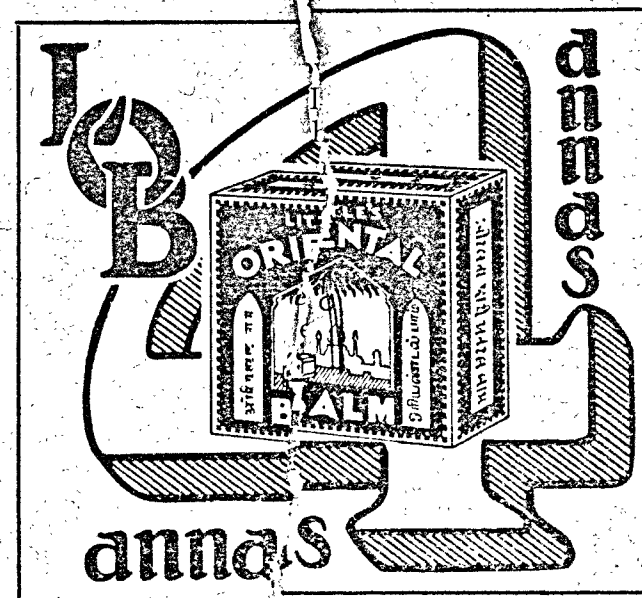


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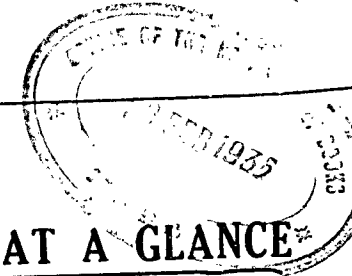
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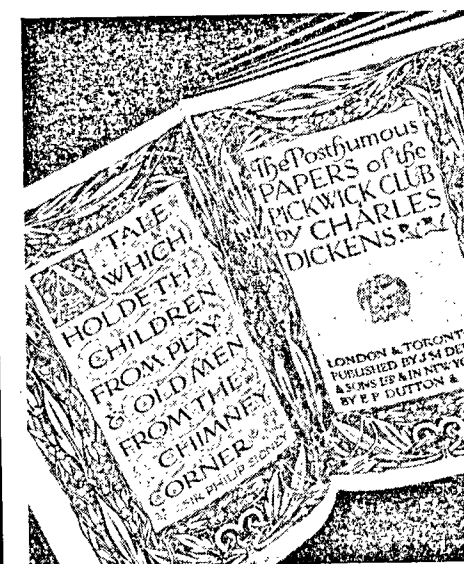
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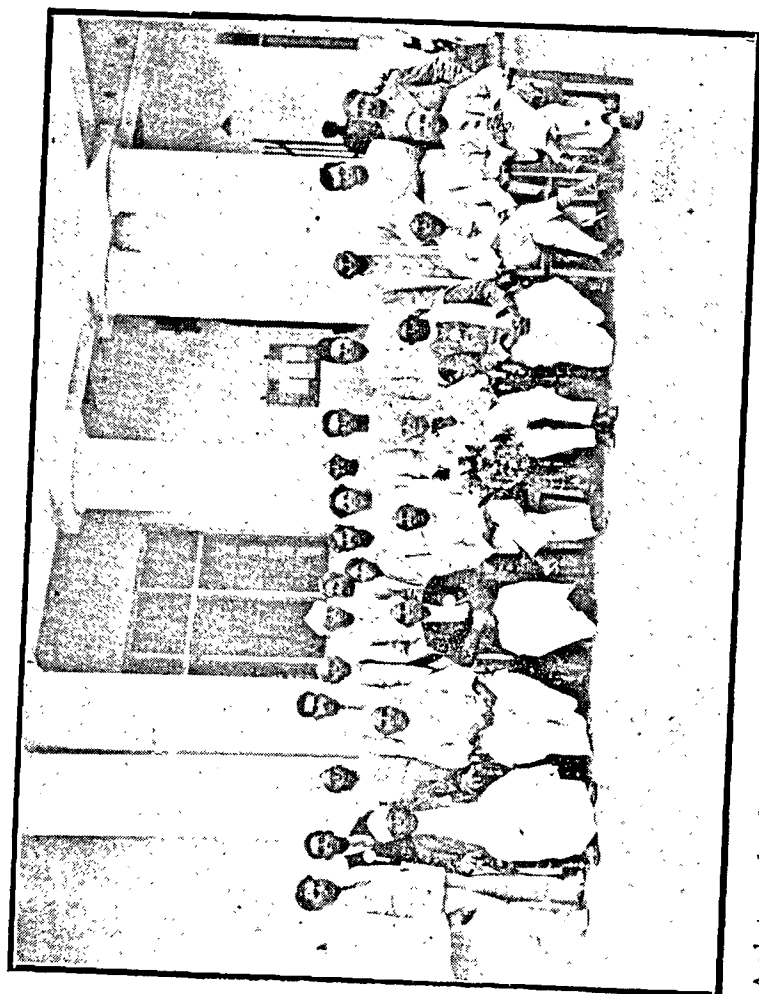
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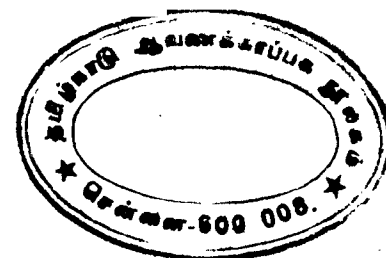
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THE SOUTH INDIAN TEACHER

Vol. VIII. January 1935 No. 1.

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PRESIDENTIAL ADDRESS

By

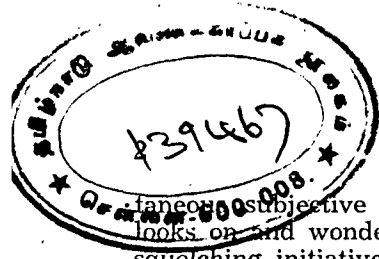
DR. JAMES H. COUSINS,
Principal of the Theosophical College, Madanapalle.

FELLOW TEACHERS :

I esteem it a high privilege to be present at this, the Twenty-sixth Provincial Educational Conference, under the auspices of the South India Teachers' Union, and an equally high responsibility to have the opportunity of expressing from the eminence of your presidential chair some convictions on certain aspects of the public service in which we mutually participate, the service of education.

I can conceive of some one much better fitted than myself by long and continuous practice in South India, and by intimate association with the young through community life and language, occupying the position that I do now, though I yield to none in the realisation of the importance of our profession. You have had such in the past. You might have had a more ideal president than myself to-day but for the, to me, happy accident that the world-renowned scientist who divided the honours of your ballot with me did not find it possible to share even half of the responsibility with me. Your disappointment is my good luck. And so to the work.

There is a universal demand for the improvement of education in India. Any improvement is welcome, if it is an improvement. But we are asking for disappointment if we are innocent enough to expect any all-round advance from piecemeal rectification of errors. Attention focussed on one educational interest is certain to mean the withdrawal of attention from some other equally essential interest ; and while committees and unions are busy on sectional matters, the student—who is a compendium of simul-



... subjective needs, not a debatable objective topic on an agenda, looks on and wonders, "Where do I come in?"—if, indeed, the process of squelching initiative and originality to which he or she is being subjected under the name of education has left him or her any scrap of the capacity to wonder, which is the sign of perpetual youth.

While fragmentary improvements are being effected (I do not say they should not be), there is need for the constant influence on them of a clear understanding of educational ultimates, so that still further improvement may not be frustrated by the vested interests that congeal around all new manifestations of life to exploit them for their own benefits. If education knows what it has to deal with, and why, its knowledge will subtly work against the crystallising tendency that lurks in all human effort as poison lurks in the purest foods.

REAL EDUCATION

The reality of education does not consist, I am convinced, in pedagogical generalisations or in the segregated particularities of heat-spots in the hand or deaf-spots in the tympanum in which so-called psychological research rejoices. Such matters may be useful in scientific research that has no need for hurry; but if they obscure interest in the immediate and clamant needs of the living synthesis which demands education as its inalienable birthright, they are not helps but hindrances.

We need true educational generalizations, of course, as time-saving pointers to true educational action, as law arising out of life, not theories concocted in a laboratory. Such life is not an amorphous vapour: It is an energy that expresses itself through forms, and with special qualities and characteristics through the telescoped and interfused human forms of body, mind, feeling and intuition. In getting at the root of the individual we are getting also at the root of humanity: for the essential needs of one human being are the essential needs of all human beings. In touching life in human embodiment, we touch the paradox of life, that the particular is the general. Understanding this, we shall not run the risk of not seeing the wood for the trees or the trees for the wood.

This may sound sufficiently vague to be mistaken for high philosophy instead of educational commonsense. In effect it comes to this: that the centre of education is the student, and that until the educational system of any country is pivoted on that centre its movement will be neither orderly nor progressive. To me this seems so true and necessary that I am sometimes alarmed at the jungle of educational accessories through which one has to blaze a trail in educational literature and discussion and the comparative infrequency with which one comes on a hint of the student blooming like a modest violet in some shady dell. I wonder if we are afraid that retrenchment of our own elaborations in educational disquisition and a descent to plain fundamentals might lower our status in the eyes of the powers that be and provide them with another excuse for another cut in salaries!

So far as I am personally concerned, I look with suspicion on the individual who expands his ego into the long pretensions and words that I have used in the foregoing paragraphs; and I take off my hat and bow towards the individual who declares his simple educational faith that the

job of the teacher (he may say *dharma* if he feels like it) is to help to draw out the faculties of the student that they may be put to service in daily life to the mutual advantage of the individual and the group.

That simple declaration is, of course, only the beginning of educational principles and practice:—I avoid the term educational *theories*, for the theories are merely speculations, etymologically, points of view; but principles are laws of life not to be made the playthings of research or set on their heads by one specialist because another had set them on their heads, while their natural attitude is on their feet. With a sure grip on the validity and sufficiency of that simple credo we can move with confidence towards the great work of helping the mystery of the buried seeds of human capacity into the equal mystery of the full-grown tree of human power whose leaves may be "for the healing of the nations" as its blossoms may be for their beautification, its fruit for their sustenance, its timber for their sheltering. You must forgive my moving from the simplicity which I have just approved of into the figurativeness and symbolism of poetry. When I touch the vision of the possibilities of real education I always get that way, and it cannot be helped.

Underneath the figures of speech and involved in the simple credo of the hypothetical teacher there is the recognition of the student as an individual (as something that cannot be divided) and also as a social entity so integrally related with his and her environment that neither could exist without the other. The individual demands education in order to experience the full use and joy of his and her powers. To help the student towards that experience is the purpose of education and the work of the teacher from the point of view of the individual. But such use and enjoyment of developed powers can only be experienced in interaction with the individual's environment human and natural. In this respect education becomes a social responsibility to be fostered and supported by Government as the executives of the needs of the nation or province, supported not on the basis of some grant-in-aid-code or a fifty-fifty calculation of expenditure, but completely and according to educational necessity; and the teacher is called upon to be no mere pedagogue, but an informed, alert, intelligent human being, as sensitive to the events and trends in the life of the world as to the growing faculties of the individuals who will in due time mould those events and modify those trends.

EDUCATION, CULTURAL AND VOCATIONAL

In the sense of individual development education is cultural. In the sense of social interaction education is always vocational, even if, in rare cases of hereditary independence, the vocation is to do *nothing* in particular, but to do it in an educated manner—a much more difficult task than to do *something*. A

But while education is essentially vocational in this general way, it has to be localised and focussed in accordance with the choice process of *culture* has to have within itself, not apart from itself, a *cult* for the intense worship of Devi Saraswathi. I am not mixing my metaphors or merely juggling with words in bringing *culture* and *cult* thus together: it is a simple fact of etymology, that they both spring from the same Latin root, *colere*, which means both to till and to worship.*

* See "Work and Worship" by James H. Cousins, (Ganesh & Co., Madras) for full development of this subject.

The organization and paraphernalia of education are therefore the instruments by means of which the individual life finds its place in the group life. The time-table and equipment of a school are the two fundamental *tanmatras*, so to speak, the *kala* and *desa* (the space—substance and time—organisation) of education. They are mostly, I fear, regarded on the side of substance as impedimenta, necessary evils that justify themselves by doing from ten to thirty-three and a third per cent of good to compilers and publishers and to makers of educational apparatus. I doubt if we fully realise how educationally effective they might become. School textbooks, for example, may serve the informational purpose of education, but many of them in India are outrages on good taste, and perform the subtle left-handed operation of educating the child in slatternliness and ugliness.

Dr. Montessori has shown us how the apparatus of education can be made an active and beneficent partner in the educating process. But this need not be limited to sense—training or stopped at six years of age. An artistically produced book or an artistically furnished class-room will take up the much needed work of educating the aesthetical responsiveness of the individual, which is one of the fundamental needs of every normal human being and of the nations of the world to-day; needed because the absence of beauty invites the presence of ugliness which takes pleasure in disharmony and strife.

The educational value of what Dr. Montessori has called 'didactic material' is not alone in possible educational service. The time-table itself can be made an educating agent if it is adjusted, not to this or that superficial contingency of organization, but to the physical, mental and emotional needs and states of the students. This does not mean one student, one time-table. There are common conditions under which children live in a particular place—seasons, transit, hours of food, times of energy and fatigue, of alertness and lassitude, of placidity and pugnacity. But deeper than these there are the simple half-dozen capacities possessed by all normal children—physique and energy which are physical, observation and reflection which are mental, expression and aspiration which are emotional. The drawing out of these should be the primary consideration in time-planning and subject-planning. The first is mainly in the hands of the school, and only calls for intelligent application. The second is the prerogative of the educational authorities, and their in-doors decisions have to be guided by the experience of those in the field.

A time-table and a curriculum of school studies planned not to "teach" but to encourage and assist the students to feel and think freely and well through a healthy body and sensorium and to direct his and her faculties towards their finest exercise in life, would themselves become active participants in the educational process, providing both "didactic material" and didactic opportunity to both student and teacher. Such an educational *organism*, as distinct from an educational *system*, would provide for universal obligatory cultural education, including aspiration and creative expression which are now either excluded from or inadequately dealt with in education. It would also provide for the necessary specialization towards vocational education in technical or professional colleges in which culture would be continued along with vocational training. And all through the school and college career of the student there would proceed an education in individual rectitude and integrity, which is character, and in social helpfulness and considerateness, which is good manners.

I know that in voicing these matters before the South India Teachers' Union I am uttering familiar truisms. But what is wrong with education in India and elsewhere is due mainly to the fact that educational authorities, even teachers themselves, have got so mixed up with the sensationalism of spurious modern "progress" that they can find no time to put the truth of their truisms into practice. That is, indeed, what is the matter with the world at large. In its frenzied hunt for something new (a hunt which is itself not new in human history) it has no time to waste on the practice of the truisms of Lord Krishna or Lord Christ or Lord Mohamed, any two or three of which carried to their utmost application, would have saved humanity from its present inhuman predicament. Some one, therefore, must renounce the temptation to try to be original in a Presidential Address, except in so far as dealing with simple fundamentals is original, and remind us of the varieties out of which true education can only arise. I have shouldered that duty to-day, and even in proceeding now to touch on specific matters concerning education in South India to-day I have no hope that I can put anything before you that you have not heard before. All I can hope to do that may be of service is to add my own conviction to yours.

I have said that a grip on the essentials of education will help us to deal with improvements in such a way that the improvements of yesterday will not, by crystallization, frustrate the improvements needed to-day. I have a vague memory of having read something like this in a book written by Dr. John Dewey some twenty or more years ago. I do not remember what he proposed as a preventive of such crystallization, and I have not his book at hand. But I am sure in my own mind that the clearer we are in conception of the nature of the students as a spiritual being of x-potentiality seeking experience and satisfaction through action directed by thought and intensified by feeling, action involving interaction with the other spiritual beings in their location and their tradition, the more wisely will we approach the problems of education that arise out of conditions that have come to us from the past, and the more surely influence them towards our ideal of a complete education in the future.

THE PROBLEM OF LANGUAGE

One of the first essentials of individual education, both as regards the receiving of information and the expressing of thought and feeling, is a command of language. Such language must naturally be that into which the individual has been born. From the point of view of educational fundamentals, which take into account such matters as the vocal instrument which heredity gives to the individual and the heritage of mental connotation and emotional colour which the past of his race or nation presents to the individual along with his code of speech, this is all that need be said on the subject. To fundamental education there is no problem of the medium of instruction. The problem only arises out of mixed circumstances in which one culture tries to impress its stamp on another.

This is what has happened in India. The coming of the English language into Indian education needs no telling to you, since it has been recounted more than once in the literature of the South India Teachers' Union, not to mention year-books and magazines. The situation to-day is that education in India is dominated by a language which, aside from its own unique qualities and immortal achievements, has little or no affinity with the vocal physiology, the temperament, the tradition or the attitude

to life of any of the peoples of India. In the century of its domination, English has ruined the indigenous education and debased the traditional culture of India, by diverting the stream of creative literary energy into foreign channels, and has held back even the development of westernized education by reason of its unsuitability and difficulty, by reason also of the wrong methods of its teaching. And now nemesis is overtaking it in a rapid degeneration, noted all over India, which is reducing English to gibberish even among students in the higher college classes.

The situation calls for two reforms: the complete vernacularization of Indian education from Montessori to M.A., and a drastic change in the teaching of English as a cultural accessory in Indian education if it is to be saved in India from the fate that overtook it on the coast of China where it degenerated into *pidgin* English.

Difficulties will naturally arise in making the student's mother-tongue the medium of his and her education; but these will concern only a microscopic number in the vast mass of the at present illiterate population (90 per cent of the total) to whose cultural enfranchisement an equal percentage of our solicitude should go, for on their liberation into possession and use of their incalculable riches of intelligence, imagination and skill depends the future wealth, happiness and peace of the country, not on the artificial eminence of the alleged educated few.

THE PLACE AND TEACHING OF ENGLISH

In the matter of the teaching of English there is now, happily, a movement towards improvement in the University consciousness, the fulfilment of which is being anticipated by modifications in English teaching in the schools. The movement began in Mysore in February 1931, when the Inter-University Board asked the Universities to state "whether it is desirable to make some distinction between a working knowledge of modern English and a study of English literature, and if so, whether the former alone or both should be made compulsory." The obvious answer is: A working knowledge of the English language should be made compulsory in all classes, and English Literature should be an optional, on the same level as the philosophical or scientific subjects. But Universities do not give obvious or immediate answers: it would be *infra dignitatem*. The University of Madras began a tournament of academical ring-tennis between Syndicate, Senate, Academic Council, Board of Studies, Committee and Sub-Committee and back again. The result of the game is not yet clear; but it looks as if, with the beginning of the academical year of 1936-1937, six years after the query of the Inter-University Board, the emphasis in English studies in B.A., college courses will be moved from textual knowledge to expressional accomplishment.

These improvements, if ultimately put into force, will not be final. They propose to leave the compulsory B.A., course as it is "for the present." Meanwhile we must go on through that forest of pompous and obsolete English, "Comus," wasting precious time in painting out to our students such essential banalities as the fact that we do not now say or write "forsook," when we mean "forsaken," and the like.

The improvements will shift emphasis from knowledge to usage in both the B.A., and Intermediate classes. But this will not materially reduce

the mugging-up madness, with all the dishonesty, that it tends to engender in both student and teacher in the artificial preparation of possible answers to examination conundrums. The text-books are to remain as before. Hence even one question in an examination will require complete knowledge of the texts in order to be ready for a single textual question. The moving of emphasis to expression will thus call for additional work from student and teacher in the technique of the English language, and will, as far as I can visualise, effect no noticeable improvement in written and spoken English, since no provision is indicated for the study of English as a language. The responsibility for this is apparently to be thrown on the schools which are to be asked to raise the standard of teaching of English, and to ease the burden of the University by raising the pass-percentage to forty and eliminating moderation.

Here I might fill out my address with a detailed criticism of what is being done, and particularly not done, in this urgent matter by the educational authorities. But this needed critical service is being rendered by many tongues and typewriters; and I pass from the topic, I normally a most rational person, by uttering the dogma that the only way out of an impossible situation, to the mutual good of Indian education and the English language, is the placing of English literature (with drastic improvements in its present teaching in materials and chronology) on the same level as any other optional subject; and, so long as India may feel the need of the English language as an inter-Indian and inter-human means of communication, the providing of an obligatory school and college course in the English language (aided, of course, by wisely chosen exemplary literature) and its expression in choice speech and at least legible hand-writing.

THE TEACHERS' WORK AND RESTRICTION

So much for one necessary improvement in the education of the individual which is now in process.

Let us turn to the social necessity in education, to the co-ordination of individual power with group life not here in the special relationship of vocation, but in intelligent and creative contact with the life in general.

Here, it seems to me, the chief needed improvement is in the capacity of the teacher to be the student's guide to the worthy things in life, and an interpreter of the obscure. Something more than the imperfection of book knowledge is here required—confidence and respect are called for, and personal experience is essential to these. I am gratified that the draft Non-Government Teachers' Service Act includes in its "professional code" the requirement of constructive community service from the teacher.

But such necessary extra-curricular activity involves access to sources of information, occasions, persons, places and materials outside the usual equipment of a school, mostly outside the limits of a small town; and these essentials to a true education call for expenditure beyond the ordinary resources of all but a few schools, and beyond the personal reach of a Univer-

sity graduate who happens to be employed in a Board school but untrained, since his salary is now* officially fixed at twenty-five rupees a month—an amount for thirty days of living that would not give him a decent one-day funeral.

Next to the heart-breaking poverty of the vast mass of the people of India, with its reduction of the cultural possibilities of life, nothing appears to me to be more tragic in its insensitiveness to fundamental human need, or more menacing to the orderly evolution of Indian life towards the full development and wise direction of its incalculable potentialities, than the position of financial anxiety and social humiliation through indebtedness in which many, I believe the majority, of the teachers of India find themselves. How can a teacher give the necessary attention to preparation and the necessary enthusiasm to exposition if his mind is confused and his feelings lacerated by clamant demands that he has no possibility of completely satisfying in his lifetime? How, with financial responsibilities from the past, not all of his own making, and with no present glimmer of hope of a free future, can a teacher of the young respond to the ideal impulses from the higher side of life with the mental clarity and emotional creativeness that are so dreadfully necessary to-day if the next generation of citizens is to be saved from the moral, mental and social disintegration with which the sensualising and mechanising of life now threatens it?

On all sides of life humanity to-day is being tested as to whether its claims to have achieved civilization in the occident or to have preserved spirituality in the orient are not empty pretensions. It would almost appear as if the assumed or real powers behind life were to-day offering humanity the choice of becoming human or of retrogressing into scientifically equipped animalism with powers of self-destruction infinitely beyond those of decent primitive savagery.

India is not outside the range of this test and choice. The concerted advance of "big business" in the stimulation of unnecessary and habit-forming demands, for the sake of making profits, and with no regard for economic patriotism, still less for spiritual values, has reached India. Salacious entertainment and sensual inducements are permitted to be flaunted in the faces of the young as well as the grown-up. The enslavement of youth to the nicotine habit is obvious: a recently published estimate avers that the number of smokers in India is ten times what it was ten years ago—and this in a period of financial depression when every pie is wanted for the real necessities of life.

I trust I shall not be regarded as a mere pessimist when I express my belief that the falling away from the ideals and discipline of the Vedic *dharma* which is observable in India to-day will not be stopped by either precept or example. It is easier, at the present stage of human evolution, for an individual to run downhill than to climb uphill. The scale of values is still weighted on the side of the flesh.

As I see it, the only available normal agency for saving humanity from itself is education. When I say *normal* I recognise the possibility of some incursion from the inner life like the spiritual revivals of the past, though I am inclined to think that the recent development of the lower mental faculty of large masses of mankind makes such large-scale

emotional crises less likely. And when I say *education* I am well aware of the fact that it is from the countries that are supposed to be the most highly educated that the sensualising influences of to-day emanate. What I mean by education is, as I have already indicated, and as I have elaborated in certain of my books,* a full development of all the capacities of the individual, including the at present neglected capacities of aspiration and creative expression through which come the only true controls of conduct in reverence that exalts life and aesthetical sensitiveness that liberates and purifies it.

THE PROBLEM OF FINANCE

India needs universal and free mass education. She needs *good* education—though I would temporarily accept Gokhale's acceptance of "even bad education" until better became available. But whatever be the quality of the education available, India needs teachers whose minds and hearts are free from limitation or distortion by external circumstances, free to be true links between the individual life of the student and both the inner and outer life in which they are both immersed.

This ultimately means money, of course. It means a vast increase in the amount now contributed to education from public funds whose administration is in the hands of the various Governments. The official answer to increased demands for educational purposes is that other needs have first to be satisfied. Such needs are therefore deemed of greater importance than the needs of education, which is absurd, since education is life's primary necessity. Reference to a year-book discloses what those other needs are in India. One is "military services." This asks for, and gets fifty-eight crores in a year. Education gets fifteen and a half crores. Not all of this expenditure is for the defence of India from hypothetical foreign aggression. Some of it, and some of the expenditure on "civil administration" and policing, is due to apprehension of internal disturbance. The possibility of such disturbance arises out of a state of artificial tension between the forces of expansion and limitation in mixed political circumstances that the past has bequeathed to the present, and in social tensions similarly inherited. An amicable adjustment of relationships between India and Britain and between Indians and Indians is urgently needed in order to set free for educational purposes some at least of the immense sums of money now wasted through human folly.

Much also could be done for education in India by private help. I recognise the princely benefactions of a number of Indians to education. But they are trifles compared to the actual need, and look like fractions beside the colossal amounts contributed yearly to education by private trusts in America. I admit that the circumstances in America and India are different. But I am inclined to think that the holders of wealth in India do not take full advantage of the existing circumstances. A Trust in India with immense funds at its disposal rejected an appeal of mine for help for Madanapalle College on the ground that the first demand on it was from immediate physical necessity due to financial depression. I pointed out that the sum which I named, and which I undertook to put into scholarships for needy students, would constitute creative philanthropy by simultaneously relieving the distress of a number of parents and helping to evolve a number of good citizens.

* See "Work and Worship" and "A Study in Synthesis".

But my argument did not succeed. I recently heard of a gift of a piece of craftsmanship to a prince, already rich, the cost of which, invested, would secure the management of a High School in which I am concerned from financial difficulty for all time.

ART IN EDUCATION.

The two points with which I have now dealt arise out of needs of the student as an individual and as a unit in the group. One point is, a complete command of mother-tongue as the true medium of expression and creation, together with a drastic revision of the teaching of English. The other point is, the provision of adequate help by the teacher in putting the student in fruitful relationship with the life of the group—a matter which implies all that is embraced in the terms “improvement of status and emoluments” and “security of tenure” which rightly are just now receiving much attention in educational polemics as they gyrate around a Government Order and Draft Act of Parliament.

I turn now for a few minutes to a matter with which my name has become almost monotonously associated for some years, a matter which, as I see it, deeply concerns the individual both as individual and social unit, and which has achieved black-type eminence in the published list of topics for discussion in this Conference, I mean ART IN EDUCATION.

I have no desire to influence your discussion of the matter either by intimidation or provocation. But I would suggest that it be dealt with as fundamentally as possible from the point of view of cultural human necessity, apart from the lure of egotism or profit that is usually associated with the production of objects of art. If art in education is looked on merely as an “accomplishment” or as an apprenticeship to a vocation, it will go nowhere in education and will take education nowhere, if I am a true judge.

The question we educators have to face is, I believe, Is there any faculty-impulse in the human individual for which art-activity is the natural means of development? The only answer I have been able to find in thirty years and more of observation, thought, experiment and experience is, Yes; there is in the nature of every normal human being a capacity of expression which seeks fulfilment in the creation of objects that may be enjoyed for their beauty and valued for their significance, though the fulfilment of the expressional impulse is not in the object but in its creation.

I cannot here go into the detailed considerations that have brought me to this conclusion. I have laid them out *in extenso* elsewhere. Very briefly, they come to this; that human emotion is an expansive impulse which, if it does not find release in high expression will seek it in low expression. That is to say, if the creative ferment in young life is not released into art-activity, it will release itself through sense-activity. The difference between the two is just the difference between sensuousness as Milton thought of it, and sensuality as we have it to-day in the world-wide orgy of physical gratification in unnecessary stimulants to artificially created or inordinately exaggerated appetites, and in the spurious entertainments that force sensual gratification into the realm of the imagination where it becomes an infinitely intensified means of human degradation.

That, in a paragraph, is the primary cause of the difficulties of adolescence, and, though obscured in adult life by effects that become misread as

causes, (secondary influences racial, religious, national, economical), is also the primary cause of the stupid antagonisms that have brought the world to its present grossly inartistic state. Conversely, world order, while it may be approached by pacts and by social economic system, can never, as far as I can see, become an established human habit until an education including art on the same level as the Three R's has helped into existence a generation of young men and women so artistically minded that they will turn from the ugly things of life as naturally as their ancestors turn to them with increasing menace to-day.

I know all the points that can be raised as apparently casting doubt on this view of the place and effect of art in education. In America I had, for instance, the notorious sensual lives of certain artists presented to me. But the professional artists of our time are as much the victims of the present unbalanced and incomplete education as anyone else. In any case, what I am out for is not just the education of artists, but the bringing into education of all that true art expresses—unity, balance, harmony, intelligence, exaltation, rhythm, liberation, joy, peace. The drawing out of these qualities and the participation in these experiences will incidentally give those who are born to be art-specialists a better start than they now have; but the real purpose of art in education is not, I hold, to produce artists, but to give every human being the chance of becoming artistic; that is, of bringing into personal expression the qualities I have mentioned and of knowing the *ananda* (joy in creation) that accompanies them, and of carrying them by infection and contagion beneficently into group-life and world-life. Thus, as I see it, the matter of art in education has individual, local and world implications. Solve the problem thus in any area, however small, and you solve it for the planet. Solve it thus on the side of the emotions by acting on the law of life that true value inheres not in the objective achievements of effort but in the subjective experience of the effort itself, and you have the clue to the solving of the educational problem on the side of the mind; a very real problem in education in India when the sciences threaten the humanities in college optionals with disinheritance. Treat scientific study not as intended to produce a number of scientists but to help every student to be scientifically minded, that is, to bring into personal expression the qualities of accurate observation, orderly record, sound judgment, wise application, that scientific study develops, and you will incalculably influence the general life for good. The principle applies to all other studies.

EXAMINATION, TRUE AND FALSE.

So much for educational principles applied to the nature of the student as an entity and as an item in a total. I shall now deal briefly with one point, but a crucial point in educational technique, that is, the much debated and, I think, generally condemned examination.

I do not myself condemn examination as such. But I do most heartily condemn examination as we have it in Indian education to-day, because it is not a true *reading of a balance*, which is the real meaning of the word (Latin, *examen*, the indicator of a balance), but is rather a laceration, almost a mental and emotional crucifixion, and in the preparation for it is a promoter of deceit and lopsidedness and a depressant to personal rectitude and general cultural values.

In my college experience in Madanapalle from 1916 to 1918 I had to combat the vicious habit of dictating notes to students in anticipation of possible

questions. This however disappeared during the time when the college was a constituent of the National University from 1918 to 1921 because the examinations of that body were planned with the intention of giving the maximum opportunity of disclosing his knowledge of his subjects and his personal expression regarding them. On my return to general education after a period of post-graduate work and world-wandering from 1922 to 1933, I find to my dismay that note dictation has percolated down through the schools to the depth of the second form—and at least one grade lower than that, I was recently informed by an educational inspecting official.

In my own college teaching work I give the very best that is in me to the students in a systematic effort to lift their English out of the degradation into which it has so steeply fallen in recent years. But few of the students trouble themselves to take notes of my hints and examples in English technique and style unless I definitely ask them to do so. On the other hand, when, apropos of some idea that emerges from textual study, I remark: "It is just possible that a question on this point might be given in an examination, to which the best answer would be" I learn the truth of the South Indian proverb that ants do not need to be invited to sugar.

Such a state of affairs is not a mere technical flaw in education that can be settled by pedagogical argumentation. It weakens the very foundations of individual and national integrity by obscuring the spiritual law that the way to success is a much more important matter than success itself.

All the same, we cannot get away from the tendency in life to assess values. Every action we take and decision we make rests upon an instinctive scrutiny of things, not always a mind-scrutiny, almost always a feeling scrutiny or a desire-scrutiny. And the passing of time brings occasions for balancing-up in order that we may realise our measure of progress from what we were towards what we wish to be, to do, or to have—and the greatest of these is to be.

Such periodical balancings-up are specially necessary during the rapid growth of the early years of life. They give the educator data for the modification of educative ways and means to the growing needs and capacities of the young student. At this stage mere knowledge-tests are unnecessary, even dangerous in their tendency to deflect attention and energy from the transport of capacity from stage to stage of accomplishment to the mere storage of other peoples' mental *samans*.

Indeed, I question if, save for special purposes technical and vocational, knowledge-tests have any place at any time in real cultural progress. Textual examination, as we have it in our official public examinations in the literary subjects, is educationally wrong if its aim is merely to find out what is remembered. This is merely looking at the items in the scales of the balance, not at the indicator's declaration of their ultimate weight. It is as false a measure of the student's quality and capacity, not to mention character and address, as would be the measure of an athlete's strength, agility and skill, based on written answers to questions about the apparatus that he had used.

A further questionable element in official examinations is the length of study-time that they cover. If examination is to ascertain capacity, then the longer the time it covers the better will the student's capacity be, assuming

normal growth through exercise. But where examination is only as to textual knowledge in which memory plays the chief part, it postpones interest in work to the last term of the academical year, induces laxity in the earlier terms, and, because the pre-examination period of feverish mugging-up is realised to be insufficient for full revision or fresh learning, encourages educationally and spiritually demoralising short cuts to spurious success. Examination under such circumstances (and how tragically familiar with it and its effects we all are!) is not a test of knowledge or a demonstration of culture or capacity. It is an enemy of true education. Its evil can only be extirpated by its being made continuous; integral to the process of education, not imposed from outside; based on synthetical life-evaluations concurrently with short-term subject tests. This calls for trust on the part of the educational authorities and impeccable probity on the part of managers, teachers and students. True education demands both.

EDUCATED UNEMPLOYMENT.

It is not possible, in an address on education, to escape the topic of the destiny of the student; the question whether his or her developed powers are to find happy use, to the good of both individual and group, or whether the developed student is to join the new subcaste of India which, contrary to tradition, is recruited from all the other castes and sub-castes, the new and menacing sub-caste of the Educated Unemployed.

There are those who put the blame of unemployment among the educated on education. This, I think, is blaming the adjective for the sins of the substantive. The responsibility for educated unemployment rests on the employer who fails to employ available human power, not on the unwanted employee or his education good or bad. There might be some excuse for adding say half the blame of educated unemployment to the already heavy load of blame for one thing and another which education has to carry, if it was only the educated who were unemployed. But it is not so in India, where vast multitudes of so-called uneducated but exceedingly useful human beings have no settled work to do; and in countries like the United States of America, where education is universal, the question of adjectival unemployment does not arise—the only question is the failure of the once undermanned States to utilise now the available services of some millions of citizens.

Here we are on the edge of large economic and social problems beyond the allowed "terms of reference" of a teachers' conference. Let us keep to the educational significance of the subject. Let us concede a certain amount of abstract blame for the present idiotic world-situation to education, on the principle that the sins of the fathers are visited by nature on the children. It has to be admitted that the imperfect education of the past produced the generations of imperfect human beings through whom imperfect human relationships were set up and passed on to the present. But all we can worry official education about now is its present defects plus its unresponsiveness to the signals of the future. The verdict, I submit, should be that attributed to an Irish jury who tried a case of retrospective offence—"Not guilty, but don't do it again."

Taking the situation as it exists—the preparation of the individual for the service of life is in the hands of the teacher, and that service should, without detriment to its cultural effect, be shaped by educational authorities

towards the anticipated special service to which the student will ultimately be called. The utilisation of the prepared individual is in other hands. When the Governments of the world become as keen, prompt and drastic on the employment of their man and woman power in times of peace as they are in times of threatened or actual war, the problem of unemployment, educated or uneducated, will cease to exist. Meanwhile it will continue to have an important psychological bearing on the efficiency of the teacher and the quality of the human capacity which he may be able to evoke, in the fact that a considerable number of the souls whom he is calling forth into dynamic consciousness and power are doomed to futility. From this point of view—and it has much more importance than the mere statement of it conveys or I can take time to uncover—we teachers have a right and a duty to press on all concerned the urgent necessity of an intimate coordination of education and employment. The unintelligent practice of making education a department of state and leaving its conscious and potent products to the hazard of commercial fluctuation, inflations and depressions, entrenchments and consequent retrenchments, is only asking for trouble.

Lastly—to bring to a necessary conclusion an address on a topic which will not reach a conclusion so long as thinking, feeling, willing and acting entities emerge into life among similar entities and demand the right of education into possession and enjoyment of their developed powers—I would ask my sister and brother teachers who share with me the sense of the sacred responsibility of our calling, to take the opportunity of this conference to make a fresh dedication of themselves, as I do of myself, to the service of education. In the circumstances in which most of us have to work from day to day, we may legitimately ask forgiveness for emphasising the material demands of life. Man cannot live without bread. But neither can man “live by bread alone.” The hunger for the infinite is, I am convinced, a much more deeply rooted human hunger than the hungers of the body or the mind, and much more clamant and insistent than we generally recognise. Every word we utter is full of something beyond the uttering or the utterance. Every gesture we make is a breaking of verbal bounds towards larger significance. Every step we move is a synthesis of incalculable forces and laws. Our books are Mysteries. Our programmes of work say to us, if we have ears to hear, that time is an imaginary line drawn round the sphere of eternity. “Heaven lies about us” not only in our infancy but all through life. To reach it we have only to ascend. The humblest teacher in a remote village school, with a few of God’s children darkly seeking their own divinity through education, is as near it as the professor in the city college. True eminence, spiritual eminence, is not to be reckoned in numbers or areas or surface movement. Mountains did not become mountains by running about seeking extensions to their bases, but by staying where they were—and rising, or being sculptured into eminence by the fires and the winds of life.

Fellow teachers, I congratulate you on your holy mission, and wish this Twenty-sixth Provincial Educational Conference of South India every success.

THE XXVI PROVINCIAL EDUCATIONAL CONFERENCE ANANTAPUR

WELCOME ADDRESS

BY

MR. G. RAMESWARA RAO, B.A., B.L., M.L.C.,
Chairman of the Reception Committee.

President, Ladies, Gentlemen and Educationists,

I have great pleasure in offering you a hearty welcome to this small town which is extremely poor as its very name (అనంత-పూర్) can be humorously interpreted to indicate. You have taken a good deal of trouble to travel a long distance and to share our meagre but sincere hospitality on account of your immense desire to relieve our intellectual poverty as far as it lies in your power and thus feed our brains which have been famishing along with our bodies. By a look at the map of India in the Imperial Gazetteer, you will observe that the colour in which our District is painted is the same as that of the desert Rajputana, showing the lowest rainfall which is between 20 and 22 inches a year. Our district is purely agricultural and Nature hits our agriculturist hard by the little rain it affords us and Government goes with Nature at least in this respect. Demands on the Government are too many to allow them to care for our district and we have no God-father to sponsor our cause. So they do not spend on us as much as we deserve, consistent with our needs. But yet it must be said that the town has been made by a series of G. Os. and that but for them this town would have remained a village. It was first constituted a district headquarters in 1882. Then the Ceded Districts College came to be located here in 1916. The Police Recruit School, the District Court, the Munsif’s Court, and other District Offices have made Anantapur a town with a population now of 16000. This is one of the smallest Municipalities in the presidency and has perhaps the smallest municipal income. This is more an importing centre than an exporting one—the chief exports being cholum, coriander, horsegram and groundnut. There is some cotton also in the black-soil portions of the district but that is not much.

The Historical aspect of the town or the district need not be much expatiated on. Every one knows how this tract had its change of sovereignty from time to time, how it was under the Mahrattas, under Krishnadeva Raya, under the Nizam of Hyderabad and how it was ceded to the British under whom we own our citizenship now. But one thing which is little known needs mention here. It is particularly significant in as much as it marks a time when our self-governing institutions were at their height and it indicates our natural genius to organise ourselves in a way not inferior to the organisations of the present age. I refer to the present little village of Hemavathi in a far off corner of Madakasira taluk. History tells us and the inscriptions there testify to the fact that it was a big city in days of yore with the trade guilds in their best form. The town had a big shandy and there were separate and distinct bazaars where various commodities were bought and sold. Each bazaar was earmarked for a commodity such as gold, precious stones, grain, cloth etc. The guilds were so organised that they had very clear rules for the guidance of the members and a transgression of the rules or their betrayal was held so serious a crime that the perpetrator was punished to death. An inscription found there refers in glowing terms to saviour, who killed a traitor to the guild and it corresponds to the monuments raised in honor of Hamodius and Aristogeiton, the political liberators of Athens from the rule of tyrant Hipparchus in 514 B.C. It was perhaps the

biggest city in the district then and the democratic spirit and the republican organisations were at their best. This should serve as an eye-opener to a cynic who says that representative and republican institutions are foreign to our country and that their inauguration should be hemmed in by safeguards on all sides at all stages as if we should now be taught the A. B. C. of self-government.

INDIA'S EDUCATIONAL BACKWARDNESS.

I fear I am digressing into politics. Let me direct myself to education. It is a sad fact that education in our part of the world is at a very low ebb. It is clear to anyone who sees the administration reports and I do not mean to tax your patience by a compilation of the statistics.

In America out of a population of 123 millions, 25½ millions are attending 262000 schools; whereas in British India with a population of 270 millions we have only 214,000 schools with 12.3 millions of pupils in them. In America the State spends 24% of its revenue on education. In Philippines, which are a colony of the United States the Government spends more than 25% of its revenues on education and there 70% of the people can read and write. There out of a population of 12 millions 1½ million children are in schools i.e. 12.5% of the population are now being educated whereas in India, the school going population is only 3.5%. Just see what the United States is doing for itself and its colony and compare it with what Britain has been doing for India. It may be said that education is a transferred subject and so the British Government is not to be blamed in this connection. But let us remember that it was only in 1920 that education fell to the share of a minister. Be it said to the credit of the ministry that what is spent on education now is more than twice or nearly thrice as much as what was spent before though it is not commensurate to the growth in the annual revenues and even this is nothing when compared to our large population and the vast amount of illiteracy still continuing. That is because the ministry has for its share only the shell and the kernel is with the reserved half of the Government. Finance is still a reserved subject and is going to continue so for time immeasurable, whether it be vested in the Governor or in the Government of India. So long as the Government is niggardly, education can never improve. The Government must bear in mind that it is want of education that keeps the people like sheep and so long as these are uneducated they have to follow a shepherd. The people do not know their rights and much less do they know to retain them or assert them. Education, in the larger sense, is also lacking. Civic consciousness has not sufficiently developed and people are not alive to their rights. Blasting fatalism has taken hold of them and they feel that everything is preordained and nothing lies in their hands. Civic consciousness can be awakened only by real education, which emboldens a man to assert his rights even at the cost of temporary personal inconvenience to himself, with the hope that he fights for his future and the future well-being of the country. Thanks to the Congress—whose politics we need not go into at present—it has done much to kindle in our men ideas of civic rights and uplift of the commonwealth. In spite of all that, there is not enough of awakeness and the sleeping man requires to have an alarm to wake him up from his slumbers at the right time, till he gets into the habit of punctuality as a daily routine. In other words, ignorant men must be compelled to know their rights and to assert them too. This sort of compulsion is not unknown to law; for instance, when a man knows of a serious crime being contemplated, he is bound to report the matter to the authorities on pain of being fined or imprisoned for default. The same legal duty coupled with penalty may be cast on people in matters political also. Just compare the position in Porto Rico, another colony of United States. There, there is manhood suffrage, voting is compulsory and one who does not exercise his franchise is liable to be fined or disfranchised. The Government of Porto Rico spends 1/3 of its income on education and with the advance of education there is a growing civic consciousness and people are taught to exercise their political rights.

EDUCATION TO BE THE FIRST CHARGE ON REVENUES.

Is it not high time for us to claim that education must be a first charge on the revenues of the country and that all other items of expenditure must be only subsidiary to education, which is the main function of Government? Are not the people, who pay for the good government of the country, justified in claiming to be educated so that they may really know whether their government is proceeding on the right lines or whether they should think of checks or brakes at the right moment and at the right place. Gentlemen, let us stand together and fight the demon of illiteracy, so that, we as a nation and in larger numbers may give our verdict knowingly and consciously on all vital questions which affect us, so that the politicians may not be numbered as mere agitators, and that the public may know that the agitators outnumber the deaf-mutes in our population.

Of late, education has been made costly and inaccessible, by reduction of the concessions, by increase in examination fees, and in some cases by the increase in the number of instalments of school fee payable, though the rate is retained and in other cases by increasing the rate of school fees also. It is being almost completely denied to a Brahmin and a Vaisya, whose only duty is to educate and be educated, not only because he is denied all fee concessions and scholarships but also because he is denied admission into some of the educational institutions. These are matters for detailed consideration at your hands and I am sure you would make suitable suggestions to the authorities for necessary action. Yours is the duty to educate the people by taking the torch of knowledge to their homes and giving them the light they require and hence you must try your best to dispel the clouds and burn away the dark screen that stand between the educated and the illiterate. You must find ways of spreading knowledge by getting rid of all barriers in your way. I hope your conference will take active steps to achieve this end and earn the gratitude of the generations to come.

This takes me to a cognate subject; what are the wages for your labours? You will excuse me if I indulge in the general platitude that it is the birth right of the knower to teach and it is also his duty to share his knowledge with the needy. This is clearly seen from the old Brahminical custom of a Gurukulavasa, of a Brahmin teaching in what may be described as a Unitary and Residential University—teaching in his own Home, where he feeds disciples and teaches them too. But the affluence of a Brahmin and his proficiency too are fast dwindling and so measures must be devised for keeping up the teaching institutions. Hence it is that the question of wages arises for serious consideration. In ancient days Brahmin was the only teacher and hence I use the term 'Brahmin' as synonymous with teacher. The teacher of these days is not the ascetic of old but a Grihastha of the modern type. His first duty is to provide for himself and his family and the next is to teach the deserving persons by equipping himself with all the modern knowledge as it grows from time to time. He has to keep a library, find time to read recent publications and digest them and share as much of his knowledge as is possible with his disciples. The soulless lecturing to masses of heads without getting into individual touch with the student becomes absolutely impersonal and lacks in humanity and the possibility of brightening the spark of individuality in the student and developing his full personality. Hence arises the need for more institutions with smaller strength. This again means more teachers and more accommodation for those who seek instruction from them. Even as it is, a number of students who seek admission to schools and colleges are denied admission on the ground of want of accommodation. Hence it must be our endeavour to create more institutions and admit more students. When the task of a teacher is rightly understood, it becomes clear that he must be properly paid for his services. I remember to have read that in America the lowest that a teacher is paid is about Rs. 200 a month and for this salary only women are available. The lowest classes should be handled by those of highest academical distinction and the primary grade and secondary grade teachers shall soon disappear even as 2nd grade and

1st grade pleaders can no more come into existence in the practice of law. If in law, where a client with open eyes has the choice of selecting his own legal adviser, the state steps in and says none shall practice law unless he has the highest academical qualifications, it stands to reason to say that the state is utterly unjustified in thrusting an ill-qualified teacher on a child who has no option at all in choosing its own teacher. Even the Royal Commission on Agriculture in India emphasises the fact that failure of Primary Education is mainly due to the inefficient teachers who are insufficiently paid. (See para 442 of the abridge report) And the Hartog Committee speaking of education in general says "It seems clear that good progress cannot be anticipated from a system in which the remuneration of the teachers is so painfully inadequate" and speaking about primary education, they proceed to state "In Indian primary Schools" the maxim 'the best teachers for the youngest children' is specially applicable. They further indicate educational films and educational broadcasting as being very efficient devices for the spread of education. Hence my plea is that the teacher of the future must come only from among the Graduates of Universities so that children may be handled in the best way from the initial stages. The Swiss system of a teacher going up from the lowest class to the highest in the institution may also be considered, so that the feeling of equality may be instilled into every member of the staff the man in charge of the highest class for the time being earning a personal allowance for that year as the Headmaster or Principal and coming down to be in charge of lowest class the year after that. This means equality of pay to all with a certain graded time-scale as contemplated in the draft service conditions Bill of the South India Teacher's Union, the scale being compatible with the needs of the individual according to the times. The idea of the government to reduce the scale on a purely commercial basis of demand and supply is highly reprehensible. The employer has a right to dictate his terms to the employees in case of unskilled labour but labour is asserting and organising and is about to control the employer in an effective way. The Government should pause and consider the question of teacher's salaries from a moral standpoint from the standpoint of the high noble calling of the teacher and not from the capitalistic standpoint. The war between capital and labour ought not to be waged in the case of finding competent teachers to teach young men, who will be our future citizens who will make or mar our Nationality in the future government of our Nation. The best teacher must be found to develop the best flower of manhood who will be our future ministers and administrators. The value set upon a teacher's services shall be the test of the efficiency of our future politicians and administrators and unless the present administration fears being outshone by its successors and thus desires to lower their capacity and efficiency, it must consider and reconsider the type of teachers it employs and the remuneration that is fair, fit and reasonable and commensurate for their dignity and task. No nation which has no respect for its teachers can ever be called civilised and no teacher can in practice be respected who has not the means to keep up his position. Is not a new I.C.S. officer paid more than a tried and efficient Deputy Collector, because he has to keep up his prestige? Why should a teacher who manufactures the future "I. C. S. Officer" be treated differently. The laconic answer of the Government would be "where are funds?" Our reply should be, why not set apart 1/3 of your annual revenues for education as in Porto Rico or at least 1/4 like the Philippines? Why appropriate major portion of the revenue for Collection branch and Military branch or Police branch as if Government is synonymous with force and pillage? Is not Government meant for the good of the governed and if so, why not you do lasting good to the subjects by giving them the best educational facilities possible? Increase educational institutions, appoint best teachers, develop education in the country and improve the manhood of our future citizens by giving them the best training that civilisation can boast of. In this connection, I commend to the legislators and the authorities the Service Conditions Bill of the S. I. T. U. and some reform on the lines indicated in the bill is necessary to create an efficient and contented service of teachers.

It is sometimes said that increase in the number of schools does not necessarily lead to efficiency. It may be so or may not be so, but that does not mean that we must remain as we are. Even in America complaints regarding want of efficiency are not rare nor are they rare in England where the Tory complaint is that the taxpayer does not get full value for the money that Government spend on education. The quality of the teacher that we get may not be of the required standard, but that does not mean that we should close up our schools. We must replace the unqualified teachers by the fully qualified and push on education by making it compulsory in the initial stages. It is deplorable that education is not in practice made compulsory in India and the Government who are the guardians of the subjects are not discharging their trust towards their wards in any appreciable or commendable manner. Want of funds is no excuse while they are wasting funds in various ways in the name of education. For instance, the District Educational Council is superfluous and so is the District Secondary Education Board. The new office of the District Educational Officer is an unnecessary creation to burden the poor revenues of the District Board, as he is nothing more than a Head Clerk of the Educational Branch in the District Board Office with no executive function allotted to him. If these supernumerary institutions and offices are abolished there may be a saving of above 2½ lakhs and the estimated saving of about 8½ lakhs resulting from the abolition of Taluq Boards will clearly release about 11 lakhs a year for the real cause of education. Economies must be made and moneys thus saved should be diverted into really useful channels. I am only giving an instance of wastage in the name of education and a deeper scrutiny into the annual Budget of the Government will reveal many such items of waste.

You have done very well in marshalling yourselves to express your grievances regarding your salaries and protesting against new scales prescribed by the Government and lead a deputation to His Excellency with the guidance of my Honourable colleague from Vizagapatam. I am sure that your representations will be duly considered by Lord Erskine, who is conversant with teachers and teaching in the west and who therefore would naturally be inclined to allot the right place to the teaching profession according to its deserts. The constitutional and dignified method of expressing your grievances will surely evoke the proper response and I hope it will be to your entire satisfaction. In his speech at the opening of the new buildings of the Muhammadan College at Madras, he has told us how much he loves the idea of expanding education in our country and I am sure you will certainly fight your cause as best as possible. G. O. 3033 (89) (s) L. & M., dated 22nd June 1934 while dealing with revised scales of pay of District Board clerks reserves to itself for further consideration the question of deciding later on, whether the pay now drawn in excess of the new scale by some of the clerks should be treated as personal pay. I hope similar considerations will prevail as regards teachers' salaries also. In his speech at Nellore, The Honourable the Educational Minister expressed his leaning in this direction and it is for you to impress your case better on him. The question of increasing the Provident Fund Contributions and of granting full fee concessions to the children of teachers may be taken up by you for consideration and agitation.

ELEMENTARY EDUCATION

With regard to Elementary Education in our Presidency the latest Quinquennial report available shows that 6.3% of the total population of the Presidency are now in schools. This does not seem to be a very encouraging figure. The solution that I would suggest is this. You must encourage private schools and thus find employment for our unemployed educated brethren and at the same time fight the problem of illiteracy. I find that the teaching grants made to Elementary schools in various districts vary very much from district to district—9½ lakhs a year in Malabar to 50

thousand in Aanantapur. I take from this that private schools are larger in number and more popular than Board schools in Malabar, else I cannot understand this great departure in grants made to various districts. Let the educated man go to the village and start a school of his own and educate his fellowmen to the best advantage and make his living on what he could gather according to his capacity and the good-will of his neighbours. He will thus be a potent factor in educating the villagers, so as to make them fit to shoulder their burden in a growing State. Such a teacher should be charged with the noble ambition of doing his bit for the good of the common-wealth and must find contentment in the honour of devoting himself to work for the uplift of our nationality, especially as his wants would necessarily be fewer than the cost of living when he is employed far from his native village. This suggestion is not an empty dream on my part. I have examined Champion scheme of elementary education and various remarks of the Directors thereon and the Government orders also. Mr. Champion says "a well conducted aided school is as good as and in many respects better than a school managed by the Local Authority.....it must be encouraged to the utmost.....nothing should be done to the detriment of efficient aided school. Further they should be encouraged to expand and develop".....Thus even the Government are in favour of aided schools but they insist on efficiency. Who can say that our graduates and under graduates cannot make efficient teachers? One might say that an untrained man does not get the full grant according to the present grant-in-aid code. That is a matter for agitation as an undergraduate or a graduate is certainly more efficient than a pial school master. By starting a private school he acquires teaching experience which is to find a place for him in a training school or college. In this connection, I must refer to a widely prevalent impression that under the existing rules, unless one has previous teaching experience, one cannot get admitted into a training school or college. The prevailing impression is that none could be appointed as a teacher unless he is trained and that none could be given a seat in a training school or college unless he has had teaching experience for a year. This really looked like a vicious circle and I was rather astonished that the administration was moving in vicious circles. But I felt greatly relieved when I read the answers given in the Legislative Council on 24th October in answer to a question raised on this point. The reply is as follows: 'As far as training colleges are concerned there is no rule prohibiting the admission of persons without teaching experience. In the case of training schools, at least 50% of the candidates selected for admission should have had not less than one year's previous experience, but the Director of Public Instruction has the power to exempt members of the depressed classes, muhammadans and women from the operation of this rule.' This reply is enough to soothe the troubles of the future teachers and it will be a matter for elucidation whether 'teaching experience' in the rule means service in a school already recognised or whether it includes actual teaching experience in its ordinary etymological sense such as opening a school and teaching boys.

Elementary education must be made compulsory from the beginning. In 1930 a Government order has been issued which seems to ban compulsory education. In adumbrating causes to justify its leanings (G. O. 2532-B-30 dated 19-12-30) it speaks of the broad gulf existing between the standards attained by boys and girls and says it is a matter for consideration whether compulsion for girls is not more necessary than for boys and whether compulsion for boys should be permitted unless compulsion for girls also is immediate or rendered possible in the near future. The very same G. O. sets out that there are 52,514 villages in our presidency including 316 towns out of which 4612 villages have a population of more than 2000 and only 25822 with a population of less than 2000 have some sort of schools, whereas 22080 villages have no sort of schools at all. With these figures of illiteracy staring in their face, the Government is still halting to introduce compulsory education. It is passing strange that the Government wants to maintain scales of equality by retarding education until

the girls come up to the standard of the boys and thus drown the boys in the realm of darkness till the age of millennium. This is equality enforced with a vengeance. Levelling is sought to be carried on, not by elevating the lower to the higher but by pulling the higher till he reaches the depths of degradation. I believe there cannot be two opinions in condemning this attitude of the Government and impressing upon them the need to level up instead of levelling down. I cannot for my part understand the intellectual bankruptcy of the Government nor the educational moratorium thus enunciated. The theory of small strength which brought forth the scheme of consolidation and the consequent reduction in the number of schools, cannot hold good when compulsory education between certain age limits is made mandatory instead of leaving it to local option. The Hartog committee has said "The adoption of compulsion is *important and urgent* as an effective means of checking the wastefulness of the present voluntary, haphazard system of primary education in India.....compulsion should be a means of reducing and not of increasing waste." It is for you to express your emphatic opinion on this point, and thus do justice to our illiterate brethren. In making education compulsory, the Government might follow the lines of least resistance by adopting not the standard urban time for working hours but by sounding the rural inhabitants as to when best they can spare children for the school with the least prejudice to their usual avocations. Compulsion tempered by sympathy is sure to appeal to the villager and thus he may be easily cajoled into giving his children the taste of education so that they may reap the fruits of it later on.

The Education Minister speaking at Nellore last month expressed much sympathy in the cause of Elementary Education and said that the Government raised the pay of Elementary teachers. I tender to him my heartfelt thanks for his generosity and respectfully appeal to him to extend the same attitude to its logical end and deal similarly with the teachers in the Secondary schools as well. Incidentally he referred to Champion scheme and said that consolidation was contemplated to avoid waste. But let me invite the attention of the Honourable Minister to the fact, that since the consolidation idea was conceived, there is a great fall in the number of pupils attending schools even in Municipal areas and this result should be by all means averted. If there is waste in having or retaining schools of no full strength at present, in these transitional stages till the people really come to love education, the expenditure is well worth incurring for the future well being of the country and may I with your leave, humbly repeat that education must be the first concern of every civilised Government and schools must be at the very door of the illiterate and not miles off. By increasing the number of schools, a double purpose is served. Illiteracy is fought and the question of unemployment also is solved. I hope the Honourable the Minister for Education will bear this in mind when he asks for supplies in the coming budget and I assure him that I shall enthusiastically support his education grants in full, though I am not his party man.

VERNACULARISATION

We are all aiming at Swaraj and in the fullness of time we want that administration should be carried on in the language of the people. With this as our goal, it is but right that vernacular should be the medium of instruction. In Hyderabad, local language is the medium of instruction in schools and colleges and I do not see why the rest of India should not adopt the same plan. Even in our province, the Andhra-desa is ahead of the South in this respect, so much so that a student who begins his course in the circars cannot easily cope with the courses in the Ceded Districts and vice versa. It is astonishing to find that while instruction in lower forms is always in the vernacular in boys schools, in Girls schools it seems to be quite the other way. When a girl sought admission into the first form in a Government Girls' school, the father was told that the girl was not well up in English and could not cope with the school lesson as teaching in all subjects was in English, though the girl was fit to be admit-

THE SOUTH INDIAN TEACHER

ted into the second form, in a Boys school where instruction was given in vernacular. It must be your endeavour to fight for the compulsory adoption of a uniform course of instruction in the linguistic area as a whole with local language as a medium of instruction so that there may be no handicaps for children who are obliged to change from school to school in the middle of their course. Teaching of Hindi which promises to be the common language of India is also desirable and it has absolutely no political tinge about it.

SECONDARY EDUCATION

The need for vocational training for creating a vocational bias in the pupils in all schools and also starting industrial schools and agricultural schools on a more extensive scale, is also a matter which deserves your consideration. Without disparagement to general education, professional education and industrial education suited to the locality and the genius of the people should be a desideratum under the present circumstances. Definite proposals should be made to the authorities in this connection after mature deliberation in consulting local needs.

As regards Secondary Education, the S. S. L. C. scheme has been undergoing kaleidoscopic changes as if we are still in an experimental stage at this stage of our evolution, still feeling our way and unable to decide what and how teaching should be given to our youngmen. Many a young man has had to take the risks of a series of transitional stages and I do not now propose to offer my criticism on the subject as the new scheme now introduced should be tried for a time. Suffice it to say, that the attempt once made to relieve the strain on the young brain seems to have been given up and the standard and the curriculum as now revised seem to bear more heavily on the young man. My only hope is that those of my generation bear it ungrudgingly and so the present generation also has to endure it albeit at the cost of physique and the special aptitudes of the individual concerned. In the name of general equipment, all and sundry subjects are sought to be thrust into the young brains by ambitious educationists unmindful of the progress of boys and their individual genius, so that future Macaulays and future Ramanujams may never rise to the full height of their manhood. Anyhow it is for you who are in the line, to express yourself freely now or some years later after full many a flower blushes unseen.

COLLEGIATE EDUCATION

Regarding Collegiate education more multiplication of colleges of the same model may not be necessary in a small country with a small population. But in a continent like ours general education is quite essential and there can be no reasonable objection to afford sufficient facilities for those who seek them. Students seeking admission into arts colleges are denied admission on the ground of want of accommodation but for those to seek education for its own sake, opportunity must be afforded by every state.

Of course the need for technological institutions and the industrial schools and colleges is greater and must necessarily be attended to. Various kinds of institutions suited to local needs and local genius must be established, so that the young man may seek new walks of life instead of the time honoured and over crowded professions. Let me assure you that the teaching profession in India is not at all overcrowded and that there is always growing need for teachers and training colleges for men and women so that we may have the best qualified teachers among all communities in both sexes, to train our youth for all arts and professions.

MORAL INSTRUCTION IN SCHOOLS

Before closing my address, I must refer to the sad lack of moral instruction in our schools. No doubt the parent at home is equally responsible for it, but the teacher cannot avoid his share of it. The teacher has come up for adverse criticism even at the hands of the Government. I request your permission to quote from the quin-

quennial report published in 1933. "Points such as courage, truthfulness, cleanliness of body and mind, love of fair play, love of country, respect for beauty in Nature and Art, should form the subject matter of (moral) instructions and the aim of the teacher should be to influence the pupil's feelings, actions and purposes through an appeal to his emotions. Conscious acquisition of good habit in every activity and relation of life and progressive development of ideals of individual and social perfectability are the results that may fairly be expected from successful moral instruction." To achieve those ends, the best teacher in the school should be entrusted with the work. His qualifications for it should be judged by his earnestness, eloquence and capacity; for a teacher who has the ability to inspire his pupils succeeds better than school which teaches this subject well, is bound to influence permanently the lives of its pupils. It is unfortunate that the importance and value of the subject are not more vividly realised. Mr. Abdul Hamid (a D. E. O.) remarks: "I have yet to see a school where this subject is taught as it should be. It ought to be taught scientifically beginning with society and obligation and ending with the ascendancy of the moral law, the latter being proved as an inherent necessity of human life. Gentlemen, after these quotations from official records, I humbly ask you: "Is it true that all the teachers with no single exception deserve to be stigmatised as not knowing the importance of morals and so not capable of teaching them? I only wish and pray that you will compel the Director to review your work in this direction in his next report in laudable terms. Education without moral training is like a firearm in the hands of a bandit and are you going to be parties to put dangerous weapons into the hands of bandits and murderers? Friends, beware that your labours do not create any destructive agents of plunder and pillage and see that you bring forth angels of peace and love, so that we may merge all our differences and stand together as brethren and keep our hearth and home, individual and national as a sacred temple where God and his angels can reside with pleasure and pour down beatitude on pray that you will compel the Director to review your work in this direction in his mankind for the good of humanity, and our country and nation in particular.

EDUCATIONAL ADJUSTMENT TO CHANGING TIMES

Friends, I saw recently a complaint in some quarters that educationists are falling into the hands of lawyers and politicians and thus losing a proper perspective of their own sense of duty. Hence I pause here, after suggesting the lines on which you can carry the youth and the country on their onward path. I belong to the category of a lawyer and cannot boast of being a politician. Hence I have to cry halt to myself being one of the dreaded class. It is up to you who have chosen the noble part of educating, to educate, by means of propaganda, the politicians and administrators of the present even as you educate the politicians and administrators of the future. Yours is the right and duty to have a wider outlook, to change the curricula and syllabuses to suit the children and young men who are committed to your care according to their needs instead of simply following routine based on ancient and exploded theories and practices. It is for you to formulate resolutions on some of the lines indicated, discuss them, get them accepted and give effect to them. A stupendous responsibility is thus cast on you and I dare say the expert knowledge and experience you possess, coupled with that of the president-elect will guide you in your deliberations and help you in chalking out a suitable programme.

Dr. Cousins is an indefatigable worker in the cause of Theosophy and in the cause of education which the Theosophical Society naturally implies. He is an iconoclast and is not a blind believer in fossilised customs. He has the vision to see ahead and recognise what is right and pursue it to the finish. You could not have thought of a more competent person for presiding over the present conference. With your leave, I formally propose him for the Presidential chair.

THE XXVI PROVINCIAL EDUCATIONAL CONFERENCE ANANTAPUR

REPORT BY THE GENERAL SECRETARY

24—26TH DECEMBER 1934

The question of inviting the South India Teachers' Union to hold one of its Provincial Educational Conferences in the Anantapur District was engaging the attention of the Anantapur District Teachers' Guild for the last two or three years, and in August 1933 the Executive Committee resolved to invite the S. I. T. U. to hold its Twenty-sixth Provincial Educational Conference at Anantapur in May 1934. The general body of the Guild which met in November of the same year, while unanimously and heartily supporting the resolution of the Executive Committee, fixed the Christmas Week of 1934 for the Conference owing to considerations of special summer conditions in the Ceded Districts in the month of May.

Circular No. 1 dated 29-11-33 was immediately issued to all affiliated associations of the Guild, all of which readily responded by enrolling all their members as Members of the Reception Committee without a single exception. The fees for membership were fixed as follows:—

	Rs.	As.	Ps.
Headmasters of High Schools	..	3	0 0
L. T.s and Headmasters of Middle Schools	..	2	0 0
Secondary Grade Masters, Pandits & Instructors		1	0 0
Elementary School Teachers	..	0	8 0
Others, whether Educationists or not	..	3	0 0

The fees from members of affiliated associations were all easily collected by the respective heads of institutions or secretaries of Teachers' Associations and remitted to the General Secretary or Treasurer.

A meeting of the Reception Committee members was held at Uravakonda at the time of the Fourth Conference of the District Guild on 3-3-1934 in the Board High School. A representative Executive Committee of the Reception Committee was constituted with the late lamented Mr. G. Lakshmana Reddi, President, District Board as Chairman of the Reception Committee and Mr. C. Ranganatha Aiyengar as General Secretary. The other members* of the Executive were:—

Vice-Chairmen:—(1.) Mr. K. Amiruddin, Chairman, Municipal Council, Anantapur; (2) Mr. F. Maltus Smith, Principal, London Mission High School, Gooty; (3) Mr. T. M. Margasahayam Chettiar, Lecturer, Ceded Districts College, Anantapur; (4) Mr. S. Kuppuswami Aiyar, Head Master, Municipal High School, Anantapur; (5) Mr. D. Bheemiah Setty, Merchant Hindupur.

Secretaries:—(6) Mr. M. Appu Rao, Municipal High School, Anantapur; (7) Mr. V. Ramanathan; (8) Mr. P. Raghavendrachar, Headmaster, Board High School, Uravakonda; (9) Mr. T. Lakshmipathy; Headmaster, Board High School, Uravakonda; (10) Mr. M. S. Natesan, Headmaster, Municipal High School Hindupur with powers to co-opt and form sub-committees.

Bulletin No. 1 of 24-3-1934 was sent out for publication in the Press and South Indian Teacher, notifying the fact of the Conference and Exhibition to be held in Decem-

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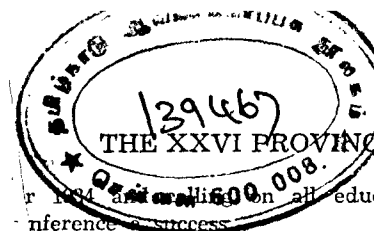
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THE XXVI PROVINCIAL EDUCATIONAL CONFERENCE

25

for 1934 and on all educational organizations to co-operate in making the conference a success.

Mr. V. Ramanathan having expressed his inability to be one of the Secretaries, place was kept unfilled as it was thought that only four Secretaries in addition to General Secretary would do. A meeting of the Executive Committee was held on 2-34 at which definite steps were taken for the conduct of the Conference and the place of Mr. T. M. Margasahayam Chettiar on leave was filled up by co-opting Mr. P. A. Narayana Aiyar, Lecturer, C. D. College, Anantapur. Different sub-committees and workers were elected at this meeting.

A separate meeting of the Exhibition Committee was held on 2-9-34 presided over by Mr. G. Lakshmana Reddi and a very strong and influential Executive of this section was formed and the draft rules of the Exhibition passed. The following constituted the Executive:—

(1) Mr. P. A. Narayana Aiyar, President, (2) Mr. M. Chayappa, Vice-President, (3) Mr. T. N. Seshadri, (4) Mr. V. Ramanathan, Secretaries and (5) K. C. Ramaswami Aiyar, Treasurer.

The General Secretary was asked to be in charge of the correspondence side of this section till 30-11-34 after which the Exhibition Committee was to take charge (vide annexure A.).

The unfortunate demise of Messrs. G. Lakshmana Reddi and M. Appu Rao, one following closely the other, caused some anxiety to the Executive which, however gathered courage and convened two more committee meetings one at Anantapur and the other at Hindupur, at which Mr. G. Rameswara Rao was elected Chairman of the Reception Committee and Mr. M. Rama Rao, one of the Secretaries.

Circular Nos. 2 and 3 were sent out to all affiliated Associations and Guilds of the S. I. T. U., the former calling for a panel of six names for Presidentship of the Conference and the latter calling upon them and individual educationists to send up resolutions and papers for consideration before the Conference.

The following names were proposed for the Presidentship:—1. Dr. James H. Cousins, 2. Sir S. Radakrishnan, 3. Sir C. V. Raman, 4. Rao Bahadur K. V. Ranga-swami Aiyangar, 5. Rao Bahadur S. E. Ranganathan and 6. The Rt. Hon'ble V. S. Srinivasa Sastry, P.C.

These names were further put to vote through Circular No. 4 and Sir C. V. Raman was elected. But he having declined, the next in order was Dr. Cousins who was good enough to accept the Presidentship.

The dates of the Conference originally fixed from 27th to 29th Dec. 1934 had to be changed to 24-26 to suit the convenience of Dr. Cousins, though, I regret, this has caused some inconvenience to the Christian brethren of the Teaching profession, some of whom could not attend the Conference on account of the Christmas Day.

Circular No. 5 containing details of the Exhibition and a notice regarding Teachers' Tennis Tournament were sent out to all Educational institutions in the Presidency (including Colleges and Training Schools) and to the Inspecting Officers of the Government Educational Department, and to the Educational firms and to the Press. The response to Circular No. 5 was very encouraging and enquiries for exhibits came from all parts of the Presidency. The Inspecting Officers and the Director of Public Instruction, Madras, heartily co-operated in this matter with the Conference. The Tennis Tournament could not be conducted as the response was very poor and the few entries that had been received had to be declined with thanks.

Advance copies of the programme of the Conference, with a railway map of the Madras Presidency, were sent out to all the educational institutions and associations in the Presidency and these were asked to depute delegates in large numbers to the Conference. The District Board Educational Officer, Mr. A. K. Balasundaram was mainly responsible for the idea of the Refresher Course of Lectures for Elementary School Teachers—an idea which resulted in the issue of a leaflet dated 15-10-34, copies of which were circulated to all the authorities and agencies connected with Elementary Education in the Ceded Districts and the Circars. The lectures related to several important subjects, some of them of a popular nature, and were delivered in Telugu by the Deputy Inspectors of Schools in the District, Lecturers of the C. D. College and the District Health Officer. Synopses of these lectures except on Civics were printed in English and Telugu and distributed to the candidates attending the classes. (Annexure B.).

The General Secretary toured to the different High School Centres in the District and with the help of the local secretaries and workers stimulated collections for the Conference both by enrolling members to the Reception Committee and by raising donations. The whole district responded to the appeal for funds from every corner and the response would have been greater but for the unfortunate famine conditions that are prevailing in these parts due to failure of the monsoons. I take this opportunity of thanking all my co-workers for the zeal and interest with which they moved about on Conference business and the donors and contributors who readily helped with their quota of subscriptions. The weekly review of the Conference Finance issued to all Collection Centres in the District during the last five weeks preceding the Conference opened the eyes of the workers to the urgency of the need for more money and was certainly of great help in bringing in more collections. The District Board, the District Co-operative Central Bank and the Public Servants' Co-operative Society, Anantapur, liberally contributed towards the expenses of the Conference and the thanks of the Reception Committee are offered to them all. The Municipality of Anantapur has also kindly sanctioned Rs. 50 and this is to be disbursed after receipt of Government sanction. (Annexure D.).

The problem of accommodation for the meetings and for the lodging and boarding of delegates was solved at once by the sympathetic Principal, Mr. N. R. Krishnamma, of the Ceded Districts College, who as Warden of the Hostel was also pleased to permit the Conference to utilise the services of the Hostel Staff and servants for the catering department. Mr. Chayappa, the Deputy Warden, was very kind from the beginning and bore the whole burden of arranging, on contract basis, for the boarding of the delegates for all the three days.

The success of the Conference, the full proceedings of which are given in the following pages was not dependant on one or two persons but was the result of simultaneous and co-operative action of many persons and agencies, both paid and voluntary among the latter of which might be mentioned the four Railway Companies, i.e., M. & S. M. Ry., S. I. Ry., Nizam's State Railway and the Mysore State Railway for the special concessions granted for the Conference Exhibition. The special season ticket issued by the M. & S. M. Ry., drew in a large number of delegates who availed themselves of the opportunity to visit important places in and around the district. I hope that the Company will repeat this system at the time of future Educational Conferences in the summer months so as to enable the low-paid teachers not only to attend conferences in distant places in the Presidency but also to undertake educational tours. I recognise that some disappointment was caused to Elementary School Teachers of the district by their Resolutions not being put before the Conference, but they should note that only those that are members of the S. I. T. U., through the Guild have the right to do so provided that they have given due notice

of motions and amendments within the time fixed in the original draft resolutions, i.e., 10th December 1934 copies of which were sent and circulated to affiliated associations. Some of the resolutions being of a technical nature could not be considered at a Provincial Conference and such questions have to be taken before the District Guild.

— Lastly, the aim of holding the Provincial Educational Conference in this District was to stimulate the work and organization of local Teachers' Associations and to educate the public on the importance of educational problems. It is hoped that this aim has been fulfilled by the success of the Conference and that in the future years, more and more teachers' organizations, especially Elementary School teachers, would be affiliated to the District Guild, and make it really representative in character.

I thank all for the success of the Conference. Special thanks are due to the South India Teachers' Union for having held its 26th Conference at Anantapur and thus bringing the culture and enlightenment of the metropolis to the mofussil centres for their assimilation.

Gooty,
10-1-1935.

S. RANGANATHA AIYENGAR,
General Secretary.

PROCEEDINGS OF THE XXVI PROVINCIAL EDUCATIONAL CONFERENCE HELD AT ANANTAPUR ON 24, 25 AND 26TH DECEMBER, 1934

THE OPENING SESSION, 24-12-34.

The 26th Provincial Educational Conference was held at 12 noon on Monday the 24th December at Anantapur. A large number of delegates from all parts of the Presidency and visitors were assembled in the main hall of the Ceded Districts College, Anantapur. The hall which was tastefully decorated presented a fine appearance. The proceedings began with a prayer in Telugu by Mr. S. Srinivasa Rao, it having been preceded by orchestra by the pupils of the Girls' High School, Anantapur. Mr. G. Rameswara Rao, B.A., B.L., M.L.C., Chairman of the Reception Committee, delivered the following address of welcome.

The following is the text of the Address delivered by Mr. V. N. Kuduva, M.A., I.C.S., District Collector, Anantapur in declaring the Conference open:

"Ladies and Gentlemen,

When Mr. P. A. Narayana Iyer kindly requested me within a few days after I took charge of this district, to open the Provincial Educational Conference to-day, I thought it my duty not to miss a chance of coming into contact with the distinguished persons and educationalists who have met here to-day to discuss the problems connected with education.

People outside the Ceded Districts are always likely to call this a backward tract. But after hearing Mr. G. Rameswara Rao's address in which he refuted this charge and pointed out the number of institutions that are to be found in this place, I am sure that you would have been convinced that Anantapur will become in the near future if it has not already become so, one of the intellectual centres of the entire country.

I had neither the leisure nor the opportunities which you have for studying the various problems connected with education and I hope that you will pardon me and take for what it is worth the few words that I am now saying about an aspect of our education which in my opinion ought to attract our attention, particularly under the conditions in which we have met to-day.

During the last few days it has been my lot to tour rapidly through several portions of this district with a view to consider the measures that may have to be taken to ameliorate the conditions of a large portion of population that have been affected on account of lack of rain. This brings to my mind a statement that has often been made that if in times like this the ryots are hardly hit, it is because they depend purely upon agriculture and that being so their condition causes serious anxiety whenever they are out of agricultural employment and their crops fail.

Perhaps you are more competent than myself to speak about the present system of education. It is usual to decry it. No system of education is perfect and our system has probably more defects than some other systems; but this much may be said for it. It has brought us into contact with the wealth of literature and thought of the West and seriously and it makes us think of the problems from a point of view which is very much broader than that with which we did a few centuries ago. The result has been a renaissance in our culture which has produced in modern times men from our Universities who have cherished international reputation. It has also produced considerable changes in our social life—vast changes for the better.

What I wish to point out to-day is the fact that this education has the effect of creating a distaste for the surroundings in the villages which are often squalid, and dirty. The best sons of the villagers get out of harmony with the surroundings in which they are born and no effort is made to improve their villagers in the light of scientific knowledge which they may have acquired in the course of their education, with the result that the villages have been deteriorating as a result of this apathy. Is it possible to make any changes in the uniform type of education that is being imparted in our schools? In a predominantly agricultural country like ours, even those of us who live in towns cannot afford to neglect villages, for the prosperity of the towns is much bound up with the prosperity of the villages which feed them and towns cannot be expected to thrive when villages suffer.

It seems to me that the most important problem that you have to tackle is to devise ways and means to remove this defect from our system of education. This will not only digress a number of persons rusting from villages and swelling the list of unemployment in towns but will also enable them to improve the economic life of the villages.

I have always thought yours is the happiest of professions. You live in an atmosphere which is detached from the petty strife and struggle of everyday life, and in an atmosphere of idealism, silently occupied with the task of building up the character of the youths of this country. The prosperity of any country is not only dependent on its natural resources but also on the qualities of its people. Yours is a work of silent and constructive nature done in a silent and unobtrusive way in a congenial atmosphere with lasting effects on the country. You are not likely to be carried away by catchwords and phrases. (Laughter). I am surely very grateful for the privilege of coming into contact with you on an occasion like this.

I hope that you will have a very pleasant time during your stay at Anantapur and I wish your deliberations every success. Ladies and Gentlemen, I have great pleasure in opening this, 26th Provincial Educational Conference." (Cheers).

INSTALLATION OF THE PRESIDENT

Mr. S. K. Yegnanarayana Iyer, Madras:—In proposing Dr. Cousins to the Chair, said "I do not propose to make a lengthy speech. Dr. Cousins is a man of letters, and of international reputation. We are concerned with him more as a teacher and for many years he has been a teacher and that in our own country. Therefore we cannot have a better leader to preside over and guide our Conference." (Cheers).

Miss J. Vairamuthu, Kurnool:—"On behalf of the delegates from Kurnool and on behalf of lady delegates, I have great pleasure in seconding the proposition that Dr. J. H. Cousins be installed as the President of this Conference. We have been fortunate to secure the services of an eminent educationist, a great man of letters, and a man of international reputation as Professor S. K. Yegnanarayana Iyer observed. Dr. and Mrs. Cousins have made India their home, and rendered valuable services to India. Ladies and Gentlemen, I heartily second the proposition."

Mr. F. M. Smith, Gooty:—"It is with great pleasure that I support the proposition. Dr. Cousins has been amidst us working for the uplift of education. We are very glad that such an educationist has been available to preside over the Conference."

Mr. M. Kalyanarama Iyer, Tanjore:—"Out of consideration for the fact that I am here from far-off Tanjore, I have been offered a share in the privilege of proposing Dr. Cousins to the chair. He is the principal of an institution which is unlike other institutions. The college over which he presides trains boys under ideal conditions. It is highly fitting that a gentleman of his standing and of his attainments should preside over the Conference."

Mr. E. N. Subramanyam, Madanapalli:—"While introducing Dr. Cousins to an audience the Rt. Hon'ble V. S. Srinivasa Sastri said, "Dr. Cousins knows all the World; all the World knows Dr. Cousins." He holds that education does not begin in the school and in the university; but it commences with the birth of the child. Such an educational idealist is highly fitted to preside over our Conference."

Mr. S. K. Padmanabha Iyer, Malabar:—"The function of proposing, seconding and supporting a proposition is generally given to two or three persons. But on this occasion the number of those who support the proposition has been too many. If I should begin to make a speech, I would only be wasting your time and my time (Laughter). A large number of supporters means the strong feeling in favour of the proposition. Delegates from North, South and East have supported it, and I, as a delegate from Malabar (West) heartily commend this proposition to you all."

Dr. J. H. Cousins took the chair amidst cheers and was garlanded.

Messages wishing the conference all success and received by the General Secretary from District Educational Officers, Oxford University Press, Longmans Green & Co., Mr. Y. Ramaswamiah, Retired Tashildar of Anantapur, Editor, *Educational India*, Masulipatam, Secretary of North Arcot District Teachers' Guild, Mr. N. S. Subba Rao, Mysore Messrs. M. J. Sargunam and V. Guruswami Sastri were read.

PRESIDENTIAL ADDRESS

At the outset, Dr. Cousins made humorous remarks about the large number of delegates who proposed him to the Chair and explained that Mrs. Cousins could not be here on account of a similar work in connection with the All-India Women's Conference at Karachi. He delivered the presidential address which was well received.

THE SOUTH INDIAN TEACHER

The address over, Mr. S. K. Yegnanarayana Iyer requested the delegates to select their representatives to the Subjects Committee.

II. EDUCATIONAL EXHIBITION

The proceedings commenced with prayer.

Mr. P. A. Narayana Iyer (Anantapur College), President of the Exhibition Committee requesting Dr. Cousins to open the Exhibition said that Dr. Cousins' brilliant address in the morning showed clearly how he admired art.

The Secretary of the Exhibition Committee gave details of the organization of the exhibition.

Dr. Cousins in a brief speech said that art was the expression of the fundamental necessities of life. The various exhibits were the results of an inner urge towards self-expression. When education was carried in that direction, it was going on the right lines. He liked to call this as "creative education" which enabled students to express the exquisite reactions to things in life. He then declared the exhibition open amidst cheers.

A group photo was taken in the evening. Meetings of the Executive Committee and Working Committee were held in the night in the office room of the S. I. T. U.

III. SUBJECTS COMMITTEE, 25-12-1934

8 A.M. to 11-15 A.M.

At 8 A.M. the Subjects Committee met with Dr. Cousins in the chair and considered the resolutions drafted by the Working Committee. After full discussion it was decided to place the following resolutions before the open conference. (Text of the resolutions attached).

IV. OPEN SESSION, 12-15 to 2-30 P.M.

The open session of the conference commenced with Dr. Cousins in the chair.

A paper on "Some Aspects of National Education" was read by Mr. P. Ramaswami Iyengar, M.A., L.T., Board High School, Uravakonda.

A paper on "Leadership in Physical Education" was read by Dr. G. F. Andrews, Assistant Director of Physical Education to the Government of Madras.

A paper relating to the South India Teachers' Union Protection Fund was read by Mr. M. K. Ramamurthi, Secretary of the Fund.

Mr. C. Viswanatha Iyer of Manamadurai, brother of the late lamented C. Subramanya Bharathi gave recitals from Bharathi's songs, and these were highly appreciated.

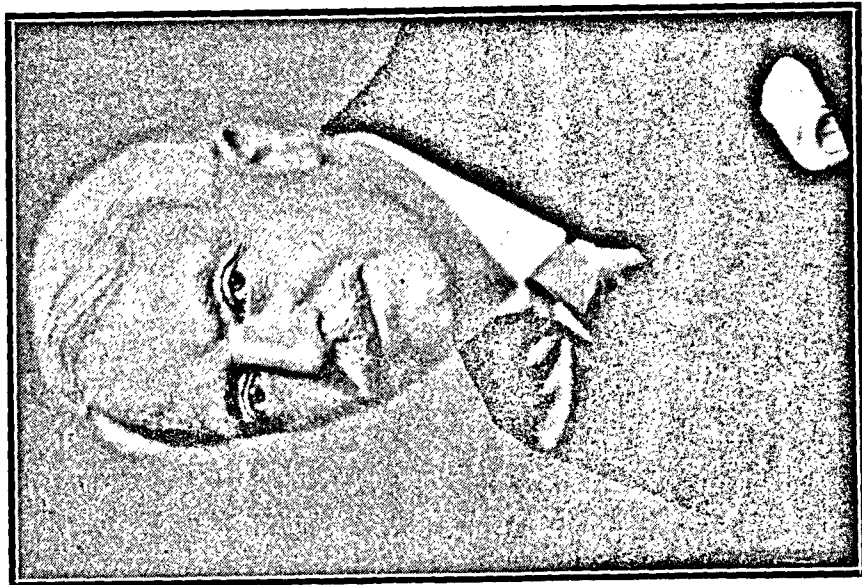
Then discussions ensued on the papers that were read. With regard to the Protection Fund the following questions were asked:—

1. Is there any provision in the S. I. T. U. Protection Fund Rules for admission of teachers who are getting Rs. 15 per month in Elementary Schools? 2. Is the Fund closed to those teachers who are above 40 years? 3. Why have bonuses not been declared so far even though 7 years have passed?

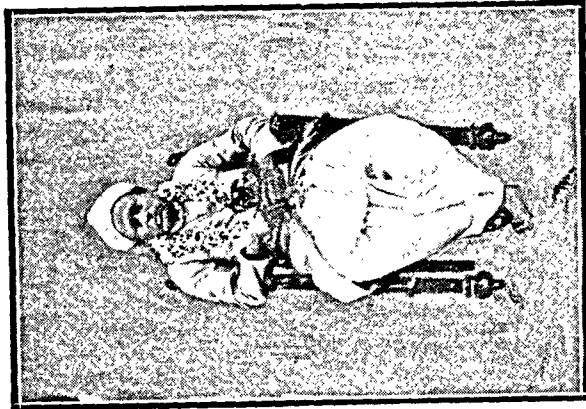
Mr. M. K. Ramamurthi:—1. We are consulting our actuary to draw up a separate table of benefits, etc., so that Elementary School Teachers may also be admitted as

OUR NEW KULAPATHIS.

At the 26th Provincial Educational Conference, held at Anantapur, the South India Teachers' Union conferred the title of Kulapathi on these two distinguished educationists.



Dr. James H. Cousins, Principal, Theosophical College, Madanapalle, and President of the 26th Provincial Educational Conference.



Mr. M. Munuswami Iyer, Headmaster, T. T. V. High School, Madras.

from the insurance point of view. (Laughter). I propose that on this unique occasion the title of Kulapathi be conferred upon these two distinguished educationists of our province."

In seconding the proposition Mr. E. N. Subramanyam of Madanapalle said "I esteem it a great privilege to associate myself with the resolution. By conferring the title upon Dr. Cousins and Mr. M. Munuswami Iyer we were blessing them (Dr. and Iyer) and ourselves.

Then the speaker quoted Sir S. Radhakrishnan and said:—"From the point of view of scholarship and imagination, Dr. Cousins may be regarded as an Educational Sanyasi. Though Dr. Cousins is a son of the west, he and his wife have identified themselves with our country."

After another delegate had also spoken in support of the motion, it was unanimously passed. Dr. Cousins and Mr. Munuswami Iyer garlanded each other when the title of Kulapathi was conferred upon them. Dr. Cousins replying to the great honour conferred upon him said:—"When I woke up in the morning to-day, I never had the slightest idea that I will go to bed as a kulapathi (Cheers). Personally, I have never in my life sought after these titles. I do not on that account lessen the value of this honour, but I have more interest in things and ideas than in ornaments.

In the course of his speech he traced his educational career from the beginning of his life; and said how he had been the only foreigner upon whom the University of Tokiyo had conferred the title of Doctor of literature. Similarly he had been the first Irishman to receive the title of Kulapathi. He would try to do his best for the cause of education in India, and not only would try to justify fully their choice but also qualify for bigger titles that the S. I. T. U. might choose to confer. (Cheers).

Mr. M. Munuswami Iyer:—"After hearing the address of Dr. Cousins (Mr. S. K. Yegnanarayana Iyer—Kulapathi Dr. Cousins) it is absolutely impossible for any other person to address an audience, so distinguished and so learned. I have been working in the moor in my own way but I have been now brought to the front. I have not been accustomed to an audience so august, so learned and so distinguished as this. When I came to this place I never dreamt that such a great honour would be conferred upon me. It was only at about 2'o clock I heard a whisper from one of my colleagues and at that moment I wanted to escape. But my friends persuaded me to remain here so that I may give expression to the feeling of gratitude for the honour conferred upon me.

"You are very well aware of the old saying that 'some men are born great, some achieve greatness, and some have greatness thrust on them.' I belong to the third and last category. If any one ventures to contradict me, I will question him and let him answer it. I will give marks also. (Laughter).

I do not know what induced you to confer the title upon me. What was in your minds, I am unable to divine. And especially when I stand by the side of my revered president, I feel my insignificance greatly. Perhaps it was thought that I had the privilege of being the Headmaster of an institution for over 25 years; and perhaps I am considered to have been responsible for the elevation of the school from the position of a secondary school to its present level.

I must express my thankfulness to you for the recognition of my little services in the field of education and I may tell you that I will try my best during the remaining years of my life to deserve the honour conferred upon me. I thank you, Mr. President, for having given me an opportunity to give expression to my deep feeling of gratefulness."

members. 2. We are consulting the actuary to draw up tables to suit those who are above 40. 3. The question of awarding bonuses delayed the suggestion of the actuary.

With regard to Physical Education the following are some of the questions asked : 1. Will the system of annual medical inspection of school boys be renewed? 2. In village parts children of peasants help them in their work both in the morning and in the evening. Is there any need for giving them physical exercises at school, while their work at home should be sufficient? 3. What arrangements can be made in schools where boys and girls study side by side? 4. What do you mean by "Proper Teachers" for physical education? 5. Physical exercise classes are generally held after school hours when the boys are tired. Will any arrangement be made to feed them before they go to drill classes? 6. Can the revival of the Yoga practices be encouraged?

Mr. G. F. Andrews replied to the above questions suitably.

Dr. Cousins dwelt upon the importance of the Yoga Asanas and said that diseases would be cured by the Yoga practices. With a few observations from Dr. Cousins, on the need for real, national education, the conference adjourned for lunch.

V. RESOLUTIONS, OPEN SESSION, 3 TO 5 P.M.

Dr. Cousins Presided.

Resolution 1. Mr. S. K. Yegnanarayana Iyer moved:—"This Conference do confer the title of Kulapathi on Dr. J. H. Cousins and Mr. M. Munuswamy Iyer of Madras. While moving it, he said, "Mr. President, Brother and Sister Delegates, the first resolution is of a very important and unusual nature. Some of you are aware of the fact the objects of the S. I. T. U. are to be achieved by various methods. One such method is the conferring of titles on distinguished persons who have rendered meritorious services to the cause of education in this presidency. It is very rarely that we exercise this privilege. As a member of the Senate of the Madras University I may inform you that the University is exercising the privilege of conferring the title of "Dr." very rarely and only two years ago, it conferred the title on about a dozen distinguished persons. Similarly the S. I. T. U. has been conferring titles on distinguished educationists very rarely.

We (of the S. I. T. U.) have conferred the title of Kulapathi on Rao Bahadur Appu Sastrigal of Kumbakonam, and Mr. V. V. Parameswara Iyer of Palghat. Both of them are well known in the educational world and they satisfied the sanskrit definition of the word "Kulapathi" as given by Sanskrit commentators, i.e., those who have had trained and sent out into the world tens of thousands of students. Later on we conferred this title upon Dewan Bahadur Sir R. Venkatarathnam Naidu and Fr. Bertram.

"To-day we have decided to confer the title of Kulapathi upon two distinguished educationists—Dr. J. H. Cousins and Mr. M. Munuswami Iyer, Headmaster, T. T. V. High School, Madras. Fortunately both of them are here at present, and if it were not impertinent on my part, I would briefly refer to their qualifications for the title.

Dr. Cousins is too well known to need any special mention. About Mr. M. Munuswami Iyer, the delegates from outside Madras may not know as much as they ought to. By nature he is shy. It is only we, teachers in Madras, who know him very well, and with much difficulty he has been persuaded to come out of his retirement and take part in our activities. For thirty-two years he has been a teacher; for 24 years he has been the headmaster of one of the biggest high schools in the city of Madras. He is on the right side of sixty from the point of wisdom; but on the wrong side

RESOLUTION II.

This conference (a) disapproves of the attempts made now and then by the government to effect piece-meal reform in respect of Elementary Education; (b) considers the contemplated Elementary Education Act Amending Bill unsatisfactory, and (c) urges on the government the necessity for formulating and putting into action a comprehensive five year programme for the improvement and expansion of Elementary Education.

Mr. S. Natarajan, Madras. "I have great pleasure in moving this resolution. I am sure that a speech is unnecessary to commend this resolution to your acceptance. We have seen in the newspapers what the Minister of Education is doing with the Elementary Education Act. Government seems to think that the time has come for crying halt for expansion. It now thinks seriously of consolidation and concentration. An amending bill is now before the legislative council which secures power to penalise the parents if their children leave the school within school going age.

Coming to the scheme of concentration, Mr. S. Natarajan said "There are still a number of large population centres without school, and the time for concentration is certainly not the present. The ministry should not abandon its original policy of expansion till every child of school going age is put in the school. Wastage there may be but consolidation and concentration may not help very much. What about free and universal Education?

The causes for pupils stopping away from schools have to be investigated, and unfortunately those who are in power do not pause to enquire into the causes. Probably there may be defects in the courses of study or there may not be any school at all in particular school areas. Whenever new difficulties arise, the department rushes to the Legislative Council with an amending bill to the Elementary Education Act.

This resolution simply disapproves of this piece-meal reform. It deems the Elementary Education Act amending bill unsatisfactory and urges on the Government the necessity for planning and putting into action a five year programme for the improvement and expansion of Elementary Education. It should be possible to get all school going children in to the school. This resolution simply requests the Government to do so; and I have great pleasure in commending this resolution to your acceptance. (Cheers).

Mr. K. S. Chengalroyan in seconding the proposition referred to the indifferent attitude of the government in not having provided sufficient facilities for spread of elementary education among the masses.

Miss. J. Vairamuthu, Kurnool, put in a plea for the necessity of insisting on the parents to send their children to schools and let them continue their studies upto a certain time. Those parents who refused to do so should be punished. From her own experience in the Andhra districts, she was led to the conclusion that owing to the illiteracy and indifference of the parents children had been allowed to migrate from one school to another very frequently, with no substantial benefit to themselves. The teachers' lot was very difficult. Their position was like that of the ant between two fires. They should try to please the parents on the one hand and the authorities on the other. They (the teachers) had to remain in the villages; so they could not find fault with the ignorant villagers lest they should incur their displeasure. At the same time, they had to show by statistics the progress made by each student from time to time to the inspectors of schools. How could these two be achieved, she argued, without some sort of provision for compelling parents to send their children to school and let them remain there upto a certain period and by punishing those who refused to do so.

Mr. T. Ramanujam, Madras, said that it was necessary that the Union should try to carry with it the teachers in elementary schools.

The resolution was put to vote, and carried unanimously with one dissenting (Mr. Ramanujam, Madras).

RESOLUTION III.

This conference urges on the teachers of South India the great necessity for strengthening the S. I. T. U. the provincial organisation of teachers, and appeals to all affiliated associations to raise their quota to the Silver Jubilee Fund so as to enable the Union to command the necessary resources for carrying on its work.

Mr. S. K. Yegnanarayana Iyer. Perhaps it would be expected of me as the president of the Union for so many years to give an account of the difficulties confronting the Union. In the first place we are not really a South India Teachers' Union in the real sense of the term. We are not fully representative of the profession since many elementary school teachers are not within our fold, and the college section of the education department with a few exceptions entirely out of it. As a matter of fact, the majority of our members are teachers of secondary schools. We are throwing open our doors to every section. We have extended our invitation. We are making strenuous efforts to make ourselves as representative as possible by inducing every district guild to affiliate to itself associations of Elementary teachers of the District. Some district guilds have responded Mr. T. Ramanujam belonging to the Madras corporation has come into our fold because he is a member of the Madras Teacher Guild. I wish to have all elementary school teachers similarly enrolled to make the Union really South Indian.

"One other large section of the teaching profession is outside the Union viz., the women teachers. Women teachers in the presidency numbering thousands have not yet thought fit to join it and we are trying to enlist as many ladies as possible. The Madras Teacher's Guild has many lady members and it has a women's section.

It is hoped that the example of Madras would be followed by the other guilds of the province.

Referring to the Andhra Federation of Teachers Mr. S. K. Yegnanarayana Iyer proceeded:—"We make every effort to induce the Andhra brethren to join us so that the S. I. T. U. may be really representative of the whole province. Some of the coastal districts are trying to organise themselves into an Andhra Teachers' Federation and we are extending to them our friendly hand and are inviting them to affiliate themselves to the S. I. T. U. With the affiliation of the Andhra District Guilds the union will be a real and effective provincial organisation.

We have to do a good deal of propaganda work and that requires money. There is a well known plea that we teachers are poor. Individually that may be so; but collectively we are rich to-day. Look at the Madras Teachers' Guild. Starting with humble beginnings, steering through days of trials and difficulties, it has now come to a stage when it is refusing deposits. Similarly is the case with the S. I. T. U. Protection Fund and it has collected such a large amount that Mr. M. K. Ramamurthi its energetic secretary, is racking his brains to find out profitable channels of investment. Therefore I think that it is necessary to pool all our resources so that we may be strong. The resolution, gentlemen, is of non-controversial nature and I commend it to your acceptance.

Mr. T. Ramanujachari, Madras, seconding the resolution, said that they should have a register of teachers throughout the presidency to show to the Minister or to any authority their representative character. Secondly, they should have certain rules of professional

conduct and submit to them as otherwise, people would not show any regard for them. Thirdly, to enable the activities of the S. I. T. U. viz vigilance, journal etc., to be carried on efficiently, all teachers should make it a sacred duty to contribute to the Union at last one-fourth of a pie in the rupee of his monthly income. That sacrifice was not too much for them, when compared with the benefits to be derived?

The resolution was carried unanimously. The conference was adjourned to the next day. A demonstration of physical activities under the direction of Dr. G. F. Andrews was witnessed, on the college Grounds, by a large gathering of delegates and spectators. Dr. Cousins distributed certificates to the participants. Mr. Y. C. Venkata-subba Rao, Uravakonda, exhibited feats of physical strength such as Crow-bar lifting and chain breaking which elicited the applause of the audience. At 8 p.m., there was a conference dinner which Dr. Cousins and a few select guests attended on invitation.

There was a variety entertainment in the night attended by all the delegates. Messrs. S. Dandapani (Ramnad), and B. Chengiah Reddi (Chittoor), gave recitals from the plays of Shakespeare. The boys of Kothacheruvu Elementary School put on stage 'Madhuseva' in Telugu, which was much appreciated.

VI. OPEN SESSION 8 to 11 a.m., 26-12-1934.

The session commenced with Mr. S. K. Yegnanarayana Iyer president of the S. I. T. U. in the chair.

A paper on Adult Education was read by Mr. T. Chidambara Iyah of Tadpatri in Telugu.

The conference then proceeded to discuss the Resolutions.

RESOLUTION IV.

This conference urges upon the Legislative Council and the authorities to recognise the principles underlying the S. I. T. U. Service Conditions bill and to take steps to place the same on the Statute Book.

Mr. S. T. Ramanujam, Trichy. I esteem it a great honour to move this resolution. In moving this, I crave your indulgence to talk at some length on the bill. If I may just recall a sentence of Dr. Cousins the other day, I would just say that this resolution is a reiteration, a fresh dedication of ourselves in the service of the profession.

The S. I. T. U. has for so many months been trying to get redress for the evils from which the teaching profession is suffering. We have been trying to pass resolutions, and we have been making representations to the authorities, sometimes with profit, some times without profit. We have also been trying the method of vigilance and going to courts of law in order to get redress. We are placed in a very difficult situation. We have to reconsider the situation in the light of what we have been able to achieve and what we have not been able to achieve. And in this connection a genesis of the bill will not be out of place.

When the S. I. T. U. was started in 1908, it was distinctly started to work on the lines of the N. U. T. of England. That was the definite object of the late lamented Theobald. During the 25 years that followed, we had not the courage to follow up a plan of work on the lines of the N. U. T. Therefore it is just that during the occasion of the Silver Jubilee and some months before that we are trying to adopt that item in the N.U.T., viz., following a legislative programme. We find that there are precedents abroad all over the world. The president of the S. I. T. U. now occupying the chair (Mr. S. K. Yegnanarayana Iyer) seems to have said at Madras in the last S. I. T. U. meeting that there were no precedents to a measure of this kind. I want to submit that though there is no precedent for this measure, we have precedents for state interference for the solu-

tion of problems connected with teachers all the world over. In an article that I wrote in the S. I. Teacher I cited various instances of state interference with reference to teachers' problems all over the world. With that in the background, we feel the necessity to ask for similar interference in India in general and in this province in particular. The state has been claiming a measure of control in regard to administration of schools and colleges. Let us remind not only the minister of Education but also the Legislative Council that it would be quite consistent on their part to exercise their power of control. If we assembled here are determined to set aside all doubts we can proceed to press the state to have a definite statutory provision in the statute book.

There are teachers, employers and the department to be taken into account. There is a definite partnership among these three in the day to day running of education institutions. To-day that aspect is not realised. Whatever is being done is an imposition. The teachers are not consulted. Employers act in their own way. There is a want of equilibrium and the bill emphasises the need for state control so as to maintain the equilibrium between the three parties. Management is supported in all its actions or abetted by the Government of the day. The teachers are the bedrock of the educational system. We must therefore particularly ask for recognition of this principle viz., the principle of state control in education.

The bill also emphasises the need to realise the obligations of all concerned in education viz., what the teacher should do and what his rights are; what the rights and duties of the management; and what the government has to do in this matter. The employer is at present like a Kangani, and we teachers are indentured labourers. This position ought to go. If we desire to profit by the advice of Dr. Cousins, let us stand by the fundamental principles of the bill. It is our duty to state our demands in unequivocal terms. Now-a-days the teacher is coming to be recognised as a public servant. We agree to abide by the bill; we reiterate our faith in it to-day. The resolution is a direction to the authorities to recognise our just demands, and a direction to the S. I. T. U. that it should not sleep over the matter. The bill should even be made an election issue.

Mr. S. Srinivasan seconding said Mr. Ramanujam has emphasised the main principles of the bill. It is certainly very important that we should realise that the bill was sponsored two years ago by all the district guilds and was accepted by the conference which met at Trichy. It was more or less a mandate given to the Working Committee with instruction to frame a bill in the proper form with the help of an expert committee. As a member of the Working Committee, I must say that the Working Committee is not unaware of the importance of getting this bill introduced in the Legislative Council. There have been several difficulties in the way, and we stand to-day with a clear conscience; but with at least an honest feeling that our enthusiasm is not in any way abated with regard to the fundamentals of the bill. It has been before the teaching profession all these two years in some form or another. It seeks the support of all teachers to secure the help of all the M.L.Cs. in their districts and make them recognize the fundamentals of the bill. All that we want is a comprehensive bill which will bring about uniform service conditions in all non-government educational institutions. We want that the bill should treat not only of our rights and privileges but also should embody our obligations, that it should prescribe a professional code to enable us to maintain the solidarity of our profession. If the government takes cognisance of the bill, and if it becomes an act of the legislature, then the self-respect of the teaching profession will be vindicated.

Mr. Iyahswami Iyer:—“Teachers in private management schools are now brought to a very degraded position. They are treated with no respect whatsoever. There are societies for the protection of animals, there are societies for the protection of anything and everything under the sun; but it is to our shame that there is not

a single organization to protect the teachers. (Voice: We can protect ourselves). When the salaries of Postal and Railway employees were reduced, there was a severe opposition in the Legislative Council; but not a moment's thought has been given till now to the plight of teachers in aided institutions under similar conditions. If education is to progress, then, private institutions should be encouraged. If the Elementary School teachers are denied help, help given to other educational institutions is absolutely of no use.

Mr. T. Ramanujachariar, Madras, opposed the resolution on the ground that it would not be possible for the S. I. T. U. to incur all the expenditure that would have to be incurred in interviewing the M.L.C.s so as to enlist their sympathy and secure their support for the bill. Secondly, he thought that the S. I. T. U. was not strong enough to do so much propaganda work so as to open the eyes of the M.L.C.s to the urgency of the enactment.

Mr. S. T. Ramanuja Iyengar replying said:—“The opposition is an expression of difference. Yet there is some truth in Mr. Ramanujachari's speech. The legislative programme should not be slightly thought of. The resolution simply reiterates our faith in this programme and appeals to the Working Committee to secure all support, moral, financial, etc., to the bill from all quarters.

At this stage, Mr. S. K. Yegnanarayana Iyer vacated the chair to make a personal explanation.

The resolution was carried unanimously.

RESOLUTION V

This Conference is of opinion the time has come for the Government to ensure security of tenure of services of teachers in aided schools by introducing in the Educational Rules a provision similar to the section obtaining in the Local Boards' Act relating to the regulation of conditions of service such as fixing of scales, leave rules, appointment and dismissal.

Mr. S. T. Ramanujam moving the resolution said:—“The previous resolution is an appeal to the authorities to provide for a legislative measure to redress the grievances of teachers in aided schools. The present resolution is a direction and an invitation to the Government to make amendments in the M. E. R. The Department has long been accusing teachers of want of morality. Now this resolution calls upon the department to do its duty. From 1919 instances requiring government interference in the matter of education can be cited. There are abuses rampant which no government can tolerate. Particularly when the government wants to control us, they should protect us.

That is what we seek now in view of the widespread prevalence of abuses. The amendment of the M.E.R. on the lines indicated by the S. I. T. U. has become necessary. The first thing to be done is to introduce changes in the M.E.R. (especially in rule 28) with a view to find a solution for the difficulties in the way of security of tenure. There is the insistence on a “contract.” The teachers have no voice as to the terms of the contract. The terms of agreement are not uniform. Conditions vary from school to school, with regard to scales of pay, leave rules, appointment and dismissal. We can no longer tolerate such a state of things. The contract is not wanted. It is not looked upon with favour by the teaching profession. Hence an enquiry into the service conditions should be instituted and a bill should be brought in to set aright these matters. Changes in the M. E. R. on the lines of the recent modifications of the Local Boards Act are needed.

"From the days of Sir A. P. Patro, minister after minister has been saying that the demands of the teachers—standardisation of scales of salaries, provincialisation of services, etc., are impracticable. Terms of agreement should be modified so as to effect uniformity. Uniformity in the scales of pay should obtain in all aided institutions. Common leave rules on the lines of the fundamental rules of the Government departments are needed. There should be a channel of redress with reference to cases arising out of breaches of contract. A contract is illegal if it is imposed, and if it has not the sanction of free will.

Mr. Ganapathi Iyer, the leading lawyer of Trichy had assured me that suits could not be instituted against contracts that had been imposed and that teachers could succeed since an imposed contract was null and void. The contracts must be renewed year after year and unless it is renewed, it can be rejected. The government says that it is premature to amend the M. E. R. But we, assembled at this conference, should impress upon the government that the time has come for amending the M. E. R.

Mr. Subramanyam, (N. Arcot) seconding the resolution said:—"The Government treats its employees as its own children; treats the employees of local boards as step children; and treats the employees of aided schools and institutions as no children at all. Teachers of aided schools are let down hopelessly both by the Government and the management. They say 'there is the agreement! Before the vacation comes, the teacher is given notice, to upset his normal work. It is necessary that we should press the government to amend the M.E.R.

Mr. Srinivasachari, P. S. High School, Mylapore:—"I oppose the motion. At a time when the teachers in Local Board and Municipal schools are suffering due to recent revisions in the Local Boards Act, it is very unhappy that we should try to move the government to introduce a section in the M.E.R. similar to the one obtaining in that Act."

Mr. Aiyaswami Iyer, P. S. High School, Mylapore:—"I wonder how the time has not come. Teachers in backward tracts in the Andhra Desa and in many places in the far off south are treated worse than slaves. The government insists on the contract, but the teacher is not allowed his say as to its terms.

Mr. S. Srinivasaraghavan, Tinnevely:—"If Resolution V is given effect to, Resolution IV as proposed, will not be given serious attention. The Resolution No. IV is too comprehensive to admit a resolution like the one at present."

Mr. S. Srinivasan, Chittoor:—"There is no conflict between the Resolutions, IV and V. No conflict is made out at all. Resolution IV relates to the Service Conditions Bill. It is an all-comprehensive bill, including all teachers in the non-government institutions. The Resolution V relates to the amending of the M.E.R. by inserting such rules as are necessary, similar to the regulations of conditions of teachers employed in Local Board schools. We want to become practically one with the Local Board teachers by amending the M.E.R."

The resolution was put to vote and declared carried. A poll was demanded. The votes of affiliated associations were counted. For 23, against 7,—neutral 1. The resolution was carried by an overwhelming majority.

RESOLUTION VI.

This Conference views with regret and disappointment the fact that the G.O. No. 4619 relating to scales of salaries of teachers, in Board and Municipal schools should have been given effect to, notwithstanding the resolution of the S. I. T. U. in a

special session held in Madras on 24-11-1934 and urges the government to cancel the G.O. immediately and to reconsider at an early date the whole matter on the lines indicated by the S.I.T.U. resolutions.

Mr. M. S. Sabhesan, Madras, moving the resolution said:—"It is very unfortunate that the Government has given effect to the order though we requested the Government to keep the G.O. No. 4619 in abeyance. We urge the Government to cancel the G.O. altogether and we are also asking them to reconsider the whole question. We suggest that the points of view of the S.I.T.U. should be taken into account. With a view to effect uniformity in the scales of pay, an independent committee should be constituted and action should be taken upon their recommendations."

Mr. M. K. R. Dikshitalu seconded the resolution.

Mr. S. T. Ramanujam, Trichy:—"I oppose the motion. The resolution as it is, does not advance the position even by an inch from the position which was taken at the Madras Meeting. There is no use in again and again expressing our regrets and disappointments. We, as an organisation, are defective and are unable to back up our action. Therefore I would urge for some sort of direct action to preserve our self-respect."

Mr. Pasumathi Iyer, Kurnool:—"I oppose the resolution. I am in sympathy with the spirit of the resolution. But I regret it will lead us nowhere. Taking into account all the subsequent G.O.s dated 29-11-1934 and 30-11-1934, there is no use shutting our eyes to the fact that the government is moving in the matter. I suggest therefore that the scales proposed in the new G.O. be applied in the case of new entrants, and those who have entered on or after 1st November 1934 be allowed the old scales.

Mr. Narayanaswami Iyer, H. H. School, Madras:—"May I know what are the lines indicated by the S.I.T.U. resolutions referred to?"

The President:—"Every member of the S.I.T.U. who is loyal to it, should own a copy of its organ, and is expected to be acquainted with information contained in it, and should bring that copy with him on such occasions."

Mr. Narayanaswami:—"We own copies but have not brought them here. For the benefit of those assembled here, the lines may be read out. Mr. M. S. Sabhesa Iyer read out the same.

Mr. S. Krishna Rao, Nellore:—"Mr. Ramanuja Iyengar said that we should take some sort of direct action and not simply protest against the G.O. Direct action is not wise at present. My friend has stated that no progress has been made since the resolution was passed in November last. Some progress has been made. Yet the response is unsatisfactory. Hence we request the Government to cancel the G.O. and reconsider the whole question."

Mr. Ramanujam, Madras:—"The scale of pay of the Secondary Grade Teachers in Local Board schools and private institutions should be the same." Mr. E. N. Subramanyam supported the opposition. He stressed the need for direct action and ridiculed the attitude of mendicancy in expressing regrets and disappointments.

Mr. Rama Iyengar, Pakala:—"One extreme view is that the time for direct action has come, and that view is unnecessary for the present. I heartily support Mr. Krishna Rao's views."

Mr. S. Srinivasaraghavan, supporting the resolution said:—"It has been pointed out that the resolution does not take into account the plight of the elementary school

teachers. The S.I.T.U. resolutions have taken care to put forward the case of the elementary school teachers. If we express regrets and disappointments to those in authority, it is not necessarily a beggarly attitude. I request you to discard those objections, and lend your support to the resolution."

Mr. Vaidyanathaswami:—"The Government has chosen to pooh-pooh the resolution of the S.I.T.U. at Madras. It is but proper that we should express in strong terms our deep sense of regret and disappointment at the way in which the government is doing things."

Mr. Subramanyam of Arcot supported the resolution.

Mr. K. Narayana Rao, Chittoor did not want any alterations to be made in the system. He was satisfied with what he had at the present.

The resolution was put to the vote and declared carried by an overwhelming majority.

RESOLUTION VII.

This Conference views with grave concern the practice of the managements of certain schools of making cuts in the salaries of teachers, and of keeping the salaries of teachers in arrears for months together and urges the Government to take steps to prevent such a highly detrimental practice."

Mr. N. Kalyanarama Iyer, Tanjore, while moving the resolution said:—"Manifold are the ills to which we are subject, and various are the malpractices the managements are guilty of. There will be a feeling of remarkable surprise in the mind of the enquirer. Referring to the system of agreement, he said, "three months from to-day, I cannot be sure of my salary, simply because a cut has been effected by the Government or by the Local Board or by a nearer school, 'cut' comes into vogue in aided institutions. The managements who sit in judgment over the teachers in aided schools, some time in Local Boards schools also, have only a smattering of knowledge or very little knowledge in the art of teaching. When cuts are effected, the families of teachers are badly affected. The balancing of the budget of the Government of India is a trifle affair when compared with the difficulty I encounter in balancing my domestic budget. I am taking coffee twice daily at present. In the coming months, I am at a loss to know whether I can continue taking coffee twice a day, or once or not

The teachers sign a higher amount and receive less. Salaries are in arrears in some schools for many months. (Voices: Even years). When the Government threatens to withdraw recognition if they heap up salaries in arrears, the management rushes to clear off arrears. Hence Government is taking a sympathetic attitude and watching the situation. This resolution requests the Government to take drastic action and give relief to the suffering teachers."

Mr. Pasupathi Iyer, Kurnool, seconding said:—"Cut seems to be prevalent not only in schools under private managements but also in some schools under public managements. There seems to be no end to the limit in salary cut. Personally speaking during the past 3½ years, I have suffered cuts in my salary from 3½ to 20 per cent. (Voice: Promotion to you). The Government does not raise its little finger to put down such practices. Arrears of pay for many months is a deadly sin. I was fortunate to receive the September month's salary a few days back; otherwise it would not have been possible for me to be present at this conference. We request the Government to remove the salary cuts or to prescribe a time-limit after which there should be no cut."

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Mr. Aiyaswami Iyer, Mylapore:—"In private aided institutions, salaries have been in arrears for four or five months together. We are deprived of the privilege of suing in a court of law. The teachers are called to sign the contract beforehand, and are forced to accept a lower salary."

Mr. Vaidyanatha Iyer, Kurnool:—"If we do not protest against the 'cuts' and pass this resolution, I am afraid further cuts will be made rendering our position much harder."

Mr. Padmanabha Iyer, Malabar:—"The evil is within and you seek remedy from without. So long as teachers remain immoral (non-moral, Voices) how can there be any redress for their grievances? They accept a lower pay than the bond entitles them to get. Yet when the Inspectors visit the schools, they find all records satisfactory. No protests or reports are made by teachers, and Inspectors go with the impression that everything is going on soundly. Hence teachers should bring to the notice of the authorities such malpractices, even though they may have to face some inconvenience."

Mr. Srinivasaraghavan:—"If such malpractices persist, and if the teachers themselves lend their silent support to their own exploitation, then it is time for us to consider what discipline the S.I.T.U. should take against them."

Mr. N. Kalyanaraman replying said:—"Mr. Padmanabha Iyer's argument viz., non-morality on the part of the teachers is irrelevant to the topic under consideration. The cuts have been made only on financial grounds."

Resolution was carried unanimously.

RESOLUTION VIII.

This conference refers the following topics about Secondary Education to the W. C. of the S. I. T. U. for consideration and report and authorises the W. C. to take such steps as may be necessary for the preparation of a comprehensive report.

(a) Relation to vocational education; (b) relation to University Education; (c) new methods and appliances such as radio, cinema etc. in relation to efficiency of education; (d) S. S. L. C. course; (e) Need for Secondary Education Act.

Mr. S. Krishna Rao, Nellore moving the resolution said:—"Most of us here are secondary school teachers and it is our duty to examine this question and give an expert opinion on the need for a Secondary Education Act. Secondly, we are testing a candidate's capacity by a mere written test by an examiner who is far away. This system should go, and the candidate should be tested by one who is conversant with him. The school must have a hand in determining the eligibility of a boy to public life or to the University course. Thirdly, Sir A. P. Patro, Sir P. S. Sivaswami Iyer, Sir Akbar Hydari and a host of our statesmen besides used to say that vocational education trained the hand and the eye. Several others have stated that the state should be in a position to enable the boys to earn a living. So they must be given industrial training. Lastly, the whole province should be divided on a linguistic basis."

Mr. Srinivasaraghavan seconded it, and the resolution was carried unanimously.

RESOLUTION IX.

This conference is gratified to learn that the experimental adoption of the Kannada language as medium of instruction in the schools of Mysore state has proved satisfactory and urges the teaching profession, the managements, and the authorities to adopt the mother-tongue as the medium of instruction in all non-language subjects in schools.

Mr. S. Srinivasaraghavan moving the resolution said:—"How to introduce vernacularisation is the question? There are a number of difficulties in the way. Parents are afraid that their boys will be handicapped if they are taught in their respective vernaculars, when they enter the University classes. A question may arise in places where there are two or more languages as to which vernacular should be taught. These are all minor difficulties in the way, and they can be overcome.

In the absence of Mr. K. T. Krishnaswami, Mr. E. H. Parameswaram seconded, and the resolution was carried unanimously.

RESOLUTION X.

Considering the vital necessity of physical education for the children of India and the inadequacy of playgrounds and other facilities for schools, this conference urges on the managements and the government the necessity of providing them.

Mr. E. H. Parameswaran. (Mover) said I do not mean making any speech. I commend this resolution to your acceptance.

Mr. A. Rajagopalan said that the government should advance loans to schools and take them back by small instalments, so that schools without playgrounds might acquire them.

The resolution was carried unanimously.

At this stage Dr. Cousins occupied the chair.

RESOLUTION XI.

This conference urges the formation of a provincial Educational Managers' Association to consider among other things the working of the grant-in-aid code and to urge on the government the necessity for immediately liberalising its provisions.

Moved from the chair, the resolution was carried unanimously.

The conference adjourned for lunch.

VII. CLOSING SESSION, 12 noon-TO 2 P.M.

Dr. Cousins presided.

Dr. J. H. Cousins in his closing address referred to the version of his presidential address appearing in the news papers and observed that intelligent and intelligible summaries of the speeches would be worthy of appreciation. The public relied more on the printed word than on the spoken word. He ridiculed the practice prevailing in news-circles viz., the practice of publishing extracts omitting something here and something there—thus giving to the public what the speaker never meant at all.

Dr. Cousins proceeding said: We have got the duty of helping our students to go out on the voyage of life. They should be made to learn to give expression to their co-operative relationship to one another. The very substance of our nature is one of co-operation. We ought to belong to one another. Regarding vernacularisation, he said, 'It is no good talking India, if you are filled with thoughts and inspirations from elsewhere. I do feel that unless we vernacularise ourselves all round, our linguistic vernacularisation will only be a failure.

Referring to the resolutions that were passed at the conference, Dr. Cousins said that all of them had been unanimously passed. Some of them drew the attention of the government to the conditions of service of teachers. Some called upon the teachers to organise themselves sufficiently and effectively to make their voice felt. In conclusion Dr. Cousins appealed for contributions to the S. I. T. U. Silver Jubilee Fund, which was responded to by representatives of Guilds and associations, and some individuals in the shape of cash gifts on the spot.

Mr. S. Kuppaswami Aiyar, Anantapur. "Distinguished president, ladies and gentlemen! It is with great pleasure that I am here today, this pleasant afternoon, to thank the president of the 26th Provincial Educational conference. You already know of all the great qualities of head and heart of our president, Kulapathi Dr. Cousins. I see in Dr. Cousins the very God embodied and we have all these 3 days been very nearer to God than in the days previous to the meeting.

Messrs. S. Vaideeswara Aiyar, T. Lakshmipathi, K. C. Seshan, T. N. Seshadri, P. A. Narayana Iyer and C. Ranganatha Aiyengar (received with cheers) thanked the delegates who attended the conference, and the Scouts and volunteers, the College and Hostel authorities and staff, the Government Girls' High School, Anantapur, the Railway Companies, M.S.M., S.I.R., N.G.S.R., and Mysore Railways, the several contributors to the Exhibition and all those who helped the conference to come to a successful conclusion. Messrs. S. T. Ramanujam, Trichy, E. N. Subramanyam, Chittoor, Pasupathi Iyer, Kurnool, S. Krishna Rao, Nellore, S. Srinivasan and N. Subramanyam (Geographical association) thanked the members of the Reception committee for the excellent arrangements made for the lodging and boarding of the delegates.

The president then declared the conference dissolved.

ANNEXURE A

EXHIBITION

DISTRICTS FROM WHICH EXHIBITS WERE RECEIVED.

Districts from which Exhibits were received.—(1) Krishna. (2) Guntur. (3) Nellore. (4) Madras. (5) Chingleput. (6) South Arcot. (7) Trichinopoly. (8) Ramnad. (9) Malabar. (10) Salem. (11) Bellary. (12) Kurnool. (13) Anantapur.

Classification of Exhibits.—(1) Kindergarten, Montessori and other Systems. Teaching appliances. (2) Manual and Vocational Education. (3) Needle work and Embroidery. (4) Physical Education, Health and Hygiene. (5) Fine Arts and Drawing. (6) Collections and Educational Magazines. (7) Maps, Diagrams, and Models relating to History, Geography and Science. (8) Scout Craft and Miscellaneous. (9) Agriculture. (10) Physics, Chemistry and Natural Science Departments of the C. D. College, Anantapur.

(About 600 items, exclusive of the C. D. College Science section exhibits were kept on view for three days).

Educational Firms that participated in the Exhibition.—(1) Messrs. MacMillan & Co., Madras. (2) Messers Oxford University Press, Madras. (3) Messers Longmans Green & Co., Madras. (4) Messers T. V. Chellappa Sastry & Sons, Madras. (5) Messrs. Teachers' Publishing House, Madras. (6) Messrs. B. G. Paul & Co., Madras. (7) Messers Venkatrama & Co., Ellore. (8) Messers Saraswathi Power Press, Rajahmundry.

(Messrs. Basel Mission Book & Tract Depository, Mangalore, who had applied for space could not exhibit their books and other publications owing to their representative turning up a day after the fair).

AWARDS.

Cash prizes varying from Rs. 2 to Rs. 5 and certificates of merit, signed by Dr. James H. Cousins, were awarded to senders of the best exhibits.

ANNEXURE B

LIST OF DELEGATES

(exclusive of members of the Reception Committee)

District.			
1. Anantapur	.. 10	11. Nellore	.. 1
2. Bellary	.. 8	12. North Arcot	.. 6
3. Chingleput	.. 4	13. Ramnad	.. 2
4. Chittoor	.. 9	14. Salem	.. 1
5. Cuddapah	.. 4	15. Tanjore	.. 3
6. Vizagapatam	.. 1	16. Tinnevely	.. 3
7. Kurnool	.. 17	17. Trichinopoly	.. 1
8. Madras	.. 96	18. West Godavari	.. 1
9. Madura	.. 2		—
10. Malabar	.. 2	Total	.. 171

ANNEXURE C

Receipts.	Rs. A. P.	Charges (Contd.)	
Fees from members of the Reception Committee and Contributions from the Public	.. 635 4 0	B.F. Delegates' Fees Paid to S.I.T.U.	.. 1,014 8 6
Refresher Course Fees	.. 73 8 0	Rent returned to Basel Mission Book Depot	.. 43 8 0
Rent from Educational Firms	.. 75 0 0	Miscellaneous ;	.. 5 0 0
Delegates' Fees	.. 87 8 0	(1) Badges	16 0 0
Boarding Fees	.. 276 8 0	(2) Photo	7 4 0
Contribution by Dt. Board	.. 300 0 0	(3) Variety Entertainment	10 0 0
Contribution by Dt. Co-operative Central Bank	.. 50 0 0	(4) Lights	12 11 0
Contribution by Public Servants' Co-operative Society, Anantapur	.. 50 0 0	(5) Trainage to Reporter	10 0 0
Miscellaneous:		(6) Cost of Directory of S. I. T. U.	10 0 0
(1) Sale of locks	0 6 0	(7) Presentation to S.I.T.U. Jubilee Fund	10 0 0
(2) Returned by P. Ibrahim	0 10 0	(8) Fruits, Garlands and Motor Charges	45 0 0
(3) From Exhibition Secretary for garland	5 0 0 .. 6 0 0	(9) Band	3 0 0
Total Receipts	.. 1,553 12 0	(10) Cartage	2 4 0
		(11) Decorations	8 0 0
		(12) T. A. to the President, Dr. Cousins	38 0 0
		(13) Amount spent on Conveyance, etc., to be accounted for by the Treasurer	71 5 0 .. 243 8 0
Charges	Rs. A. P.	Exhibition Account:	
Printing & Blocks (Paid and pending payment)	.. 329 3 0	(1) Printing and postage incurred by the General Secretary	54 1 9
Postage	.. 99 9 6	(2) To be accounted for by the Treasurer	
Contingencies	.. 31 15 3	Exhibition Committee	297 7 6 .. 351 9 3
Travelling Expenses of (a) General Secretary	42 12 9	Total Expenses	.. 1,658 1 9
(b) Executive Committee	17 14 0 .. 60 10 9		
Boarding charges of Delegates & Workers	.. 377 10 0		
Food charges and remuneration to workers & servants	.. 115 8 0		
C.O.	.. 1,014 8 6		

N.B.—The account shows a deficit at present of Rs. 104-5-9, which can be wiped off only if (1) the Exhibition Committee refunds the Excess amount drawn over the allotted sum of Rs. 300, i.e., Rs. 51-9-3. (2) the sanctioned amount of Rs. 50 is disbursed by the Municipality of Anantapur. (3) the sums totalling Rs. 19 retained in the hands of the workers are paid in full.

There is still the expense to be incurred for the printing copies of the report of the Conference and the postage for sending them to the subscribers and delegates.

ANNEXURE D: REFRESHER COURSE OF LECTURES FOR ELEMENTARY SCHOOL TEACHERS.

236 teachers (both male and female) attended the classes for four days from 23rd to 26th December 1934, in the Chemistry Lecture Hall of the C. D. College. Of these 2 were deputed by the Bellary Municipality and the remaining 234 were from the District. The number enrolled on the spot was 145, the rest having already enrolled themselves as members of the Reception Committee.

Subject.	No. of Lectures.	Lecturer.
Telugu (Language)	2	M.R.Ry. G. V. Ramamurthy Pantulu Garu B.A., L.T., Deputy Inspector of Schols, Kadiri.
Arithmetic (including space work)	2	„ N. Simhadri Garu, Deputy Inspector of Schools, Anantapur.
Geography	2	„ A. K. Balasundaram Avl., B.A., L.T., District Board Educational Officer, Anantapur.
Civics	2	„ B. Raju Garu, B.A., L.T., Deputy Inspector of Schools, Hindupur.
Popular Science: (Hindu Calendar)	2	„ M. Chayappa Garu, M.A., L.T., Lecturer C. D. College, Anantapur.
Popular Science: (Food & Food-stuffs)	2	„ P. V. Krishnamurthy Garu, M.A., L.T., Lecturer, C. D. College, Anantapur.
Popular Science: (Personal & Domestic Hygiene)	1	Dr. M. Natarajan, M.B.B.S., B.Sc., District Health Officer, Anantapur.

Printed Certificates signed by Dr. James H. Cousins were awarded to the candidates.

Mr. P. Bayappa Reddi, President District Board, Anantapur opened the class at 8-30 a.m., on the 23rd.

ANNEXURE E LIST OF BOOKLETS AND LEAFLETS DISTRIBUTED TO DELEGATES DURING THE CONFERENCE.

(1) Instructions to Delegates. (2) Daily programme of the Conference. (3) Presidential Address by Dr. James H. Cousins. (4) Address of the Chairman of the Reception Committee, Mr. G. Rameswara Rao. (5) Leadership in Physical Education by Dr. G. F. Andrews. (6) 'Aims of Demonstration of Physical Activities' by Dr. G. F. Andrews. (7) 'Some Aspects of National Education' by Mr. P. Ramaswami Aiyengar, M.A., L.T., Board High School, Uravakonda. (8) 'Guide book of Anantapur District (with maps)' issued by the Conference Committee. (9) 'The S.I.T.U. Protection Fund' by Mr. M. K. Ramamurthy. (10) Draft Resolutions as passed in the Subjects Committee. (11) Exhibition Directory.

ANNEXURE F MESSAGES.

1. Mr. Gulam Dastagir Sahib, District Educational Officer, Salem:—"I am sorry I may not be able to attend your Conference.

I wish you all good luck. May the Conference improve the lot of teachers and education in our province."

2. Oxford University Press, Madras. 'x x x wishing you all success'.

3. Longmans Green & Co., Madras:—"x x x we wish every success to your conference."

4. Mr. M. Seshachallam, Secretary Editorial Board, Educational India Masulipatam:—"x x x I am unable to attend the Conference, But I wish it all success.

5. Mr. S. Srinivasa Aiyer, B.A., L.T., Secretary, North Arcot District Teachers Guild Vellore:—"I regret very much my inability to attend the XXVI Provincial Educational Conference.

I am sure that vital problems affecting the Teaching profession like the security of tenure and the Service Conditions Bill will be discussed at the Conference and its considered representations will receive the due recognition and support at the hands of the authorities concerned.

I wish the conference every success."

6. Mr. N. S. Subba Rao, M.A., Bar-at-Law, Director of Public Instruction, Mysore:—"I am writing to thank you for your kind invitation to attend the Conference on the 24th instant onwards. I am unfortunately unable to be present, but take this opportunity of sending my warm greetings to your President as well as to the delegates, who did me the honour of inviting me to preside over the deliberations two years ago. I have very vivid recollections of the great kindness I received and the consideration I was given as the President. I am keeping in touch with the activities of the South India Teachers' Union through their organ 'The South Indian Teacher'. I wish your deliberations all success."

7. Mr. Y. Panduranga Rao, Secretary Teachers' Association, Tadpatri:—"x x Let the Almighty help you in all your attempts."

8. Mr. M. J. Sargunam, M.A., L.T., Headmaster and Correspondent, Union High School, Coimbatore:—"x x Let me however congratulate you on having secured Dr. J. H. Cousins, the Poet, Philosopher and Educationist of International reputation to preside over the Conference thus ensuring the success of the same.

Never was an Educational Conference faced with so many grave issues and serious problems. Your deliberations and resolutions will have far-reaching effect. I shall follow with special interest your discussions on the salaries G. O., the revision of Grant-in-Aid and the raising of the rate of interest of the Provident Fund in the Post Office which at present makes the Teachers' Contribution not worth the while. These problems interest me from teachers' as well as the management's point of view.

Wishing you every success".

9. Mr. V. Guruswami Sastri, B.A., L.T., Headmaster, Sir Sivaswami Aiyar High School, Tirukattupalli, Tanjore Dt., "It is with greatest regret that I stay away from the Educational Conference at Anantapur. My regret is made the keener by the fact that a Conference north of Madras is a rare occurrence in the annals of the S. I. T. U. and I am denied the pleasure of making friends with Telugu members of the profession.

I hope that the momentous session at Anantapur will mark a real stage in the history of the struggle of the S. I. T. U. against the forces of reaction and its fight for professional freedom and dignity.

I know your enthusiasm and I am sure the Conference will be a great success."

10. Mr. P. Raghavacharya, B.A. (Oxon), District Educational Officer, Chingleput:—" . . . wishing you all success in your undertaking."

11. Mr. K. S. Nanjunda Aiyar, B.A., L.T., F.T.S., Headmaster, Municipal High School, Pollachi:—" . . . Our Union is meeting in conference now immediately after her Silver Jubilee Session.

Let the Rayalaseema give her a lead on the road to her 'Golden Jubilee' under the able guidance of that distinguished educationist Dr. Cousins of Madanapalle. It is hoped that the session at Anantapur will prove a good augury to gain, for our Union, the wholehearted support of our Rayalaseema and Andhra friends. Such an abiding support should enable the Federation of the South India Teachers' Union to take a deeper root in the soil and make it grow from strength to strength until it becomes the one body in the Presidency which can speak with authority and strength on educational matters.

No doubt the momentous questions which await a solution at the hands of the Conference are the 'Service Bill', the question of reorganization of the S. S. L. C. Scheme, strengthening our Union and last but not the least the unjust G.O. re. the salaries of teachers in Board and Municipal High Schools.

I hope the Conference would frame suitable resolutions on the subjects and carry them out successfully. Even though I am barred from being present physically in your midst, my constant thoughts are always with you.

I wish the Conference every success. . . ."

12. Rao Sahib J. P. Kotelingam, Bellary:—"Greetings. Absence unavoidable. Wish profitable sessions."

13. Mr. J. N. Paramasivam Pillai, B.A., L.T., Board High School, Satyamangalam:—"I wish you complete success in the celebration of the Conference. I pray the Confer-

ence will pass unanimous resolutions regarding the recent G.O. 4619 and the Service Conditions Bill, etc., and send them on to the Government. Again wishing complete success."

14. Mr. V. Rajagopala Aiyar, M.A., L.T., Headmaster, Board High School, Erode and Member, Madras University Senate:—" . . . I wish the Conference every success and request you to convey to the brothers and sisters assembled my good wishes. . . ."

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

To the Editor,
The South Indian Teacher,
Triplicane, Madras.

Dear Sir,

When we go out on propaganda tour there is an incessant demand for some tables to be drawn for those teachers who are now over 40 years of age and are therefore unable to join the Protection Fund. I would request these teachers over 40 who want to have fresh tables drawn for their benefit to write to the undersigned immediately, so that definite steps may be taken.

It will be easy to give these teachers the benefits of this Fund under a new table if the demand warrant it.

Yours faithfully,
M. K. RAMAMURTI,
Secretary, S. I. T. U. Protection Fund.

(List of Members continued.)

- 1150. Mr. T. R. Sundararaghavachary, Asst., Sir M. C. T. M. High School, Madras.
- 1151. " T. E. Krishnamachari, Asst., Hindu Theological High School, Madras.
- 1152. " K. Ramakrishna Sastry, Telugu Pandit, St. G. H. School, Madras.
- 1153. " V. P. Avadhani, Asst., The School, Rishi Valley.
- 1154. " L. Sundara Reddy, Clerk-Typist, C. N. T. Institute, Madras.
- 1155. " D. K. James, Teacher, L. M. High School, Gooty.
- 1156. " Ch. B. Jacob, Physical Instructor, L. M. High School, Gooty.
- 1157. " A. N. Lakshmana Rao, Asst., Board High School, Chengam (N. Arcot).
- 1158. " N. Vittal Rao, Asst., Board High School, Chengam (N. Arcot).
- 1159. " A. Dandapani Mudaliar, Tamil Pandit, Board High School, Chengam.

Triplicane,
20-1-1935.

M. K. RAMAMURTI,
Secretary.

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**OXFORD UNIVERSITY PRESS,
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THE JUNIOR RED CROSS MOVEMENT

HEALTH INSTRUCTION

Continued from page 603, Vol. VII, No. 12.

BY

MISS M. SIMONS.

Practical Details. Now let us see how this works out in practice. There should be scales in all schools so that every child can be weighed and measured at the beginning of the school year and monthly thereafter. Weighing time then becomes a solemn occasion, a sort of monthly day of judgment. When the results of the weighing are known, the teacher of the class should address the children somewhat as follows:—

"This is excellent. Children, I could tell you by your looks—your bright eyes, your clear skins; I could tell you by the way you stand, the way you carry yourself, the way you play, the kind of class work you did last month."

"Now I want all those who gained in weight last month to rise. Now, boys, won't you tell us how you did it?"

It would be wise to make no comment upon those who are below normal weight or on those who have lost weight during the month. It may not be the child's fault. In all probability too the loser will himself feel the shame of having lost and will begin to explore the reason for his failure. You should not be surprised if he tells his mate "Something dreadful has happened."

"Why, what is it?"

"Do you know, I lost a pound and half in weight last month?"

"I'm sorry," says his friend.

"So am I," replies Harish. "But," he continues after a little hesitation, "I think I know just what did it. I kept going to bed at half past nine instead of at eight. I am not going to be caught that way again."

Specimen of the tag.

WATCH YOUR WEIGHT

You should gain at least $\frac{1}{2}$ lb a month

Name

Age

Height

You now weigh

You should weigh about

Since the weight of the child and his rate of gain are the best indexes to his general health, it is important to interest the child's parents in the Height and Weight Test. Get a large number of tags printed with spaces

in which to be inscribed the name, age, height and present weight of the child. Fill in the blank space left against "You should weigh about . . .", and give it to the child to show his parents. When the child shows a gain, you can imagine him proudly going home wearing the tag, which in the event of his losing weight will arouse questions and possibly a discussion at home. This will result in the parents co-operating with the teacher, in educated homes at any rate. The necessity for open windows at night or for the daily bath may be considered a nuisance in some homes; but all parents want their children to grow up strong and healthy and even the most ignorant may do something to this end at the expense of personal convenience or long-cherished prejudice. Moreover, the parents of the child that keeps persistently under weight are likely to welcome suggestions from the school authorities for the child's health regime or the correction of physical defects which may be interfering with his normal development. Light might thus penetrate into some of our Indian homes through their children and this may be instrumental in bringing about results such as we are seeking.

In some provinces the medical inspection of boys and girls has become a permanent feature of all recognised schools. All school children should have a health record book in which should be noted the findings of the annual medical inspection together with the facts concerning the health and development of the individual. The examination should be made in the presence of at least one of the parents. This will ensure understanding and sympathy between those most concerned with the child's welfare, and may also make possible the continuance of the work in the home.

CONCLUSION.

In these articles I have attempted to do little more than merely suggest ways and means of bringing the subject of health nearer to your minds and hearts and of imparting health instruction in schools. What I have done, however, does not in any way cover the whole ground. Much has to be learned by future experience but a start can and should be made along the lines indicated. They have great possibilities and may mark the beginning of a new era in health education.

The systematic and effective teaching of health and hygiene in schools is not only possible and practicable but also indispensable for the regeneration of our race. Upon the health of our people very largely depend not only their comfort, contentment and happiness but also our physical efficiency and, in a real and concrete sense, our future as a nation. The educators of this country shoulder a very great responsibility and can certainly make it luminously clear that healthy living is the first condition of national virility and national prosperity.

SOME ELEMENTARY BOOKS ON HEALTH

The First Laws of Health.—By Maj. Genl. J. W. D. Megaw, B.A., M.B., L.M.S., Oxford University Press.

New Primer of Hygiene. (New-World Health Series).—By John W. Ritchie and Joseph S. Calolwell. World Book Co., Yonkers Hudson, New York.

Life, Light and Cleanliness.—Published under the direction of the Director of Public Instruction, Punjab.

Elementary Hygiene.—By Bihari Lall Bhatia and Prem Nath Suri. Longmans Green & Co.

Food and Health.—By Dr. R. Young. Headquarters, Indian Red Cross Society, Simla, New Delhi.

MACMILLAN'S PUBLICATIONS

Food.—By Robert McCarrison, Director of Nutritional Research, Pasteur Institution, Coonoor, South India.

A Health Reader.—By C. E. Shelley & E. Stenhouse.

Happy Days in Healthy Ways.—By E. Marsden & Hilda Johnstone.

A Health Reader for Girls.—By Agnes L. Stenhouse and E. Stenhouse.

A First Book of Physiology and Hygiene.—By Gertrude D. Cathcart.

Simple Lessons on Health.—By Sir Michael Foster.

School Hygiene.—By Fletcher B. Drelssar.

Manual for the Mackenzie School Course in First Aid, Hygiene and Sanitation. St. John Ambulance Association, Indian Headquarters, Simla, New Delhi.

THE TEACHERS' BOOKSHELF

The Elements of Analytical Geometry: by J. T. Brown, M.A., B.Sc. Part III—Conic Sections. Macmillan & Co., Ltd., London. 1934 Price 2-6.

The first two parts of this book are on "The Straight line" and "The Circle", and have been noticed p. 344 of Vol. VII No. 7 (15th July 1934) of this Journal. This third part is on the same model as the earlier ones and deals with conic sections. The general and standard equations of these are first obtained and then follows a detailed study of the parabola, ellipse, hyperbola in three separate chapters. The early introduction of parameters in dealing with each conic is a welcome feature of the book. The chapter on polar co-ordinates is fuller than in existing books of this standard. As in the earlier parts there are numerous (perhaps too many) well arranged exercises.

One defect which must be pointed out is that this book which purports to give the "elements of Analytical Geometry of Conics", does not contain a systematic account of the principal geometrical properties of the conics: "method" of analytical geometry receives attention, to the exclusion of "results" which are relegated very much to the background. I feel that prominent place in the text ought to be given to such outstanding properties as the following:

In the parabola, the sub-normal is constant; first of the perpendicular from the focus on any tangent lies on the tangent at the vertex; $TP = PV$; etc.

In the central conics, $SP \pm S'P$ is constant. The tangent at any point is equally inclined to the focal distances of the point; etc., etc.

As it is, these are scattered among the exercises in the various chapters. It is hoped that this point will receive the author's attention, when the next edition is taken on hand.

There is a rather bad misprint on page 273, § 118 where C and D must be A and B.

G. A. SRINIVASAN.

Practical Geometry for Senior and Central Schools: by Crabb, Books I, II and III, each containing about 44 pages. Price 8d, each, Macmillan & Co., Madras.

Exercises in practical geometry should not be meaningless, haphazard "Commands" to the young children. They should be such as to create an interest, and leading to the discovering of the fundamental geometrical truths, must make the children feel glad that they have themselves acquired something through hard work. The author of these small books has wonderfully succeeded in achieving this end. Throughout the whole series, he lays much stress on the practical aspect of geometry and imparts, with the utmost ease, that knowledge of facts which generally results from a thorough study of theoretical geometry. He gives only such theorems as can be easily understood and as can be commonly applied in life, setting aside all converse theorems and all those proved by *Reductio ad absurdum*, *Superposition*, etc. He also gives scope for developing the deductive faculty by attempting, in simple cases, a proof of the geometrical facts (to cite an example, the formula for the sum of the angles of a polygon), and in such cases he avoids the rigid proofs and what he styles the 'mathematical jargon', which can easily be learnt after the young mind matures. The exercises he has set are of two distinct types, one type giving the children a knowledge of Geometrical facts and the other giving them scope for applying the new-learned facts. Most of the exercises of the latter type are of a practical nature (for example, drawing designs, measuring heights, calculating areas of fields, drawing plans, etc) and a few are puzzles (for example, Ex. 5., p. 30, Book II). In short, the author has made the book useful and interesting.

Book I contains the elementary constructions and the properties of parallel lines and triangles, Book II the properties and areas of quadrilaterals, and locus problems, and

Book III the properties of circles, tangents, solids and their nets, and projection (plan and elevation). It is only to be regretted that the books do not completely answer the needs of the present S. S. L. C. Scheme in Geometry; but the teacher can very well profit himself and improve his teaching by using them.

T. S. R.

A Text-Book of Elementary Mathematics for High Schools: by the Late Mr. V. Venkata-subbayya, B.A., L.T., Headmaster, Pachayappa's College School. Vol. I, Re. 1-4-0, Macmillan & Co., Madras, (pp. i to xii 1 to 430).

This book is intended mainly for the use of boys in Form IV and some chapters may be 'relegated' to Form V. Though prepared in accordance with the old S. S. L. C. Scheme in Elementary Mathematics, this book wonderfully answers the requirements of the pupils brought up under the new scheme in as much as it contains also chapters on Positive and Negative Quantities, Formulae and Factorisation of Algebraic Expression.

The author has taken great pains to give under each chapter a large number of problems which have been carefully graded from the easiest to the most difficult. The first few problems in each exercise are on the principles and processes of mathematics and serve to test the pupils' grasp of the fundamentals. For instances, in the chapter on Fractions the first 9 or 10 exercises illustrate such principles as $\frac{a}{b} < \frac{a+x}{b+x}$

where a/b is a proper fraction and x any positive integer. Decimal Approximation is taken up at a very early stage and the Metric System is treated as the natural outcome of the Decimal fraction. The problems are from actual life and the author has rightly laid aside the time-worn, traditional, unreal problems on Compound Proportion replacing them by sensible problems from every day life.

The book also contains exercises in practical and experimental geometry, the portions covered up being such elementary constructions as bisecting straight lines and angles and drawing perpendiculars and parallels, construction of triangles and circles, and experimental verification of the important theorems. Besides, there is a chapter on graphs and one on the mensuration of rectangles, parallelograms and triangles. The revision papers at the end contain very intelligent questions. The general get up of the book is very good and the topics and exercises, when handled by a good teacher, will make the pupils have a firm grasp of the subject. It is only regrettable that the far-famed author of this book had to leave the world so soon, and the teaching world can perpetuate his memory in no other way than by encouraging this good book.

T. S. R.

Elementary Algebra: by A. W. Siddons, M.A., and C. T. Daltry, B.Sc. Part III with answers. (Cambridge University Press, 1934.) pages viii + (369 to 607) (lxxv to cxiii).

The aim of the authors of this book seems to be to create an interest and an unceasing thirst for mathematical knowledge. The manner of introducing and developing new and difficult topics is very good. The theory of logarithms is introduced gradually through the laws of indices, differentiation through the gradient of the graph and the function idea through variation. The various principles and processes are brought home to the students by short exercises for discussion, and are illustrated by graphs and diagrams. The exercises have been very carefully graded and the subject matter for problems is from actual life and within the comprehension of the students. The authors have rightly laid stress on the fundamentals, laying aside such complex and difficult problems as tend to puzzle and confuse the beginners.

In addition to the various topics set for study for the Intermediate examinations in the Indian universities, the book contains the elementary portions of Differential and Integral Calculus. The easy nature and the usefulness of the subject stand in favour of

its introduction at such an early stage, though the teachers of our country have not taken a decisive step in that direction. The value of the book lies in its suggestiveness and the use of the book is sure to make the beginner a master of the subject and the teacher an excellent teacher of mathematics.

T. S. R.

A practical German Reader: by A. C. Clark and R. Lusum. (Macmillan and co Ltd.

The authors deserve to be praised for bringing out this handy little book. The book contains a series of graded lessons on themes of general interest like the weather, the railway station, the post office, the hotel, the theatre, enquiring one's way about in a strange town, expressions of courtesy and greeting etc. To make the reading a little more varied, a few pieces of poetry and some anecdotes have also been added in the end. The language is simple and the most elementary knowledge of German grammar would suffice for understanding the various articles. An adequate vocabulary is added at the end of each articles. The aim of the authors has been to help the reader to acquire a practical vocabulary i.e. a knowledge of words required for everyday use, and in this they have succeeded well. Though it is not claimed to be a traveller's handbook, the book would appear to fulfil the requirements of such a manual as well as the commonly used ones of Hughs or Marborough. It can be recommended to everyone who wished to acquire a working knowledge of German in the shortest possible time.

German Poetry for Beginners: by A Watson Bain Published by Macmillan & Co., Ltd., Price 1sh. 6d.

Though German literature is known to abound in works of the highest literary value the quality of its poetry is rarely known and appreciated outside Germany. This book is intended for use in schools and is prepared to lead up to the authors' "German Poetry for Students". It may be read by pupils in their second year of German or even earlier. There are some sixty poems in all, and translations in English of six of these have been appended. The collection is divided into two parts and a glossary is added for poems in Part I, but in order that students might accustom themselves to the use of a dictionary, part II is not annotated.

It is but fitting that the collection should be headed by a poem by Goethe, the foremost of German men of letters. Goethe, wrote with a majestic calm but he could with ease relate a popular story as "Gutman and Gutweih" (poem 51) will show. Other classical poets represented include Schiller, the poet of human liberty, noted for his rhetoric and for his passionate zeal, Heine the Byron of Germany, one of the wittiest of mockers and one of the sweetest of singers, Ludurg Holty and others. Of more recent writers is a poem by Nietzsche and the work of some of the living authors has also been included. Of the latter "Hab Sonne Im Herzen" (Let Sunshine fill your heart) by Fran Casar Flaischlen is a good piece. The poems selected cover a wide variety of authors and themes and are full of the simplicity, the love of nature the deep thinking and the moving sentiment which are the characteristics of the German people.

How to evolve a white race: by S. S. Sundaresa Iyer, M.A., B.L., Advocate, Mylapore.

This book is a very good exposition of the fundamental principles of biology as applied to the conception and begetting of children in India. It ought to be in the hands of every family men, teacher and well meaning citizen. The style is lucid and flowing and the subject, though highly scientific, is easily understandable even by lay hands.

The colour of the skin in man is the important subject tackled by the erudite author. Fair skin is a dominating factor in personal beauty. The author deals in detail how the colour of our skin can be changed by our own effort.

The learned author shows practically how it is possible to control the colour of the coming generation by controlling and adjusting to the factors of environment. Even

heredity, he shows, is controlled by environment, which alone is the guiding factor. He cites illustrations from the world of insects, plants, and animals, in support of his conclusions. These are also further elucidated by the use of simple mathematical formulae which crystallise the ideas.

The first volume deals only with the foundation of the theory, and the second one with the particular trait of skin colour. The theory propounded seems to agree with the known landmarks of Mandel, Hamarck, Darwin, Weissmann, etc. We expect a more detailed exposition of these theories in the second volume.

K. NATESAN.

"General Science, Fourth Form": Prepared according to the syllabus issued by the Department of Public Instruction in July 1934. 'Author' Mr. S. Natarajan, B.A., L.T., Senior Assistant, St. Gabriel's High School Madras. Price As. 12. Publishers—The Madras Premier & Co. 26, Periana Maistry Street, Madras.

It is expected of the School Final course of study in science, that it shall train the pupil's reason, refine his perceptions, stimulate curiosity and imagination, impart useful knowledge, lend itself to strengthen class-discipline, and ensure the pupils' success in the examination. These purposes cannot be realised, unless there be an extensive instruction in General Science on very broad lines, satisfying the pupil's curiosity to know things of life, and awakening an interest in science, followed by a detailed study of one or two subjects that interest him most.

Intensive study of Science in our Secondary schools is begun in the Fifth Form and continued in the School Final class. Prior to that intensive study, there ought to be a preliminary though necessarily a cursory view taken, of any topic that is studied. The principal aim of teaching General Science in Forms I to IV is, to awaken the interest of the pupil in the study of science in general, and to help him to appreciate the changes that take place around him in nature.

The modern school-boy, unlike his predecessor of 20 years ago, lives in an atmosphere surrounded with comforts and luxury. He uses vacuum flasks and cleaners, looks through binoculars, sips orange-crush freshly drawn from the refrigerator, talks through telephone, and while seated in his café listens to Karachy-music or London-speech broadcast. He travels in electric trains and trams, uses calling bells and electric torch-lights, sees 'movies' hears 'talkies' in the cinema houses, and gazes at aeroplanes dropping advertising notices from over his head.

Unless the Science teacher refers to the experiences which the boys feel outside the school-room, and explains to them the inventions instruments and devices in every-day-use, his teaching would cease to be lively and profitable. The syllabus issued by the Department of public Instruction in July 1934 attempts to give an outline of the whole realm of nature, and suggests that the ground should be covered over in four years in the first four forms of the High School.

Bearing these points in mind Mr. S. Natarajan has produced this book, which is intended to be the fourth year's text in the series. A fourth form student guided and inspired by a competent teacher may be expected to read it without compulsion, and understand things mentioned therein. By omitting a detailed description of the apparatus and instructions of practical work, the author has covered a wide ground without unduly increasing the size of the book. The diagrams are simple and self-explanatory. Technical details and theory are omitted to make the text simple to understand. Presentation is graphic and the language simple. In brief, the book satisfies the needs of the fourth form pupil in every respect. I am sure Mr. Natarajan has supplied a real demand, and his book will become popular.

M. A. J. THIRUMALAI IYENGAR,
Senior Science Master, Hindu High School, Triplicane.

EDITORIAL

THE XXVI MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, 1934

I

The above Conference, held during the last Christmas at Anantapur, was a remarkable one in many respects. This was the second occasion when the Ceded Districts had the honour of holding a conference in their area, the first being the Nandyal Conference held in the Christmas of 1926. We had to depart from the usual procedure of having the Conference in the long vacation in order to suit the climatic conditions of the locality as it was feared the place would be too hot in summer.

II

Side by side with the main conference, there were the usual subsidiary activities. An Educational Exhibition was held. It was very successful and attracted a very large crowd whenever it was thrown open to the public. There was a lecture on "Leadership in Physical Education" by Dr. G. F. Andrews, Assistant Physical Director to the Government of Madras, followed by a demonstration in which the students of Anantapur took part. A Refresher Course was held for the Elementary teachers of the district and it was very largely attended. The Madras Geographical Conference held its Annual Conference along with us and it was presided over by the same eminent educationist, the President of the Educational Conference.

III

Mr. G. Rameswara Rao, B.A., B.L., M.L.C., who was elected as the Chairman of the Reception Committee after the sudden and unexpected demise of Mr. G. Lakshmana Reddy Garu, President of the District Board, who was previously elected as the Chairman, read a thoughtful address surveying the educational situation from the point of view of an intelligent layman citizen. He laid great stress upon the neglect of education of the masses by the Government as contrasted with what the United States have done in the Phillippines. He pleaded for minimising the devastating effects of the Law of Supply and Demand operating in the matter of recruitment of teachers and spoke in appreciation of the efforts of the S. I. T. U. in trying to introduce a Bill in the local Council to improve the service conditions of teachers in non-Government schools. The recent G.O. regarding the salaries of teachers in Board service came up for a good deal of deserved condemnation at his hands and he put in a vigorous plea for the introduction of compulsory Elementary education and for the use of the mother-tongue as the medium of instruction in schools. Considering the fact that the Chairman is a busy local practitioner who was called upon to step into the breach at a very short notice the address must be pronounced to be a very good one, based upon the direct experience of the speaker and containing very practical suggestions.

IV

Dr. J. H. Cousins, the well-known man of letters and Principal of the Theosophical College, Madanapalle, whom we had the honour of having as

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the President of the Conference, read his presidential address which was listened to with rapt attention. It was throughout pitched in a high key. Starting with the fundamental defect of modern education that it is apt to forget the child, he discussed in an authoritative manner some of the outstanding problems of ours and ended with a lofty appeal to dedicate ourselves to the sacred task which we have voluntarily chosen as our life's work. The address was full of lofty and inspiring passages which deserve to be hung up in schools and colleges as constant reminders to us, workers in the field, who are apt to forget the fundamentals in the dull routine of our daily work.

His views on the future of English deserve special consideration as he has taken a prominent part in shaping the policy on the subject in high academic circles. He advocates thorough vernacularisation of Indian education from Montessori class to M.A. and the teaching of English as a cultural accessory if it is to be saved from the degradation that has overtaken it in Chinese *pidgin* English.

Equally authoritative was his view on the place of art in our educational system. Art activity is natural in all human beings and unless "the creative ferment in young life is released into art-activity, it will release itself through sense-activity." "The real purpose of art," the learned President went on to add, "is not to produce artists, but to give every human being the chance of becoming artistic, i.e., bringing into personal expression the qualities of unity, balance, harmony, intelligence, exaltation, rhythm, liberation, joy and peace."

His views on examinations, as they are being conducted at present, were equally frank. He also pleaded for an intelligent co-ordination between education and life and reminded us that we have a duty "to press on all concerned the urgent necessity of an intimate co-ordination of education and employment."

The learned Doctor also gently hinted at the source of finance which would enable us to solve most of our financial difficulties. "An amicable adjustment of relationship between India and Britain and between Indians and Indians is urgently needed in order to set free for educational purposes some at least of the immense sums of money now wasted through human folly."

Those who attended the Conference and heard the inspiring address delivered in clear tone by the impressive personality of the learned Doctor dressed in spotless white would long remember with joy the indelible impression made on them by the speaker and the speech.

V

The draft resolutions discussed by the Subjects Committee and placed before the Conference and passed and the way in which the whole thing was gone through deserve special mention. The rules of the S. I. T. U. prescribe the procedure to be adopted in the matter. Very often this wholesome procedure has been departed from and many resolutions not well thought out beforehand but sprung upon the occasion and based upon a suggestion here and an idea there of the addresses of the Chairman of the Reception Committee

and of the President used to come up before the Conference. Older members among us remember the days when everything was vague and indefinite and draft resolutions were made up on the night previous to the Conference by a few leaders. The Working Committee of the S. I. T. U. had this year published some topics for discussion and we had the rare sight of a Provincial Conference passing only 11 resolutions of which one was a complimentary and the rest alone dealt with the business side.

The Conference conferred the title of Kulapati on Mr. M. Munuswami Iyer, the venerable Headmaster of the T. T. V. High School, Madras and upon Dr. J. H. Cousins, the President of the Conference. Two of the most important of other resolutions are (a) the one which has asked the Working Committee of the S. I. T. U. to investigate and report upon various aspects of Secondary education; and (b) another suggesting the formation of a Provincial Organisation of Managers.

VI

The arrangements made by the Reception Committee for the boarding and lodging of delegates who came from all parts of the Presidency left very little to be desired. The authorities of the C. D. College deserve our warmest thanks for placing the spacious buildings of the college and the hostel with all plant and furniture at the disposal of the Reception Committee for the use of the Conference. The Reception Committee had also published a guide book which was much appreciated by visitors.

The presence of Andhra delegates from distant Vizag, Guntur and Nellore augurs well for the contemplated rapprochement between the S. I. T. U. and the Federation of Andhra Teachers.

An informal conference of the District Guild secretaries and workers with the office-bearers of the S. I. T. U. held in the President's quarters added much to the usefulness of the gathering.

The new system of Cheap Return Tickets introduced by the M. & S. M. Railway Company induced many teachers to avail themselves of this opportunity and many went to visit Hampi ruins and other places of interest after attending the Conference in full or in part.

The 26th session was a great success from many points of view and it will live long in the memory of those who participated in it. The credit for the excellent arrangements should go especially to Mr. Ranganatha Aiyangar who undertook the responsible work of the conference as the Secretary of the District Teachers' Guild, Anantapur, and we should express our appreciation of the valuable services rendered by him to the Union.

PIECEMEAL REFORM

The Madras Legislative Council is likely to have a busy time this session and a number of Bills may be brought up for consideration. It is something that the Ministers should, on the eve of the general election, be inclin-

ed to feel that they should justify their existence. The Elementary Education Act Amending Bill (Bill No. 17 of 1934), as passed by the Select Committee, is likely to engage the attention of the members (Since passed into an Act). It is a good provision in the rules of procedure that every bill should contain a statement of the objects and reasons. Members of the legislature and the public will thus be in a position to appreciate the circumstances that have led to the framing of a Bill. In this particular Bill, the statement of objects and reasons seems to be more a matter of convention. While the difficulties ahead of us are set forth in a clear manner, the provisions proposed in the Bill to meet the situation are inadequate and can hardly lead to any improvement.

The statement of objects and reasons points out that the Elementary Education Act of 1920 is found to be *defective in several respects* and that *nothing comprehensive* has been done so far for making effective provision for the proper growth of Elementary education in this Presidency. It is further stated that, under the existing system, there is enormous wastage in Elementary education and that a good number of children lapse into illiteracy. There is also a reference to the indifference of the local bodies to levy the education tax and to take steps towards the introduction of compulsory Elementary education.

One would naturally expect the Minister of Education with his long experience in public life to come forward with a comprehensive Bill so that our Presidency may compare very favourably with civilised countries in respect of literacy. We have no doubt that the proposed Amending Bill is extremely disappointing. This is one more halting attempt at effecting piecemeal reform and it will take us nowhere.

Let us take the case of the District Educational Council to which several clauses in the Amending Bill relate. There is a general feeling among officials and non-officials that the District Educational Councils have been tried and found wanting. They are nowhere referred to in complimentary terms. Mr. Statham who was appointed to study the question of the expansion of Elementary education discusses in his report the work of the councils and is convinced that they could not be mended. He recommends quite a different method of solving the problem. It is surprising that the present Bill does not take note of the prevailing opinion in respect of a very important question. As a matter of fact, the councils are proposed to be retained and no reasons are advanced for the continuance of these inefficient bodies. In addition to a few minor changes relating to the framework of the council there are several amendments in the Bill which empower the Director and the Local Government to modify or cancel the decision of the council. It is also competent for the Local Government to grant or refuse aid to, or withdraw aid from, any Elementary school. Either the District Educational Councils should be given a wide latitude for successfully tackling the problem or a different machinery should be devised. A body which is democratic in form alone cannot function properly and efficiently. A feeling of distrust is perceptible and there is no justification for this attitude. After all, the members of several of the councils happen to be members of the local bodies and the legislature. Any proposal which will prevent the councils from realising their responsibility should be considered reactionary. A few councils may have made mistakes or gone out of the way and it is not possible to make the administration fool-proof. It is amusing to notice an amend-

ment which seeks to make a person ineligible for election or appointment as a member of the council if at the date of nomination, election or appointment, he is already a member of the council whose term of office will not expire before his fresh election or appointment can take effect; or has already been elected or appointed a member of the council whose term of office has not yet commenced.

There are two other points regarding the Amending Bill to which we should invite the attention of our readers. The Minister of Education feels that our present position in regard to Elementary education is improved by his proposal to empower the Local Government to take the initiative and require any local body to frame a scheme for any of the purposes mentioned in section 44. We are not sure whether it is impossible for the Local Government to make a local body take necessary action even in the absence of a statutory provision. Why should not the Local Government also take power to frame a scheme itself in the first instance instead of proceeding in a round-about manner every time? In this connection, it will be good if it be made obligatory on the Local Government to require local bodies to prepare a scheme.

The other point is "modified compulsion" which is treated as the essential feature of the Amending Bill. The Minister seeks to maintain his position by quoting as authority the Royal Commission on Agriculture. It does not help us very much if one statement is torn away from its context and used to justify an indefensible proposal. We know our people very well and the effect of the amendment will be to induce parents not to send children to the school at all. "To keep at school the boys," and "to bring in the last boy in the village" are not to be treated as alternatives. Compulsion is needed at every step and an attempt should be made to compel parents to send their children to the school and also to let them stay at school throughout the prescribed period. We do not know whether the Chairmen of Municipalities or Presidents of District Boards will be found inclined to levy fines as laid down in the Act. If the much talked of wastage has to be avoided, steps should be taken to make it possible for children to make regular progress year after year. It is surprising that the bill does not attempt to prevent stagnation. Is it because the Minister does not choose to face questions like the salaries of teachers, equipment and accommodation? How can a Bill serve any useful purpose and check wastage if stagnation be left severely alone? Does the Minister seek to prevent stagnation by scaring away pupils from schools?

G.O. NO. 4619

G. O. 4619, it appears, has to come to stay. The Hon'ble the Rajah of Bobbili in his replies to the various addresses presented to him promised to show some consideration to the claims of certain class of teachers for better scales and in unmistakable terms declared that in the case of the existing incumbents the excess of the salary now drawn over the maximum they are entitled to under the revised scales will be treated as personal pay. Yet nothing seems to have been done so far. Teachers are being paid only according to the new government order. It is needless to recount here all that has already been said about the injustice which the G. O. does to a large body of public workers by deliberately lowering their emoluments and making it

impossible for them to lead a decent cultural life. The serious hardship to which many of the present incumbents are put by sudden and large cuts in their salaries is not realised. It is at least some solace to be told that some District Boards have written to the Government urging them to revise the order. A few days ago according to a message to the "*Hindu*," the District Board, Vizagapatam, is reported to have considered the G.O. and passed a resolution protesting against the imposition of the new scales. According to the report, the Board was compelled by the terms of the G.O. to fix the salary of these teachers according to the new scales. The Board, however, has taken the bold step of fixing as personal pay, the difference. We congratulate the Vizagapatam District Board on the courage they have shown not only in anticipating the Government sanction, but in officially recording their protest.

AND THE NEXT STEP

The January session of the Legislative Council cannot be regarded as uneventful. Teachers will have some satisfaction that the injustice done to teachers in Secondary schools under local bodies formed the topic for an adjournment motion. The teaching profession should feel grateful to Mr. T. S. Ramaswamy Aiyar and his fellow-members for the efforts they have made to redress the grievances of teachers. A number of questions bearing on this matter were also put and the replies given by the Chief Minister were inaccurate and unconvincing. The attitude adopted by the Chief Minister should make the Opposition seriously think of the next step it has to take if the confidence of teachers should be restored. All methods of constitutional agitation have been tried by teachers and they have petitioned and prayed in vain. That the Chief Minister is by no means inclined to deal fairly with the teachers is evident from the indifference he has chosen to assume in regard to the official request of the South India Teachers' Union that he should be pleased to receive a deputation and discuss the whole question. The Union has yet to get a reply. Members of the Legislative Council do not seem to have fared any better and it is a pity that the Opposition has not taken a definite attitude in regard to this subject. While replying to a question by Mr. T. S. Ramaswamy Aiyar whether, under Government service, it is open to the Government to say that an employee should receive a lower salary, our Chief Minister gave the startling reply which does not seem to have been properly understood by members. He is reported to have stated that:

"In Government service, there is a system and a method, and proper scales are in force. In the case of local bodies scales vary very much."

Whether there is any truth in this, need not now be considered by us and we leave it to the members of the local bodies to give the proper reply. This much is certain that there is neither system nor method in the policy adumbrated by the Minister all on a sudden. He has issued an order which has set at naught conventions and rules observed in Government service and no one can contend that such conventions and rules are meaningless and unsystematic. He has given away his case in his speech on the adjournment

motion and, to prevent any misunderstanding, we quote the relevant portion as reported in the press :

"The new scales of pay would also solve to some extent the unemployment problem among the educated. Out of the savings, local boards would be in a position to open more Secondary schools."

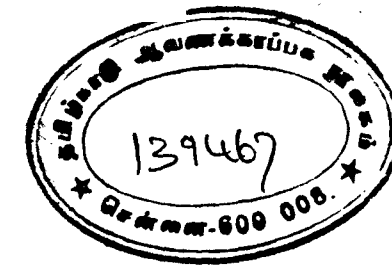
We are constantly reminded that the local bodies should not any longer spend their resources on Secondary education, but here is the leader of the ministerial party who has sought to justify the measure adopted by him on the plea that Secondary schools may be started. He calls upon any impartial observer to look at his scheme as a whole and to accept the soundness of the view that the reduction in the scales was adopted with a view to the improvement of the salaries of teachers in Elementary schools. Is this to be treated as a sound system or method? The Chief Minister would be in a stronger position if he had cared to take up for consideration the whole field of salaries of all employees, especially when the members of the Council urge the question of remission. He could have suggested reduction of salaries for Ministers, could have dispensed with the Council Secretaries, and could have reduced the daily allowances and travelling charges to the members of the Legislative Council. Teachers will not, under such a general readjustment, be seriously handicapped and the general cost of living will be appreciably reduced so that they may be in a position to hold their own. The arguments advanced by the Chief Minister make his position untenable. It is unfortunate that in an absolutely non-controversial matter, the members of the Legislative Council find themselves unable to persuade the Minister to be just to teachers. Is it not lamentable that they are not in a position to successfully champion the cause, especially when every one of them stands on the public platform and expresses dissatisfaction with the low salaries of teachers? Should they let things lying down? Is it impossible for them to bring pressure to bear upon an elected Minister? How can they complain if the Revenue Member cannot see his way to meet their wishes in regard to the remission of a portion of the land-tax? We appeal to the members to unsettle what the Chief Minister may regard as a settled fact. Teachers in Board Secondary schools will be well-advised in sending a memorial to His Excellency the Governor. A clearer case for the intervention of the head of the province cannot be found and the memorial should carry conviction since the spirit of the fundamental rules is violated in many respects. The prestige of the Government will be enhanced and the interests of education will be improved by the right attitude which His Excellency the Governor may be expected to adopt on this question.

SCHOOL JOURNEYS

On December 4th 1934, the School Journey Association, England, took a momentous step by forming a 'trust' which is intended to function as a 'Holding Company' in which will be vested donations, property and endowments intended for the benefit of scholars participating in school journeys. This inaugurates a new era in a feature of education whose effect has been of undoubted value. The trust body is widely representa-

tive and includes Sir Amherst Selby Bigge, Dr. Percival Sharp and many representatives of teachers' associations. It is certain that the constitution of this trust would give a great impetus to the school journey movement. Longer school journeys would certainly become possible and English boys and girls would certainly have the possibility of securing a complete education.

School journeys are increasingly becoming popular with our schools also. In the course of these two years over a hundred journeys have been organised. Except in a few cases there have been week-end parties to places of interest in the neighbourhood of the schools. Longer journeys too have been undertaken. But these are few and far between. The educational value of these journeys is admitted by all, and this movement in our province will certainly gain ground if a Provincial School Journey Association could be constituted of representatives of public men, philanthropists, School Boards and Teachers' Associations. The Madras Geographical Association, or the South India Teachers' Union, or the Central Education Week Committee of South India can individually or jointly take up the initiative. If they should do so, a valuable educational aid would be available for our boys and girls.



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The following gentlemen have taken recurring deposits with the Madras Teachers' Guild Co-operative Society, Ltd., towards the Silver Jubilee Fund:—

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Prof. S. K. Yegnanarayana Iyer	Rs. 2 0 0
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WHO WILL BE THE NEXT?

THE
S. I. T. U. Protection Fund

PAID ITS BENEFIT AMOUNT FIRST.

Villupuram,
18-9-34.

From

A. GOPALAKRISHNA RAO Esq., B.A., L.T.,
Headmaster, Board Middle School, GIDDALORE,
(Kurnool District.)

To

THE SECRETARY,
S. I. T. U. Protection Fund, Madras.

Sir,

Please permit me to express my sincere appreciation of your extreme promptness in paying the benefit amount of Rs. 1040/- due to my brother's wife on the death of my brother, Mr. A. Narasimha Rao, Assistant, Municipal High School, Villupuram and member No. 747 of your Fund. My brother died on 15-8-34. The necessary certificates were despatched to you on 30-8-34 and the cheque was received on 7-9-34. Such prompt payment is a boon to the bereaved family. She has yet to receive amounts from insurance companies and other sources. But it is the Protection Fund that *has paid its benefit amount first.*

With my sincerest thanks

I remain,
Yours truly,
(Sd.) A. Gopalakrishna Rao.

For further particulars for joining the Fund apply to :

M. K. RAMAMURTI

Hon. Secretary

S. I. T. U. Protection Fund

41, Singarachari Street, Triplicane, MADRAS