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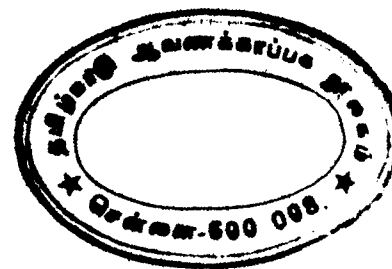
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**YOUTH CAN GIVE THE PEACE MOVEMENT WILL-POWER AND
IMAGINATION**

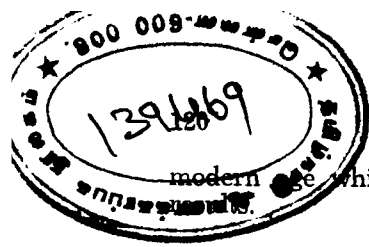
BY

LORD ALLEN OF HURTWOOD

The Youth Movement is vital to the cause of peace to-day, but it can only play a decisive part if it is prepared honestly to find out what its special job is. Youth as such is no more virous than old age. Old men made the war of 1914; young men guard the concentration camps of Germany under one of the youngest Chancellors any country has seen since the time of William Pitt. But Youth has to-day a definite contribution to make.

What then is its peculiar job ? It is this, if I may be allowed to offer an opinion. Youth must insist upon making us all realise that the great need of the moment, if statesmen are to solve world problems, is will-power. It is an entire myth to suppose that what is holding up the League of Nations and the Disarmament Conference is the intricacy of the task in hand. That used to be the case, but now the whole thing has become very much more simple. What is needed is a great act of faith and an exercise of will-power by those responsible for leadership at Geneva. Statesmen are allowing themselves to be baffled by a mass of detailed difficulties which need to be cut through. For instance they prefer to offer Germany a complicated method of reaching equality instead of offering full equality. If that were granted with open hands and hearts, probably none of the evil consequences we fear would in fact arise. If they did, then an equally whole-hearted acceptance of the method of collective security could protect us all from those evil results. But here again statesmen prefer incomplete and complicated half measures. These break down time after time, and only still further complicate the international situation, weaken the machinery of the world government and destroy confidence.

They behave in this fashion because they have developed the habit of believing that you are only realistic when you do the small thing and take short steps. That kind of realistic statesmanship is not real at all, and the state of the world proves it. It is the big proposal in this swiftly moving



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modern age which alone fits the need of the time and is able to achieve

Another reason which makes statesmen miss their chance is an utterly false reading of public opinion, which they think is a clog on the wheels of political action instead of being what it could be an enormous asset.

I have suggested that what is needed now—more especially if democracy and liberty are to be preserved—is imagination and will-power, and that this is what Youth can give us. But will-power and imagination are no good unless there is real evidence that there is in fact a state of public opinion upon which they can exercise their beneficent influence. The future of democracy and the attainment of peace depend upon our accepting public opinion as an asset, and this we can only call out by having the courage to believe that it will readily respond if bravely led.

Perhaps it is worth while here just reminding you of the change that has come over the public in its attitude to peace since some of us were young in 1914. In 1914 we young men and women had thought very little about peace and war, and the public still less so. I sometimes contrast the experience of one terrible day in 1916 with the position which faces youth to-day. Two thousand young men were then assembled in a great hall in London, faced by imprisonment and possibly death. Outside the hall the streets were thronged with an angry public struggling to break in. So great was the danger that all applause had to be stopped inside the hall and handkerchiefs silently waved to show agreement, lest the tumult of enthusiasm at the meeting should provoke the crowd outside to serious acts of physical violence. Meantime millions of other young men were bravely risking death in a war to end war which had swept over them because public opinion had not bothered to think about the subject.

How different things are now. To-day the younger generation has at its disposal a public which probably thinks more about war and peace than almost any other political subject, and hardly ever reads a newspaper which has not some headline devoted to it. The public, at the bottom of its heart, is passionately anxious that there should be no more war. What a contrast, and what a chance for leadership.

And yet there is a problem for us all here. That public may be in the mood which I have described, but at the same time it is terribly bewildered as to what is the practical course it ought to take to ensure that its desire shall be satisfied. Youth can tell them. But if you accept this opportunity, I suggest that you too must search into your hearts to make sure that you do it wisely.

The mind of a little child, when it first awakens out of its instinctive passions to the need for applying rational control to those passions, is very sensitive, easily wounded, easily angered. And so it is with the public mind when it is first aroused. Treat the little child with arrogance and without sensitive understanding, and you may close the intelligence which was just being stirred into life. This is just as true of the public mind. In nation after nation harsh, dogmatic, arrogant and unpractical shouting of new ideas has often caused reaction and frustrated the awakening of the human spirit. I plead with the younger generation in the Peace Movement not to miss its chance in this respect.

YOUTH CAN GIVE THE PEACE MOVEMENT WILL-POWER 121

I sometimes think it is more important at this moment in history for us to help men to learn how to think than even to make them accept our brand of thought. At such a critical time an unusual responsibility is placed upon those who advocate new ideas. Intellectual ferocity may at this explosive moment be as perilous as physical violence. Old men seem fettered by an inability to lead the public as bravely as it wishes to be led. Young men and women may equally lose their chance unless they speak peace peaceably.

It is will-power, imagination and sympathy which the public needs, and it is the business of youth to urge statesmen to act in that fashion so far as world peace is concerned. To do this it is not necessary for us to be vague or purely emotional. I know nothing more thrilling in human experience than to hear an idea explained which is at one and the same time both brave in quality and concrete in detail.

In the League of Nations Union we have the opportunity of centring public attention on one very practical question: will our country speak to its sister nations not in favour of some isolated action, but by taking the initiative in submitting workmanlike schemes for joint action? Will it say: We, like you, have renounced war as an instrument of national policy, and are now prepared to amplify that by accepting world law courts, by defining the aggressor as a nation which takes the law into its own hands, and by joining in bringing every form of pressure to bear upon the law-breaker, so that order may be maintained? Will our nation declare that, while the world retains armaments, these shall in future be used for the purposes of preserving law and not of promoting anarchy? Will it make clear, not after the event but before, that this country will join without qualifications in upholding the law? Such a declaration in advance of a crisis will mean that force may rarely if ever have to be used.

If our country would take this initiative the temperature of the world would fall, anxiety would be diminished and reason begin to operate with greater vigour and success. Disarmament will then become a practical proposition and constructive economic policies of mutual aid would have a chance of building the foundation of a just world.

The League of Nations has now a new chance after its first fifteen years of experiment in the art of Government. Russia has come in. America is nearer than ever before. The League has learnt experience. It now starts its next stage of life. Leadership at this moment is vital, and that leadership will not be given unless we who are the advocates of peace, reach right through into the heart of the ordinary man in the street. That we can now do by propaganda which shows that we think it more important to prove our ideas to be right than to prove our opponents to be wrong. Defeatism and intellectual arrogance are equally useless. Courage also is vain unless it is inspired by a respect for those to whom we appeal, even when they are enemies of our own way of thinking. The Youth Movement ought to shake us all up with new hope and leadership.

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MR. S. R. RANGANATHAN, M.A., L.T., F.L.A.

Secretary, Madras Library Association, and University Librarian, Madras.

It is a truism to say that India is primarily rural. Whereas less than 40 per cent of the population live in urban areas and follow rural avocation in several western countries, as many as 89 per cent do so in India. Hence, practically in every phase of human activity one should expect to find fundamental differences between India and the urbanised countries. In particular, the library problem of India has to be essentially a rural library problem. The technique of running urban and metropolitan libraries has been long ago perfected in the urban West. The library profession in India is in danger of transplanting the ready made urban library methods of the West into the Indian soil and fondly believing that much progress had been achieved. But there can be no greater delusion than that.

PECULIARITIES IN INDIA

Even coming to the avowed rural library methods that are being developed of late in western countries, we are not in a position to adopt them bodily in our country. The sway of compulsory Education Act for over half a century in western countries has made the whole of the rural population literate. But even according to the 1931 census, the percentage of literates in India has not risen above 8. This is a factor which complicates Indian rural library problem. It would be confessing the bankruptcy of the Indian library profession if it professes that its field of work lies only among the literates and ignores the bulk of our people on the ground of their illiteracy. Apart from such an attitude being a disgrace to the library profession, it would prove fatal to our national interest. Already the gulf that exists between the literate few and the illiterate many is obstructing every progress in the land. This gulf was rendered harmfully wide partly by the pick of the land adopting a foreign tongue for its thought as well as expression and partly by the traditional methods of making the illiterate educated falling into disuse. If the rural library work will confine itself to the sphere of the literate and neglect the illiterate, this gulf will get even wider. Further, every attempt on the part of the literate few to make India a better India will be frustrated by the bulk of India being unable to resonate with them.

A TRANSITORY MEASURE

Hence, as a transitory measure for one generation, the main objective of the rural library workers in India should be that of reading to the illiterates and liquidating the appalling illiteracy. Hence, while the chief work of the rural library organiser in the literate West is that of persuading the rural people to take the books of the library home and read them for themselves, the business of the rural library organiser in India will have to be that of instituting the readership system, by which all the illiterates—men and women, young and old, the high and the low—will be assembled together in the village school or in front of the village temple or in front of the village headman

and books on all variety of topics—from the Puranic stories so dear to the heart of the villager to the latest book on agricultural marketing and economic reconstruction—will have to be read out by the village teacher. Since, the ears are not, in general, as effective a receptive organ as the eyes, the chief rural library organiser of the province will have to improvise special picture books for the use of the illiterates. Such picture books may have to be specially produced or may have to be made up by piercing together in an intelligible way cuttings from newspapers and magazines. The school teacher will also have to read out to the illiterate assembly from the newspapers of the day and circulate among them special picture newspapers produced by the headquarters, for the use of the illiterate.

Similar experience in other countries, particularly Russia, leads us to believe that special work of this kind will create in the illiterate adults an innate urge to become independent of the readership system and to acquire the capacity to read for oneself. When such an urge manifests itself, it will be the task of the rural library organiser to turn the urge to good account by setting up the necessary local organisation to teach the Three R's to those who are actuated by the urge. It has been found from experience in Russia that under such circumstances the illiterate adults can be rendered literate and enabled to read children's books in about a year and adult books in about a couple of years.

IMMEDIATE FUNCTIONS

Thus, the immediate rural library problem of India will fall into three divisions,

(1) The production of special picture books and picture newspapers on all conceivable topics of current thought in sufficiently large editions to reach every village in the land.

(2) Reading from ordinary books and newspapers as a means of stimulating interest and furnishing the cue for initiating in the illiterates an intelligent interest in the picture books and picture newspapers, and *vice versa*; and

(3) Establishing local organisations for the liquidation of illiteracy when the interest in the printed word is roused to the maximum in the illiterate villagers.

Of these three functions, it is obvious that the only body that can discharge the first one effectively is the State, *i.e.*, the respective provincial governments.

LOCAL EFFORT

The second function will have to depend largely upon local effort, but in the earlier years it must be the duty of the District Boards to give some kind of monetary inducement to the village teacher to make him take up the work. What is more, the District Board must show its keen interest in the scheme in every possible way so that the people of the villages attach real value to the scheme. To discharge these duties effectively and to see that the programme is set up and worked along proper lines each District Board will have to appoint a full time rural library organiser. Much will ultimately depend on the rural library organiser. Hence, the choice of the rural library organiser should not be influenced by political and ultra-academic considera-

tions. The professional equipment, the urge for social service and the personality of the candidate should be the only deciding factor in the appointment. Further, if his work is to be effective and his propaganda is to be catching, the rural library organiser should be not only kept far above want but also given the status and hence, the salary equal to those of the other district officials, such as the District Board Engineer and the District Board Commissioner.

The third function will be easily discharged if the first two functions are properly fulfilled. The third function cannot be and should not be forced on the villagers. It must be taken up only when there is a spontaneous demand for the same. When the spontaneous demand arises, the machinery necessary for discharging it will be set up voluntarily by each village. The business of the District Board will be merely to co-ordinate the work of such local machinery and if at all possible, to set up some models for the way in which such lay local machinery may pursue their task without too much of beating about the bush.

FUNCTION OF THE GOVERNMENT

When the time comes for the fulfilment of the third function, another duty will devolve itself on the provincial government. That will be to produce in large quantities and in every conceivable subject of live interest to the villagers, books in easy style in each of the current Indian languages. It is no use for the government to say that this supply of books must be left to the economic law of supply and demand and must be left in the hand of private enterprise. That policy is one that is appropriate to normal conditions. Rural library service in India is not in a normal condition. All the success that might be achieved in the discharge of the first three functions will go to waste if the State does not step in and supply the necessary books at least for one generation. If that is done for a generation, rural library service in India would have been put on a normal footing and then the State can withdraw itself from all such abnormal duties and we may expect the rural library service of India to develop along normal lines.

MANNARGUDI EXPERIMENT

At present thanks to the private effort of a single individual, Rao Saheb S. V. Kanagasabai Pillai, a retired engineer of the service of the Government of Madras, the second and the third functions are being discharged against many odds in the experimental rural library centre established by him at Mannargudi. A detailed account of the work of this centre is given in the V Annual Report of the Madras Library Association. By about the third year of the experiment, the second function has been discharged so satisfactorily that the demand for the fulfilment of the third function arose spontaneously in most of the villages of the area. This year, Rao Saheb Kanagasabai Pillai is trying his best to discharge the third function also.

But every time Rao Saheb Kanagasabai Pillai comes to Madras, his complaint is lack of books in Tamil. He finds that the thirst for knowledge is insatiable among the villagers. But the book market in the Tamil country offers only the ordinary text-books for the elementary schools and for the high school classes. It is absolutely indifferent to the production of books on current thought. Hence, the laudable work of Rao Saheb Kanagasabai Pillai is handicapped enormously. It is not possible for a single individual to produce such books or to be able to influence the publishing world to take up the publication of such books.

HANDICAPS AT MANNARGUDI CENTRE

It is only the State that can command the necessary means and the necessary influence to fill up this vital gap in rural library service. It was with a view to providing the necessary legal sanction for the discharge of this duty by the State that certain clauses were introduced in the Public Libraries Bill sponsored by the Madras Library Association, viz., the clauses relating to the Provincial Library Committee and the clauses relating to the establishment of Regional Committees to tackle library problems which could be solved economically only on a co-operative basis.

It is not impossible that patriotic centres like that at Mannargudi may be thrown into inaction for want of books in the next few years. Hence, it is one of the imperative duties which the State owes to its citizens at the present time in our country that plenty of well-written, well-produced and well-illustrated books should be produced continuously for some years for the rural library service to take root in our country and usher in the era of enlightened activity and contentment, among the rural population.

LESSONS FROM THE MANNARGUDI EXPERIMENT

While the indication of the Mannargudi experiment to the provincial governments is the taking up of publishing work as a temporary measure, the lesson to the District Boards is even more revealing. The experience of Mannargudi shows that the literates as well as the illiterates in the rural areas are ready to benefit themselves by a rural library service. It is true that a voluntary and aggressive demand does not exist. But once the service is set up, it is well appreciated and patronised.

Under the circumstances, what should be the attitude of our local bodies? It should fight against a great danger by learning from the Mannargudi experiment. Unlike the engineering, water-supply, conservancy and similar activities, the library is a non-revenue-producing concern. That is to say, there is nothing on the profit side which can be shown immediately in Rupees, annas and pies. Hence, it is not likely to get the necessary attention but the correct attitude should be to realise that the revenue from the library consists of an improved knowledge among the community, a number of people made happier by the recreative reading provided and a respectable number of citizens more fully equipped to carry out their vocations in life and thus become more valuable assets to the districts and through the districts to the country as a whole.

The experiment at Mannargudi demonstrates this ultimate return from rural library service. It is, to my mind, one of the most important points which require to be instilled into public opinion and in particular into local bodies. When this is universally accepted, false economy will give place to true economy and every local body will become an enthusiastic library authority.

It is gratifying to find that quite a number of local bodies voted in favour of the Public Libraries Bill promoted by the Madras Library Association. It is hoped that if the Bill becomes an Act, an equal enthusiasm and eagerness will be evinced by the local bodies in adopting the Act.

THE CRY OF THE PHYSICAL BODY

BY

MR. S. SIVARAMAN, M.A., L.T.

Everywhere there is a preoccupation with mental education. The supreme importance of the public examination leaves the teacher and the headmaster no other choice except to drill the children from the lowest standard to the highest form in the things needed to get a pass. The teacher and the taught have literally no time for any other consideration than that of becoming 'eligible' out of the S. S. L. C. Examination, so difficult it is to pass it in practice.

This would be very well if a boy were an entity made up of the mind alone. But fortunately or unfortunately it is not so. A boy has a body and a will, besides the mind. Until the day when educational authorities realize effectively the supreme need for the development of the body and the education of the will and so tone down the curriculum and the examinations as to provide adequate leisure and energy for attending to the growing body and the plastic will, the problems of physical education and moral training or character-building cannot be satisfactorily solved.

It might be said that more imperative than mental education is physical development, for without the body nothing can be achieved. A sound body is the foundation of efficient human life. Full development of the intelligence and the will and full translation of the will into deed is impossible without bodily health and vigour. Neither the progress of the individual nor of the community or the state is possible until each boy or girl at school is watched and helped to grow in health, strength, and vigour.

Any teacher or even a visitor to a school can testify to the deplorable lack of physical development among school children. The deficiency is obvious but still a systematic and scientific survey of a few typical schools with respect to the pupils' ages, heights, physical growth, and health is absolutely essential to have an adequate idea of the situation and to find out what remedies are necessary and along what lines.

In the writer's opinion, the boys are very deficient in physical development, because first and foremost pupils are not provided with good playgrounds and other facilities when they are children and when they are studying in an elementary school. Just as we realize that to develop a boy's mind, his training should commence at the very early age of five, we should also realize that to develop a boy's body, deliberate physical training at school should also commence at the age of five. The crying need of the day seems therefore to be the generous provision of adequate playgrounds for elementary or primary school children and an intelligent and scientific system of helping each boy or girl to grow up to full physical stature.

The second great demand is that the schools should deem it their duty to look after the physical development of each and every pupil in them, instead of being satisfied with the provision of playing facilities only for a few of the students who would win shields and cups and the provision of drill and

mass games only for an hour or so in a week. If one looks at the disparity between the efforts made by the school organization, pupil, teacher, and manager all included, on mental development on the one hand and physical development on the other, one is appalled. In mental education, every pupil is taken care of and paid individual attention too; he is given all facilities with an equipped library and laboratory. The progress of each pupil is watched carefully. The standards are all laid down clearly. But in the case of physical education, one can venture to say, that no school has regarded it as a sacred duty to give physical training to each of its pupils systematically and sufficiently, to take measurements of each pupils' growth periodically, and to see that no pupil leaves it without attaining the greatest physical development possible for him. Unless individual attention is paid to each pupil, individual physical progress charts maintained, and sufficient and sound physical training given to each pupil through exercises and games, the physical education of students would not be satisfactory.

Such a scheme would involve surely as many detailed provisions as mental education now enjoys. There should be enough physical education teachers, possessing technical as well as general education. Every pupil, on entering school in the lowest standard should be tested physically, and the results recorded in a progress book. Then class drill, group exercises and games should be supplemented by individual exercise, just as a backward boy in studies is often given special lessons so as to bring him in a line with others. There should be a doctor for every school who will carefully watch each and every pupil and help the physical education teacher with his diagnosis. Above all, there should be vast playgrounds for every school where every pupil should be made to play any game he likes. Last but not least, the educationist should remember that unless the systematic training of the body begins in the very lowest standard, there is bound to follow a huge waste and disappointment.

THE TEACHERS' CHARTER FOR INDIA

(Prepared by the All-India Federation of Educational Associations.)

DRAFT FOR CRITICISM AND CIRCULATION**THE PREAMBLE**

WHEREAS THE ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS has for its objective the safeguarding and advancing of the interests of the teachers working in any of the various branches of Education—Primary, Secondary, Higher and Special—in British India as well as Indian States; and securing for them their legitimate place in National life.

AND WHEREAS it is not possible to achieve the desired objective till the modern Indian Society as a whole as well as the modern Indian States (British & Indian) concede to the members of the teaching profession certain fundamental rights, coupled of course, with certain fundamental responsibilities;

AND WHEREAS the All India Federation of Educational Associations is also convinced that it is not possible for India to make an all-sided development and progress in her national life and take her legitimate place in the Comity of Nations, until the modern Indian Society and the State by conceding those rights with their concomittant responsibilities, recognize the importance of teachers as Nation-Builders;

THE ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS moved by the above considerations, declare the following to be the RIGHTS and the RESPONSIBILITIES of the teachers; and the Federation shall henceforth consider it as its foremost duty to strive to secure, by all peaceful and legitimate means, for the teachers of our Motherland, all that is laid down in this CHARTER.

THE CHARTER

1. EVERY TEACHER is a nation-builder and must be regarded as such by the Society and the State, as they are indebted to him for all that is best in the Society.

2. EVERY TEACHER has the right to a remuneration that is compatible with decent livelihood as this is understood in his time, and his part of the country, for his work.

3. EVERY TEACHER serving in any institution or cadre has the right to the security of tenure in his service for carying on his work with a steady and care-free mind undisturbed by frequent changes.

4. EVERY TEACHER must be given by the Society and the State adequate protection against sickness, accident and old age.

5. EVERY TEACHER serving in any institution or cadre, must receive equitable treatment in matters of salary, promotion or retrenchment according to his experience and qualification, irrespective of caste, creed or colour, or other extraneous reasons.

6. TEACHERS must have the right of association for all legitimate purposes especially for all those purposes that are aimed at improving their lot and they must also have full freedom of opinion and expression.

7. EVERY TEACHER must have the right to participate in all public activities—educational, social, economic and political—in accordance with the law of the land.

8. EVERY TEACHER has the right to earn in his spare time additional income from allied occupations provided his main duties do not suffer thereby.

9. EVERY TEACHER has the right to expect from the society and the state ample facilities for getting himself trained for his work so that he might do it with the greatest possible efficiency.

10. EVERY TEACHER must be provided with facilities for travel for educational purposes and for improving his qualifications.

11. TEACHERS must have an effective voice in the shaping of the educational policy and in the administration and control of any institution or institutions run by the Educational Department of any local, provincial or central government or an Indian State or run by private bodies or universities, through their accredited and elected representatives and it is the duty of the State to provide the requisite machinery for securing such a representation, by an act of legislature, or by any other agreed procedure.

12. (a) EVERY TEACHER, in case of degradation, dismissal, supersession or retrenchment, has the right individually or collectively to appeal to an impartial Arbitration Board whose decision shall be binding on the employer and the employee; and it is the duty of the State to bring such impartial Boards into existence, by an act of legislature.

(b) EVERY TEACHER'S person as well as the precincts of every educational institution must be regarded as inviolable in times of disturbance. local, provincial or countrywide, provided they both keep to strict neutrality.

THE TEACHERS' RESPONSIBILITIES

1. EVERY TEACHER must not only instruct the pupils committed to his charge in the various subjects according to a prescribed syllabus but also educate them in such a way that they all become sound in body, refined in mind, elevated in soul, and develop fearlessness, self-initiative and self-expression.

2. EVERY TEACHER must regard every child as an individual capable of unique development, and yet capable of being prepared by social enterprise to take his place in the social whole, and so help him to be creative as well as co-operative and try to release for constructive ends towards maximum service of society the unique powers of every pupil.

3. EVERY TEACHER must see that there is no incompatibility between his precepts and the example that he daily presents before his pupils in his own life.

4. EVERY TEACHER must take his stand against the principles of competition that permeate the whole structure of modern society and must strive his best to instil in the minds of his pupils the principles of co-operation and social service.

5. EVERY TEACHER must make it his foremost duty to rear up the younger generation of the Motherland on the principles of unity and brotherhood among all the races, irrespective of caste, creed or colour.

6. EVERY TEACHER must be a believer in the dignity of labour and practice it in his own life and must rear up the younger generation of the country on that belief and the practice thereof.

7. EVERY TEACHER must live up to the ideals that are worthy of a Nation-builder and must therefore be a non-party man, strictly impartial and balanced in all his thoughts, words and deeds.

8. EVERY TEACHER must be a pacifist and a living embodiment of Peace on Earth and Goodwill towards men and must therefore be an internationalist—a citizen of the world—and therefore above communalism or narrow nationalism.

9. EVERY TEACHER must be a learner throughout his life and must strive every moment of his life to equip himself more and more for his noble mission of nation-building, by acquiring the requisite academic or technical knowledge and skill and by actively participating in all the activities that are likely to make his life rich and full in all respects.

10. EVERY TEACHER must be a champion of human liberty and human dignity and must always try by legitimate and peaceful means to protect the cause of children, women and the depressed of the country.

11. EVERY TEACHER must be a believer in the principles of freedom of thought and expression and must be fearless in putting his belief into practice, and be prepared to allow the same liberty to others.

12. EVERY TEACHER must try to preserve and nourish all that is best in the various currents of race-cultures that have flowed and co-mingled in this Ancient Land of Ours from times immemorial and must strive to synthesise and develop more and more our ancient heritage in such a way that a new synthetic Indian culture and a new Indian Nation may blossom forth in all its perfection and grandeur with an enheartening message not only to our country but also to the whole humanity.

PUPIL TEACHERS' SECTION

'OUR EDUCATIONAL SYSTEM HAS IGNORED THE BACKWARD CHILD'

BY

MR. A. VENKATASUBRAMANYAM.

Government Secondary Training School, Chittoor.

It is certainly an indisputable fact that our educational system has ignored the backward child. The above statement can be corroborated by at least ninety out of every hundred among the population of India. The teacher and the inspecting authorities gauge the standard of a class by the majority of bright or backward boys. If the teacher handles a class consisting of a majority of brilliant lads, he naturally neglects the backward pupils. Let us for a moment consider the fate of these backward pupils. In the class room, they are objects of laughter to their classmates and are taunted and jeered at whenever opportunity occurs. Is not the teacher responsible for the boy's failure in life? Is not the teacher morally bound to look to their advancement? Is he justified in receiving his remuneration without fully accomplishing his duty? Yet, the teacher has the unspeakable audacity to chide the boy in the following manner, "You ass, stupid of you, donkey, you won't pass this class for ten more years," and so on and so forth. The teacher is devoid of a conscience perhaps. Otherwise he would not act in this revolting manner. Let him act in any manner he likes, but the welfare of the boys is at stake. The boys instead of trying to ascend to the level of the bright ones neglect the subjects with the inevitable result that there is deterioration. If the teacher's attitude be more generous and sympathetic the boys' lives would certainly be crowned with success. We can quote instances without number where the teacher was responsible for wrecking the lives of several students.

A teacher whose name I am not going to mention and who I am ashamed to admit was the teacher of my class, was directly instrumental in injuring the lives of the bright students. He was a B.A., L.T., who was handling Elementary Mathematics for the higher forms. He was very efficient and a model disciplinarian. As we are aware there are out and out haters of even the very word Mathematics. Even they, were attracted by his striking introduction and beautiful presentation of a new lesson. But there were two regrettable defects in him. They were: the gross negligence of the backward boys; and dealing the pupils with very severe blows.

GROSS NEGLIGENCE OF THE BACKWARD BOYS

Everyday the first three quarters of an hour was intended for Mathematics. He used to be very regular to the class, unlike several others. One day a sum had not been worked properly by any student in the class. A student of average ability was asked to do it on the board. The boy while working had to multiply 16 by 12 and add the product to some number. By sheer oversight or by the stroke of ill-luck, which, I do not know, he wrote 193 as the product of 16 by 12. No sooner did this happen than the teacher fell

ponoxysms of violent rage. My humble doubt is whether one can ever in his lifetime witness a rougher storm with thunder and lightning! The fist of thunder fell on the boy's back with a "dhum, dhum, dhum." Even the greatest and the quickest of mathematicians could not have counted how many blows were inflicted. The whole class was dumbfounded and was actually under a spell. After a few minutes his anger having partially subsided the teacher began his remarkable harangue. "The cat has slipped out of the bag" laying emphasis on the word slipped. "In my experience of ten years as a teacher I have seen several cats slipping out of the bags and to-day I have had the pleasure to see one more. You are a pretender! Till now, blackguard, I was under the mistaken impression that you were well up in the subject, but to-day you have betrayed yourself in your true colours. I don't know which fool promoted you to this class and you do not know the product of 16 by 12!"

No wonder that this boy, who was very sensitive by nature lost confidence in himself and he gradually became the dullest boy in the class. His fate was written and sealed. From that day onward the teacher used to enter our class with a peculiar smile on his lips, which is the nastiest any human being can wear, gloating over his so-called success of having detected an imposter perhaps. He used to think of this as an achievement in his life, fool that he was not to know that he it was that was responsible for darkening the bright career of a boy. It would have been better had he verified and corrected his views after this incident, but the tragedy of it is, that he is very dogmatic in his views and is scarcely in the habit of taking good advice. It is for others to judge whether he is or not a stain on the profession as a whole. It is due to such blacksheep that the profession as a whole is compelled to bear a burden. In other respects, the teacher in question I think can never be emulated by others with whom I have till now come into contact. His defects though only two in number can ruin the lives of thousands who come under him, just as a drop of poison in a pot of milk can make short work of each one that drinks it.

DEALING THE PUPILS VERY SEVERE BLOWS

The same teacher's another peculiar characteristic is to beat a boy mercilessly, instead of clearing his doubts if the boy expressed any, on plea that he had been interrupted in the course of teaching and the sweeping remark passed was that the boys were impertinent rogues. He used to put such questions which required some time for the boys to answer. But the teacher used to beat them if the answer is not forthcoming the moment the question is put. So, it is apparent that the teacher was short-tempered.

Some students of mediocre ability first told him that they expected at his hands their knowledge of the subject to be widened. The teacher instead of readily complying with their frank request, totally ignored them. He would not care to know whether they worked the sums allotted for home work or not. Even if they raised any relevant question, he used to silence them with an imperative gesture and say coldly, "Do not bother yourselves about anything. I know you won't learn a bit. You had better be coming and going. I leave it to you to work or not a sum I give. I won't punish you. Be assured on that head. Pray, sit down Sir," If at all a teacher ever discouraged a student and spoiled his life none could have done better than our venerable gentleman. Goldsmith must have lived to see him so that he could have depicted a better specimen.

Teachers like these are no doubt a blot on the profession. In spite of his erudition and all the requirements of a teacher, the two serious defects alluded to, make him a social danger. A teacher, if he were to do justice to his profession which is said to be the noblest of all, should spare no pains to elevate the backward children. The bright can easily pick up. The teacher has only to say "do so" and it is done. But with the backward boy that is not the case. The teacher should make him do it. Certain teachers in an off-hand manner say "My dear Sir, you should go to a different school to learn," without being cognizant of the fact that they are indirectly admitting their inability to clear the doubts expressed by the pupils. Such teachers would do well not to express such thoughts where their humour is wasted. Their prestige is not lost if they, ask for some time to clear the doubts. 'It is never too late to mend' runs the old adage and teachers who ignore backward children can rectify their defects paying due deference to the adage.

S. S. L. C. NEW SYLLABUS

BY

MR. M. VENKATACHELAM, B.SC. AG.

The new Syllabus for S. S. L. C., has been brought into force and the actual effect of it will be seen in the Fifth Form in 1935-1936. A student has to take up two optionals from among the three groups—Humanities, Sciences and Vocational subjects. He cannot take both from the same group. Under the group Humanities, come Indian History, English History and Geography. Physics, Chemistry, Botany and Physiology come under the group, Sciences. Typewriting, Agriculture and Domestic Science, etc., come under Vocational subjects. Though Agriculture is included, it is highly regrettable that only three out of the 350 High Schools in Madras Presidency impart instruction in this subject. India is an agricultural country and it is a matter for regret that this subject should be given such a treatment. Is it not essential to impart education in the subject which happens to be the vocation of 75 per cent of the population? How can we expect our country to advance in this direction when attention is not paid to this important aspect of agricultural education? Is it not necessary that, in an agricultural country like India prominence should be given to the subject dealing with and preparing the pupils for the main vocation of the inhabitants? In Germany Hitler's Government insists upon a practical training for six months in a Farm as a qualification for, and condition precedent to entering the University Course. Signior Mussolini is teaching the value of Agriculture and Dignity of Labour, by himself harvesting a wheat field. We talk so much of advancement and progress to be made without caring for the fundamental. Are we not to bow down shamefully before other nations in the matter of improvements made in this direction? Rangoon rice is sold in Tanjore Delta at a cheaper rate than the local rice. Koilpatti cotton is sold at a higher rate in Tuticorin than the American cotton of a superior quality. Though we have 2½ million acres of sugar cane, we are importing 19 crores of rupees worth of sugar every year. What is the reason for all this? The reason is obvious. It is due to want of improved methods and that is due to want of Agricultural education. That education must begin right from the school. For the whole of the Presidency containing 45 million people, there is only one College. As said above only three schools impart instruction whereas the total number of schools in the Presidency is 350. Why should they not introduce this subject in College Course. Are we not having Typewriting, Book-keeping, Commercial correspondence and such other subjects? Again should we not introduce Agriculture in Colleges also? Apart from all that, out of 18,000 and odd that appeared for S. S. L. C., only 7000 have joined the college. Practically two out of every three do not go to the college. Why should the two suffer for the sake of one? So this argument that the subject cannot possibly be taken in the college will not hold good. More than that, this subject, if taught in the High School, will teach the boys the dignity of labour and most of the boys that stop away with S. S. L. C., will take to the land and not swell the ranks of the unemployed with their certificate books. Further, as per the new Syllabus the student has to take up two subjects. He can take History

and Agriculture. He can take up History in the Intermediate if he chooses or he can make use of his agricultural knowledge if he stops with S. S. L. C., Anyway, the student under the new scheme will have to leave off one subject in the Intermediate. If he likes History and Physics, or History and Typewriting or Physics and Typewriting, he will have to leave off one subject which does not either form a combination in the Intermediate course or is not taught. On that score also Agriculture cannot be underrated. As for the cost, the Syllabus is not ambitious. The expenditure will not any way exceed that of introducing and maintaining Physics or Chemistry. On the other hand this will give an income to the school, which will be appreciable.

Taking into consideration the other aspect of the Syllabus, in most of the schools there will be provision for studying only Physics or Chemistry. It is only in very few schools that both are taught. Somehow the tendency of the management and the people is to think that science means Physics or Chemistry. They fail to think that there is an equally important if not more, and a less expensive branch of science called Botany. When they think of introducing a science subject, they at once jump to the conclusion that Physics or Chemistry should be introduced. It is not my object to criticise the two subjects. But it is my earnest wish to make it clear to the public and the management of the schools and headmasters that in an agricultural country Biology should have more prominence. It is good for industrial countries to lay stress upon Physics and Chemistry. Further, Botany makes students move with, and love nature and the surroundings. It makes the pupil know more about him and his surroundings and appreciate nature. Again the tendency among the present day boys is to take up science in preference to History. Instances of schools where there are only a handful of students taking up History are not wanting. So the possible grouping will be (1) Physics and History (2) Physics and Typewriting (3) History and Typewriting in a school where there will be only Physics, History and Typewriting. The rush in Physics will be great. That means additional expenditure in laboratory equipment. Again, there may be many students who may feel diffident to take up Physics which will be rather difficult for them. Thus many will be compelled to take it against their own wish. How to remedy the rush in Physics or Chemistry and give pupils the benefit of suitable choice. Botany can be introduced with advantage. This will take away many students who will otherwise be compelled to take up Physics and it will be a boon to those who do not like History and find Physics difficult. The management will be well advised to introduce this for various reasons. It can afford opportunity for many students to learn about the essential science for this country; and it can have manageable number in each group. There is no great initial outlay and the recurring expenditure is negligibly small.

It is earnestly hoped and prayed that the authorities concerned will pause to consider the above arguments and cause Agriculture and Botany to be introduced in many schools in the Presidency.

GLEANINGS

"SCRAP THOSE SUBJECTS"

BY

A. S. NEILL, M.A.,

In a world that is full of interesting things one is forced to wonder why school subjects ever came to be registered as "education." In a world that is full of art and creation and joy why should children have to sit at ugly desks studying futile things like Maths and Grammar and Languages futile from the child's point of view? The only honest defence of subjects I know of is that of the old public school head who said that it did not matter what a boy learned so long as he hated it. And children hate school subjects. When a new pupil comes to my school from a subject school his or her first reaction when told that lessons are not compulsory is to shout: "Hurrah! I will never go to them." I have had pupils who stayed away from all lessons for two years two years of recovery from past schooling.

THE POWER OF THE OLD MEN

I admit here that my school has to teach Maths, etc. Pupils cannot get into the professions without passing the London Matric, and I have to prepare those who are going to take this stupid examination. The London Matric stands for the power of the Old Men in life who control youth. It hasn't an ounce of creation in it. Even the English essay is set, can we imagine Lamb or Hazlitt writing an essay that was set?

If we believe in the psychology of the child we cannot believe in school subjects. If we realise that the unconscious of a child is infinitely more important than the conscious we know that subjects, are not only futile but also dangerous. A boy can give his attention to X and Y on a blackboard, but he cannot give his interest, and attention is conscious while interest is at once conscious and unconscious. You can compel attention, but you can't compel interest. Yes, in a way you can compel interest if you stand over a boy with a cane, but the interest is one in anatomy not in Maths. The fact that schools had to institute rewards and punishments proves conclusively that education is and, has been a perversion forced on the child. Shakespeare didn't write Hamlet for a gold medal: Milton didn't write Paradise Lost because he was going to be caned if he didn't.

LANGUAGES TORMENT THE CHILD

Why then do we have subjects? Why teach Maths? Because they train the mind and teach reasoning? A good crossword puzzle would do just as well. Maths have no practical value for most folk. The only practical things maths taught me was that it was shorter to cross a field diagonally but then any village idiot knows that by instinct. History is mostly irrelevancy—kings and wars and intrigues and dull legalism. Geography it makes me no happier and no more capable to know the exports of Bolivia or the rainfall of China. The only geography of any value is that which we learn unconsciously by travel. Languages torment the child because the child sees no motive for learning them. Latin and Greek can only be defended by people who know nothing about children and little about life. Modern languages should only be learned by people who have a motive for learning them. In the school of the future all mathe-

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matics, history, geography, languages will be relegated to the reference library, and our future Einsteins and Macaulays will take care that they find them.

What then is a school to be? I answer: A place that interests the child. Children are interested in creative play. I judge that up to the age of 15 boys and girls should play all the time. And if our modern civilization did not have to burn wheat and coffee so as to keep up profits all the children of the world could play till they were 15. By play I mean doing something pleasant without an ulterior motive. A child plays in chemical laboratory, when he makes a boat in the workshop, when he acts or dances. Play is or should be creative, spiritual. Hence a school should be a playhouse, full of activity, noise and joy. There should be no discipline that does not arise amongst the children themselves. No respect for adults. Respect and fear are synonymous terms to a child. To make any child address a teacher as "Sir" is a disgrace to child humanity. The teacher who demands respect is an inferior who fears that children may discover what a humbug he is.

DISCIPLINE MAKES HATRED

If you impose respect and morality on a child you force the child to be a little hypocrite. You compel him to act in your presence. You make him keep all his obsenities for the hidden lavatory. No man is good enough to tell a child how to live. Subjects do children much harm, but it is the moral attitude of teachers that does the most harm. I have just been reading a book written by a prominent teacher in the Oxford Movement. There is a chapter on "Bad" language. Little Frances begins to call her sister a sap and a dirty skunk. The brilliant teacher explains to the children that everytime they use such bad terms they "hurt Jesus". I dare not print what I want to say about this, but I hope that teachers in England do not treat their pupils quite so ignorantly as the Oxford Group apparently does. All teachers—well all teachers—swear more or less, and I am not now referring to terms like "sap" rather a poor word to fit an occasion like a missed two feet putt. In short, teachers are just like other folk, human and frail, and decent. All that is wrong is that the school gives them a warped view of life. The army does the same to its officers. It is discipline that makes the N.C.O. and the teacher a hater. Is it possible to teach in a school that is half prison and half barracks without becoming a hater? The disciplinarian is always a self-hater who projects his hate on to defenceless children. So that the main question in education amounts to this: How can we eliminate hate from our schools? You can't love a child when your job is to make sit quiet and learn dull subjects which you hate just as much as he does. And it is imperative that you should love your pupils. I don't mean love in an emotional or sentimental sense; I mean love as Homer Lane defined it, a being on the side of the child.

REWARDING A CHILD FOR STEALING

You can do this only when you have some realisation of what the child is by nature and what his motives are. I have more than once given a child six pence for stealing my baccy or my money. A child nearly always steals symbolically. He steals love, and when we give him hate in the form of reprimand or punishment we compel him to become a permanent hater. I give six pence because I know that the six pence symbolises my love that is my approval. And here I add that I am not quite an honest person myself (who is honest?) and to take up a moral attitude to stealing would be mere hypocrisy on my part. To be a teacher should mean a large amount of self-examination. No man who has even a little gift of self-examination will dare to impose his ideas of behaviour on a child. I smoke, I swear, I gossip, I tell lies just as you do, dear reader. Why then can any one of us dare to seek respect and deference from our equals—our pupils? Why can't we leave children to develop in their own

way? Why impose our religion and our prejudices (which we call our morality) on the new generation? Religions and morals change.

EDUCATION AND POISON GAS

We belong to the past, and we don't know what the future will be. At the moment it looks like a future of poison gas and if the teachers who believe in "preparing a child for life" are logical they should be scrapping maths and teaching children how to dig gas proof shelters. We may avoid a future of poison-gas . . . if the people will unite in forbidding it . . . but the fact remains that we have no idea of what the future will bring to the children who sit bored with our lessons now. Why worry about what we cannot control? And, alas, we teachers cannot control the future. Education doesn't count for much in most countries. The cash must be spent on armies and navies and police, and the schools get the scraps that fall from the War Office table. Yet when I come to think of it the education department would spend the money, if it had it, on new classrooms and new prison schools. It will be a long time, I fear until the days when we shall spend our national money on the essential things in education . . . workshops, laboratories, theatres, dance rooms, art rooms, potteries, playing fields, swimming baths—On what brings happiness to a child.

Teachers are too tame. They have the power to alter the curriculum. Most of them know in their hearts that most of their teaching is useless labour that their time-tables are really waste-time-tables. Teachers are so accustomed to getting respect from their pupils that they become respectable. Our education system is controlled by the ruling class, not perhaps consciously designed by it, but certainly it is fashioned unconsciously by this class. Our "subjects" prevent children from thinking and the elementary school has as its unconscious motive the turning out of people who will accept what the present system offers, while the unconscious motive of the public schools is to turn out rulers. Hence the teacher's social status is a comparatively low one. In the army a teacher is only a warrant officer . . . a significant fact.

(Schoolmaster and Woman Teachers' Chronicle. Feb. 14, 1935).

TIT-BITS FROM THE EDUCATIONAL WORLD

BY

ANGLER

FUTURE OF ELEMENTARY EDUCATION

The way in which the Elementary Education Act has been amended gives an insight into the Ministry's conceptions of the future lines of advance of Elementary Education in Madras. Fancy the idiosyncrasy of a Ministry, which has been in power since 1913, which wants the nation to wait simply because it has no programme of its own. In spite of the poverty of the people and the past history of uneducated parents and the colossal character of the work ahead, it behoves the Education Ministry to outline definitely its schemes of advancing Elementary Education by a national school programme of new schools where there are no schools; absorption and improvement of existing schools; penalties side by side with compulsion; economy of wastage; adult education; free education; and State responsibility for the entire finance of Elementary Education. The nation in 1935 cannot remain where it is, with optional compulsion, with penalties before compulsion, with fees instead of free education, with autocratic methods based upon a curricula divorced from the needs and abilities of the child, with an ineffectively equipped and trained and neglected Teaching Service. The Justice Ministry will heavily pay for its disconnected and sporadic efforts in respect of the education of the child-capital of the nation.

VISION IN EDUCATION

The address of Dr. J. H. Cousins at the XXVI Provincial Educational Conference at Anantapur in Xmas week was a call for vision in Education in terms of steadfastness to ideals and fundamentals. The Right Rev. E. H. M. Waller, Lord Bishop of Madras in the first week of the New Year similarly pleaded at the Rotary Club for a little vision so that education might fit a person to take his place in society. About the same time, Mr. H. Champion, the new Director of Public Instruction of Madras pleaded at the T.T.V. High School for an elementary education which would earn the respect of the public and satisfy the ambitions of parents. Dr. E. P. Metcalfe, Vice-Chancellor of the Mysore University, presiding over the Mysore State League in January drew pointed attention to the principles underlying the process of successful education in all its stages. The All-India Educational Conference at New Delhi brought forward a resolution for the appointment of a Royal Commission on Education to suggest measures for the reorganization of the Educational system. It behoves the Ministry of Education in Madras to bestow some thought on these, in spite of political uncertainties and communal pre-occupations, and to show some vision in its work.

TEACHERS' PROVIDENT FUND

What was considered to be a blessing for teachers in the shape of the G.P.F. for teachers in non-pensionable aided educational service is being an unwanted gift, thanks to the way in which the G.P.F. is being worked. To begin with, the policy of admitting teachers to the G.P.F. even when treated as permanent members of the staff, is not universally adopted as enquiry will show that many teachers in the province, even when entitled to be admitted to the benefits of the G.P.F. are denied it by school authorities who play with the destinies of the school master in an unchecked way. After admission again, teachers in some schools, under an unwritten contract imposed by employers, are obliged to pay themselves the Management's contribution along with their own, notwithstanding the G.P.F. rules of a powerful Government, which, far from

ending such state of affairs thinks it fit, as in the case of binami salaries for teachers paid by Managements, to threaten teachers who submit to such things with disciplinary action. In most schools, thanks to the appropriation of school finance by aided managements for more urgent purposes than teachers' salaries, and the consequent practice of salaries falling in arrears, the P.F. contributions rarely reach the Post Office Savings bank in time to enable contributors to earn the niggardly 2½ per cent. interest on deposits. In spite of the technical fiction of departmental check on such vagaries during the farce of an annual inspection of accounts, such irregularities, even when found out, are not remedied because an obliging department cannot alienate Managements or jeopardise the future of aided education by any interference. Even more wonderful is the way in which certificates of correctness of G.P.F. accounts are obtained by correspondents of institutions from subscribers. There being no ledger account of G.P.F. of teachers in schools and colleges, and teachers not being in possession of any document to give them any idea of what they have accumulated as deposits and interest in the Savings Bank, the certificates are obtained purely by exercise of the authority of the employer as such, and teachers, to observe the etiquette due by an employee, quietly submit to this procedure also, as an imposition of beggarly necessity. The story of the G.P.F. after it enters into the Post Office Savings Bank is another tale of woe. The unfortunate S.B. clerks in post offices are saddled with the accounts of quite a large number of teachers in each district and the burden of this work very often tempers their behaviour towards depositors, engaged in transacting business at the Post Office. The clerk in charge of P.F. in the District Educational Office is again overworked, with the result that it is no exaggeration to say that cases of loan to be sanctioned, of cash certificates to be purchased and cashed, of closure of accounts have taken years in some district educational offices. The difficulties of the depositor are increased by the procedure imposed by the G. P. F. rules which savours of muddle headedness. The used-up pass-books are sent up to distant Nagpur for custody and, in the absence of school ledgers and possibly of absence of ledgers in District Educational offices, the determination of account of a subscriber in an easy way is rendered very difficult. Again cash certificates are to be applied for by the Teacher through the correspondent; are to be sanctioned by the District Educational Officer; are to be in the custody of the Treasury Deputy Collector; are to be cashed when matured by the District Educational Officer or his agent, not necessarily the teacher who owns the cash certificates and the proceeds of an amount termed "Provident" may or may not be useful to the teacher or his nominee in need. At the top of all, the contemplation of the fact that that the poor aided school teachers' hard-earned deposits are given only 2½ per cent. and are fetching less for the teacher, thanks to delays made by managements and condoned by the Department, and earning more for the Government which invests it in loans to others at a higher rate of interest—makes one wish that the blessing of the G.P.F. is withdrawn from the teachers, if it cannot be made to benefit teachers as all Provident Funds should. But the cry of the teacher, especially of the aided school teacher, is a cry that is not likely to be listened to until there is a revolution in the morality (?) that governs the relations between aided school teachers, employers and Government. Meanwhile the aided school teacher has merely to say "Father, forgive them—they know not what they do."

TEACHERS AND THE ROYAL SILVER JUBILEE FUND

It would be in the fitness of things for the teaching profession in South India to get up a monster petition to His Majesty through His Excellency the Governor of Madras, who recently condemned "Education for discontent," setting forth the condition of teachers—the makers of the future citizens of India—and praying for the diversion of a large percentage of the funds collected in the province towards the improvement of the lot of teachers so that they might not degenerate into social microbes poisoning the very springs of national life. For this act of kindness and vision, teachers would for ever be indebted to His Gracious Majesty. There is nothing wrong in teachers taking the role of beggars in India.

FROM OUR ASSOCIATIONS

NORTH ARCOT DISTRICT TEACHERS' GUILD

The semi-annual meeting of the above guild met at 2 p.m. in the M.E.L.I.M. High School hall, Ambur on 23rd February, 1935, Rev. Milton G. Kuolt, M.Sc. (Ed.), President of the North Arcot District Teachers' Guild, presiding. Delegates from the affiliated associations even from far off Chengam had come for the occasion. Rev. M. H. Grumm, Rev. and Mrs. Kretzmann; Mrs. M. Kuolt; Rev. H. A. Schulz, M. Ed.; Miss A. Doctor, R. N. also graced the occasion. The gathering was large.

In his introductory speech the president extended a hearty welcome to the distinguished visitors, non-members of the guild etc. He deplored the apathy of teachers' associations in replying to the letters from the headquarters intended to improve association meetings. Some of the affiliated bodies had not sent in the annual subscription to enable the guild to pay its quota to the South India Teachers' Union. When a meeting to protest against the now famous G. O. No. 4619 was called, a larger attendance came in because it touched their pockets. Teachers should take not only to improve their lot but also to equip themselves with up-to-date methods of instruction. He appealed to the teachers to join the Protection fund in larger numbers for there was a necessity for insurance in these days. He was sorry that the heads of some institutions not yet affiliated with the guild did not respond to the communications from the secretary of the guild for convening a meeting of teachers and to address them on "Organizing."

PROF. S. K. YEGNANARAYANA IYER'S ADDRESS

Prof. S. K. Yegnanarayana Iyer, M. A., President of the South India Teachers' Union addressed the gathering on "The school and its function." In the course of his address he said—"History of English Education in India shows how things have happened haphazardly and not as a result of a well thoughtout plan. At present however great minds are directing themselves to the problem of education. What is the end and aim of Education? How much of it is a school expected to do and what is the part played by other agencies? These and other educational problems are being discussed in all convocation addresses. People have begun to think furiously about these matters. The most serious problem that engages our attention is the unemployment of the so-called educated. Sometime ago there was the controversy of Vernacular versus English as the medium of instruction. But that has become obsolete as people are adjusting themselves to modern requirements. Whatever be the medium of instruction, the question of unemployment has not been alleviated. An educated parent asks 'Is there any use in sending my boy or girl to school?'. At the present time the number of students coming to colleges has become appreciably less. The law of diminishing returns has begun to operate. There is something wrong and rotten about the system of Education in the opinion of a parent whose boy is unemployed in spite of 11 years of schooling or of 15 years if he is a graduate. A so-called educated boy is becoming a costly luxury to most parents. It is time we think seriously about the matter and exchange thoughts with the public and authorities. In determining this, we have to remember two things. (1) The historical background of our country and (2) the part that Education played in early days. No reliable material is available about the educational system of the past. The new system was introduced by the Government in the living memory of people. Whatever educational arrangement there was, the old system was expected to give a general culture. There were small schools preparing for a definite work. The aim of the school in general was a sort of toning up—to give the pupils a steady view of life. The bread-winning aspect was left to be solved in a peculiar way, which with all its faults, served

a very useful function, I mean the caste system. There was no unemployment then. The carpenter's son became a carpenter, the mason's son became a mason, a priest's son became a priest and so on. Thus Education in schools, mostly cultural was a much simpler affair then.

Let us now see the definite object the promoters had in imparting English Education to the youths of India. The East India Company, when it resolved to spend one lakh of rupees a year on Education in British India, had for their aim the creation of a new class of natives who would be *dubashes*, people who can know two languages and be able to interpret the views of the Government to the people and represent their grievances to the Government and do clerical work. When Universities were started, professional colleges were also started and this upset all old notions of education. Technical Education consisted in transmitting hereditary professional knowledge but professional colleges took recruits from all classes and castes. So the old barriers were practically broken down. So far as vocational education is concerned, it requires omniscience to know what each individual pupil is best fitted for, and omnipotence to compel all of them, boys and parents, to pursue that line of study for which each pupil is best fitted. Almost every parent wishes his son some place in Government service ranging from that of a Sub-Magistrate to that of an Executive Councillor. It is too much for our schools now to aspire for a full vocational training. Here the lecturer recounted his own experience when he was in charge of one of the big educational institution in Salem where he tried to get from each parent of the pupils in his school, what line of work he would desire to fit his boy in. He got very strange answers and very few could decide the point. He himself could not say clearly about the career of his own boy, who was then studying in Form IV. The problem is really too much for a parent in this country to decide. All we can aim is to give a practical bias. The school is not the place for training artisans, but it is a place to give a training which will enable them to adapt themselves to any walk of life.

The lecturer agreed with Sir Akbar Hydari's views that side by side with the three stages of elementary, secondary and University on the cultural side, there should be on the vocational side similar three well-marked divisions too. If a boy is so minded, facilities should be provided for his branching off, say after the elementary stage into a vocational career and it should be possible for him to change to the corresponding stages on the cultural side later on if he feels inclined to take it and is likely to be benefited by it.

In conclusion he said "we shall not make our schools the breeding place of artisans. Artisans are of course useful, but the school is not the place for manufacturing them."

Then Dr. C. Nathamuni Naidu of the L. F. Hospital, Ambur, read a paper on "Medical Inspection of schools" with special reference to the incidence of Tuberculosis among school children and recommended that a medical man should be attached to the schools in a particular locality or individual institutions to teach hygiene, physiology, etc., forming part of the school curriculum and also attend to the diseases of children entrusted to the care of the schools.

The House spent half an hour in lunch and resumed its sittings at 4 p.m. Then Mr. M. S. Sundareswaran, M.A., L.T., addressed the conference and pleaded for constituting a Standing Committee on Education for the district. He opined that educational experiments carried on in one school can be communicated to others. There are very many problems like concentration and co-ordination. The Education Department works in a particular manner; but the people working in the district and living in the district

are the best fitted to carry on experiments in Education according to the needs of the locality. Then there are very many trained teachers trying for jobs. There are many villages and centres without schools. The committee might use these teachers to start schools in such school-less centres. Thirdly, we are not able to get the best text-books for our schools. People who have some ideas do not make up their minds to write books or to give their ideas on books but people who are not connected with education fix up the books according to their whims and fancies or patronage. Such defects could be remedied and education bettered. It would be the work of the Standing Committee on Education to collect information and place them before the public.

Messrs. K. Guru Rao, B.A., L.T., of the Muslim High School, Ambur and N. J. Packianathan, B.A., L.T., of the M.E.L.I.M. High school were elected as auditors for the year. Mr. G. L. Lobo, B.A. (Cantab.), District Educational Officer, North Arcot was enrolled as a honorary member of the Guild unanimously. The House then considered the amendments tabled by Mr. S. Srinivasa Iyer, B.A., L.T., for the rules of the Guild. The aim of these amendments was to affiliate Elementary school teachers, and their associations of centres and Taluks to the Guild and change the name of the Guild from "North Arcot Secondary School Teachers' Guild" to North Arcot Teachers' Guild. The consequential changes such as membership on the executive, affiliation fees, etc., were also approved after discussion.

Mr. M. S. Sundareswaran was elected to represent the non-teacher members on the guild's executive.

The Chairman wound up the proceedings and Mr. S. Subramanyam, B.A., L.T., Secretary, proposed a hearty vote of thanks to the guests, visitors, the lecturers and the invitees. He thanked the M.E.L.I.M. authorities for lending the hall for the gathering and the conference dispersed at 6-30 p.m.

THE RAMNAD DISTRICT TEACHERS' GUILD

Conference at Virudhunagar on 9-3-35

A Conference of the Ramnad District Teachers' Guild was held on 9-3-1935 in the K. V. High School, Virudhunagar, with the President of the Guild, Mr. N. S. Venkatarama Ayyar, M.A., L.T., in the chair. Thirty-five members, representing 9 different institutions, attended the conference.

The President, in his opening speech, called the attention of the Conference to the more important of the Resolutions, adopted by the 10th Conference of the All-India Federation of Educational Associations, and by the 26th Madras Provincial Educational Conference, which met during last Christmas. He also gave an outline of the Resolutions that were to be placed before that Conference and the need for their consideration.

A lecture on "Teaching to Think" was delivered by Mr. K. S. Subramania Ayyar, B.A., L.T., Headmaster, Board High School, Rajapalayam. In response to a call from the President, Mr. V. Aravamudu Ayyangar, B.A., L.T., (Madura), member of the S.I.T.U. Propaganda Committee, spoke on the several activities of the S.I.T.U. and the urgent need for co-operation from all members of the teaching profession. After the remarks of the Chair both on the lecture and on the speech, the first session of the Conference closed.

The lunch interval over, the second session began, at which the following Resolutions were adopted unanimously after due discussion.

RESOLUTIONS

1. The Guild offers its hearty felicitations to Dr. V. Swaminatha Ayyar, the great Tamil savant, on his eighty-first birthday, and to Mr. S. Krishna Ayyangar, B.A., L.T.,

of Srivilliputhur, on the Silver Jubilee of Headmastership, wishing them many more years of useful service to the cause of Education.

2. The Guild specially commends to the teaching profession in the District, the resolution No. 12 of the recent All-India Educational Conference, in respect of the part of the teaching profession in promoting inter-communal amity.

3. The Guild requests the Government to utilize the services of competent teachers in high schools and higher elementary institutions in combating mass illiteracy, to whatever extent, and to grant liberal subsidies to organised efforts on their part.

4. The Guild draws the attention of the Railway Board and Steamship Companies to Resolution No. 9 of the recent All-India Educational Conference, which runs thus:—

“That this Conference requests the Railway Board and Steamship Companies to allow concession fares to teachers travelling to visit educational institutions, to study educational problems, or to attend educational conference.”

5. The Guild requests the Government to permit, as Local Board teachers have been permitted, to take out advances from the provident fund for the payment of life assurance premia.

6. The Guild requests the Government to amend T.P.F. Rule 11 (a) by changing 3 months to 6 months and 24 months to 48 months.

7. With a view to strengthening the resources of the Teachers' Provident Fund, and with a view also to meeting partly the depreciation of interest on the Fund, the Guild requests the Government to contribute towards each account an amount equal to what may have been contributed by the beneficiary of the account.

8. The Guild draws the attention of the S.S.L.C. Board to Resolution No. 6 of the recent All-India Educational Conference, recommending the holding of compartmental and supplementary examination every year, and requests the Board to give effect, at an early date, to this resolution in connection with the S.S.L.C. Public Examination.

9. On the eve of the new Academical year, the Guild draws the immediate attention of the S.S.L.C. Board to the following Resolution passed at a conference of this Guild, dated 26-10-1934:—

Res. 3. “The Guild draws the attention of the S.S.L.C. Board to the following contingencies that would arise from the next school year:—(1) Very few schools would be able to offer instruction in more than one of the Science divisions under the C-Group; (2) Staffed as most schools now are, the subject would be either Physics or Chemistry for the entire V and the entire VI Form; (3) The existing laboratories in Physics and Chemistry would not be equal to the needs of an entire form (V or VI), say of 30 to 40 pupils.

And hence the Guild requests the S.S.L.C. Board to drop from the S.S.L.C. Public Examination, all practical tests under the Science division of the C-Group, though the Guild is of opinion that practical class-work of some kind should be insisted on.”

10. The Guild notes with regret the meagre representation on the S.S.L.C. Board of persons connected with Secondary Education in the part of the Presidency south of Madras, and requests the Government to remove the disparity by making suitable additions to the Board, as soon as possible.

11. This Guild views with disfavour the forming, in each district, of Headmasters' Associations, except as sectional organisations, working under their respective District

Teachers' Guilds, and invites any such formation in this District, to function within the Ramnad District Teachers' Guild.

12. Inasmuch as the Elementary Teachers' Associations of this District are voluntary Associations formed for the purposes of bettering their service conditions and improving their teaching methods and general knowledge, and are run entirely on their self-raised subscriptions, the Department of Education is requested to relax if not abolish, the departmental rule, regulation, or instruction if any, obliging these institutions, either explicitly or implicitly, to accept the local Deputy Inspectors of schools as their presidents.

13. The Guild commends to the Government, for their favourable consideration, the following resolution of the 9th Annual Conference of the Elementary Teachers of the District of Ramnad, held at Rajapalayam in September, 1934.

Res. No. 23. “The Government are requested to cancel G. O. No. 5096, dated 7-12-1933, in favour of the following scale and to make this scale compulsory on Local Aided Institutions:—

TIME SCALE

Grade	Trained	Untrained
Secondary	Rs. 35-1½-50-1-60	Rs. 25
Higher Elementary	Rs. 25-1 -35	Rs. 20
Lower Elementary	Rs. 20-1 -30	Rs. 15

Res. No. 24 “The Ramnad District Board is requested to cancel their Resolution No. 901, dated 23-6-1934 and adopt the time scale mentioned in the above Resolution, and sanction promotions accordingly.”

14. The Guild requests the Government to insert in the M.E.R. a section, taking power to make rules in regard to service conditions in Aided Schools, similar to the section in the Local Board Act, concerning service conditions in institutions under Local Board control.

15. The Guild requests the Government to make G.O. No. 4619 apply only to fresh contracts, even if it is deemed impossible to cancel the G.O. altogether.

16. The Guild requests the Government to drop the Bill amending the Elementary Education Act, in favour of a more comprehensive measure, ensuring compulsory education in a period of 5 to 10 years.

17. Resolved that the Guild take steps to invite to this District the next or an early session of the Madras Provincial Educational Conference.

18. The consideration of the following subjects was adjourned to the next conference of the Guild, so that the members may bring sufficient thought to bear upon them:—(1) Government grant to libraries. (2) Government grant to physical education. (3) Exchange of teachers between school and school.

The Conference terminated after a vote of thanks to the President and to the K. V. High School Teachers' Association of Virudhunagar, who made suitable arrangements for this Conference and also played the host to the delegates both at lunch and at supper.

N. S. VENKATARAMA AYYAR, M.A. L.T.,
President,
V. ARAVAMUDU AYYANGAR, B.A., L.T.,
S. DANDAPANI AYYAR, B.A., L.T.,

Karaikudi,
13-3-1935.

NELLORE DISTRICT TEACHERS' GUILD

Fourth Conference (2—3—35)

The Conference commenced its proceedings at 8-30 a.m. with prayer. There were nearly thirty to forty teachers from the various parts of the district present. Messrs. S. Natarajan and M. K. Ramamurthi were kind enough to be present on behalf of the South India Teachers' Union.

M. R. Ry. T. V. Sivaramaiah Garu, B.A., B.L., in opening the conference said that the present system of Education is not satisfactory. Education should be helpful to the individual and to the nation both culturally and from the materialistic point of view. The Legislatures and statesmen should undertake to set before the country a proper policy of education. Firstly, Education should not cut away young men from their past tradition. Secondly, it should enable them to enter straightway easy walks of life.

Speaking on the curricula of Studies, he deprecated frequent changes in them. Languages should be given a more prominent place. English is necessary for advancement and the Vernacular for existence. Other courses might be lightened. He said that Vocational training given to boys at present is a farce.

Mr. M. S. Raghavan, in the course of his presidential address said that the Problem of Unemployment could be solved, only when students left the schools and colleges with a confidence that they could earn a livelihood and possessed the necessary equipment for doing so. He said that he was in favour of standardisation of salaries of the teaching service, but his grievance was that the recent G.O. fixed salaries ridiculously low and hit the teachers very hard. The Chief Minister said that he had improved the condition of Elementary school teachers and had removed the discontent among them, but what he had done was he had made the other teachers under the local bodies discontented.

He pleaded for change in school hours, and said that for a tropical country like India morning hours most suited.

He concluded with an appeal to the teachers to realise their great responsibility.

The House then formed itself into a Subjects Committee for discussing draft resolutions.

At 11-30 a.m. the conference adjourned for dinner. Assembling again at 2 p.m. the conference passed many resolutions on the Hon'ble the Chief Minister's reply to the S.I.T.U.'s deputation, Service conditions in aided schools, need for greater organisations among teachers etc.

Mr. S. Natarajan spoke on the need and the various provisions of the Service conditions bill of the South India Teachers' Union.

M. R. Ry. G. V. Subbaramaiah, M.A., of the V.R. College, Nellore next gave an interesting address on "Wastage in Education and how to avoid it."

Office-bearers for the coming year were next elected.

The proceedings of the conference came to a close at 6 p.m. with a vote of thanks. The following resolutions were passed.

EDUCATIONAL

1. This Conference requests the President, District Board, Nellore,

(i) to remove the disabilities that still operate upon the Elementary School teachers in the service of the Board in the form of cut in salaries, etc.,

(ii) to increase the number of Higher Grade Elementary Schools in the Board, as the present number is insufficient to meet the growing requirements of the people in the matter of educational facilities.

(iii) to permit the Elementary Schools to enjoy the full term of the Christmas vacation.

2. This Conference regrets that, in spite of the option granted by the Department of Education, many schools in the presidency have not yet adopted the mother-tongue as the medium of instruction in all non-language subjects and requests the managements and the authorities to enforce such adoption without further delay.

3. (a) This Conference while welcoming the general plan of the Revised S.S.L.C. Scheme of 1934, suggests the following alterations as conducive of better training and equipment of the candidates:—

(i) Introduction of Algebra and Geometry in optional courses.

(ii) Corresponding lightening of the course in Elementary Mathematics.

(iii) The removal of the obligation to choose the two optionals with not more than one from each of the three groups.

(b) This Conference is strongly of opinion that frequent changes in the courses of study of the S.S.L.C. are detrimental to the general progress of Secondary Education in this Presidency.

4. This Conference urges upon the Government the necessity of appointing a Commission of competent persons to enquire into the problem of education in all its stages in this presidency and make a report thereon suggesting ways and means by which it can be made more suited to the present needs of the people.

SERVICE CONDITIONS.

5. This Conference requests the Government to ensure the security of tenure of teachers in aided schools by introducing in the Madras Educational Rules provisions relating to the conditions of service, scales of pay, leave rules, appointment and punishment.

6. (a) This Conference thanks the Hon'ble the Chief Minister for having given a patient and sympathetic hearing to the Deputation of the South Indian Teachers' Union in connection with the G.O., No. 4619, dated 20-10-'34, affecting the salaries of Teachers in Local Board and Municipal service.

(b) This Conference is grateful to the Hon'ble the Chief Minister for promising to consider favourably the question of retaining the old scales of salaries in the case of the present incumbents.

(c) This Conference feels, however, greatly agitated over the prospect, indicated in the reply of the Hon'ble the Chief Minister, of the imposition of a cut in their salaries with a view to give financial relief to the Local Bodies,

(d) This Conference respectfully submits to the Hon'ble the Chief Minister that the new scales are by themselves inadequate and disappointing, and even if made applicable to new entrants only, would fail to attract the proper type of men into the Teaching profession and result in a set-back to the cause of Secondary Education in the Presidency.

(e) In view of the considerations and also of the large volume of public opinion in favour of ameliorating the present lot of teachers in general, this Conference prays the Hon'ble the Chief Minister to favourably consider the necessity of appointing a well-informed Committee, representative of all interests, to go thoroughly into the question of standardisation and fixing of scales of salaries of teachers engaged in Local Bodies and make a report thereon with a view to arrive at a final solution of this important and difficult question. This Conference requests the Hon'ble the Chief Minister not to give effect to the G.O., No. 4619.

(f) This Conference specially thanks the Hon'ble the Chief Minister for promising to consider the claims of the Pandits and Instructors favourably and prays that their scales, both in the service of the Government and the Local Bodies, be liberally revised.

7. This Conference submits to the Hon'ble the Chief Minister that teachers in Board and Municipal Secondary School do possess the same qualification and their work is judged and testified to by the same authorities as in the case of the corresponding grades of teachers in Government service, and it is therefore proper and just that these teachers should enjoy at least the same scales as are sanctioned by the Government to teachers in their schools.

8. This Conference submits to the Government that, with the progressive fall in interest allowed on Provident Fund deposits of teachers in aided schools, the benefit to the subscribers is little or nothing and requests the Government either to treat Teachers' Provident Fund Deposits as a special kind of deposits bearing 4 % interest or to increase the Government share of contribution from one third to two thirds of the amount to the credit of the subscribers.

9. This Conference is of the opinion that the G. O., No. 47, dated 6-1-'34 restricting fee concessions to pupils of backward and depressed classes to 7½ per cent of the school fee income of a school year is detrimental to the spread of Education among those classes whose illiteracy is appalling and prays the Government to cancel the same.

10. This Conference is of opinion that the grant in aid code has to be liberalised if Secondary Education is to prosper in the Province, that at least ¾ of the net cost must be taken into account in the assessment of teaching-grant against the present half-the-net cost basis.

11. This Conference urges upon the Legislative Council and the Government to recognise the principles underlying the South India Teachers' Union Service Conditions Bill and to take steps to place the same on Statute Book.

12. This Conference is of opinion that the use of the headdress and coats in the case of teachers on duty need not be insisted on, and that they may be dispensed with in preference to a more suitable and cheaper form of decent attire.

ORGANISATION AND BUSINESS.

13. This Conference urges upon the teachers of this district the great need for organising themselves and strengthening the Guild and requests teachers in various schools and the College to form themselves into associations or Councils and affiliate the same to the Guild.

14. This General body of the members of the Guild appoints the following Committee to go into the question of any amendments to the existing constitution with a view to making it up-to-date, and request them to submit their proposals before 1st May 1935.

Committee. (i) President. (ii) The Secretaries. (iii) Mr. G. Narayana. (iv) A. Radhakrishnamurthi.

15. The Guild agrees to be affiliated to the Andhra Teachers' Federation on payment of the required subscription.

16. This Conference urges upon the S. I. T. U. and the A. T. F. the need of working in co-ordination with each other and requests both the organisations to so alter their rules as to enable the general opinion of the teachers of the Presidency to be expressed through one Provincial body, provision at the same time existing for local expression of opinion through linguistic units like the A. T. F.

THE GUNTUR DISTRICT TEACHERS' GUILD Annual Conference

The conference held its session at 1 p.m., on Saturday the 23rd. Feb. 1935, in the premises of the Taluk High School, Tenali, under the Chairmanship of Mr. C. Bhanumurthi in the unavoidable absence of Mr. D. T. Rao. The President, in his opening address reviewed the problems that confront the educational authorities. He referred to the present S. S. L. C. scheme though the latest change was only three years old. He believed the new scheme of 1937 will be a happy admixture of the rigid Matriculation and the elastic S. S. L. C. Adult Education as part of Rural reconstruction must in his opinion, form the willing honorary contribution of the teachers to the nation. He emphasised on the need for developing the child as a national asset, however ill paid and worried the teacher might happen to be.

After reading of the Annual report of the Secretary, resolutions were taken up and passed.

Resolved:—1. That the annual report (1933-34) presented by the Secretary be adopted.

2. That the Hon. the Chief Minister be requested to be pleased to issue orders to the effect that the present incumbents in the Local Board and Municipal Secondary Schools in the District (Permanent, Acting or Temporary as on 31-10-34) be allowed to continue in their respective scales and salaries; pending orders on which the Hon. Minister be pleased to sanction immediately personal pay to cover the difference between the incumbents' pay as on 31-10-34 and the maxima sanctioned in G.O. No. 4619 L. & M. dated 20-10-34.

3. That the President, District Board, Guntur the Chairman Municipal Councils, Narasaraopeta, Chirala and Ongole be requested to immediately recommend the sanction of personal allowances to all the Teachers adversely affected by the scales as per G.O. 4619 L & M dated 20-10-34.

4. That Resolution No. 2 be communicated to the Hon'ble Chief Minister Local Government Department, Madras and Resolution No. 3 to the concerned authorities.

5. The election of Office-bearers was taken up. Mr. T. S., Narayanamurthi B.A., L.T., of Taluk High School Tenali was elected as the Secretary of the Guild Rev. Mr. Dunkelburger of Tenali was elected as the President of the Guild. The conference ended with a vote of thanks.

CORRECT USAGE.

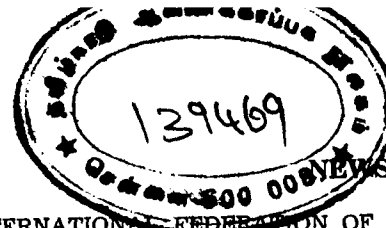
The whole of Part II (128 pages) of Wren and Martin's "HIGH SCHOOL ENGLISH COMPOSITION" is devoted to *Correct Usage*, which forms the backbone of English Composition. An examination of this Part will convince the teacher that its usefulness for Indian students cannot be exaggerated. At present there is no other book which can compare with it in point of lucidity of arrangement of the subject-matter, the number and selection of apt illustrative sentences, and the copiousness of suitable Exercises designed to give practice and confidence in writing simple idiomatic English.

*Here you will find fine ideals, handled with
a firm grasp of the practical.*

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NEWS AND NOTES

INTERNATIONAL FEDERATION OF TEACHERS' ASSOCIATIONS.

The Seventh Annual Delegates' Conference of the International Federation of Teachers' Associations was held at Prague on the 9th, 10th and 11th August 1934. Dr. Louis Dumar submitted a report on the training of teachers. The conference discussed the report and adopted the following resolutions.

In application of the general plan carried by the Congress of Prague-Karisbod in 1930, the International Federation of Teachers' associations, after studying the problem of the training of teachers, declares itself in favour of:—

- (1) A training of teachers by University methods with variation according to the peculiarities of the respective countries.
- (2) The possibility of pursuing cost free studies leading to the teachers' profession—(decision adjourned until this question has been submitted to the constituent association.
- (3) The exclusive employment in charge of all classes of qualified teachers.
- (4) The same standards of general and professional training in the initial stages of all teachers. Men and women primary and secondary and training adapted to the character of every school.

The International Federation of Teachers' Associations has accepted the invitation of the National Union of Teachers and the next conference will be held in Oxford on the 12th, 13th and 14th August 1935.

The next conference of the World Federation of Educational Associations will be held in August 1935. Probably in Cambridge or Oxford (England).

INDIAN:—SRIVILLIPUTTUR

The staff and pupils of the Hindu High school, Srivilliputtur celebrated with great eclat the Silver Jubilee of the Headmastership of Mr. S. Krishna Iyengar, B.A., L.T., Rao Bahadur K. V. Rangaswami Iyengar presided over the fuction who, unveiled a portrait of Mr. S. Krishna Iyengar. He paid a glowing tribute to the robust optimism, the great organising capacity and the simple and unassuming manner of Mr. Iyengar. Congratulatory addresses were then presented by the teachers, pupils, the old boys and citizens of the place.

THE MADRAS TEACHERS' GUILD.

Under the auspices of the Madras Teachers' Guild, a course of lectures were arranged on "Modern tendencies in Education." The course was inaugurated on the 1st of March 1933 by Miss K. N. Brockway, Principal, St. Christopher's Training College, Rev. Milton G. Kuolt, M.Sc., (Ed.) delivered two lectures on "the school and society". Mr. M. Kuppuswami Iyengar, M.A., L.T., Professor, Training College, Trivandrum, delivered two lectures on the influence of the Scientific Method on Educational Theory and Practice." "The backward and the Mentally Defective" was the subject of two lectures delivered by Mrs. M. Varugis, M.A., L.T. Dip. Edn. (Lond) M.A., (Edn.). Columbia University

We hope to publish these lectures in the next issue of the journal, (Eds. S. I. T.)

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BISHOP HEBER HIGH SCHOOL (FORT). TEACHERS' ASSOCIATION.

The eighth anniversary of the above association was celebrated on Friday the 15th March at 4-30 p.m., in the High School hall with Janab Shaik Dawood Sahib, District Educational Officer, Trichinopoly in the chair. Mr. S. K. Devasikhamani, the president of the association welcomed the guests in a neat speech. In doing so, he took a brief survey of education in India and England and referred to the remarkable address of Mr. A. S. Neill M.A., of Leiston, Suffolk.

Mr. S. Sivaramakrishnair, the Secretary read the annual report for the year 1934-35. Then Miss Jennie M. De Forest, Lecturer, Holy Cross College delivered an interesting and thought-provoking address on "THE DISCUSSION METHOD". She enunciated the three great principles of the method and showed how discussion differed from debate and how the group method differed from the Herbartian method. She dwelt upon the responsibilities of pupils and on the great care and skill which teachers had to possess in making the method successful in school-work.

After a brief discussion, the chairman gave his concluding remarks in which he complimented the lecturer on the merits of her address, and paid a glowing tribute to the good work done by the institution for the last one hundred and seventy-five years. The secretary thanked the chairman, lecturer and the guests of the evening. With three cheers to the chairman and the lecturer, the function came to an end.

V. M. HIGH SCHOOL, BODINAYAKANUR.

The Students Literary and Debating Society celebrated their anniversary on the 16th instant. Mr. P. Mahadevan, M.A., Principal Madura College, Madura, presided. Mr. M. R. Rangaswami Iyengar, M.A., L.T., Headmaster of the Periakulam High School delivered the valedictory address. There were interesting contests in elocution, recitation and singing. Prizes were distributed to the winners in these contests and in the athletic contests held earlier in the morning.

PATTAMADAI

Under the auspices of the Pattamadai High School Boy Scouts Association and Junior Red Cross Group, Dr. P. S. Somaskandan, L. M. P., Sub-Assistant Surgeon, delivered this week a course of three lectures in Tamil on First Aid, Rao Bahadur S. V. Chari presiding. The lectures and demonstrations were attended not only by the teachers and the students of the school, but also by the members of the public.

On the concluding day, the Junior Red Cross Group in the school consisting of 41 first members was inaugurated in the presence of a large gathering. Mr. P. S. Pitchumani Iyer, Headmaster, administered the pledge to the members of the Group who were invested with their badges by Rao Bahadur S. V. Chari. Efforts are being made to form an Ambulance Corps out of these students, who will be given periodical training in First Aid work.

TEACHERS' BOOK SHELF

Longer Poems Old and New. Selected and Edited by A. S. Cairncross, M. A., D. Litt. (Publishers: Messrs. Macmillan & Co., Ltd.).

This is one of the best of compilations of English poetry by a master mind whose depth of knowledge of English language and literature is to be clearly discerned on every page of this book. The selections are judicious and scholarly; the copious notes appended to the book are highly useful for the student and the several questions at the end of each poem of the book are both critical and exhaustive. Undoubtedly this book deserves to be prescribed as a detailed text-book for our University classes and it is suerly a good adjunct to any useful library.

K. N.

Folk Tales for little Folks. (1) How the Mice danced; (2) The Lark and its Eggs; (3) The Crow and the Sparrow; (4) The Wood Louse is Dead by P. Mangesh Rao, B.A., L.T., Retired Headmaster, Central High School, Mercara. (Publishers: The Bala-sahitya Mandala Ltd., Mangalore). Price one anna each.

These very useful books are written in the best manner possible by an experienced headmaster to suit the tastes of our juveniles. The story telling faculty is very well exemplified. The style is easy, flowing and suitable to the Higher Elementary school boys. The treatment is so natural as to create a great interest in the minds of the readers. The booklets are priced at rock bottom. Teachers and parents must always advise their boys to go through such useful books which readily satisfy the long felt want in these days, when much stress is put on the library reading for boys.

K. N.

New India English Primers, I and II. By E. E. Ward, M.A., and A. M. Ward, M.A., (Publishers: The Teachers' Publishing House, Madras).

These two primers are quite modern in their scope, conception and details. The books are well illustrated. The get up is quite good. The authors are quite well-known to every student of English literature and they have taken up the work with their characteristic zeal. These two useful primers can well be prescribed in our South Indian schools. The exercises are graded and the method is quite useful.

New India English Reader I. By E. E. Ward, M.A., and A.M. Ward, M.A., (Publishers: The Teachers' Publishing House, Madras.)

This reader is in no way a next step to the aforesaid primers. The lessons are not new, nor strictly Indian. They are non-Indian, such as Jack and the Beanstalk, the Three Bears, Little Red Riding Hood, etc. But the special and valuable feature of the reader is the treatment appended to the poetry pieces. The grammar notes are not however quite satisfactory and they fall short of the requirements of the Higher Elementary school boy. The assignments and the conversation topics given at the end of each lesson are really admirable.

K. NATESAN.

A Short History of England By L. G. Brandon, M.A., (Cantab). (The Indian Publishing House Ltd., Madras. Price As. 12.)

2. *English History for Beginners*. By Hilda Johnstone (P. Varadachary & Co., Madras.)

These two books are attempts to supply the requirements of the new syllabus in English History for the IV form. They are written in lucid English and present the facts of history in an easy style and a well-arranged manner.

The increase of vernacularisation in our schools has necessarily decreased the ability of the high school student to read ordinary English without much difficulty. The IV form boy can hardly cope with our old text-books. He must needs have books written in the simplest possible language. The books before us are good attempts at attaining this object. The one by Hilda Johnstone can hardly be surpassed in its combination of simplicity and comprehensiveness.

Both books contain illustrations and maps in relation to important historical personages and events. They contain about two hundred pages each and are nicely got up.
T. M. R.

Hydrostatics and Mechanics.—By A. E. Mackenzie, M.A., Trinity College, Cambridge University Press. Macmillan & Co., Ltd., Madras.

This book is the first of three volumes covering the sections into which Physics is usually divided and is designed to meet the requirements of the School Certificate. The book is divided into 2 sections. The first section deals with *Measurement and Hydrostatics*, while the second section is devoted to *Mechanics*. The author deserves to be congratulated on his successful attempt in making the study of *Mechanics* interesting. He has provided a number of illustrations and has made many references, some in detail, to the several interesting applications of *Mechanics*. These will certainly stimulate interest in the subject and make its study worthwhile.

The topic "Archimedes Principle" is made very interesting by showing how balloons and submarines and floating docks are examples of applications of the Principle. "The Parallelogram Law" and the law of the "Triangle of Forces" are usually somewhat tough for young pupils to understand. By showing how the proper understanding and application of the laws, helped in the development of the modern aeroplane and also by showing how some of the finest bridges in the world are examples of the application of these laws, the author has made the study of the subject fascinating. Other features of the book are the topical summaries given at the end of each chapter and the numerous questions designed to test the pupils' grasp of the subject.

Students who take Physics as an optional subject will find this book very useful and we commend it to the attention of all Physics masters.

THE S. I. T. U. PROTECTION FUND

NOTICE

Notice is hereby given to the members of the South Indian Teachers' Union Protection Fund that the Seventh Annual Meeting of the General Body of the Fund will be held on Sunday the 21st of April 1935, at 2-30 p.m., at the G. N. S. School, Broadway, Madras.

All the members are requested to attend.

AGENDA.

1. Minutes of the last meeting of the General Body held on 1st April 1934 at Madras.
2. Consideration of the 7th Annual Report.
3. Election of office-bearers.
4. Election of an Auditor for 1935.
5. Announcement regarding budget proposals.
6. Consideration of the following amendment to Rule No. 18 brought up by the Board.

Rule 18.—Resolved to change "Annually" in line 2 to "every three years."

7. Any other urgent matter to be brought up by the Secretary.
41, Singarachari Street,
Triplicane,
15th March 1935.

M. K. RAMAMURTI,
Honorary Secretary.

THE SEVENTH ANNUAL REPORT.

The Board of Management has great pleasure in submitting the following Annual Report of the S. I. T. U. Protection Fund, Madras for the year ending 31-12-34.

As the year under review came close upon the reorganisation of the fund, the members of the profession were a little slow to appreciate to the full the advantages of the revised rules. But on account of the publicity work of the members of the propaganda Committee and realisation of the growing strength of the Fund, people are joining the fund and many members who failed to increase the number of units held by them are now anxious to have an increased number of units.

Strength. The number of members on the register on 1-1-34 was 738 of whom 16 members were in arrear for over three months and hence their names were removed according to Rule 14 (e). There were five deaths during the year, and 47 admissions were made. The strength at the close of the year stood at 764 and on the date of report is 796.

The strength on 31-12-34 was 764 of whom

44	members	contribute to	4	units,
44	"	"	3	"
187	"	"	2	"
489	"	"	1	unit,

and the total number of units in force was 1171 and the amount receivable each month towards the benefit Fund including the payment towards the back fee was Rs. 1,316.

Meeting of the General Body. The 6th Annual meeting of the Fund was held on 1-4-1934 to consider the annual report and to elect the office-bearers.

Board Meetings. The Board of Management met twice during the year on 11-2-34 and 8-9-34 and as in previous years many items of business requiring the consideration of the Board were decided by circulation.

Award of Benefit. It was with deep regret that the Board learnt of the death of the following members of the Fund and their nominees were paid the following amounts noted against their name.

Red. No.	Name and address.	Age at death.	Calls etc. paid.	Benefit amount paid.
1. 1092	Mr. V. E. Ponnambalam, Arcot ..	42	12	250
2. 747	" A. Narasimha Rao, Villupuram ..	37	130	1040
3. 919	" S. Ranganatha Rao, Karur ..	39	32	260
4. 670	" G. Panigrahi, Buguda ..	35	43	260*
5. 710	" T. S. Subbier, Pattamadai ..	38	46	265*

*These claims were paid only in 1935 on receipt of the necessary claim papers.

The claims that were pending at the beginning of the year on the deaths of Mr. V. Subramania Iyer, Reg. No. 348 and Mr. S. Rangaswami Iyengar Reg. No. 245 (Rs. 499 and Rs. 550 respectively) were paid during the year under report.

Loans. The amount of special loans advanced to members to enable them to pay the amount due for the back period up to 1-7-33 increased from Rs. 6,330 to Rs. 7,078 of which Rs. 78 has been recovered.

16 ordinary loans for a total sum of Rs. 472 were issued during the year and the total amount due under this head was Rs. 568 on 31-12-34.

Exemption of Income-tax. When the Government of India was addressed to grant exemption from income-tax on the amounts payable to the fund by the members, the Government of India turned down the request saying that the Fund was not in any way like an Insurance company. But it is strange to note that the income-tax officer II circle, Madras claims that 15% of the premia income of the Fund is assessable to tax and opines that the fund is like a dividing Assurance. How far this claim is sustainable is engaging the attention of the Board of Management.

Propaganda. At a meeting of the Board of Management held on 11-2-34 a sum of Rs. 300 was allotted out of the Profession Fund to meet the actual expenses of persons requested to do propaganda work on behalf of the Fund and on behalf of the South India Teachers' Union. A sum of Rs. 160-1-9 was utilised for the purpose during the year under report.

In addition to the audit of the Fund by the auditor an audit committee consisting of 3 members was constituted last year to go into the accounts of the fund. The committee met and scrutinised the annual accounts before the audit statement was considered by the Board. Earlier in the year Mr. A. Nagaraja Iyer went through the half-yearly accounts and offered many a constructive suggestion for the better working of the fund. The board thanks all these gentlemen for the service they have rendered and also the many others who by propaganda and otherwise have endeavoured to advance the cause of the Fund.

41, Singarachari Street,
Triplicane
15th March 1935.

(By order of the Board)
M. K. RAMAMURTI,
Honorary Secretary.

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND.

Working Fund Account for the year ending with 31st December 1934.

Expenditure		Income	
	Rs. A. P.		Rs. A. P.
To Printing a/c	133 14 0	By opening balance as per last balance sheet	364 0 9
Contingent a/c	35 9 6	Annual contribution received for the year	782 0 0
Stationery a/c	44 12 6	Annual Subscription 50%	390 0 0
Postage a/c	141 9 3	Interest on above items	40 0 0
Less postage recovered	21 5 3	Fines collected	157 6 0
Salary a/c	236 5 6	Conveyance charges recovered	0 3 0
Reorganisation a/c Opening balance	60 0 0	Interest on special and ordinary loans 25%	92 1 0
Expenses incurred during the year (salary)	10 12 0		
Do. printing (loan ledgers)	307 1 6		
Less written off for the year (1/3 of 307 1 6)	102 5 10		
Electric charges	18 0 0		
Rent	60 0 0		
Audit fees for 1934	60 0 0		
Travelling allowance to Board members	116 15 0		
Honorarium to secretary for 1933	250 0 0		
" to legal advisor for 1933	30 0 0		
Advertisement charges	8 0 0		
Value of registers written off in the year	10 0 0		
Enrollment commission paid	3 0 0		
Typewriter hire charges	15 0 0		
Depreciation on furniture @ 5% on Rs. 127-4-6	6 4 6		
Bank charges recovered	1 0 6		
Balance carried to Balance Sheet	390 8 11		
	Total Rs. 1,825 10 9		Total Rs. 1,825 10 9

Examined and found correct.

(Sd.) T. S. VISWANATHAN,
Registered Accountant & Auditor.

(Sd.) M. K. RAMAMURTHY,
Hon. Secretary.

Triplicane,
9th March 1935.

ABSTRACT OF CASH ACCOUNT OF THE SOUTH INDIAN

Receipts.

	Rs.	A.	P.
To opening balance (contingent advance)	..	2	8 0
Indian Bank Ltd., Current a/c	..	15,665	6 7
" Savings Bank a/c	..	1,800	0 0
Madras Provincial Co. Bank Ltd. P.D.	..	1,600	0 0
" Current a/c	..	2,613	2 0
Trichinopoly Co. Bank Ltd. Current a/c	..	60	0 0
Vellore Co. Bank Ltd. Current a/c	..	200	0 0
Tanjore Co. Bank Ltd. Current a/c	..	50	3 0
Madras Teachers' Guild Co. Society. Current a/c	..	468	14 0
Post Office Savings Bank a/c	..	785	0 0
Fixed Deposits with Indian Bank matured	..	6,250	0 0
" M. T. G. C. S. Ltd. matured	..	1,500	0 0
" M. Dt. Co. C. Bank matured	..	6,500	0 0
Sale of 6½% Treasury Bonds (F. V. 3500)	..	3,626	14 0
Sale of 3½% Government Bonds (F. V. 5000)	..	5,171	15 11
Benefit Fund a/c	..	50	0 0
Ordinary loans repaid	..	64	0 0
Interest received	..	1,609	4 9
Registration fees	..	175	0 0
Annual Contribution	..	782	0 0
" Subscription	..	780	0 0
Monthly calls	..	15,641	0 0
Interest received on special and ordinary loans	..	369	6 0
Fines received	..	157	6 0
Suspense a/c	..	1,057	6 0
Postage recovered	..	21	5 3
S. I. T. U. subscription a/c	..	36	2 0
Commission (recovered)	..	0	10 0
Prepayment of subscription for 1935	..	106	0 0
Conveyance recovered	..	0	3 0
Special loans repaid	..	78	0 0
S. I. T. U. Loan—repaid	..	500	0 0
Total	..	67,721	10 6

TEACHERS' UNION PROTECTION FUND, 1—1—34 to 31—12—34.

Payments.

	Rs.	A.	P.
By Madras Teachers' Guild Co. Society Ltd. F.D.	..	2,000	0 0
Madras Dt. Co. Central Bank Ltd. F.D.	..	9,000	0 0
Madras Dt. Co. Central Bank Ltd. R.D.	..	3,000	0 0
Triplicane Fund Ltd. R.D.	..	200	0 0
Advances for purchase of bonds	..	14,214	6 0
Furniture a/c	..	38	7 0
Purchase of 5½% Mysore Bonds	..	3,305	10 0
Interest paid on the above bonds	..	48	9 4
Benefit Fund a/c	..	2,649	0 0
Reorganisation a/c	..	60	12 0
Contribution to "South Indian Teacher"	..	75	0 0
Typewriter hire charges	..	15	0 0
Ordinary loans granted during the year	..	472	0 0
Rent and Lighting charges	..	39	0 0
Stationery	..	44	12 6
Salary	..	420	0 0
Bank commission	..	1	10 6
Prepayment of 1933 adjusted	..	182	0 0
Honorarium to legal advisor	..	30	0 0
Honorarium to Secretary for 1933	..	250	0 0
Suspense adjusted	..	943	6 0
Travelling allowance to Board members	..	116	15 0
S. I. T. U. Subscription a/c	..	24	8 0
Contingencies	..	35	9 6
Printing	..	133	14 0
Audit fee (1933 due)	..	20	0 0
Postage	..	141	9 3
S. I. T. U. Propaganda a/c (travelling allowance)	..	160	1 9
S. I. T. Union Loan a/c	..	500	0 0
Enrolment commission a/c	..	3	0 0
Advertisement charges	..	23	0 0
Indian Bank Ltd. Current a/c	..	17,055	6 9
" Savings Bank a/c	..	1,977	15 6
Madras Provincial Co. Central Bank Ltd. P.D.	..	1,320	11 0
" Current	..	2,723	3 0
Post Office Savings Bank a/c	..	294	13 6
Kumbakonam Co. Central Bank Ltd. S.B.	..	23	4 0
Trichinopoly Co. Bank Ltd. Current	..	115	6 0
Conjeevaram Co. Central Bank Ltd. Current	..	14	12 0
Vellore Co. Central Bank Ltd. Current	..	276	5 6
Tanjore Co. Central Bank Ltd. Current	..	59	11 0
Madras Teachers' Guild Co. Society Current	..	495	6 6
Closing Balance:	..	44	9 0
Cash on hand	..	5,171	15 11
Cheque on Chartered Bank of India	..		
Total	..	67,721	10 6

Examined and found correct.

Triplicane,
9th March 1935.

(Sd.) M. K. RAMAMURTHY,
Hon. Secretary.

(Sd.) T. S. VISWANATHAN, G.D.A., R.A.,
Regd. Accountant & Auditor.

BALANCE SHEET OF THE SOUTH INDIA TEACHERS' UNION

Liabilities.

	Rs. A. P.	Rs. A. P.	Rs. A. P.
BENEFIT FUND :			
Opening balance	..	41,829 3 7	
Add monthly calls received	..	15,641 0 0	
Add special loans taken in 1934	..	748 0 0	
Add interest	..	2,259 12 5	
		60,478 0 0	
Less benefits paid	..	2,599 0 0	
		57,879 0 0	
PROFESSION FUND :			
Opening balance	..	1,663 11 3	
Add 50% Annual Subscription	..	390 0 0	
Add interest	..	56 0 0	
		2,109 11 3	
Less contribution S. I. Teacher	..	75 0 0	
Less S. I. T. U. Prop. a/c	..	160 1 9	
Less Advertisement	..	15 0 0	
		250 1 9	
		1,859 9 6	
RESERVE FUND :			
Opening balance	..	3,066 10 0	
Add registration fees	..	175 0 0	
Add interest	..	90 0 0	
		3,331 10 0	
Working Fund	..	390 8 11	
Prepayment of subscription for 1935	..	106 0 0	
Suspense	..	219 11 3	
S. I. T. U. Subscription a/c	..	11 10 0	
Staff security a/c	..	221 10 0	
Outstandings :			
Audit fee (for 1934)	..	60 0 0	
Rent and Lighting charges	..	39 0 0	
Reorganisation	..	10 0 0	
		109 0 0	
Brokers			
Cost price of Bonds	..	24,917 3 0	
Less advances	..	14,214 6 0	
Less interest thereon	..	117 2 0	
Less interest on 6½% bonds	..	23 1 8	
Less interest on 5½% bonds	..	82 8 0	
		14,437 1 8	
		10,480 1 4	
		74,608 13 0	

AUDITOR'S REPORT.

I have audited the above Balance Sheet of the S. I. T. U. Protection Fund, Triplicane, for the year ending 31st Dec. 1934 and have obtained all the informations and explanations required. I certify that in my opinion the balance sheet is properly drawn up in conformity with the rules of the Fund; so as to exhibit the true and correct view of the

PROTECTION FUND AS ON THE 31st OF DECEMBER 1934.

Assets.

	Rs. A. P.	Rs. A. P.
Furniture as per last balance sheet	..	88 13 6
Add purchases during the year	..	38 7 0
		127 4 6
Less depreciation written off at 5%	..	6 4 6
		121 0 0
Stock of registers as per last B. S.	..	40 0 0
Less written off during the year	..	10 0 0
		30 0 0
Reorganisation as per last balance sheet	..	236 5 6
Expenses during the year	..	70 12 0
		307 1 6
Less written off	..	102 5 10
		204 11 8
Ordinary loan a/c	..	568 0 0
Special loans: Opening balance	..	6,330 0 0
Add loans taken in 1934	..	748 0 0
		7,078 0 0
Less repaid	..	78 0 0
		7,000 0 0
INVESTMENTS :		
Madras Teachers' Guild Co. Society. F.D.	..	8,200 0 0
Indian Bank Ltd. F.D.	..	1,000 0 0
Madras Dt. Co. Central Bank Ltd. F.D.	..	9,000 0 0
Madras Dt. Co. Central Bank Ltd. R.D.	..	4,250 0 0
Triplicane Fund Ltd. R.D.	..	200 0 0
Post Office Cash Certificates (F. V. 10000)	..	7,500 0 0
		30,150 0 0
Government Bonds :		
5½% Government Bonds (F.V. 1000)	..	980 0 0
5½% Mysore Government Bonds (F.V. Rs. 3000)	..	3,305 10 0
3½% Government Paper (F.V. Rs. 10,000)	..	9,098 7 0
4 % Mysore Government Bonds (F.V. 10,000)	..	10,762 8 0
Interest accrued	..	1,783 13 9
CLOSING BALANCES :		
Cash on hand	..	44 9 0
Cheque on hand	..	5,171 15 11
Madras Teachers Guild Co., Society	..	33 1 4
M. P. C. B. Ltd. Current	..	110 1 0
M. P. C. B. Ltd. P. D.	..	19 0 0
Tanjore Co. Bank Ltd. Current	..	9 8 0
Vellore Co. Bank Ltd. Current	..	76 5 6
Conjeevaram Co. Bank Ltd. Current	..	14 12 0
Trichinopoly Co. Bank Ltd. Current	..	55 6 0
Kumbaconam Co. Bank Ltd. Current	..	23 4 0
Indian Bank Ltd. Current	..	4,194 9 4
Indian Bank Ltd. S. B.	..	823 11 1
Post Office S. B.	..	28 7 5
		10,604 10 7
		74,608 13 0

Triplicane,
9th March 1935

M. K. RAMAMURTHY,
Hon. Secretary.

affairs of the Fund as on 31st Dec. 1934 according to the best of information and explanations given to me. I have verified the investments on this date.

(Sd.) T. S. VISWANATHAN G.D.A., R.A.,
Registered Accountant & Auditor.

BOARD OF MANAGEMENT, 1934.

President.

Mr. M. S. Sabhesan, M.A., Professor, Christian College, Madras.

Vice-President.

Mr. T. Ramanujachariar (Retired Asst., Hindu High School), Triplicane, Madras.

Secretary.

Mr. M. K. Ramamurti, B.A., L.T., Asst., T. T. V. High School, Madras.

Other Members.

Mr. S. Srinivasa Iyer, B.A., L.T., S. M. D. High School, Vellore, (North Arcot District).

Mr. K. S. Chengalroyan, Board High School, Krishnagiri, (Salem Dt.).

Mr. S. T. Ramanuja Iyengar, B.A., L.T., E. R. High School, Teppakulam, Trichinopoly.

Mr. Aravamuda Aiyangar, B.A., L.T., U. C. High School, Madura.

Mr. J. N. Paramasivam Pillai, B.A., L.T., Satyamangalam, (Coimbatore District).

Mr. A. Nagaraja Iyer, B.A., L.T., Municipal High School, Villupuram.

Auditor.

Mr. T. S. Visvanathan, G.D.A., Public Accountant and Auditor.

Honorary Legal Adviser.

Mr. K. Rajagopalan, Attorney-at-Law, Madras.

RULES OF THE SOUTH INDIA TEACHERS' UNION

A NOTE ON ITS REVISION

By

THE CONVENER S. I. T. U. WORKING COMMITTEE (SUB-COMMITTEE).

CHANGE OF OBJECTIVE.

The first important change sought to be effected is in respect of the objective of the Union, namely that the Union should strive to get recognition in the statute book of the province for "Teaching" as a public utility service, and guarantees both administrative and legal, as for the Medical and legal professions in the land. The change would place beyond doubt the need for the S. I. T. U. striving to get an act passed in the Legislative Council making the state define the status, recognition, conduct, service conditions, protection and control of members of the Teaching service now in service and entering it in future. Technically the term public utility service implies that teaching wants recognition in the sense in which the term is defined in the Indian Trade Union Act, that is, as a trade carried on by intellectual labourers, with the right to have automatic redress through conciliation and Arbitration Boards.

This move is nothing inconsistent with the nobility of the teaching profession, as it is nothing sordid for members of a community claiming the right to collectively negotiate and bargain with different employers, if the state will not be the over-employer.

CHANGES IN PROGRAMME.

The changes in programme visualise greater contact between the S. I. T. U. and the S. I. T. U. P. F. To-day only members of the S. I. T. U. can get admitted into the S. I. T. U. P. F. and to get the benefit, they should continue to be members of the S. I. T. U. P. F. Though technically the S. I. T. U. P. F. is a business body with financial interests, which are solely the province of its members, the convention has grown up, in these seven years, of the S. I. T. U. P. F. helping the S. I. T. U. from its Profession Fund, which is definitely intended for the promotion of the objects of the teaching profession as defined in the S. I. T. U. The link between the protection fund and the Union is sought to be kept up by making the secretary of the S. I. T. U. P. F. a member of the Working Committee of the Union, so that the work of the Union and the P. F. might be co-ordinated. Another change is the introduction of vernacular editions for the Union Journal to cater to the needs of Elementary school masters in the province. A third change in the programme is the inclusion of the formation of co-operative societies, registration committee, Tenure committee and Election Board. The Union has watched with pleasure the work of the Madras Teachers' Guild co-operative society and smaller societies in some areas. To develop the economic welfare of members of the Union and to save them falling a prey to usurers, it is contemplated to form a federation of Teachers' guild societies. To develop professional sense, in the absence of an official registry, like the Royal Society of Teachers, it is proposed to form a S. I. T. U. registry, as an optional concern to start with as in the Medical council or Bar Council.

The Vigilance committee which had grown as a convention for 5 years is now renamed as Tenure Committee with a definite policy and programme. Similarly the S. I. T. U.'s action in setting up candidates for the Legislative Council, Senate etc., is sought to be systematised under an Election Board for the purpose which may attempt to set up candidates for all educational legislative bodies open to teacher-voters in the Panchayat, Educational Council, Secondary Education Board, Senate, Academic council

and Legislative Council. The S. I. T. U. can thus demonstrate the solidarity of the Teaching profession and its ability to act as a profession and influence the public.

CHANGES UNDER MEMBERSHIP.

Admission to non-teachers connected with Education like Managements, is denied as the Union is a teachers' Union. The privileges of membership are extended to participation in the other adjuncts which might grow. Thus only members in the Union registry may be entitled to get the benefits of being protected by the Tenure committee or set up for election by the S. I. T. U.

CHANGES UNDER ENROLMENT.

Applications are hereafter to be in prescribed forms which are intended to be filed in the record room of the Union. A step in the direction of registration by all is taken by insisting on all guilds and associations and individual members getting themselves duly admitted into the Union on payment of an admission or registration fee. This step is the precursor of the next step whereby every teacher in the Union, even though a member of a guild or an association, should get himself enrolled as a teacher in the books of the Union. Indirectly this will give the Union an immediate income to the Silver Jubilee fund of Rs. 1000 at a modest calculation, which it is hoped members will not grudge.

CHANGES UNDER AFFILIATION FEES.

The first important change is that the S. I. T. U. fixes a standard rate for calculation of affiliation fee of every association in each constituent guild. This is in the direction of a capitation levy, which primary teachers' associations are expected to levy from its members. It is open to associations to levy more. But every member of each college or secondary school or elementary school is obliged to submit to the standard rate of Re. 1. for graduates and annas eight for non-graduates per annum.

The next change is in the direction of linked payment whereby the primary association is made to pay both the guild and the Union, a fixed percentage of its income. Thus it is required to pay 20 per cent to the Union and 40 per cent to the guild and keep 40 per cent for itself, of the amount calculated at the standard rate. Thus a school association with 5 graduates and 14 non-graduates will, out of Rs. 12 under the standard rate, pay the Union Rs. 2-6-0; the guild 4-12-0 and keep to itself the balance of Rs. 4-14-0. This quota system is devised with a view to enable the Union to keep in touch with the finances of guild and associations. The quota system based on capitation is a new system to augment, the funds of the Union and make affiliation direct, instead of being only indirect as at present.

The affiliation fee for guilds is kept at Rs. 2 for each association in college or secondary school and Re. 1 for range Elementary teachers' associations in each district for purposes of the Union. This will have to be paid from the 40 per cent paid by primary associations to guilds. To get more funds from guilds or associations made up largely of individual members, as in the Madras Teachers' Guild, an alternative affiliation fee is introduced at annas four per member.

Arrears in future will be for both non-payment of affiliation fee and admission fee.

CHANGES UNDER OFFICE-BEARERS AND CONSTITUENTS AND AFFILIATED ASSOCIATIONS.

The presidentship of the Union is thrown open to members in the province, instead of being confined to members in Madras. This is with a view to widen the range of our leaders and give a chance to mofussil talent also. The joint-secretaryship which

began in the Chidambaram conference in contravention of rules and which has been kept up so far is deleted as no useful purpose is gained by it. The headquarters is definitely given 5 members in the Working committee of 11, including the S. I. T. U. P. F. secretary and of the remaining 6, five are definitely to be from the mofussil, the president being resident at Madras or outside. The convention of Working Committee members being incharge of definite department is made a rigid rule to promote efficient work with an objective and a plan. The Executive Board is really the controlling factor representing as it does all the districts. Thus the Union executive is democratic and its working committee is sought to be developed into a cabinet under a dynamic and energetic leader with normal and reserve powers.

The powers of the office-bearers and duties are all well defined. The Executive is made to meet once in a quarter and the expenses of its mofussil members will have to be borne by guilds. The Working Committee is made to meet as often as necessary in the interests of sustained and intense activity.

The duties of guilds and associations are further defined in the direction of helping, assembling of information by the Union and helping the programme of the Union. Affiliation are definitely provided for as a measure of discipline.

CHANGES IN CONFERENCE AND ANNUAL MEETING.

A conference or an annual meeting is sought to be made representative and responsible, instead of being dumped by one or more districts only. Every district has to send some delegates, and pay their delegation fee. This is with a view ultimately to develop quality of work, instead of merely developing the demonstrative side. The delegate fee is made a source of Union income.

VOTING.

Voting at the conference, in the event of a poll is to be on the basis of constituents and not affiliated associations. All voting at the annual meeting is to be on the basis of constituent bodies. This is to make voting representative.

CONCLUSION.

The changes contemplated develop the resources of the Union and the links of the Union with the guilds and affiliated associations and make the organisation disciplined in its character and work. The changes introduced are the crystallisation of the trends and tendencies of the S. I. T. U. growth during its 26 years of existence and are for the good of the Union and the teaching Profession.

THE MAIN RECOMMENDATION OF THE SUB-COMMITTEE.

1. *Include under definitions.*—"Admission fee" for associations and registration fee for individuals.
2. *Include under objects.*—"Objective of statutory recognition for teaching as a public utility service with guarantees.
3. *Include under programme.*—"Co-operative Societies, Tenure committee and Election Boards in K and verbally amend i and j.
4. *Include under membership.*—Deletion of admission to non-teachers connected with Education in clause 5 of 4 (a) Addition in 4 (b) of other adjuncts of the S. I. T. U. like registry, Tenure committee and Election Boards.

5. *Include under enrolment.*—Admission fee for associations and constituents—prescribed forms of applications. Registration fee for individual members.

6. *Include under affiliation fee.*—(a) Introduce standard rates Re. 1 for graduates and annas eight for others annually for membership in the affiliated association, and calculate affiliation as under. 20 per cent for S. I. T. U. 40 per cent for guilds. (b) Rupee 1 for range or other Elementary Teachers' association affiliated to each guild. (c) Modify Rs. 2 as subscription of guilds with affiliated associations for affiliated college and secondary school teachers' association and in the case of guilds without affiliated associations at the rate annas four per member per annum. (d) Delete subscription to non-teachers. (e) Add to Teachers' Association not attached to any school, Provincial organisation. (f) Define admission fee. (g) Modify arrears by including admission fee.

7. *Under office-bearers.*

Throw open Presidentship to members in the province.
Abolish office of Joint-secretary.
Create a vice-president at Head-quarters.
Make secretary, Treasurer, and Journal secretary, headquarter members.
Abolish Journal Committee.
Include S. I. T. U. P. F. secretary as ex-officio member of the Working Committee.
Elect five more members to represent mofussil from the Executive Board to the Working Committee.

8. *Under Executive Board.*

Change quorum from 7 to 11.
Make provision for quarterly executive meeting paid for by guilds sending executive members.

9. *Under Working Committee.*

Make provision for departmental activity.
Raise quorum from 5 to 7.
Make provision in Union budget, for expenditure on Working Committee meeting and Union work of Working Committee members at headquarters and mofussil.

10. *Under duties of guilds and associations.*—Add (e), (f) and (g) (e) provide for sending financial and other returns required by the Union. (f) provide for compulsory subscription for journal by every affiliated association and constituent body. (g) provide for dis-affiliation where obligations are not fulfilled.

11. *Re-write duties of office-bearers.*

Define duties of other office-bearers.
President:—Executive head. Editor and publisher. General control—reserve powers.
Vice-President:—Joint Editor.
Secretary:—As in rules and council propaganda.
Journal Secretary:—Assistant Editor.
Treasurer:—Add journal manager.
P. F. Secretary:—Ex-officio.

Member for Organization:—Assembling information regarding constituents and affiliated bodies and work.

Member for Tenure:—Tenure cases—Complaints—Deposit of Rs. 5 for each complaint—Enquiry—Report—Redress.

Member for Propaganda:—General propaganda—Electoral roll of teachers—Election proposals—Union bulletins.

Member for Elementary Education:—Needs of Elementary Education and Elementary Teachers' organisations.

Member for Secondary and University Education:—Needs of Secondary schools and colleges and teachers' associations.

12. *Under Delegates.*—

Make provision for compulsory delegation of at least 5 members by each constituent body to annual meeting and Provincial Educational Conference. Delegation fees being paid by constituent bodies.

13. Under voting in all cases of poll: Treat each constituent body as a unit. Instead of affiliated association, whether in annual meeting or Provincial Educational Conference.

14. Introduce a rule about funds:—

Provide for Permanent Fund—Admission fee—Jubilee Fund—Working fund—Affiliation fee—Subscriptions—Budget—Audit.

(Sd.) S. T. RAMANUJA IYENGAR,
Convener, Sub-Committee of the Working Committee
9-3-35

EDITORIAL

EDUCATION IN INDIA, 1932-33.

The report of Education in India in 1932-1933 is now available. It relates to a period when all parts of India were experiencing severely the effects of economic depression and when Governments were compelled to make drastic economies. It is no wonder that, during this period, the number of institutions decreased by 2445 as against an increase of 8460 in 1927-1928. The increase in enrolment is very small, only about 87,000. This state of affairs clearly indicates that education has received a great set-back in the year. However, the report claims that "some progress has been made in certain directions."

"Many provincial authorities had begun *at least* to realise the disappointing results of Primary education and had taken steps to render it less ineffective; efforts had been made in certain provinces to evolve a system of rural education which would be in harmony with a rural environment and was calculated to improve the conditions of rural life; an inspiring impetus has been given to the education of girls; the children of the depressed classes were both seeking and receiving admission to the ordinary schools, in place of segregate and separate schools which merely accentuate the stigma of isolation and exclusion; the schools themselves were becoming happier and brighter places, as a result of improvements in Physical training and the playing of games, of better kept gardens and playing fields, of improved medical supervision."

This indeed seems to be a rosy picture of Educational progress. But a perusal of the remaining pages indicates that conditions in the provinces are not as bright as the foregoing extract may lead one to imagine. On the side of expenditure all provinces report a reduction and for all India the decrease in expenditure is nearly 140 lakhs; and according to the report 'the fierce blast of financial retrenchment has now reached even the province of Madras which records a decline of about Rs. 36 lakhs.' In the matter of primary education, in most provinces and notably in Madras, efforts are being made to centralise primary institutions. It is found that on an average, only 21 per cent. of boys enrolled in class I reach class IV. Much is made of this 'wastage.' But it is surprising to note that this number which reaches class IV from every 100 admitted in class I remains practically constant during the years 1917-1933. Though the number of institutions and the number of pupils enrolled have considerably increased, yet the constancy of the number of pupils that reach class IV from every 100 enrolled in class I should give some satisfaction. The wastage is really not so great as it is sought to be made out if we remember that "Primary education has become widespread in the villages where the dangers of wastage are far greater." Rightly Sir G. Anderson points out;

"Wastage" is a difficult problem in all countries, especially in a country such as India, with its vast population scattered over innumerable villages; and with the prevalence of sickness of many kinds. Much that is unsatisfactory in the figures is also due to the practice of admitting pupils to school at any time in the year, especially towards the end of the school year."

Again the report observes,

"The standard of teaching should also be high. Children *should not* be compelled to attend schools unless there is a guarantee that they shall benefit by their

schooling and that their health shall not be affected by attendance in insanitary buildings."

But in a country where teachers meet the contingent charges of the schools and sometimes 'pay for the conveyance of the pupils in the rainy season and for the repair of the school house from their slender resources, no happier state of things can be expected. To add to this, the report says, that the salaries of teachers, which were miserably low, were subject to a cut of 10 per cent. and what is worse, many local boards could not pay the salaries of teachers for the last two months of the year through lack of funds.

Until steps are taken to improve these conditions no great advance can be made in primary education and India will be yet a long way off in attaining cent per cent literacy.

Good teaching is essential to improvement and also to the reduction of "wastage." The best means of bringing about improved teaching is by the employment of competent and well-trained teachers, who will work under satisfactory conditions of service. Do we have them anywhere? Sir G. Anderson has done a great service to the cause of education and to the teaching profession by rightly referring out to this question.

THE CUP OF INIQUITY.

We are surprised to learn that the Municipal Council, Tirupati, has passed a strange resolution regarding the pay of teachers in their Elementary schools. We understand that, according to this resolution, the eligibility of a teacher to draw his salary for any given month will be determined by an examination of his pupils conducted by the commissioner in the presence of a Municipal Councillor. If in the examination 60 per cent. of the pupils secure 30 per cent. and more, the teacher would get his full pay for the month; otherwise he can draw only a proportionately reduced pay. It is also reported that the amount so withheld would be kept in deposit, payable to the teacher on the following month, if in the examination conducted then, he is eligible for his full pay. If, however, for three consecutive months, the teacher should not come up to the standard, his services would be terminated without notice. The proposals are quite novel. The municipality will be well advised to think of other methods for improving instruction in schools under its control.

Municipal Elementary schools are frequently inspected by the Departmental Inspecting officers who are expected to make a report about the efficiency of instruction in these schools to the higher authorities. We do not know if the level of instruction in all the Elementary schools under the Tirupathi Municipality is so very low and calls for drastic measures for improvement. We are sure it cannot be so bad. While we do not for a moment question the right of the Municipality to take steps to provide children with efficient education, we cannot be too strong in condemning the unwise measures which this Municipality is alleged to be adopting. Monthly tests of the teachers' work conducted by the chief executive officer of the Municipality in the presence of a councillor cannot but bring the teacher low in the esteem of the pupils. Further, the commissioner of the Municipality and councillors are laymen and the results of an examination conducted by them cannot be taken as reliable. Will the Municipality think of fixing every month the salaries of its legal adviser or Health officer on the

number of successfully contested or treated cases? Will a Municipality be permitted to fix the salary of the Commissioner in relation to the percentage of collection of taxes and to the general improvement in public health. Why then should this discrimination be made against the elementary school teacher alone? His salary is a miserable pittance and if this too is to be decided by laymen month by month, his cup of iniquity is full to the brim.

We understand that the teachers have made representations to the District Educational Officer. We hope that the attention of the council would be drawn to the grave injustice that this resolution would cause to the teachers and the council would not proceed to act on this resolution which is really an insult to the teaching profession.

POOR PARENTS :

For obvious reasons, we did not choose to take serious notice of the rumour that the department of public instruction might be prevailed upon to issue proceedings to the effect that books prescribed for use in schools should not be changed within a period of five years from the date of prescription. We were therefore surprised to learn from the columns of the press that a few publishers waited in deputation upon the Director and appealed to him to reduce the period to three years. The veil of secrecy in regard to this question is astonishing and there is no material before us which could help us to understand the necessity for the adoption of such a grave step. The question under discussion is not to be construed as one affecting the department and the publishers alone and it will be a great blow to the dignity of the teaching profession if a decision be arrived at behind the backs of teachers. We hope the department will not allow itself to be influenced by pressure from high quarters and will take a bold and just stand in the interest of sound education.

There is a whisper that the proposal under consideration is intended to protect the poor parents who are presumed to be hit hard by the frequent changes of books year after year. It is gratifying to learn that the difficulties of the poor parents have been brought to the notice of the authorities. Many are the directions in which a real relief to poor parents could be given without impairing the efficiency of schools. They want fee-concessions, reduction in the rate of fees, mid-day meal for children, free supply of books, a good library in the school and good playgrounds. Teachers will appreciate the solicitude for the poor if the authorities be pleased to make it possible for the deserving poor to mount the educational ladder. Even the poor parents may begin to wonder how, of all questions, this trivial inconvenience due to change of books should happen to receive the special attention of the department.

The evil which the proposal under contemplation seeks to remedy is highly exaggerated. We are not sure whether the department can make out a case that the school authorities have been acting in an irresponsible manner. Even granting for argument that the tendency to change books for no valid or sound reasons is common, it should be regarded purely as a local question which should be left to be tackled by the staff of the school and the management. The parents in a locality can easily bring to the notice of the management such instances and the remedy lies in their own hands. This is not the occasion to consider in detail the reasons which teachers may rightly advance for changing the books. We do not think it necessary to say much now, espe-

cially when under the pseudonym of "parent" one begins to ask seriously in the columns of the press whether there can be anything new in a book. Educated men should be presumed to know that there are books and books and that it is the duty of the teacher to place in the hands of pupils suitable books. Books are usually changed only at intervals and in the interest of the education of the pupils. It is not wise to attempt to solve the difficulties of poor parents by restricting the freedom in regard to the selection of books. On the other hand the authorities and public men should consider the ways and means of making the children of even poor parents have the satisfaction of the use of good books. To think of protecting the poor parents against the frequent change of books appears to us to be providing against an imaginary evil. If there be stray instances anywhere, the department may leave it to the good sense of the teachers and management of a school. We have not so far heard of any attempt made by parents to get relief by representing to the management or to teachers. It will be enough if the department should suggest to the school authorities the desirability of giving due regard to the difficulties of poor parents at the present moment.

The situation is certainly not such as to call for direct action on the part of the department. There are serious objections to any such direct interference. Responsibility for the prescription of certain approved books for daily use in a school is one which teachers can never share with any other body or authority. While the department is justified in requiring the school authorities to make their choice from an approved list of books, the teachers in a school are entitled to claim the right to change books as circumstances may render necessary. They will no doubt bear in mind all aspects in regard to the selection of books but the prime factor they should place before themselves is the educational need of the pupil. The Government Order which is expected to be issued will deprive teachers of this freedom to do the proper thing for the pupil. The department should not be hasty in arriving at a decision and we urge that it should refer the matter to the South India Teachers' Union for an expression of opinion.

There is one point which we should like to mention at this stage. Educationists frequently complain that the paucity of suitable books is a great obstacle to the acquisition of knowledge. When the syllabuses in Elementary Science and Geography were revised, it was pointed out that, owing to lack of suitable books, the subjects could not be properly handled. The cry is for books and for more books. In our province, the department has no need to do anything directly to encourage the publication of suitable books. It counts upon the business acumen and enterprising spirit of the publishers and they have on the whole given fairly good satisfaction. Books that are placed on the market to-day are better from the point of view of matter, manner and get-up than those in use ten years ago. A *laissez-faire* policy with a provision for approval of books by a recognised official body, the "Text-Book Committee" has stimulated book production with the result that better and cheaper books are available to-day. A good number of teachers also have ventured successfully to write text-books. In spite of certain objectionable practices in regard to the prescription of books which we unhesitatingly condemn, the feeling is common among publishers that there is equality of opportunity under the existing conditions. They consider it worthwhile to understand the requirements of the pupils and the classroom.

The situation will be changed if the rumour of the Government Order forbidding the change of books within five years should turn out to be a fact.

The effect of such an order will be to declare a "Book holiday" for five years and in all likelihood it may stifle book-production altogether since no publisher will be willing to take any risk. Vigorous canvassing which is coming in for strong criticism even now will become the order of the day and letters of introduction will be mounting up on the table. Respectable publishers who have faith in straight and honest dealings will retire from the field. The atmosphere everywhere will be one of suspicion and ere long schools will hardly have any scope for selection. It is our firm conviction that any direct action by the department is uncalled for and highly detrimental to sound instruction in schools. We cannot understand the attitude of the deputation of publishers in urging the Director to reduce the period to three years. They are cutting the ground from under their own feet. On general educational grounds and also on grounds of policy we should express our strong disapproval of this contemplated step.

THE ANNUAL MEETING.

The attention of our readers is invited to the announcement published elsewhere in regard to the ensuing annual meeting of the South India Teachers' Union. No provincial educational conference will be held during the mid-summer holidays and the Working Committee of the Union is considering the invitation of the District Teachers' Guild, Salem to hold the next provincial educational conference in a suitable place in Salem District in May 1936. We hope the affiliated associations will take up for discussion on the occasion of the annual meeting a few important questions and adopt appropriate resolutions. There is, in the first place, the administration of the Teachers' Provident fund and the reports we receive from several places, point out the need for taking a concerted action. A good case can be made out for bringing about a change in the administration and policy of this fund. Secondly, the meeting should discuss the implications and the consequences of the rumoured government order regarding the stipulation of a time-limit for the use of books in schools. Thirdly, there is the report of the Rules Revision sub-committee whose memorandum on the need for the revision of the rules of the Union is published elsewhere for the information of members. The sub-committee has bestowed considerable thought on this topic and the amendments suggested by the sub-committee are, we understand, to be considered presently by the working committee. We appeal to members to study the memorandum and to see how the objects of the sub-committee can be achieved. We hope the amendments proposed by the sub-committee along with the suggestions of the Working Committee will be made available to members at the earliest possible opportunity.

THE SOUTH INDIA TEACHERS' UNION

Notice is hereby given to the members of the Union that the Annual Meeting of the Union will be held on Saturday the 20th April 1935 at 3 p.m., in the G. N. S. School, Stringer's Street, (Esplanade Side, near the Corporation Fruit Market), George Town, Madras.

AGENDA.

1. Adoption of the Annual report.
2. Election of office-bearers.
3. Amendment to S. I. T. U. rules by the Trichinopoly District Teachers' Guild.
4. Report of the Rules Revision Sub-committee.
5. Discussion on:—
 - (a) Provident Fund—Administration and investment.
 - (b) The G. O. on Text books.
6. Any other urgent official business.

A meeting of the Executive Board for 1934-1935 will be held on Saturday the 20th April at 8 a.m., in the office of the Union.

Members are requested to attend.

AGENDA.

1. Consideration of the Annual report.
2. Rules Revision Sub-committee report.
3. Any other business.

A meeting of the Working committee for 1934-1935 will be held on Saturday the 20th April 1935 at 9 a.m., in the office of the Union.

Members are requested to attend.

AGENDA.

1. Rules Revision Sub-committee report.
2. Resolutions for the annual meeting.
3. Any other business.

A meeting of the newly elected Executive Board for 1935-1936 will be held immediately after the annual meeting in the same place.

Members who have been elected as representatives or who continue as such are requested to attend.

AGENDA.

1. Election of the Working committee.
2. Plan of work for the year 1935-1936.
3. Any other business.

The Trichinopoly District Guild has given notice of the following amendments to the S. I. T. U. rules for consideration at the forthcoming annual meeting.

Rule 4 (b) *Membership.*

Add after 'Teachers Associations', 'including Range associations of Elementary school masters in each district'.

Rule 5. *Affiliation.*

Add "Range Associations in a district shall be treated as one for purposes of affiliation to the S. I. T. U."

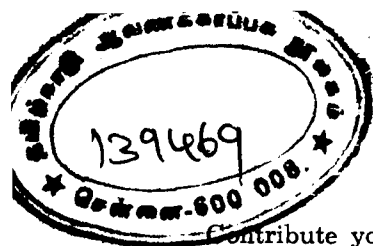
Rule 8. *Office-bearers.*

Delete 'President' from the sentence "The President, Secretary and Treasurer shall be persons resident at the headquarters."

Rule 22. *Annual meeting.*

Amend the last sentence as follows:—

'Voting at the annual meeting shall be by ballot as provided in Rule 11.'



SILVER JUBILEE FUND

Contribute your mite and strengthen the S. I. T. U.

Contributions already received, Rs. 537-12-0.

Contributions made at the Anantapur Conference:—

Dr. James H. Cousins	..	Rs.	5	0	0
Anantapur District Teachers' Guild	..	"	10	0	0
Chittoor District Teachers' Guild	..	"	5	0	0
Madras Teachers' Guild	..	"	10	0	0
Kurnool District Teachers' Guild	..	"	5	0	0
Madras Geographical Association	..	"	5	0	0
Tinnevely District Teachers' Guild	..	"	5	0	0
Teachers' Association, Ambasamudram	..	"	5	0	0
<i>Individuals.</i>					
Mr. K. C. Seshan, Penukonda	..	"	1	0	0
Mr. S. Kuppuswami Iyer, Anantapur	..	"	1	0	0
Mr. S. Subba Rao, Artist, Uravakonda	..	"	1	0	0
Mr. S. Subramanyam, Ambur	..	"	1	0	0

Total 54 0 0

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

			a month.
Prof. S. K. Yegnanarayana Iyer	..	Rs.	2 0 0
Prof. M. S. Sabhesan	..	"	1 0 0
Mr. L. N. Subramanyam	..	"	1 0 0
Mr. S. T. Ramanuja Iyengar	..	"	1 0 0

WHO WILL BE THE NEXT?

THE TEACHERS' DEFENCE FUND.

Funds are urgently needed for carrying on vigilance work.

Teachers are requested to send liberal Donations.

Depend on a Mother's Judgment.

Dr. Jammi Venkataramanayya's

Liver Cure

The BEST Specific for LIVER & SPLEEN Complaints.

"You will be very glad to know that your medicine has SAVED my BABY. Thank you very much. May God bless you with long life to save many more children from the clutches of the disease. Thank you again."

7-12-33

(SD.) MRS. P. INDRA BAI, B.A., L.T.,

*Sub-Assistant Inspectress
of Girls' Schools.*

For particulars write to:—

*Office,
8, Salai St., Mylapore, MADRAS.*

*Telegrams :
'Livercure'*

*Phone No.
8139*

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