stile by the lowering of the top bar. The cash value of a High School and a University education have been held out by both parents and teachers as a stimulus to assiduity at school. The bulk of the students to-day is undoubtedly made up of those who fulfil their ambition or that of their parents by entering the University and there discovering that either they are unfit for University studies or that University studies are unfit for them. Since much of the large increase in numbers is made up of this type of student with the tendency to misconceive the function of the University as a place of self-discovery, there is a large amount of aimless wandering in the midst of academic shop windows on the part of students in the hope that by lapse of time the B.A. Degree like an insurance policy would mature. The main battleground of the future would be around the University gateway in an effort to narrow the entrance and to assert the Universities' rights of selection for their purposes. The issue will depend largely upon the capacity of public opinion to relate wisely the function of the University to a large and clearly conceived ideal of the necessities of an organic society.

In theory the maintenance of an open educational road is alright provided there are safety valves which operate to keep out those who have not the gift to profit by higher education.

No historian of Indian education could afford to be forgetful of the deep debt the country owes to large numbers of British men and women who conceived noble plans and had the courage to put them into effect. The earliest English school in Southern India was the Madras Christian College founded in 1837. It undoubtedly seems a pity that in very many branches of education the participation of people from the West is decreasing. This is sure to have the effect of delaying the fulfilment of the aspirations engendered through a century of good work.

So far as the educated classes are concerned, the conflict between the popular ideal of democratic equality and the equally popular ideal of caste superiority has to be solved. And the only solvent that seems able efficiently to achieve that end is a fundamental belief in a creative education which would plant the seed of growth in each individual organism. Europe discovered long ago a widely diversified and highly articulated system of Secondary education which has played a decisive part in creating a well ordered social intelligence and there seems no alternative in India but to plan the future lines of Indian culture on a selective basis with a view to releasing and perfecting a wide diversity of human powers. This will sooner or later come.

HOW TO CREATE READING HABIT.

BY

RAO SAHIB S. R. RANGANATHAN, M.A., L.T., F.L.A.,

(*University Librarian, Madras, & Secretary, Library Association*)

A full discussion of the subject should really begin with an account of the general theory of the formation of habits. But, in view of the limited time at my disposal, I shall directly plunge into the particular problem, viz., the creation of reading habit. There appear to be three distinct methods for creating reading habit, as it is the case with all other habits. I shall term the three methods:—

1. Imitative method;
2. Formal method; and
3. Pragmatic method.

IMITATIVE METHOD

There is no doubt that the first mentioned method, namely, imitative method, is the most effective in the formation of habits, nay, even in the acquisition of knowledge. The range of habits and knowledge covered by children from the moment of their birth to about the fifth or the sixth year, when they are sent to a formal school, is something formidable. One wonders if it would be possible to induct so many of the social and domestic and personal habits in the children by any conscious effort on the part of the parents. But the result is so easily achieved by the extraordinary imitative habit of the children and the equally extraordinary opportunity that the environment of the child provides for him. How many of us have not been delighted by the extraordinary accuracy with which children in the third year or so learn to pronounce words. You don't give them any phonetic drill. You don't preach the necessity for accurate pronunciation. But, merely by the force of imitation, the child develops such a fine sensitiveness to accuracy of pronunciation that if any of us pronounce a word, unconsciously, in a wrong way, the child pulls us up. Does it not very often happen that the lapse in pronunciation has been entirely overlooked by the adult members, until the child surprises them and delights them by his detection and criticism of the wrong pronunciation. I mention this only to say that the imitative method is by far the most enduring and unerring method.

But, unfortunately, the children in our province appear to have very little chance to benefit by the imitative method in the matter of

reading habits. It goes without saying that the imitative method will be available to our children only if the adults in the home are good readers, if the home has a good collection of books, either permanent or temporary. It is a notorious fact that few of our homes have a book collection, and that few of our towns and villages have a public library from which the homes can borrow books. I wonder whether children have an opportunity to see their parents enjoying books even in one home out of a hundred thousand. Under such conditions, it is obvious that our children are denied one of the most effective means of developing a reading habit.

FORMAL METHOD

If the imitative method, when available, is the most effective method for acquiring a habit, particularly reading habit, the formal method, though easily made available by schools, is the least effective. When the Department of Public Instruction issued its Proceedings making the library hour compulsory in High School classes, unfortunately, some teachers interpreted the proceedings to mean that the library hour should be used for formal instruction on reading habit. There can be nothing more futile than the formal method of approach to the creation of reading habit in children. I can very well imagine a misguided enthusiastic teacher having a clean cut syllabus for the thirty and odd library hours in the year. Perhaps, the syllabus will deal with the importance of reading, the value of reading, the method of reading, and so on. But, I must pity the teacher that begins to expound this syllabus to a class of young boys and girls in a formal way. I think the effect would be as ridiculous and as futile as it was when the "moral instruction" hour was used for formal moral instruction in the High School classes some fifteen years ago. I need not state here that such a formal treatment will be most uninteresting to children and will have the least effect in creating real reading habit.

PRAGMATIC METHOD

Thus, the first two methods being eliminated so far as our province is concerned, we have to depend almost entirely upon the third method, viz., the Pragmatic method. By pragmatic method, I mean, a method that harnesses the human interests of the children—that has a practical bearing upon their interests. There are three factors that can make or mar the successful play of the pragmatic method in the creation of reading habit in children. I would call the three factors:—

1. Pedagogical factor;
2. Bibliographical factor; and
3. Bibliothecal factor.

Of these three factors, the pedagogical factor is entirely in the hands of the teaching profession. The method of teaching can make or mar the chances for the creation of reading habit. The teaching method is to be devised with two objects in view, an immediate object and an ultimate object. The passing of the examination may be taken as the immediate object. Fitting the child to lead a successful adult life may be taken as the ultimate object. Unfortunately, in actual practice, the immediate object seems to loom large in our teaching technique. It is even believed that it is definitely opposed to the ultimate object. But, I want to plead with you that if there is a method of teaching which will serve both the objects, then, undoubtedly, that method is much more economical and efficient. Next, I want to say that there exists such a method—that is, a method which will fit the children to lead a successful adult life and at the same time help them to cross the examination hurdle without any fear. That method is really the individualistic method or the “pedagogy of the individual”. The mass lecturing method which is now in vogue is quite unsuited for the purpose. Although this mass lecturing method was devised only a century ago, to meet the demands of some political expediency, it is unfortunate that the teaching profession should look upon it as a method which has been in use from time immemorial, and should be so reluctant to give it up. It is not my purpose here to discuss or even to enumerate the various advantages of the “pedagogy of the individual.” It is enough for my purpose if I say that the individualistic method of teaching is the only method of teaching that can help the formation of correct reading habit.

PREMA TO BE THE DRIVING FORCE

For a habit to become popular with children, it must be one which satisfies their fundamental cravings. “Interest” is the English word used, but the Sanskrit word *Prema* which is richer and more significant. Hence, I prefer to use the word *Prema*. To induct the habit of reading in children, we should create in children the *Prema* for reading. The *Prema* for reading will depend really upon the books giving the necessary information to the children about the topics in which the child has *Prema*. Now it is well known that no two individuals have *Prema* of the same intensity for the same object. The objects of *Prema* of individuals differ from one another as widely and as distinctively as the faces of individuals. Thus it follows that if we are to help the formation of reading habit, the books set for study should necessarily vary from individual to individual. The theory that ten copies of four different books may be got for each class and with that collection reading habit can be induced in all children is utterly opposed to psychological findings and experience. On the other hand, the library collection should be as varied as possible so that each child with his *Prema* for different things may find his or her book in the library collection. It is only then that

reading habit will set in as a matter of course, as something pleasurable rather than something painful and forced.

BIBLIOGRAPHICAL FACTOR

It also brings us to the second factor—the bibliographical factor. We have stated that one of the conditions precedent for the natural formation of healthy reading habit is a variegated collection of books. But in this matter Madras is at present very unfortunate. As a matter of fact, there is a book famine in Madras. The book famine is experienced both in the matter of adult's books and in the matter of children's books. But it is much more pronounced in the latter case for the following reasons:—

In the case of adults, intellectual interest is so well developed that they can read with pleasure and profit books written in any country and with any geographical and cultural background, provided they are familiar with the language of the book. That is why the book famine among adults is at present confined only to the non-English knowing folk—the word “only” is rather misleading, as the non-English knowing folk form nearly 98 per cent. of the population. But at least for the remaining 2 per cent., books imported from foreign countries satisfy their need and the book famine does not exist.

BOOK FAMINE

But in the case of children, books brought aboard the ship from foreign lands are absolutely of no interest. In childhood, it is the concrete experiential background of the books that contribute to the *Prema*. The experiential background of the books written in other latitudes and longitudes are utterly foreign to our children. Our children are unable to enjoy such books. Their mind and their hearts refuse to resonate with the contents of such books. Consequently these foreign books are quite boring to the children. Under these circumstances, it is no wonder that our children do not take to the library books with one hundredth of the enthusiasm with which the children of the countries in which these books are produced take to them. I can quite sympathise with the helpless feeling of the teachers in our schools, when they find that, inspite of their well meaning efforts, their library books are not heeded to by our children and that reading habit is not easily formed. Hence, the only means of making the bibliographical factor favourable to the creation of reading habit in our children is for our country to produce our own children's books suited to the various psychological levels of the children—say from the sixth year to the 16th year.

AGENCIES FOR FAMINE RELIEF

We shall next discuss the agencies that can possibly fulfil this task. To my mind, there appear to be three possible agencies:—

1. The Publishing trade ;
2. The State ; and
3. The South India Teachers' Union.

1. *The Publishing Trade.*

It is a matter of experience, that the publishing trade normally enters the field only when the free play of the law of supply and demand has reached full swing—I mean by that that the equilibrium between supply and demand is established at a level which will give an adequate profit to the publisher. But in the earlier stages of any new venture, this does not happen and the business man naturally keeps out. It is particularly so in cultural and intellectual matters. I am not unaware that the business man himself creates the demand in other spheres without the help of any other agency. But it is not so in bibliographical matters.

To put it in a concrete form, the Madras Library Association has been attempting for some time to induce some of the successful publishers of text-books to interest themselves in the publication of general books which are so necessary for the library hour in schools. But, as a rule, they ask whether the Association can guarantee the sale of, say, a thousand copies. But the Association is not able to do so immediately as our schools are not accustomed to buy such general books at present. It may be that this reluctance of the schools is due to the absence of books worthwhile purchasing. But it is exactly this situation which forms the vicious circle. As it has been said, it is seldom that the publishing trade would do it ; nor is the management of the schools which has to loosen its purse prepared to do it. It is not unusual to hear the managers saying, "We never had any such general books in our school days. We got on quite happily without text-books. Why should we waste our money over the so-called library books ?"

2. *State Agency*

It is in such difficult situations that we look to the State to come for aid. It is the individuals at the head of affairs that should take a long view of things and break the ice, as it were, by the supply being taken up by the State itself for a few years, until the demand reaches a proportion which will attract the publishing trade. There is nothing extraordinary in this suggestion. About seventy years ago, when Madras did not have suitable text-books—when there was a text-book famine so to speak—the State supplied the want. It had a press of its own, it made the professors of the college write suitable text-books and it asked the lower ranks of the inspectorial agency to distribute the text-books to the different centres. We hear some humorous stories of some of these inspecting officers who though paid a small allowance

to pay for the carriage of the books, used to carry the books on their heads so that they may utilise the carriage allowance to augment their income. After about fifteen years, the State began to withdraw from the field by stages. This fact may be unknown to the present generation of teachers as well as administrators. I am only suggesting that, what the State did for the text-books in the 19th century, the State should do for general books in the 20th century.

But I am quite conscious that this appeal will find hardly any response in the proper quarters at present, as the political preoccupations of the man at the head of affairs—even of educational affairs—is so exacting, that they will not think of any arduous task unless it can be immediately translated into votes. It is probable that the present adverse condition will continue for more than a generation. Is it to mean that the bibliographical factor so necessary for the creation of reading habit in our children is to be indefinitely postponed ? Is there no other agency that can help us in the matter ?

3. *South India Teachers' Union.*

It is in answering this question that the potentiality of the South India Teachers' Union comes to my mind. Now I want to put before this Union a concrete proposal—a proposal that will ward off the present book famine in five years. No doubt any such efficient work will entail sacrifice. Without sacrifice, in some form or another, no good is ever done. Without sacrifice of some form or another, no substantial change can ever be effected. But in the scheme I propose, the sacrifice will not become incident on one or two individuals but it will spread over the entire teaching profession in a manner that the share of sacrifice which falls to each teacher would be something bearable.

A PROGRAMME FOR THE TEACHERS' UNION

I hope there are about 400 high schools in our province, with 400 Teachers' Associations. Each Teachers' Association should give annually to the South India Teachers' Union the manuscript of one book written—by such teachers as can resonate with the child's mind and imagination—and written in the children's style. The South India Teachers' Union should give each year 400 topics covering the entire field of knowledge. It should also set the necessary bibliographical standard to be observed, viz., the number of pages, (I would suggest 250 pages as the standard) the number of illustrations, the kind of index and so on. The South India Teachers' Union should print these manuscripts in attractive style, in bold types in large thick paper and bind them in an attractive way so that each volume is a sumptuous and inviting one.

I can tell you from my experience that when an edition of 500 copies is produced, we can recover the out-of-pocket expenses if we can sell 250 copies. Hence, if each of the 400 schools guarantees the purchase of one copy of at least half the number of books produced by the South India Teachers' Union each year, the problem of finance will solve itself. If the teaching profession will discipline itself to carry out this programme for five years, the market will have 2,000 books written specially for the children of our province. Then the book famine will disappear and the creation of reading habit will become quite an easy matter.

CO-OPERATIVE PRODUCTION OF THE BOOK

Perhaps, I may mention one detail. I said that each Teachers' Association should undertake to produce the manuscript of one book. The book may be written by the Association on a co-operative basis. The Headmaster may plan the whole thing carefully so that each teacher contributes his best to the book. It may be that one teacher can give the illustrations. It may be that a few of the teachers can supply the different chapters. Somebody who has got the power of expression might revise the manuscript and clothe it in a uniform style suited to the children's level. Some teachers might merely collect the data necessary for those who write out the matter. Some others may read the proof. At least some of the monthly meetings of the Teachers' Association might be converted into business meetings. In spite of merely listening to some vague talk, they might appraise the work done over the manuscript and by a careful discussion and if necessary by experimenting with children try to improve the manuscript and make it as effective as possible.

I wish very much that the enterprising Secretaries of the South India Teachers' Union take up this suggestion, plan it carefully, work out all the details, and launch the scheme into operation as early as possible.

BIBLIOTHECAL FACTOR

Assuming that by 1940 our school libraries will have a sufficient number of children's books written by ourselves, it cannot be said that that alone will ensure the creation of reading habit. Even the combination of the most favourable pedagogical factor and the bibliographical factor may not be sufficient to bring about the creation of reading habit. The combination is necessary but not sufficient. The third factor, viz., the bibliothecal factor should also be provided if the best results are to be achieved. By bibliothecal factor I mean organisation of the library in a scientific way. This would mean putting the library in charge of a trained school librarian, not only putting the library in

his charge but also giving him freedom and facilities to develop the library in the most efficient manner known to library science. Let not the fact that I belong to the library profession in any way cloud this issue.

To make a library really effective, to make it throb with human life, to make it progressive, we must put it in charge of a professional librarian with human sympathies. It is a shortsighted policy to think that the teachers themselves can manage the library. It is one thing to keep a library as a store-house of books and it is quite another thing to make it a live workshop, attracting the little children and giving them full opportunities to discover their own book interests in the most pleasurable manner and to correlate the work in the library with the work in the class room in such a way that the prema of the children towards books is stimulated to its maximum. But, perhaps, it is now too premature for me to go into the further details of this factor; and I don't want to crowd your mind with more than one central idea to day; and I want you to consider deeply my concrete proposal for removing the book famine in the school libraries of Madras to-day and to spread this message of mine to all the brother teachers in the province as speedily as possible so that it can be put into effect—shall I say from 1936?

ALL-INDIA EDUCATIONAL CONFERENCE

PRESIDENTIAL ADDRESS

BY

SYAM PRASAD MUKERJEE, B.A., BAR-AT-LAW

(Vice-Chancellor, Calcutta University)

The All-India Federation of Educational Associations under whose auspices this Conference meets, enjoys a representative character. Its objects include the investigation of educational problems affecting our future welfare from the lowest to the highest stages. The Federation cannot, however, remain satisfied with its present status. I would urge the extension of its sphere of influence, specially by the establishment of active provincial centres in all parts of India, which would examine important local needs and problems and pursue a progressive policy in the light of general principles enunciated by the parent body. The Federation is capable of turning itself into a most powerful and beneficent organisation, which may legitimately demand to be heard on all appropriate occasions. It must in its turn continue to be a body fully alive to the varying needs of the provinces which it claims to serve; it must call forth the services of men representing different academic interests, irrespective of class, creed or political dogma, and be inspired with the sole desire of advancing the cause of educational expansion.

In India, education has recently been receiving close attention at the hands of people belonging to diverse schools of thought, and we are confronted to-day with a long catalogue of criticisms, suggestions for reform and reconstruction, almost bewildering in character. This situation is capable of logical explanation. Valuable as education is at all times in the history of every civilised nation, to us, Indians, it is of paramount importance at the present juncture. Differences there exist as to the means which should be adopted for the realisation of India's political rights, but there is complete unanimity of opinion that no real and permanent advancement is possible unless education of the right type spreads far and wide till it saturates the teeming millions of this vast sub-continent. I believe it is this aspect of our future national growth that has inspired many, though not all, of the recent reports and utterances on education.

One of the criticisms with which we have grown familiar is that education in India has been a complete failure. I have no desire to underestimate the evils inherent in the present system, but I believe there has sometimes been a definite tendency to overstate the case. It would be idle for us to ignore the fact that, but for the education which

we and our forefathers have received, we could not have made the progress achieved by us in different fields of thought and activity. There can be no question that Western education has brought us into closer contact with the culture and civilization of progressive countries other than ours. There can be no question that it has laid the foundations of an Indian nationhood; it has helped to awaken our national consciousness, to broaden our intellectual horizon and to kindle in us dreams of a better and a mightier India which we all long to see realised. It has taught us self-respect and has inspired us with a sense of equality and fearlessness prompting us to stand up as men, demanding justice and fairplay. We need not feel unduly nervous if it has helped to disturb the placid contentment of our people or if it has shaken accepted beliefs and dogmas, for it is only through such unsettlement that the right path of future reconstruction can be discovered.

I am not suggesting for a moment that everything that our educational system has to offer is good, or that all products of Western education are animated by the spirit of service, culture and patriotism. The system has undoubtedly its weak points and a change in its outlook and objective is imperative. But let us not minimise, much less forget, the great contributions it has made.

One of its gravest defects is to be traced to historical reasons. The growth of Universities in India marked a definite stage in the progress of Indian education. But University education was introduced primarily for the supply of the agency for running the administration of a bureaucratic government. Government stood in need of central organisations which could test the capacity of the students, educated in school and colleges, on the basis of public examinations and the Universities were brought into existence. They were not meant at the first stage to be seats of culture and learning, nor were they intended to foster higher teaching and research or to train leaders of a democratic community. More than seventy-five years have come and gone; Universities have undergone vital changes and do not to-day exist only for conducting examinations. They have adopted other ideals more appropriate to their true functions and are trying to discharge their obligations with varying degrees of success and efficiency. But a machine-like spirit still persists and continues to deprive these institutions of their full share of life, faith and vigour without which they cannot contribute to national wealth and welfare.

English was deliberately chosen as the medium of instruction and examination to the deplorable neglect of the vernacular languages. Indigenous institutions suffered decay and existed merely as shadows of a by-gone past. It was apparently thought that a new race of Indians would gradually grow up who would become influenced by the culture

and civilisation of their rulers, and out of feelings of loyalty and gratitude would be the strongest champions of British interests in India. I need not enter into the details of this aspect of the history of Indian education. That our vernaculars should be developed and given their rightful place in any scheme of national education is now widely recognised. We cannot at the same time forget that our economic and political progress and cultural advance are closely bound up with Western science and literature through the medium of Western languages, specially English. A reconciliation between these two points of view is possible and must be found for the sake of our future national growth.

There is another matter which deserves notice. Primary education was neglected until recently and that in a manner which gave rise to widespread resentment. It was thought at one stage that higher education, if extensively given, would itself become an instrument for the spread of primary education among the masses. This hope has not materialised to any satisfactory extent. It is now recognised that the spread of free and compulsory elementary education is one of the pressing needs of the day and, in many provinces, ways and means are being discussed for giving effect to this idea. Lack of funds is usually advanced as the reason for the delay in fulfilling this sacred obligation which rests on Government. But we refuse to believe that money cannot be found if there is a will to find it. I voice your united demand when I say that there should be no further delay on the part of Government to remove this stigma which has attached itself to its administration, namely, that after more than 150 years of British rule in India only about 9 per cent of her people enjoy the benefits of literacy.

I would here refer to one line of criticism which is often adopted in certain quarters. It is said that we should spend more on primary education by depriving other branches of education of the financial assistance derived from the State. The question is whether we are spending such colossal sums on secondary and higher education that they will without loss of efficiency permit of reduction. The answer here is definitely in the negative. State-help for education in India is meagre compared with that in other progressive countries. It is also out of proportion to the contributions made by private non-official agencies in India. We should deprecate any attempt to create a division among the different branches of education. If we are to advance as a nation, we must meet the legitimate demands of all stages, for it is only thus that we may hope to build a complete edifice, a temple of learning with a foundation deep-rooted, a base broad and strong, and a crown of glory reflecting India's highest culture and civilization.

Another defect which has received its due share of criticism in recent times is the disproportionate attention paid to literary education.

It is now recognised that our students must be given ample opportunities for following varied lines of study, theoretical and practical, devised in accordance with our needs and resources. One of the problems now engaging the attention of educational authorities, official and non-official, is the establishment of institutions which may provide for training in diverse branches of practical skill and knowledge. This reform is urgently called for in order to meet the question of middle-class unemployment. It will, however, be a mistake to take an exclusive view of vocational or technical education. We must devise means of shaping our policy in such a way as not to neglect the supreme value of a sound liberal education. There must also be ample provision for scientific education and for the spread of technical knowledge. While emphasis may be laid on one or the other in accordance with the aptitudes and requirements of different classes of students, we must not encourage one aspect to the detriment of any other.

It is important for us to bear in mind that a mere supply of trained youths, qualified in various scientific or technical pursuits, will not solve the question of unemployment. Opportunities must be created for absorbing the services of such young men, who must also be encouraged to take to trade, commerce and industry. There must be a closer association between the State and the educational authorities on the one hand, and representatives of capitalists, of trade, industry and commerce on the other. The State must also pursue a policy of a fairer and more equitable economic distribution and strive for the utilisation of India's vast natural resources in the interests of the people of this land. Neither can our aspirations be ever satisfied unless we succeed in breaking through the barriers which at present restrict our entrance to certain careers, such as the army and the navy, which absorb not a small percentage of the youths of other civilised countries.

Suggestions are now and again put forth to limit admissions to Universities, either directly or indirectly, mainly with a view to alleviating the increasingly distressful problem of unemployment. While, as I have said, it is the duty of the State and the people to explore new avenues which could absorb our trained young men, I must affirm that it is a retrograde measure to seek to solve the problem by reducing the number of educated men. We must not forget that the percentage of University trained men in our country in relation to our population is deplorably lower than in other civilised lands, and any attempt to reduce still further even this small number will bring about national deterioration. Crude and mediaeval standards of life yet prevail in most villages and in many towns and call for immediate redress at the hands of trained and skilled workers. With the development of electric power, broadcasting, cinema, to mention only a few, scientifically trained men can,

with the help of the State, make themselves eminently useful to society. Cultural and political awakening due to the influence of Universities still calls for their services. Educational institutions must not regard themselves as factories for the production of clerks and subordinate officers but they have also to supply the country with the leadership and skill in different branches of activity, economic, commercial and industrial; municipal, provincial and national. India stands in urgent need of University men, animated with the ideals of service, imagination, courage, catholicity of outlook and resilience of nature.

There can be no question of reducing the existing educational facilities on the plea that re-orientation of education is vitally necessary. We do not believe that the present number of schools and colleges is too large for the requirements of the country. Those who urge their reduction on the ground that the education imparted by them is defective, must, in the first instance, secure the foundation of a sufficient number of institutions where the right type of training will be provided for the children of the soil. The schools and colleges of to-day may be enabled to adapt themselves gradually to the altered demands of the educational reforms. The situation becomes extremely dangerous when a reduction in their number is advocated on the plea of educational reform. Let us not follow the path of destruction so easy of access until the materials for reconstruction and expansion are generously made available to us.

No far-reaching reforms, aimed at increased facilities for education, which will be varied in character, will ever be accomplished without larger financial assistance from the State. The Central Government recently distributed to the provinces a crore of rupees for rural reconstruction. For this it has earned the gratitude of the people of India. The same Government has just inaugurated a Central Advisory Board of Education for India; it rightly regards education not merely as a provincial concern but also as a national problem of supreme importance. Let us put forward a united demand that Government should set apart at least a crore of rupees annually for several years in succession for distribution among the provinces, in proportion to what they themselves may raise, to be spent for the improvement of primary and secondary education, principally the latter in relation to the problem of unemployment. This expenditure will be productive of national efficiency and will yield results far more valuable than what some other departments of the State, which absorb not one but several crores of rupees from the public exchequer, can ever hope to achieve. This is the only practical way in which Government can realise the object it claims to have in view, namely, a wide expression of sound education; and it can do it far more speedily and effectively than by the periodical publication of reports, resolutions and schemes, however exhaustive, elaborate and learned they may be.

Let me turn for a moment to the intricate problem of education of girls. One of the noteworthy features in recent times has been the rapid growth of female education. Our responsibility in this sphere becomes all the greater because it is left mostly to us, men, to discover the best methods for educating the future mothers of our race. We must not perpetuate the blunder of training them under the same system as governs the education of our boys. In these days of female emancipation I do not urge that women should not be treated with equality, but it must be recognised that however insistent their demand for equal treatment may be, there are certain differences which cannot with any effort be obliterated. Our ideals should be, generally speaking, to give our women an education which will make them the main-spring of spiritual force in our society. They must be rendered fully qualified for discharging those sacred obligations which constitute the heritage of Indian womanhood. From them will radiate the great virtues of strength, of purity and devotion, of truth, joy and beauty, of patience under suffering, reminiscent of the glorious past of India, which will constitute an irresistible force in the future development of our mind and character. From this it does not follow that we should discourage woman who may enjoy special aptitudes from following particular branches of knowledge or professions, now mostly the prerogative of men. It is, however, essential for us to remember that if our society is to be held together and not be broken to pieces, Indian women must be so educated as to enable them to take their rightful place in family and social life, peculiar to the traditions of this country, which with suitable improvements must in their fundamental features be worthily maintained in future.

Before I close, permit me to emphasise that true education consists more in the spirit it conveys than in the instruction it imparts. The question is, whether we have been able to strengthen those invisible bonds of understanding which unite man to man, irrespective of caste, creed and community, or whether we have betrayed this ideal and imposed artificial restrictions on natural sympathies and brotherhood. Judged by this test, I am sorry to have to say many of our educated men are to-day often the victims of narrow provincial and communal feelings. Pray do not think for a moment that I am casting a reflection on any province or community in particular. It must make every teacher pause and think when he finds that uneducated men are often free from these trammels and we, who claim to be educated, are trying to inoculate them with this severe poison. So long as the present environment of distrust and suspicion continues, we can never hope to attain our cherished goal of a united and regenerated India. It makes us sometimes despair of our future when we realise how our education often fails to check the growth of bitter communal feuds and increasing inter-provincial

ill-feeling. I do not ignore that the present economic and political condition of the country is also responsible for this state of affairs. While the teachers have little to do with these aspects of the matter, I would implore them, with all the emphasis at my command, to ask themselves every day whether the influence they transmit and the atmosphere they create are likely to strengthen the separatist tendencies or to break them down. The success of their teaching will be judged not by the result of examinations or the careers which their students may obtain, but by the qualities of patriotism, self-sacrifice, courage, freedom from communalism and from sectarian instincts which they develop. If the members of this association, and through them teachers in general, interpret their functions in this more catholic and spiritual way and inculcate upon our youths, the masters of our future destiny, the right relation between their province and community on the one hand and their motherland on the other, they will be the true heirs of the great teachers of this ancient land to whom we owe almost all that we know and live by.

Let us all be true to our salt, and let us so strive and so act in the sight of all men that if we fall, future generations might at all events love us and bless us as brave loyal souls that fought for the right. If we believe that Culture is the essence of the best that man, toiling through the ages like "an infant crying in the night, like an infant crying for the light with no language but a cry," has felt and said and done; if we believe that Culture is the summation and harmony of things as they should be; that it is the divinely appointed principle of Evolution forever dynamic, growing from more to more; that it ministers, unites, elevates and saves:—if thus strong and radiant our faith, it is still possible that we shall be able to get the better of communalism. And we shall do so, if sternly we resolve to honour men according to their quality and character, regardless of the sect or camp they come from, and to stamp our mint-mark on great thoughts and deeds as such, uninfluenced by the colour creed of the thinker and doer. Communalism, cliquism, cabalism are but cultural nullities—from them come only freakish growths and perverted performances. May we be endowed with strength and courage to regard ourselves, however humble and unworthy, as soldiers in the War of Liberation of Humanity, marching proudly for the Promised Land of the Swaraj of the Intellect, the mental emancipation of man!

ISSUES AND NOTES

CENTRAL ADVISORY BOARD OF EDUCATION

INAUGURAL MEETING

The inaugural meeting of the Central Advisory Board of Education was held yesterday. Sir G. S. Bajpai, addressing the meeting, refuted the charge that the Board was a superfluous revival of a lifeless piece of machinery, a body without executive power and, therefore, without utility. This criticism, he said, could be true only to the extent it alluded to educational autonomy of Provinces and States.

"Not only is centralisation politically unthinkable on the eve of Provincial Autonomy but the size and population of the various provinces make it administratively impracticable. But the charge of lifelessness could only have been made by people ignorant of the motive and power of ideas. The main function of the Board is to impart to educational thoughts, the impulse of progressive policy. It is because we aimed at ensuring fruition of advice into action that we have invited Ministers in charge of Education in Provinces to sit on the Board. It is because we aimed at viewing the whole field of education in one conspectus that apart from Education Ministers and their Directors of Public Instruction, we have invited the Inter-University Board to send us three representatives. It is because we want our effort to be quickened and influenced by responsible political opinion that we have with us representatives of the Legislature.

"If we fail in making the Board useful, it will be neither because the advice we give is unsound or the springs of action in the Provinces fail to move. Either may happen but it is singularly barren form of pessimism to make that possibility a basis of condemnation of the Board in advance. Destructive perfection is not difficult of attainment but constructive effort, however imperfect, is frequently of greater value. The alternative to the Board is un-coordinated activity, fitful effort, overlapping error and avoidable waste. No pathetic Indian could desire this"

Referring to the problem of educated unemployment, Sir G. S. Bajpai said, "We fortunately have amongst us persons who have made a special study of it, particularly Sir Tej Bahadur Sapru whose readiness to serve on the Board is only another manifestation proved to the devotion to public service. With their help it should be possible to make final diagnosis of the disease and suggest broad lines of treatment, where the disease exists. Symptoms crowd in on any observer with poignant insistence. Educated young men are unemployed. Many of them show invincible disinclination for any work other than drudgeries of literacy and a pathetic incapacity for even moderate proficiency in that mechanical pursuit and tragic lack of attitude for anything else. No exceptional perspicacity is needed to discern that this evil must largely result from the system of education that produces them and the sense of social values that tolerates the system. To change that false or mistaken values is the task of the social reformer and the publicist. But the educationist must not be afraid to mend the system to the extent he can."

DISCUSSION

After Sir G. S. Bajpai's address, the Central Advisory Board of Education heard Sir T. B. Sapru's views on unemployment. Sir T. B. Sapru, it is believed, gave a gist of recommendations of his Committee on unemployment in the United Provinces, which was much appreciated.

On the first item on the agenda, namely, unemployment and educational reconstruction, the Directors of Public Instruction of Madras, and Bombay, the Minis-

ters of Education of Bengal, Bihar and the Central Provinces and also the Vice-Chancellor of the Calcutta University expressed their opinion. Others will participate in the debate after which the draft resolution covering the subject will be moved and considered.

It is understood that after lunch, the Board heard the views of Mr. Clow, I.C.S., Joint Secretary of the Industry and Labour Department, regarding the extent to which, and limitations upto which industrial expansion in India could help relieve the problem of educated unemployment.

Mr. Shyamprasad Mukerjee, Sir S. Radhakrishnan, the Bishop of Lahore, and Hon. Mr. Azizul Huq were among others, who addressed the meeting, which appointed a sub-committee to draft a resolution for discussion, which will have relation to the reconstruction of the educational system in secondary schools.

Other subjects on the agenda are (1) international intellectual co-operation, (a) formation of a National Committee and (b) functioning of the Board as a National centre of educational information in India and (2) relations of the Board with the Inter-University Board.

According to an official communique the following resolution was passed:

"While conscious of the great debt which is due to the education hitherto provided in India, and of the part played by the Universities in promoting higher study and research and in training men and women for service in India, the Board is of opinion that the following considerations, among others necessitate new attitude towards the educational problem:

- (a) an increasing desire among the educationists and others to bring about changes in the educational system in view of the altered conditions of life.
- (b) a growing volume of unemployment among the educated classes;
- (c) the emphasis laid on the purely literary form of instruction in schools;
- (d) the inadvisability of too frequent examinations;
- (e) the large number of average pupils in senior classes of high schools;
- (f) the increasing number of students in universities who are unable to benefit by the university instruction, and in consequence the difficulty of making satisfactory provision for better qualified students and for research;
- (g) the need for developing training of a more practical type than at present and of making provision for such training, especially for those with little or no literary bent and of adjusting it to the scheme of general education;
- (h) the advisability of developing a suitable scheme of rural education, whereby the boys and the girls of rural areas shall be given such training as would develop in them the capacity and desire for the work of rural reconstruction."

STAGES IN EDUCATION

The communique next observes that the Board is of opinion that radical re-adjustment of the present system of education in schools should be made in such a way as not only to prepare the pupils for professional and university courses, but also to enable them at the completion of the appropriate stages to be diverted to occupations or to separate vocational institutions. These stages should be:

- (a) primary stage which should aim at providing at least the minimum general education and training and which will ensure permanent literacy;
- (b) lower secondary stage which will provide a self-contained course of general education, and will constitute a suitable foundation either for higher edu-

cation or for specialised practical courses. In rural areas at this stage a course should be provided which would aim at the development of practical aptitudes and be made compulsory;

(c) a higher secondary stage in which would be included institutions with varying lengths of courses: (1) preparing students for admission to Universities in arts and science; (2) for training teachers in rural areas; (3) agricultural training; (4) for clerical training; and (5) for training in selected technical subjects which should be chosen in consultation with employers.

Where separate institutions are not possible for diversified courses some of them might be incorporated in higher secondary subjects and would end in the Leaving Certificate. Certificates granted to pupils completing other specialised course should receive Government recognition. At the end of the lower secondary school course there should be the first public examination. Candidates desirous of joining the subordinate clerical services in the Government and of local bodies, should pass such qualifying examinations as might be prescribed by the proper authority and should not be more than nineteen years of age at the date of their examination.

EMPLOYMENT BUREAU

The Board is of opinion that expert advice would be of value in organising a scheme of reconstruction as outlined above. Each province should organise an employment bureau for the purpose of advising students and of eliciting support and guidance to employers interested in the problem.

The Board were not content with their proposals for school reconstruction. They went further, and passed their final recommendation that every local Government should actively explore possibility of finding new avenues of employment and occupation and also provide for training suitable experts who would advise young men and women in regard to their aptitudes and fitness for particular careers suited to different regions.

COMMITTEES.

Four committees were appointed with authority to co-opt members. They were:—

Women's Education: Lady Grigg, Rajkumari Amrit Kaur, Dr. Mckenzie, Bhagvandas and Hon. Azizul Huq.

Education Committee: Hon. Abdul Aziz, Mr. Shyam Prasad Mukerjee, Mr. H. F. Saunders, Mr. Grieve and Hon. Khaparde.

Vernacular Education: Mr. Parkinson, the Hon. Srivastava, Rajkumari Amrit Kaur, Sir S. Radhakrishnan, the Bishop of Lahore, Sir George Anderson.

Vocational and Professional Education Committee: Sir T. B. Sapru, the Hon. Srivastava, Mr. Ramunni Menon, Dr. Zaiuddin Ahmed, Mr. Shyam Prasad Mukerjee.

(From "The Hindu".)

SUPERVISORS OF SCHOOLS

CONFERENCE IN MADRAS

A Conference of the Supervisors of Schools in the Municipalities in the Presidency was held on 4th instant, under the presidentship of Rao Sahib N. Sivaraj.

The Conference resolved that the scale of pay prescribed for Supervisors in G. O. No. 4209 L & M., dated 14th October, 1935, is inadequate.

They opined that it is neither equitable nor is it in the interest of effective supervision and that the amended Elementary Education Act of 1935 and the rules

framed thereunder had increased the volume of the work and responsibility of Supervisors of Schools.

The Conference resolved to request Government to classify municipalities in the Presidency into three classes as in the case of Commissioners, Health Officers and Engineers and to prescribe the following scales of pay for Supervisors of Schools in each class :—

(1) First class Municipalities, Rs. 70—5½—130; (2) Second class, Rs. 60—5½—90; and (3) Third class, Rs. 45—5½—70.

The Conference urged the 8th Municipal Employees' Conference at Tirupati to take such measures as it deemed fit to promote the interests of the Supervisors of Schools.

The Conference resolved to wait in a deputation on the authorities concerned.

RURAL LIBRARIES IN TRAVANCORE

SIXTY TO BE STARTED SHORTLY IN SCHOOLS.

The Travancore Government have sanctioned the introduction of the rural libraries system in the State to prevent as far as possible, lapses into illiteracy and to provide facilities for adult education.

The scheme will be introduced as early as possible by the Director of Public Instruction as the controlling authority.

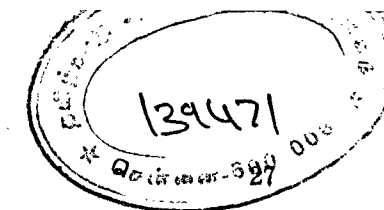
The main features of the scheme are that 15 suitable departmental primary schools will be selected in each of the four educational divisions of the State, predominantly in rural areas, where library facilities do not exist. A library and reading room will be housed in each such school. The number of rural libraries started this year will thus be 60.

The use of the library and reading room will be free to the men and women of the locality, but provision will also be made for two classes of subscribers who, on payment of a small subscription, will be entitled to the loan of books. The Headmaster of each school will be the Honorary Librarian and he will be assisted by a committee of three members, nominated by him, with the approval of the Assistant Inspector.

ELEMENTARY EDUCATION IN PUNJAB

UNIVERSAL COMPULSION POSTPONED.

"The Punjab Government (Ministry of Education) is in full sympathy with the aspirations of the Legislative Council which led to the formation of this committee, and accepts the basic principle that the ultimate aim of Government should be to make elementary education universal." These pertinent observations are contained in the Government review on the report of the Compulsory Education Committee appointed in pursuance of a resolution of the Punjab Legislative Council. The history of compulsion as it exists to-day in the Punjab which is embodied in the report makes it clear that Government has extended compulsion as public opinion grew in its favour. In fact the adoption of optional compulsion shows that Government from the outset realised that compulsion was only possible where public opinion favoured it. In order to ensure proper progress, Government considered it advisable to try the scheme in a few selected areas in different districts and to extend it gradually to other school areas. Local demand for the introduction of compulsion was



stimulated through suitable propaganda carried out by members of the Education department and by public spirited men in rural and urban areas.

FINANCIAL STRINGENCY.

Since 1920-21, when the scheme was first introduced, satisfactory progress continued to be recorded from year to year and by March 31, 1932 compulsion was in force in 3285 rural and 64 urban areas. For the very obvious reasons of financial stringency this rate of progress could not be maintained but it is interesting to note that notwithstanding this limiting factor, local bodies were able to extend compulsion to 108 rural and four urban areas in the last three years. Applications for the extension of compulsion to 74 rural and two urban areas were under the consideration of Government. Government were satisfied that local bodies were doing all they could to extend the operation of the Act. It is very pleasing to note that of all the provinces, the Punjab, in spite of its various economic, social and other difficulties, has made the greatest advance in the extension of compulsion.

PECULIAR DIFFICULTIES.

The rigid enforcement of compulsion presents peculiar difficulties in this country and it appears that great hesitation is being felt throughout India in applying compulsion on anything like a universal scale. In this province, the enforcement of compulsion has met with varying success: while in some districts the enrolment of boys of school-going age has reached 90 per cent, in others it has not gone beyond 43; the average for all the areas under compulsion is 66 per cent. Compulsion as a means of retaining pupils in schools until the completion of primary course has also not been sufficiently successful. The proportion of boys who have reached the 4th class, even in compulsory areas, is still discouraging. A more effective enforcement of compulsion is called for with a view to preventing leakage in the lower classes. The Education department as well as local bodies were adopting measures to that purpose. The appointment of wholtime attendance officers, adoption of coercion or compulsion proper, revision of the school curriculum, to fit in with the actual needs of life, both in urban and rural areas and the provision of books and writing material free of charge to boys attending schools in areas under compulsion, so that poverty may be less of a hindrance, were some of the measures that were being tried. It will thus be seen that both Government and local bodies are anxious to make compulsion a reality, though it must be admitted that their efforts in the past fifteen years because of financial and administrative difficulties has always lagged somewhat behind the desires of the province as expressed in the legislature. But it must be recognised that the general poverty of the rural population of the province is perhaps the most serious obstacle to compulsion. A parent with very small resources undoubtedly relies upon his children for help in his ancestral occupation and is consequently often unwilling to send them to school. The necessity for purchasing books and writing material has frequently been advanced as a reason against sending a child to school.

FOUR-CLASS-OR SIX-CLASS COMPULSION.

As regards the committee's recommendations to raise compulsion from four-class to six-class, Government is of opinion that the recommendation of the Punjab University Enquiry Committee should be accepted and the primary school course extended from four to five years. Government will in consultation with local bodies consider how far, having regard to financial considerations, effect can be given to this principle when combined with compulsion. In pressing for six-class compulsion the committee take too optimistic a view of the expenditure involved. The forecasts of consequential expenditure can only be mere guess work, and there may be a considerable increase in actual expenditure under this head in the course of years.

NOT PRACTICAL POLITICS.

Government considers that the ways and means proposed by the committee for finding the necessary funds to finance the scheme of wholesale introduction of compulsion in the province cannot be brought within the scale of practical politics. Their first proposal is that the necessary funds could be found by retrenchment in salaries and reduction in Government expenditure. It must be pointed out in this connection that all departments have been retrenched to their limits of efficiency. Retrenchment to produce the necessary funds would cripple other beneficent department and interfere seriously with the general development of the province. It must be borne in mind that education in itself is of little benefit unless there is a general progress in health and the standard of living, which is far from being the case. The second suggestion that a loan should be floated for the purpose is equally impracticable. Again, to spend these enormous sums of money on compulsory education of boys would rule out the expansion of girls' education for generations to come and it is safe to say that at the moment the education of girls is of more importance than compulsory education for boys, since the education of the future mothers of the province will do more to produce general literacy among boys in the course of the next two generations than the attempted enforcement of universal compulsion. As figures stand at present male literates are 8.5 per cent of the population, while in the case of females the percentage is only 1.4.

EFFECTIVE COMPULSION.

Government will carefully consider the suggestion of the committee regarding the prosecution of defaulters and the improvement of the trying agency with a view to ensuring an effective enforcement of compulsion. Government will insist on its firm application being extended to all areas at present under compulsion or to be brought under compulsion in the course of the coming year. If compulsion is not effective, the sum of money devoted to elementary education must be infructuous.

CREATION OF EDUCATION ELECTORATE

The review points out in conclusion that Government is in full sympathy with the aspiration of the committee for the introduction of universal compulsion with a view to the creation of an educated electorate and to the raising of the intellectual level of the whole province; but it is constrained to postpone the application of universal compulsion by reason of the dire economic depression and the more imperative demands of girls' education.

(From a communique from the Director of Information, Punjab.)

("The Hindu", 2nd January, 1936.)

FROM OUR ASSOCIATIONS

CHITTOOR DISTRICT GUILD CONFERENCE,

The annual Conference of the District Teachers' Guild, Chittoor, was held on Saturday, December 14, 1935, in the Board High School buildings at Kalahasti, under the presidency of M. R. Ry. S. K. Yegnanarayana Iyer, M.A., President of the South India Teachers' Union. Delegates from Madanapalle, Chittoor, Pakala, Tirupati, Tiruttani, and Chandragiri attended. M. R. Ry. M. Lakshminarayana Rao garu, M.A., L.T., District Educational Officer, Chittoor, was present. After prayer, on the motion of Mr. J. Daniel, seconded by Mr. P. S. Rangachariar, and supported by Mr. S. Jayarama Pillai, Mr. Yegnanarayana Iyer took the chair amidst cheers.

M. R. Ry. K. Narasimhachariar, B.A., L.T., Headmaster of the Board High School, Kalahasti, welcomed the delegates in a short address, in the course of which he indicated the lines on which secondary education required to be modelled. He advocated that technical education of the right type should be imparted in our schools. He pleaded strongly in favour of the vernacular medium. The undue worship of the foreign language, he observed, had so underrated the value of our vernaculars that we could hardly train our students to think in terms of the Indian environment. The students must be made to feel that they were Indians and that their fortunes were bound up with their motherland, having a civilisation and philosophy all her own and this end could be served only by giving the first place to our national languages.

Mr. E. N. Subrahmanyam, M.A., B.L., Guild Secretary, then presented the report on the work of the Guild for the year 1934-35. The report stated that with the coming in of Kuppam, the number of associations affiliated to the Guild was 14. The financial position of the Guild was satisfactory as it was possible to close the year with a surplus. The Education Week was celebrated with great success by Chittoor and Madanapalle associations. He said that the relations between the Guild and S. I. T. U. were very cordial. The report concluded with the following appeal: "We are on the threshold of great constitutional changes in our country and we teachers will have a special role to play in the building up of a New India. The progress of our nation will depend upon a sound educational system and it should be our special endeavour to see that education is kept above party and community. We who belong to the holy Brotherhood of the Teaching profession should set an example of unity to our politicians. That means organization. Every teacher, every association, must come under the influence of our great Brotherhood. Let us, therefore, organise, march on, and raise ourselves and the Nation by our united efforts." The report was adopted unanimously. Mr. K. Natesa Iyer, B.A., L.T., Joint Secretary, next read the message from Dr. James H. Cousins, conveying his cordial good wishes for the success of the Conference. Dr. Cousins hoped that the deliberations of the Conference would be strong, wise, and influential towards the solution of the many problems of education in this time of transition in our country.

The President then delivered his address taking as his text "The role of the teacher in a rapidly changing India."

He said in the course of his speech: Confining our attention to the field of Education, the mere fact that education is made compulsory in certain areas and that more schools have been opened in distant and out-of-the-way places has brought education within the reach of persons who were outside its pale a decade or two ago. Moreover, there is real education imparted to the people at large by

the new political institutions brought into existence by the recent Reforms. Local Self-Government invested with more real power than before and the extension of franchise have brought a new sense of importance amongst a large class of people. With the coming Reforms, the changes already started may become more far-reaching in extent and more significant. We as teachers have to think about the part that the schools and we therein have to play in the new scheme of things.

PRIMARY SCHOOLS' CONTRIBUTION

"Primary schools there must be almost in every village so that every boy and girl of school-going age must have a school within his or her easy reach. The present practice of 'consolidation and concentration' may have to be given up, if it is found that the spread of literacy is retarded and sacrificed for the so-called efficiency. With more political responsibilities a minimum amount of literacy is absolutely necessary for every future citizen of our country. The secondary school course should be so arranged as to be a self-contained one. As civilisation advances, the minimum equipment necessarily rises higher and higher owing to the fact that struggle for existence becomes keener. Schools should impart to their students this minimum equipment and not a mere vocational equipment for starting life on a small scale as artisans or craftsmen. Secondary education must be scientifically re-planned with a very strong vocational bias, but actual vocational teaching must be left to technological institutions. They on the one side and the Universities for higher humanistic and scientific study on the other, should be built upon the basis of secondary education.

THE PART OF THE SCHOOLMASTER

"The Schoolmaster has got a more important part to play in the days to come. He must also realise that he is a citizen and without sacrificing the efficiency of his teaching, he must take an active part in those extra mural activities which are complementary to his work as a teacher. In short, the teacher must be a live wire keeping his mind alert, fresh and open to new ideas and the school in his charge must be a real community centre reflecting the high water-mark of local culture and affording the local community all facilities for healthy improvement and useful expression."

After the presidential address, there were two talks, one on "Education and Life" by Mr. H. Sunder Rao, M.A., of the Theosophical College, Madanapalle, and the other on "The S. I. T. U. Protection Fund" by Mr. S. Srinivasan, M.A., L.T., of the same College. Mr. Sunder Rao in the course of his inspiring talk lasting for half-an-hour, said: "The tragedy of Indian education is that it is divorced from life. Whatever be the system of education, it should fit the individual for a larger and fuller life in the community. Judged by this supreme test, modern education in our country should be regarded as a failure, because even to the casual observer it is clear that education has no root in the life that a majority of us are living.

We find every where a combination of the finest intellectual gifts with the most childish prejudices and superstitions. The net result of this has been that education instead of being an incentive for individual and social integrity has become an external, superficial accomplishment, a means to an end, an economic end at that, and not a power to inspire, guide and sustain all that is highest in our nature. The educator in India has, therefore, a tremendous responsibility to the future. His primary task is to press education into the service of social regeneration by creating new social and moral values and making them dynamic in the lives of the young, and it is a duty which lies absolutely apart from any reform or reorientation in the technique of our educational process or system."

Speaking on the "Protection Fund" Mr. S. Srinivasan traced its history briefly and explained the rules governing the scheme. He pointed out that the Protection Fund was better than an Insurance policy and appealed to all teachers below the age of forty, particularly teachers in the primary schools, to join the Fund in large numbers. The morning session of the Conference terminated at 12 noon.

The afternoon session began at 2-30 p.m. with a business meeting of the Guild, Mr. J. Daniel, presiding. After a few amendments to the Guild constitution, the following office-bearers were elected for the coming year:

President:—Mr. J. Daniel, B.A., L.T., Headmaster, Board High School, Chittoor.

Vice-President:—Mr. A. S. Venkataraman, B.A., L.T., Headmaster, Board Lower Secondary School, Chittoor.

Secretary and Treasurer:—Mr. E. N. Subrahmanyam, M.A., B.L., Lecturer, Theosophical College, Madanapalle.

Joint Secretary:—Mr. T. R. Subrahmanya Aiyar, B.A., L.T., Mahant High School, Tirupathi.

Guild Representative on the S. I. T. U.:—Mr. S. Srinivasan, M.A., L.T., Lecturer, Madanapalle College.

Business over, Mr. S. Jayarama Pillai, B.A., L.T., Headmaster, Board High School, Chandragiri, read a valuable paper on the S. S. L. C. Scheme. He traced the modifications that the scheme had undergone since its introduction and pointed out how the scheme is dominated by examination and results, and made a strong plea for lessening its rigour and for adopting tests on the model of American schools and colleges with a view to affording opportunities for students to give their best without the fear of the examinations. He favoured the 1929 scheme provided the syllabuses are lightened. A discussion ensued in which Messrs. J. Daniel, A. S. Venkataraman, K. Venkatarama Reddi, C. Ramanarayana Reddi, and K. Natesa Iyer participated.

Resolutions were next taken for consideration. The following are resolutions passed by the Conference:—

The President in bringing the proceedings to a close laid stress on the need for consolidating the S. I. T. U. The bulk of its members, he said, were drawn from the secondary school teachers and added that steps should be taken to bring in as many primary and elementary school teachers as possible. He appealed for contributions to the Silver Jubilee Fund of the S. I. T. U. He cited the example of the Salem Guild, and suggested that every constituent Guild should contribute its quota to the Fund. He also pointed out the need for strengthening the Protection Fund by enrolling as many poor teachers as possible.

After a vote of thanks proposed by Mr. K. Natesa Iyer, the Conference broke up at about 5 p.m. for refreshments which were served lavishly in the school hall. The conference was a great success, thanks to the excellent arrangements made by the Teachers' Association, Kalahasti.

1. This Conference places on record its deep sense of sorrow at the death of Mr. H. Champion, the late Director of Public Instruction; Mr. J. P. Cotelingam, one of the founders of the S. I. T. U., and Rao Bahadur P. V. Seshu Iyer.

2. This Conference conveys its heartfelt congratulations to Dr. James H. Cousins on the title "Kulapati" conferred on him by the S. I. T. U. at the last Provincial Conference held at Anantapur, and also on his being invested with "VEERA SHRUNKHALA" and Shawl by His Highness the Maharajah of Travancore.

3. This Conference appeals to the Registered Graduates among teachers and to the Headmasters to stand by the profession and the S. I. T. U. by voting for the candidates adopted by the S. I. T. U. for the ensuing elections to the University of Madras.

4. This Conference strongly disapproves of the proposal of the Delimitation Committee regarding the University Constituency and supports the demand that the registered graduates shall constitute the electorate. This Conference further requests the Central Delimitation Committee not to give effect to the proposal of the Provincial Committee regarding this matter.

5. This Conference views with great surprise that the terms of reference to the sub-committee of the Provincial Economic Council should be restricted to devising ways of introducing compulsory education only for boys of school-going age in all villages and towns with a population of 5,000 and over, and recommends that primary education be made compulsory for both boys and girls of school-going age.

6. (a) This Conference requests the District Board to urge on the Government that those teachers in service whose scales have been adversely affected by G. O. No. 4619 dated 20-10-1934, be allowed to continue in their old scales in accordance with the principle adopted by the Government in the matter of revision of scales of salaries of their servants.

(b) This Conference requests the District Board to represent to the Government to fix the scales of salaries of secondary grade teachers who have passed the Intermediate Examination 45-3½-75.

7. This Conference thanks the President and the District Board, Chittoor, for their sympathetic representations to the Government and securing the sanction of personal pay to the teachers adversely affected by G. O. No. 4619.

8. This Conference earnestly requests the Government to increase their contribution to the Provident Fund of the teachers from one-third to one-half of the deposit to the credit of the members with a view to compensating the progressive lowering of the rate of interest. This Conference further requests the Government to allow the subscribers to the Provident Fund from aided schools the same concession as has been granted to teachers under local bodies in the matter of appropriation of the Provident Fund deposits for payment towards insurance premia.

9. The Guild earnestly appeals to all teachers below forty to join the Protection Fund of the South Indian Teachers' Union.

10. This Conference earnestly urges upon the Director and the Minister of Education to accede to the demands of the S. I. T. U. relating to the standardisation of scales of salaries, security of tenure, and service conditions as formulated in their memorandum presented to the Director of Public Instruction.

11. This Conference requests the authorities of the Madras and Andhra Universities to permit secondary grade trained teachers who have taken their degree to appear for the L. T. or B. Ed. Degree Examination without production of attendance certificates from a training college.

12. This Conference is of opinion that the G. O. on text-books being undesirable, unwholesome and opposed to healthy conventions that obtain in schools at present, be cancelled and if Government feel that there is need for the G. O., this Conference is of opinion that the G. O. be kept in abeyance pending enquiry by a representative committee wherein adequate representation be accorded to the teaching profession.

13. This Conference requests that the Madras Text Book Committee be so reconstituted as to provide better representation to teachers in secondary schools and give preponderance to the elected over the nominated element.

14. This Conference resolves that a Standing Committee of the Guild be formed to assemble and give expert advice to teachers on new methods of teaching.

15. This Conference places on record its sense of deep gratitude for the valuable services rendered to the Guild by Miss Vycoff, Mr. P. L. Ramanatha Rao, and Mr. K. Natesa Iyer, the outgoing officers.

SALEM DISTRICT TEACHERS' GUILD

AUDITOR'S REPORT FOR THE YEAR 1935

I have the honour to present the Audit Report of the Salem District Teachers' Guild for the year 1935. A statement of receipts and charges is enclosed.

The year opened with a balance of Rs. 45-4-3. There were 15 associations at the beginning of the year. Of the two associations that were in arrears for 1933 and 1934, one paid for 1933 and the other was removed from the list of associations affiliated to the District Guild. One individual member and 5 Elementary Centre Teachers' Associations joined the District Guild during the year. At the end of the year there were 19 associations and one individual member. Only one association did not pay its subscriptions for 1934 and 1935 and its name has to be removed as per the rules of the District Guild.

Two Elementary Centre Teachers' Associations have paid for the year 1936.

The amount collected by way of subscriptions (arrears and current) from associations and individuals comes to Rs 163. The Rasipuram Conference Reception Committee paid 4 as. being the amount collected by it as delegate fees. The total expenses came to Rs. 187-2-9 leaving a balance of Rs. 21-5-6. All items of expenditure are supported by vouchers and are duly sanctioned. A teakwood almirah was purchased at a cost of Rs. 30-8-0.

A meeting of the Executive Committee of the District Guild was held at Salem on 20-7-1935 to consider the arrangements to be made for holding the XXVII Provincial Educational Conference at Salem in May 1936, under the auspices of the District Guild.

A meeting of the General Body of the District Guild was held at Salem on 24-8-1935 to elect the office-bearers for 1936 and to ratify the arrangement made by the Committee for holding the Provincial Educational Conference.

RECEIPTS.

Opening balance	..	..	..	..	..	45	4	3
Annual subscription for 1933		..	..	..	..	5	8	0
Annual subscription for 1934	..	..	..	..	..	5	0	0
Annual subscription for 1935		..	..	..	..	144	8	0
Individual member subscription	..	..	..	..	..	2	0	0
Annual subscription for 1936 (paid in advance)		..	..	..	..	6	0	0
Rasipuram Conference delegate fees		..	..	..	..	0	4	0
						208	8	3

CHARGES.

S. I. T. U. Annual subscription	..	..	..	..	29	0	0
S. I. Education Week donation	..	..	..	..	5	0	0
Cost of Teakwood Almirah	..	..	..	..	30	8	0
Letter paper, printing, binding, etc.	..	..	..	..	14	9	9
Travelling expenses	..	..	..	..	62	8	9
Postage and money order commission	..	..	..	..	45	8	3
Closing Balance	..	..	..	..	21	5	6
Total	..	..	..	..	208	8	3

(Signed) K. Gangadharan Nair, B.A., L.T.,
Auditor. 12-1-1936.

(True Copy)

K. Chengalroya Aiyar,
Joint Secretary,
Salem District Teachers' Guild.

Board High School,
Krishnagiri,
13-1-1936.

S. I. T. U. PROPAGANDA

VIRUDHUNAGAR.

Messrs. M. S. Sabhesan and S. T. Ramanja Iyengar left their station on Friday, the 13th December, on a propaganda tour on behalf of the South India Teachers' Union in the Southern districts. The party reached Virudhunagar on Saturday morning. Mr. Sabhesan presided over the 10th Ramnad District Elementary Teachers' Conference on 14-12-1935. Mr. S. T. Ramanuja Iyengar addressed the teachers assembled on the "S. I. T. U. and Teachers in Elementary schools" and impressed upon them the need for their associating themselves wholeheartedly with the S. I. T. U. and joining the S. I. T. U. Protection Fund. The party paid a visit to the Kshatriya Vidyasala and interviewed Mr. S. P. P. Shunmugasundara Nadar, the vice-president of the school committee. It explained to him the S. I. T. U. point of view in matters relating to organisation and tenure problems of teachers. The party thanked Mr. Nadar for his assurance of sympathy and support to the S. I. T. U. and then left for Srivilliputtur.

On 15-12-1935, they motored from Srivilliputtur to Rajapalayam, and addressed the teachers of the Board High School, Rajapalayam, at 12. The Headmaster of the High School, Mr. K. S. Subramania Iyer, assured the party that their teachers' association would be soon reaffiliated to the Ramnad District Guild. The meeting over, Messrs. Sabhesan and Ramanujam interviewed Rao Bahadur R. V. Ramasundaram Pillai, Pammar-Rajapalayam, and District Board member and impressed upon him the need for educational surveys in the area, a sympathetic attitude to Elementary teachers and adoption of measures of compulsion to eliminate the existence of wastage and stagnation.

The party returned to Srivilliputtur and met the teachers of the local Hindu and Mission High Schools in meeting at 4 p.m. On 16-12-1935, Mr. Sabhesan spoke on the Election programme. Mr. Ramanujam spoke on the problems before the

Union and the need for definite work along the channels of agitation and action chalked out by the S. I. T. U. Messrs. Krishna Iyengar and Baghya Mudaliar, Headmaster of the local schools, assured the party of their support to the Union.

At 6 p.m., Mr. Sabhesan delivered a lecture on "School Hygiene" on the occasion of the Srivilliputtur Health Week celebrations.

On 17-12-1935, the party arrived at Ramnad and addressed a meeting of teachers of the local schools in the Rajah's High School, Ramnad, with Mr. Ramachandra Iyer, Headmaster of the Rajah's High School, Ramnad in the chair. Mr. Sabhesan spoke on the S. I. T. U. and Elementary education. Mr. Ramanujam spoke on the handicaps of the S. I. T. U. and the methods and remedies of the S. I. T. U. to counteract them.

On 18-12-1935, the party reached Manamadura and proceeded to Sivaganga at 9 am. on 19th. They had a talk with the teachers of Sivaganga on the activities of the Union including the elections to the University authorities.

Returning to Manamadura, the party met the teachers of Manamadura in meeting at 12-30 p.m. Mr. Sabhesan spoke on the S. I. T. U. and the Senate elections. Mr. Ramanujam spoke on the work ahead before the S. I. T. U. and appealed for co-operation.

The party left that evening for Madura and had an informal talk with local workers at night about the senate elections.

TUTICORIN.

The party reached Tuticorin on 20-12-1935 and addressed a public meeting held under the auspices of the Teachers' Club, Tuticorin, with Mr. Lakshmana Sastri, Income-tax Officer, of the place in the chair. Mr. Sabhesan spoke on "Elementary Schools and National Reconstruction". Mr. Ramanujam spoke on "the needs of the profession".

KARAIKUDI.

The party reached Kairaikudi on 21-12-1935, and discussed with Mr. N. S. Venkatrama Iyer, Headmaster of the S. M. S. Vidyasala, the S. I. T. U. and role in the matter of Senate elections.

SOUTH KANARA.

A party consisting of Messrs. S. T. Ramanujam, M. K. Ramamurti, E. H. Parameswaran and A. Srinivasaraghavan, specially deputed by the S. I. T. U. to do propaganda for the Union and the Protection Fund reached Kasargod, on 23-12-1935 in the afternoon. At Kasargod the party was received at the station by Mr. Srinivasa Kini, B.A., L.T., Headmaster, Board High School, Kasargod. Mr. Sanjivi Shetty, joint-secretary, South Kanara District Guild, and a number of teachers. After lunch the guests proceeded to the Board High School and addressed a meeting of teachers there. Mr. S. T. Ramanujam gave a clear exposition of the aims of the Union. He traced briefly the history of the Union and pointed out that the Union stood for better education, better teachers and better conditions for teachers. He therefore appealed to the teachers of Kasargod to join the Union and serve the great cause of education.

Mr. M. K. Ramamurthi next said that the protection fund is organised to help the teacher in distress and to help his wife and children in case he died, the fund had this advantage over ordinary insurance that it served to evolve self-confidence and solidarity among teachers. He then explained the rules and regulations of the fund and answered pointedly and satisfactorily a number of questions put to him by the audience.

Mr. A. Srinivasaraghavan said that the task of teacher was two-fold. To serve society nobly and well and even as a necessary means to that end to make society recognise the worthiness of that service. The teacher should have constantly before him therefore the ideal and should be perpetually endeavouring to reach it. The greater the number of teachers who set about together to evolve the ideal and the means of achieving it, the nobler and greater will be the ideal and the easier and more effective the means. The Union gathers and unites teachers, mobilises all the available thought power in the profession and thus is able to define a programme—both broad and great. The experience that the large number of teachers bring to the Union makes it possible for it to work out the programme effectively and without waste of effort. Again, the Union by its organised work can and does make society recognise the greatness of teachers' calling and the valuableness of his contribution to social welfare. It is the duty of teachers to join the Union.

Mr. E. H. Parameswaran thanked the Kasargod teachers for their enthusiasm and hospitality and added that these were a happy augury of the success of the S. I. T. U. party's tour in South Kanara.

Mr. Dattatri Rao, M.A., L.T., thanked the guests on behalf of the Kasargod teachers and the meeting terminated.

At 7 a.m., on 24-12-1935, the Kasargod teachers were "At Home" to the S. I. T. U. party. The party then left for Udupi.

UDIPI & KALYANPUR.

The party accompanied by Mr. Sanjivi Shetty who had been specially requested by the South Kanara Guild to tour along with them, went to Udupi on 24-12-1935. On the way, at Karkal, the party met Mr. Puranick, B.A., L.T., Headmaster, Board High School, Karkal, and discussed with him the S. I. T. U. programme regarding the Senate elections. Udupi was reached in the afternoon and after meeting the local headmasters Mr. Rougue Fernander and Mr. Salis the party proceeded to Kalyanpur. There they impressed on the manager of the Melagres High School and on Mr. Tellis the necessity for affiliating their Teachers' Association to the South Kanara Guild. On their way back, the members of the party addressed a meeting of teachers at Udupi. The value of the Union and the Protection Fund was pointed out. Mr. Rougue Fernander, Headmaster, Board High School, who presided assured the S. I. T. U. party that the Udupi teachers would be glad to enter into partnership with the Union—that great provincial federation of teachers' associations and that they would serve the Union with single-minded devotion. Headmaster and the teachers' associations of the Board High School, were then "At Home" to the S. I. T. U. party and appreciative references were made to the work of the Union. After a vote of thanks to the hosts, the S. I. T. U. party left for Mangalore.

MANGALORE.

At 10-15 a.m., on 25-12-1935, the S. I. T. U. party addressed a special meeting of the Mangalore teachers in the library hall of the Kanara High School. The gathering was fairly large and representative. Mr. Ekambara Rao, B.A., L.T., president, South Kanara District Guild presided. He extended a cordial welcome to the S. I. T. U. party on behalf of the teachers of Mangalore referred in terms of praise to the aims and the work of the Union and requested Mr. S. T. Ramanujam to explain the same in detail.

Mr. S. T. Ramanujam in a long and effective speech dealt in detail with the programme of the Union and illustrated its utility with references to the work of similar organisations in other countries. He stressed the part played by the Union in raising the prestige of the teacher in South India and gave concrete instances

of how the Union had given succour to the teacher in distress whenever possible. He defended the Union programme with regard to the coming Senate elections on the ground that organised teaching opinion should be adequately represented in all bodies that have anything to do with education.

Mr. M. K. Ramamurthi briefly explained the advantages of the protection fund and in answer to his appeal for members Mr. Mukunda Rao, secretary of the Guild, promised to bring into the fund a large number of teachers from South Kanara.

Mr. A. Srinivasaraghavan said that there was a fear in certain quarters that the S. I. T. U. would develop into a Trade Union. If a Trade Union meant organisation of a trade or profession to protect the interests of individuals perusing it, then surely the teacher had every right to form such a Union. His interests deserved to be protected as much as those of any other profession and were in fact less cared for than those of others. But if a Trade Union meant the formation of a ruthless monopoly the S. I. T. U. was certainly not that and was never going to be that. The S. I. T. U. had ever in mind the great responsibility of the teacher so beautifully defined by Rabindranath Tagore.

Mr. E. H. Parameswaran answered the carting cynicism of a few misguided persons who asked the question "What has the Union done" but who never waited for the answer.

The Union has held provincial Educational conferences—no small thing—has brought hundreds of teachers together has voiced forth through special appeals and resolutions and through the "South Indian Teacher" their grievances and their aspirations. It has focussed attention on the grave defects in our educational system and machinery and it has suggested the way to remedy them. This is something; and the Union can do more if its members are willing to do more. Faith in themselves and in the organisation was what was necessary and he appealed to South Kanara teachers to cultivate it. He then thanked Mr. Ekambara Rao, the president of the South Kanara Guild, and Messrs. Mukunda Rao, and Sanjivi Shetty for all the help they had given to the S. I. T. U. party.

Mr. Ekambara Rao congratulated the S. I. T. U. on sending to Mangalore 4 such enthusiasts as were the guests of the day. They had communicated this enthusiasm to South Kanara and he assured them that they would find South Kanara ever ready to serve the Union. Mr. Mukunda Rao, secretary of the Guild, then thanked the president and the speakers and assured the S. I. T. U. party that he would explore the possibilities of holding the provincial conference in South Kanara in 1937. There was a tea party in honour of the guests. Mr. Ekambara Rao proposed the toast of the Union and the guests responded suitably.

After some informal discussion the meeting dispersed. The S. I. T. U. party left Mangalore for Palghat the same day. The following impression of the tour is sent to us by the S. I. T. U. Propaganda party in South Kanara. "The South Kanara teachers are behind hand in none in their enthusiasm for and devotion to the Union, their hospitality was touching; their promise of support to the Union ready; and the tour was a revelation that more and more the teacher is feeling himself a member of a great brotherhood."

PALGHAT.

The Propaganda party arrived at Palghat on 26-12-1935 and interviewed local headmasters and teachers. A meeting was held in the evening at 5-30 p.m. in the Municipal Motilal High School with Mr. K. S. Vaidyanatha Iyer, M.A., L.T., in the chair. Kulapathi V. V. Parameswara Iyer, president of the Malabar Teachers' Guild welcomed the party. Mr. S. T. Ramanuja Iyengar explained the development of the S. I. T. U. organisation since the Palghat conference of 1921 and dwelt at

length on the S. I. T. U. attitude towards teacher-tenure. Mr. Srinivasaraghavan spoke upon the topic of Trade Unionism for teachers, its good and bad points and hoped there would be no need for the Union to become a Trade Union. Mr. M. K. Ramamurthi spoke upon the S. I. T. U. Protection Fund and its working. Mr. Parameswaran dwelt on the need for Malabar becoming a live centre of the Union. Mr. Ramanuja Iyengar answered certain questions on Senate elections and tenure. Mr. Aghoram Iyer, a lawyer, dwelt upon the need for special legislation and a special legal committee for the profession to solve tenure problem. The chairman appealed for support to the Union programme and pleaded for bifurcation of Malabar for guild work.

With a vote of thanks by Mr. Krishna Iyer, secretary of the Guild, the meeting terminated.

COIMBATORE.

At 6 p.m., a meeting was held in the Union High School, Coimbatore, with Mr. A. S. Vaidyanatha Iyer, (M. E. S. Retd.), in the chair. Mr. Srinivasaraghavan spoke upon the ideals of the S. I. T. U. Mr. M. K. Ramamurthi spoke upon the economic programme of the S. I. T. U. and appealed for greater response, to the S. I. T. U. Protection Fund. Mr. S. T. Ramanuja Iyengar dwelt at length on the Union attitude regarding Senate elections and hoped the independent candidates in Coimbatore would respond to the Union's call for support to organised opinion. Mr. Parameswaran pleaded for the teacher-evolving efficiency. The chairman hoped the S. I. T. U. would grow from strength to strength. With a vote of thanks, the meeting terminated.

XXVII PROVINCIAL EDUCATIONAL CONFERENCE, SALEM, MAY 1936.

(Held under the auspices of the Salem District Teachers' Guild.)

BULLETIN No. 2.

A. NOMINATION OF PRESIDENT.

Under Rule 17-C of the S. I. T. U. Teachers' Associations affiliated to the South India Teachers' Union, directly or indirectly through District Teachers' Guilds, are invited to nominate six persons who, in their opinion, are fit to preside over and guide the deliberations of the XXVII Provincial Educational Conference, Salem. The nominations should reach the undersigned before the 1st February 1936 in the form appended to the Bulletin.

B. RESOLUTIONS AND PAPERS.

Under Rule 20 of the South India Teachers' Union, constituent Guilds and Associations desirous of moving resolutions in the Conference are required to do so two months before the Conference in May. Individuals and associations who want to give notice of such resolutions for discussion at the Conference are requested to forward to the Conference office, their suggestions in the form of resolutions on or before the last day of February 1936.

Ladies and gentlemen engaged in teaching and interested in education are cordially invited to send papers to be read and discussed at the Conference, before the first of April, to enable the Reception Committee to give due publicity to the same.

Salem,
10-12-1935.

A. V. SUNDARESAN,
B. N. SANGAMESWARAN,
Conference Secretaries.

THE TEACHERS' BOOK SHELF

Library Administration. By S. R. Ranganathan, M.A., L.T., F.L.A. Secretary, Madras Library Association and University Librarian, Madras. (Madras Library Association Publication Series, 5). Published by the Madras Library Association. Demy 8vo. Pp. 673. Rs. 5.

The book under review is the fifth in the Series of the Madras Library Association Publications. The Association deserves to be congratulated on its getting the service of such an experienced and talented writer as Mr. S. R. Ranganathan. With the object of spreading the essential ideas of the Library Movement and of directing thought towards the creation of a library service suited to our country, these series were inaugurated as early as 1929. To the credit of the author it should be said that he has left no stone unturned to satisfy this lofty aim. To a rare type of originality of thought and expression, the author adds certain amount of genuineness and unbounded enthusiasm so rare among the writers of to-day. Readers of the author's publications know that he is original in a way in which nobody else can claim to be. From pagination to paragraphing and from the preface to the index, the author is original.

This book lays down the general principles upon which a good library ought to have its administration. The book makes a critical survey of every aspect of library administration and as such its value to librarians, in particular, cannot easily be exaggerated. Chapters 1-8 devoted to the distinctive phases of library administration form the bulk of this book. The later chapters deal with those routines which are common to all administrations. The plan of each chapter is given in the very valuable introductory chapter. Each chapter is divided into eight parts, viz., Planning of the work, Job analysis, Routine, Elimination of waste, Correlation of the work, Time scheme, Forms and registers and the Files, respectively. The author has taken considerable pains to see that no aspect of library administration is neglected on the score of being trivial. The analysis of the routine is so detailed that it might tempt the arm-chair reader to throw away the book as tiresome. The only answer that can be given to such readers is that this book is certainly not meant for an after-dinner study nor for purposes of relaxation. It is "a most prosaic manual full of details" intended for the actual workers. But the genius of the author is seen in the fact that the book is detailed without being disgusting, exhaustive without being unduly long and analytical without being laconic. Though the author makes a fervent plea for standardisation and simplification in all aspects of library administration, he is not aware of the need for individuality. In his own words "This is far from my idea. On the contrary, I hold emphatically that an orderly and satisfactory administrative system should strive to release men and not to enslave them. Standardisation and simplification are to be carried out only in certain limited spheres. If they are carried beyond these sphere, they are likely to be more harmful than helpful . . . The human mind is not built for repetition." Subject to these provisions, the author makes a plea for deducing certain standards with a view to eliminating waste. In India so far as library administration is concerned, we are free from any narrow loyalty to local custom. "Hence, it is much easier for the library profession in India to arrive at the fewest possible agreed standards of procedure as well as of library apparatus and equipment. The only desideration are the development of an academic outlook and goodwill, a certain amount of research and above all the suppression of personal pique by individuals in the interest of the establishment of a healthy tradition in the profession.

Those who have been using the Madras University Library know how every instruction that the author gives in his book is being executed. It is impossible to do justice to a book of this kind packed with details in a brief review like this. But mention has to be made of the section dealing with the mode of treating the "Periodical literature." It is needless to emphasise the importance of periodicals to-day. The Madras University Library alone subscribes to about 1,200 periodicals. To students of research, a periodical is more important than a book. The progress of knowledge is so rapid that to-day the book becomes out of date from the moment of its publication. In spite of this extra-ordinary importance of periodicals, very little attention is devoted to their treatment in Indian libraries, partly due to the ignorance of several of our libraries and partly due to the vagaries of the periodical publications themselves. In the words of the author "Periodical publications form one of the sources of perplexity in library work." With a view to enabling the librarian to deal with the periodical publications properly, the author has devised a scheme of his own called "The Three Card System." Chapter 3 describes in detail the working of this system. That the system has been of great use is clear from the following extract. "The amount of saving that has resulted from it can be inferred from the fact that although the number of periodical publications taken in the Madras University Library has risen from 240 in 1924 to 1,200 in 1934, there has been no increase in the staff of the Periodical Publication Section. It still continues singlehanded. Perhaps, it will be possible to carry on the work without additional staff until the number reaches about 2,000. In the earlier years, when the library was using bound volumes for records, there was tight work even though there were only 240 periodical publications current." This phenomenal relief is due to the "Three Card System—the register card, the check card and the classified index card. A good deal of useful information has been given by the author regarding the selection and ordering of periodicals. One suggestion deserves careful consideration. In the interests of national economy, it is desirable to avoid unnecessary duplication of the same periodicals in the different libraries of the same locality. "It is better", says the author, "that the libraries of a region should be in friendly co-operation with one another. Their finances for periodical publications should be regarded as if pooled together as one fund and distributed carefully over as many different periodical publications as possible." This suggestion is of particular value to Indian libraries which are still suffering from want of adequate funds.

Though this book deals with library administration, its value to non-librarians who are saddled with administrative work is indeed very great. This is an age of science and it is unfortunate that the application of scientific method in administrative matters should still be in its infancy in India. This book is almost the first Indian publication on the technique of administration. Readers of this are sure to realise the enormous waste of time, energy and brain power that is consequent upon the drifting administrative policy we are having. The suggestions made by the author to eliminate waste in the library applies equally to other departments of administration. One supreme waste arises on account of the numerous holidays we have. It is due to the tradition of extravagance that had crept into India. "There is a plethora of holidays, scattered periodically throughout the year—Hindu holidays, Muhammadan holidays, Christian holidays, Vaishnava holidays, Roman Catholic holidays, sentimental holidays, and surprise holidays . . . The number of Christian holidays, for example, that India has is many times greater than the Christian countries themselves have. To add to this there is a long list of "late attendance" days and "early closing" days. The result of this is the merciless thwarting of the rhythm of work." As the author puts it, "Somebody should prick these bubbles and wipe out this baneful tradition."

Another suggestion of equal value to administrators in general is the device of pick-up-work. It is impossible in any office to find work continuously. There is bound to be some leisure for every worker which could be utilised for learning some new work.

The underlying idea of the several suggestions of the author is that the administrator should identify himself with his work. Some of the suggestions, though apparently trivial, are bound to be of very great help. The author's observation upon the rats is at once interesting and amusing. Making a plea for a rat-proof building, the author observes, "How these rodents are uncanny enough to thwart all human efforts!"

It is impossible to find any flaw in the book. Being an adept both in the inside and the outside of a book, the get up and print leave nothing to be desired. It has however to be observed that the author expects such an alround perfection which is exceedingly rare. It is however not his fault. The book begins with a quotation from Sri Aurobindo and ends with a quotation from Vatsyayana. Both compete with each other in their appropriateness.

K. S. SRIKANTAN.

Higher School Geometry. By L. Crossland, M.C. B.Sc. Macmillan & Co., Ltd. London. 1935. 6sh.

This book aims at giving a course in Advanced Geometry suited to the Higher School Certificate syllabuses of the various British examining bodies. It comprises an elementary treatment of the analytical geometry of the straight line, circle and conic sections; some of the properties of the triangle and the circle are treated by methods of pure geometry; there are chapters developing the principal properties of the conics starting from the focus directrix definition and employing the "elegant methods" of pure geometry including orthogonal projection. The book concludes with chapters on lines and planes, polyhedra and mensuration.

The book has some novel features in the arrangement of subject matter as well as in the methods of treatment. For instance, results relating to tangents, diameters and pole and polar in respect of all the three conics are dealt with together in one chapter, thus emphasising the sameness of the method and focussing attention on the forms of the equations. In one chapter problems arising out of the intersections of lines with curves are dealt with; special mention must be made of the derivation of the combined equation to the tangents from a point to a conic by the simple and elegant method of Joachimstheils' ratio equation which elementary books too often fight shy of. The use of integration to obtain formulae for volumes and surfaces of the cone and sphere is instructive.

Mention must be made of a few defects which are prominent. The definition of a conic given only in Chapter V should precede the derivation of its polar equation in Chapter II and the investigations of Chapter III. The definition of the orthogonal projection of a straight line on a plane as the line of intersection of the given plane with the plane through the given line perpendicular to the given plane and the proof, on page 205, of the property that parallel lines project into parallel lines, are unsatisfactory. The orthogonal projection of a curve is not defined though results relating to it are set out on pages 206-207. There are gaps in the chapter on "Lines and Planes", which should be filled up by essential theorems.

There are large collections of simple numerical exercises as well as advanced exercises gathered from various examination papers. The printing and get-up are excellent. The book will be useful to the students of the Intermediate and B.A. classes in our Universities.

G. A. SRINIVASAN.

A Regional Geography of the World for High Schools. By Mr. N. Subramanyam, M.A., L.T., F.R.G.S., Lecturer in Geography, Teachers' College, Saidapet, Price. Rs. 1-12-0. Publishers Messrs. Indian Publishing House Ltd. Madras.

This is a revised edition of the Geography of the World, prepared in accordance with the Madras S. S. L. C. syllabus. The plan is organic, and the treatment is simple and interesting. The book is written entirely on modern lines of geography teaching in a scientific way. The method is descriptive. Only the outstanding facts of fundamental importance have been dealt with. The book is brought within the easy means of the pupils and it is full of sketch maps and a variety of diagrams for the better understanding of the subject.

K. NATESAN.

Macmillan's Story Books. Books I to IV. Price annas 4 each.

These story readers are very well written; specially for Indian pupils for extra-reading purposes. They are suitably illustrated and cheaply priced.

The complete English. Book IV by Alys Mamour. Price 3sh. 6d. Publishers Messrs Macmillan & Co., Ltd.

This excellent treatise is highly practical for the better understanding of English literature and composition. It is very well planned. It covers every branch of English study for senior schools. It provides work in all forms of grammar exercises, word-study, and written composition. The selections cited as examples are very happy and the plan of approach in mastering the several branches of English literature is superb. The book has got copious exercises of a varied nature for the use of the matriculation student. But we have to recommend this book only for use out of class hours or as a good acquisition to library of a high school. No doubt this will act as a book full of notes of lessons for a practical teacher who is interested in imparting useful instruction in English grammar and composition.

Higher English Grammar. (For High School class). By A. M. Walmsley, M.A. (Oxon). Publishers. Messrs. V. Sundara Iyer & Sons, Trichur.

It is a worthy endeavour of Indian publishing concern to bring out a suitable text-book for the practical study of English grammar, according to the elaborate syllabus of the matriculation course and examinations of that standard. It contains useful exercises on the function of words, phrases and clauses and on the structure of sentences. In spite of the unwieldy nature of the book, we find it will be better if the book is well revised and recast, and the chapters reshuffled in the proper order in which the graded sections of English grammar are to be studied.

K. NATESAN, B.A.

Sri Ramakrishna Mission Students' Home. Annual Report. No cultured visitor to the city of Madras misses the opportunity of paying a visit to the above institution which has grown to be what it is now from the humble beginnings in 1905. Ramakrishnanda one of the direct disciples of the great Paramahansa started the institution by helping a few poor and deserving students by giving them food and guiding them to lead a pure and dedicated lives by instilling into them high ideas of service and sacrifice. Like the sacred banyan tree of our land under which the Divine Teacher is supposed to sit the home has been growing from year to year and the record of its progress during the year 1935 affords inspiring reading.

The Home proper gives boarding and lodging to a number of students most of whom are students of the Residential school attached. There are a few studying in the Industrial school attached to the Home and some others in the various colleges of the city. They numbered 165 towards the end of the year and came from almost all the districts of the province and the neighbouring Indian states.

As educationists we are interested in the portion of the report dealing with the residential school whose special features are "simplicity in dress and furniture, small classes, individual attention to pupils, the use of the vernacular as the medium of instruction, the teaching of Sanskrit in addition to the vernacular upto Form IV and an obligatory course of manual training." The authorities of the Home have arranged for all boys of the home tutorial guidance, adequate physical training, work in the garden from which the boys get a first hand knowledge of plant life while their spirit of team work gets strengthened and they learn to appreciate the dignity of labour, Moral and Religious instruction, Music training besides giving them plenty of opportunities for extracurricular activities like excursions, social service etc.

The Home has sent out a branch as it were at Mambalam where a day school is run on the same high principles *mutatis mutandis*.

The good service the Home has been rendering is well attested to by the fact that the High Court gave the Home Rs. 54,000 out of the funds made available when the Universal Mutual Aid & Poor Houses Association went into liquidation; equally eloquent is the fact that a recognised musical star of South India, Mr. Musiri Subramania Iyer gave twelve free performance in music in the Straits Settlements and Malay states in aid of the Home.

No wonder that distinguished visitors like His Excellency the Governor, Sir Frank Noyce, Member of the Viceroy's Executive Council, His Grace the Archbishop of Madras and many others visited the Home and have recorded their high appreciation of its excellent work.

We congratulate the authorities of the Home on the successful way in which they have managed the affairs of the Home and the various institutions connected therewith and wish them greater success and prosperity in the years to come.

S. K. Y.

1. **Under the Greenwood Tree.** By Thomas Hardy, edited by Adrian Alington.
2. **Far from the Madding Crowd.** By Hardy, edited by Cyril Aldred. Published by Messrs. Macmillan & Co., Ltd. Price 2-6 each.

These are two welcome additions to the well-known series, the Scholar's Library published by the firm. The novels themselves have long been considered classics and little need be said about them.

Each novel has got an introduction consisting of three parts; (i) a life of Hardy; (ii) a critical appreciation of the novel and (iii) some general observations about the Wessex novels as a whole. In the two novels under consideration the editors' estimates of Hardy, agreeing as they do in fundamentals have got some points of difference as well which all lovers of Hardy would appreciate as being characteristic of the point of view of the critics. It is interesting to note Chesterton's cheap gibe of Hardy being "the village atheist" contradicted and the novelist's claims established as a "village lay-preached dramatically pointing out the primrose path as a route not to be followed but avoided."

S. K. Y.

1. **A Midsummer Night's Dream.** Edited by C. Aldred.
2. **The Winter's Tale.** Edited by Guy Boas
3. **Coriolanus.** Edited by V. De. Sola Pinto, Published by Messrs. Macmillan & Co., Ltd., Price 2sh. 6d. each.

These also form additions to the well-known series "The Scholar's Library." They have all been carefully edited with a brief but very helpful introduction, the text mainly following the famous Globe edition of Shakespeare's plays and some useful notes and questions based on the text and also of a general nature set for writing essays upon.

Walter De La Mare contributes a learned introduction to the Dream running to over forty pages wherein after analysing the plot he discusses the uneven nature of the play and examines the various theories attempting to explain it. This far from being an "unconsciousable interruption" is very interesting and suggestive and no student of Shakespeare should miss it.

In the introduction to the Winter's Tale the learned editor draws our attention to recent reactions (as in the remarks of Lytton Strachey) against Prof. Dowden's remarks about the four periods of Shakespeare's workmanship and the characteristic of the last period.

Coriolanus also has a learned introduction wherein Shakespeare's indebtedness to Plutarch is well brought out. The note on the characters of the play, especially that on the hero himself is very suggestive and helpful for a critical appreciation of the play.

All the three books maintain the high standard of excellence both in scholarship and nice execution which we have begun to associate with this excellent series.

S. K. Y.

UNIVERSITY ELECTION

The following is the programme of dates for the elections to the Senate and the Academic Council of the Madras University in respect of the vacancies that will arise on those bodies on the 31st March:—

To the Senate by the registered graduates:—

Date of notification of the vacancies: 21st January 1936; last date for the receipt of nominations: 5th February 1936; date of despatch of ballot papers: 15th February 1936; last date of receipt of ballot papers: 2nd March 1936; and scrutiny and counting of votes: 3rd March 1936.

To the Senate and Academic Council by other bodies—Academic Council; Headmasters of High Schools; Principals of Second Grade Colleges, etc.

Date of notification of the vacancies: 4th February 1936; last date for the receipt of nominations: 15th February 1936; date of despatch of ballot papers: 22nd February 1936; last date of receipt of ballot papers: 6th March 1936; scrutiny and counting of votes: 7th March 1936.

EDITORIAL

EDUCATION WEEK AND THE BAN

The report that the Government have directed that no local body should, in future, incur any expenditure from the Elementary Education Fund or from the General Fund in connection with the celebration of the Education Week will be read with great surprise. We are told that the value of the celebration from the education point of view is doubtful and that the expenditure on such activity is therefore unjustifiable. Two points arise for consideration from this ban on expenditure by local bodies. (1) Is there a need for giving a wide publicity to the work and activities of schools and of enlightening the public on matters of educational importance? (2) Is the present method of attempting to secure publicity through Education Weeks adequate to exercise a definite influence in the existing circumstances?

The need for publicity can never be questioned by any one who is anxious for the rapid and sound progress of education in our presidency. The National Government in England has taken care to express its feeling as follows in placing before the country its comprehensive programme of education. "It (the programme) depends for its effectiveness on the willing co-operation of the authorities, voluntary bodies and teachers. On such co-operation the National Government confidently rely." A good deal depends upon the attitude and outlook of the public who are the patrons of education and there is a need for acquainting our public men with the pressing requirements of our schools. The Government have been always saying that nothing could be expected so long as the public continue to be apathetic. The South India Teachers' Union has therefore taken a step in the right direction when it has followed the example of advanced countries like the United States with a view to enlisting the willing and intelligent co-operation of the Public. Many are the public men occupying high position in public life and administration, who have willingly participated in the Education week celebrations and chosen to open the eyes of teachers, authorities and parents to the glaring defects in the system of education and to the need for the introduction of suitable reforms.

It is no small thing for the South India Teachers' Union and its affiliated associations to have persuaded a number of distinguished ladies and gentlemen in the numerous centres to form themselves into education week committees so that the celebrations may prove to be something more than spectacular. To mention a few among the numerous leaders who were pleased to participate in the activities, of this year, His Grace The Most Rev. Dr. L. Mathias, Sc., Archbishop of

of Madras, Sir Alladi Krishnaswami Iyer, Sir T. Desikachari, Mr. T. S. Ramachandran, I.C.S., Rao Bahadur A. V. Govinda Menon, and the Rt. Hon'ble V. S. Srinivasa Sastriar, have expressed themselves in full sympathy with the Education Week. The Central Education Week Committee consisting of the representatives of the various professions has also been fortunate to receive messages of sympathy from His Excellency Lord Stanley and His Excellency Lord Erskine and they have expressed the idea that the Education Week would serve a very useful purpose. Messages of sympathy have also been received in previous years from the Directors of Public Instruction and from the Educational Commissioner. The impression which the action of the Government is sure to create will be unfortunate and we may venture to ask whether the spontaneous sympathy of a host of influential persons should be treated as mere convention without any significance. We believe that they have expressed what they have been feeling and that they are convinced of the need for publicity. That the education Week is valuable from the educational point of view should be obvious from the fact that the Director of Public Instruction has been pleased all these years to bring this week to the notice of officers and to permit them to co-operate with the local committees and to guide them on proper lines. The Union doubts whether the authorities have been following the proceedings of the Education Week published every year in November soon after the celebration of the week. It is not fair or correct to say that the education week has not proved valuable. Teachers and public men are slowly awakening to the need for a change in their outlook, and several serious misapprehensions entertained by even educated parents are being removed. A sympathetic understanding between the school and the public is growing. The non-official agency which has taken upon itself this programme deserves sympathetic consideration and encouragement, especially when the importance of public sympathy is emphasised.

Now for the second point as to whether the publicity is adequate. The Central Education Week Committee is conscious of the fact that there is yet considerable room for improvement in the Education Week programme. If it be the object of the Government that the Education Week should really be more valuable, the remedy lies in its own hands. The solution does not consist in belittling the usefulness of this activity, especially when the local bodies have been devoting their time and money to the Health and Baby weeks. It is not easy to appraise the value of such weeks but it should be realised that they are sure to exercise an imperceptible healthy influence. Let the Government take an abiding interest in the week and suggest new lines of activity. Let it be their policy to welcome and encourage the efforts of every non-official organisation to educate the public on right lines. The

Government may be aware that, in Bengal, the Education Week is organised by the Department of Education in co-operation with non-official agencies. It is only a few days ago that the Conference of the All-India Educational Associations passed a resolution on the publicity value of Education Weeks urging all agencies to celebrate the Education Week every year.

The South India Teachers' Union hopes that the Government will not be slow to acquaint themselves with what has been done in the course of the Education Week. The Union has no doubt that the Government will be pleased to change its mind and to lift the ban. After all, the expenditure on Education Weeks by local bodies is negligible and the persons at the helm of local bodies who are usually keen on retrenchment of every kind may be trusted to use their discretion properly. A ban will be justifiable if the Education Week celebration be considered by the Government undesirable or unnecessary. That it is neither undesirable nor unnecessary will be obvious from the association of a large number of distinguished officials and non-officials with the week. The Union appeals to the Government to lift the ban immediately so that it may continue to enjoy the co-operation of all in giving wide and proper publicity to the work and needs of our schools.

TEXT-BOOK COMMITTEE

The report of the Director of Public Instruction on the operation of the Madras Text-Book committee during the quinquennium ending with 31st March 1935, is now available and it contains one or two interesting points. The report refers to the extension of the term of office of the nominated members and it is also stated that "owing to delay in the reconstruction of the several District Secondary Education Boards, the term of office of the elected members had to be extended." The number of books submitted for approval was 7399 against 5974 in the previous quinquennium. But the number of books approved for class use was only 3765 against 3940 in the previous period. As many as 1613 books have been rejected. It is noteworthy that the number of books approved for class use should be less than that in the previous period, even though a larger number of books has been offered for approval. In attempting to explain this rather strange phenomenon, the report states that this is an indication that a large number of books not worthy of consideration are submitted to the Text-Book Committee. There may be a difference of opinion with regard to this inference but the suggestion that is made to prevent this situation in future is curious.

It is proposed to levy a fee from authors and publishers who submit books to the committee and it is presumed that this will "discourage third-rate authors and publishers from trying their luck." Any author

or publisher who has spent a good deal in bringing out a book will not certainly hesitate to pay the fee proposed to be levied and hence this fee can never act as a check on the third-rate production unless it is prohibitively high. There is no doubt that this proposal will place at the hands of the department a decent sum to be distributed among the members reviewing the books. The question that one will be inclined to ask is whether "some recompense" is at all necessary or desirable and whether the amount needed should be collected in the proposed manner. The idea is highly objectionable and members of the committee will be themselves opposed to the proposal of "some recompense". Good books can be placed in the field only if publishers of established reputation be encouraged and given a fair chance. It is for the consideration of the Government whether it is not desirable to lay down certain conditions for the approval of competent publishers so that 'venture publishers' may be kept out of the field and a high standard may be maintained in regard to the quality and get-up. A *laissez faire* attitude will in the existing conditions lead to unfair competition and public interests will suffer. "Hack writers" and "venture publishers" should have nothing to do with the publication of school books.

We understand that the Government have directed that "No government officer, who is a member of the Text Book Committee shall write or edit any books for use in schools during his membership of the committee, nor shall books written by him be considered by the committee during his membership." This is certainly a step in the right direction though we may be sure that the privilege of membership may not have been abused till now. We venture to make one suggestion in this connection to the Director of Public Instruction. Reports are reaching us that, in some districts, the District Educational Officer has been standing for election to the Text Book Committee from the District Secondary Education Board. The District Educational Officer is an ex-officio member of the Board and is also the Secretary of the Board. He holds an important office in the district and teachers in all the schools under his jurisdiction regard him as the Departmental representative to whom they can look for guidance and support. If such officer should stand for election to the Text Book Committee, the teacher-members of the Board will be placed in an embarrassing situation and they will be denied opportunities of serving the public as members of the Text-Book Committee. There may be nothing in the rule prohibiting official members from standing for election but a healthy convention should be set up so that it may be possible for teachers to serve in several spheres. We make a plea for this convention more in the interests of the officer himself. It is unnecessary to labour the point further. If it be found that the services of any district educational officer be found essential, it

is open to the Director to nominate him to the committee. We hope that the spirit behind the point of view which we have brought to the notice of officers will be appreciated and that educational officers will leave the field open for teacher-members.

PROPAGANDA :

We publish elsewhere an account of the propaganda work done by the workers of the South India Teachers' Union during the Christmas holidays. The concessions which the Railway companies offered were well utilised and the propaganda parties covered a wide ground. Several centres in Ramnad, Tinnevely, South Kanara, Malabar, Coimbatore and Chittoor were visited and a number of meetings were held. The heart of teachers is yet sound and wherever the party went, it seemed to have been well received. The provincial organisation can become a powerful factor only if the affiliated associations be kept active and strong. Among the several points that struck the members of the party, we make mention of the following:—

1. Termination of the service of teachers even during term time.
2. General feeling of insecurity; 3. Salary in arrear for months in secondary and elementary schools. 4. General apathy owing to lack of opportunities for exchange of ideas. 5. Lack of harmony. 6. Curious misapprehensions regarding the union programme of work and 7. Lack of equipment.

A good case for a planned propaganda has been made out and it should be possible for the workers in the headquarters of the Union and the Guilds to visit the different centres as far as possible and give publicity to the activities of the Union. It is very gratifying that the teachers in all the areas visited by the party appreciated the programme regarding elections to the University authorities and the Union should feel grateful to them for the valuable support extended to it by groups of teachers in South Kanara. We have received similar assurances of support from Villupuram and other centres.

It will be worthwhile for the Union and the Guilds to make some provision in the budget so that an approved tour-programme can be undertaken. We appeal to the Railway authorities to make the "Go as you please" concession available throughout the year at least to recognised or approved associations.

ACTION.

The Director of Public Instruction, Cochin, has faced the situation courageously and he deserves to be congratulated on the bold stand he has taken in respect of the payment of salaries to teachers in aided

schools. Some managers who carry on their work earnestly and efficiently may feel alarmed at what may appear to be undue interference but an administrator who is keen on maintaining the fair name and dignity of the administration cannot shut his eyes to the serious abuses generally prevailing in aided schools. The Director has done a real service to public instruction and the Union is glad that he was able to carry public opinion with him.

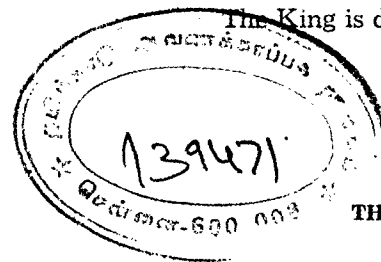
THE EMPIRE'S LOSS.

The death of His Majesty King George the V has plunged the whole empire in great sorrow. His Majesty always had a very warm affection for the children of the Empire. His Jubilee message to them reveals how much he loved them and how deeply he had their interests in his heart. These characterised even his latest Christmas message to the children. His Majesty took a keen interest in India and on the occasion of his coronation at New Delhi made the following sympathetic pronouncement on Indian Education:—

"It is my wish that there may be spread over the land a net-work of schools and colleges from which will go forth loyal and manly and useful citizens, able to hold their own in industries and agriculture and all the vocations in life. And it is my wish, too, that the homes of my Indian subjects may be brightened and their labour sweetened by the spread of knowledge, with all that follows in its train a higher level of thought, of comfort and of health. It is through Education that my wish will be fulfilled and the cause of education will ever be very close to my heart."

In the death of His Majesty Indian Education has lost a great friend.

The King is dead. Long live the King!



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

List of names continued.

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|----------|--|
| Reg. No. | |
| 1250. | Mr. V. Krishnamurthi Rao, Asst. P. S. Higher Ele. School, Mylapore, Madras. |
| 1251. | " G. Subbarayan, Asst., Board Higher Ele. School, Palladam, Coimbatore District. |
| 1252. | " T. R. Mahalingam, Asst., Corporation High School, Nungambakkam, Madras. |
| 1253. | " V. Manicka Mudaliar, Asst. Storekeeper, Chengalroya Naicker Technical Institute, Vepery, Madras. |
| 1254. | " Siddhavaram Chinna Subba Rao, Asst., Municipal High School, Tadpatri, Anantapur District. |

41, Singarachari Street,
19th January 1936.

M. K. RAMAMURTI,
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Sub-Assistant Inspectress
of Girls' Schools.

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Senate Elections.

UNION CANDIDATES.

HEADMASTERS' CONSTITUENCY, ACADEMIC COUNCIL

1. Rev. G. P. James, B.A., L.T., B.D., Headmaster, High School, Pasumalai.
2. Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M. E. L. I. M. High School, Ambur.
3. Mr. N. Rangaswami Iyer, M.A., L.T., Headmaster, Town High School, Kumbakonam.

HEADMASTERS' CONSTITUENCY, SENATE

1. Mr. K. Kuruvilla Jacob, M.Ed. (Leeds.), Headmaster, Christian College High School, Madras.
2. Mr. E. H. Parameswaran, M.A., L.T., Headmaster, Thirthapathi High School, Ambasamudram.
3. Mr. M. Sargunam, M.A., L.T., Headmaster, Union High School, Coimbatore.

REGISTERED GRADUATES' CONSTITUENCY, SENATE

1. Mr. N. Kuppuswami Iyengar, M.A., L.T., Lecturer in Mathematics, Training College, Trivandrum.
2. Mr. V. C. Padmanabha Menon, B.A., Lecturer in Malayalam, Madras Christian College, Madras.
3. Mr. V. R. Ramachandra Dikshitar, M.A., Lecturer in Indian History, University of Madras, Madras.
4. Mr. M. R. Rangaswami Iyengar, M.A., L.T., Headmaster, V. M. Board High School, Periakulam.
5. Mr. A. Srinivasaraghavan, M.A., Lecturer, Hindu College, Tinnevely.
6. Mr. S. K. Yegnanarayana Iyer, M.A., Professor of English, Pachiappa's College, Madras.

VOTE FOR THE UNION CANDIDATES.