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APRIL 1936

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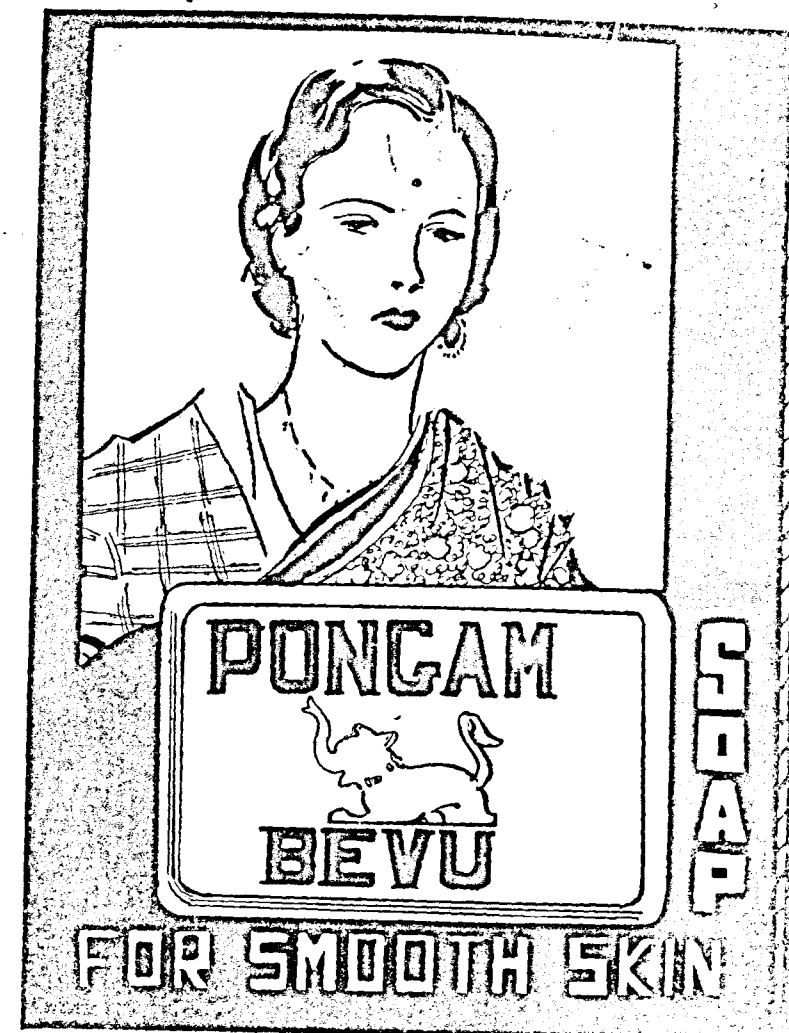
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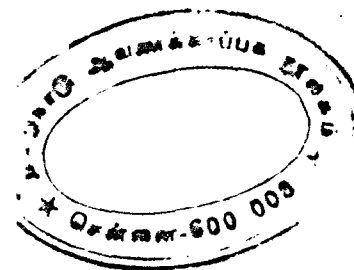
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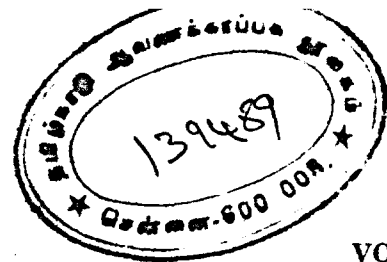
April 1936

No. 4

"WHAT ARE THE REWARDS OF TEACHING?"

As men and women rise in the scale of living, they become less willing to spend their time and energies on activities that do not benefit their fellows. Even in fields where selfishness once ruled, service is rapidly gaining as an ideal. The businessman says, "He profits most who serves most". The teacher says, "He most lives who serves best". There is a joy in doing for others. In teaching this joy is immediate and intimate. Every teacher in his later years regards with satisfaction the success of men and women whose lives he helped to build. Teaching is the most fruitful of patriotic services. In a nation dedicated to democracy in home, school, community, politics, agriculture and business, trained and co-operative intelligence is increasingly necessary. Education is the foundation of democratic government. The teacher holds the most sacred trust within the gift of society.

(Journal of the National Education Association, January 1936.)



VOCATIONAL EDUCATION FOR BOYS AT THE SECONDARY SCHOOL STAGE

BY

MR. K. SAMPATHGIRI RAO, M.A.,

Headmaster, National High School, Basavangudi, Bangalore City.

INTRODUCTION.

There is no subject of educational reform that is engrossing the minds of educational thinkers at the present moment so much as the subject of Vocational Education. And there is no subject of more immediate importance. Perhaps the only other subject that may be said to be nearly as important is the question of Universal Elementary Education.

UNEMPLOYMENT.

During the last ten years, the problem of Vocational Education has received further importance owing to the increasing unemployment among the educated. The extent of this unemployment has not been assessed by any agency, but Sir M. Visveswarayya puts it at $1\frac{1}{2}$ millions—an alarming figure considering that even the total number of those literate and educated in our land is but a fraction of the total population. This prompted a resolution being brought up for discussion before the Legislative Assembly in 1926 for the appointment of a committee to investigate the problem of unemployment and suggest remedial measures. The Government expressed the opinion that no useful purpose could be served by a committee set up by the Central Government, and preferred to refer the matter to Local Governments. The Local Governments appointed committees; but beyond well written reports, pious hopes and wishes the investigation entrusted to Local Governments has yielded no tangible results.

ACADEMIC STANDARDS.

Another and more recent development which has helped to focus attention on the problem of vocational education is the dissatisfaction that is growing and has come almost to a head in University and academic circles about the deterioration of academic standards. The Universities' Conference that met in March 1934 passed among others, a resolution containing the following words:—"A practical solution of the problem of unemployment can only be found in a radical readjustment

of the present system of schools in such a way that a large number of pupils shall be diverted at the completion of their Secondary education either to occupations or to separate vocational institutions." The Central Government issued a circular to the Local Governments in February 1935, drawing their attention to the resolutions of the Universities' Conference, and recommending for their consideration a remodelling of the entire educational system providing in it courses of practical and vocational instruction; so that the evils arising from a purely literary and academic education might be minimised. The circular of the Government of India contains the following significant paragraph well worth careful consideration by all those interested in the spread of vocational education in our country. "Though of course subjects such as Manual Training, Drawing and Nature Study, should be developed in all Secondary schools and though pupils of these schools should be encouraged to take part in practical pursuits, it is debatable whether the inclusion of vocational subjects along with literary subjects in the ordinary Secondary schools and colleges is the best means of achieving the object, which the Universities' Conference had in view. To be successful vocational training requires somewhat expensive equipment and above all experienced and practical teaching. It seems obvious, therefore, that resources should not be dissipated but should, as far as possible, be concentrated on the institutions designed for the purpose. Moreover, there is danger that haphazard intermingling of vocational and general study may defeat the very object, which it sets out to achieve. Pupils may be tempted by the bait of somewhat superficial and desultory vocational training to prolong unnecessarily the literary studies and thereby to drift aimlessly into paths which are unsuitable to them. This danger should be avoided. It is on these grounds, among others, that the proposal of the Universities' Conference that vocational training should ordinarily be provided in separate vocational institutions also deserves attention. The Government of India realise that education by itself cannot create new industries and thereby increase opportunities of employment, but boys, who complete the shortened Secondary course, as proposed, and subsequently benefit by the form of vocational training, would be more likely to be absorbed into industrial occupations and to make most of industrial opportunities than are many of those who now graduate or fail to graduate at a comparatively advanced age. In any case, they would probably receive education better adapted to their capabilities."

Sir Tej Bahadur Sapru has been interesting himself in the question of unemployment, and the Central Advisory Board of Education (which has been recently set up) after having the benefit of listening to his views formulated certain proposals only a few months ago. These pro-

posals are designed to make definite provision for vocational or pre-vocational instruction in schools imparting general education, and for more sustained efforts being made to see that those who could not profitably pursue higher studies could be diverted to other channels so that the ends of higher education may be more adequately met with the help of better controlled material.

This, in brief, is the reason why this problem has come to the forefront during recent times. One cannot help feeling, however, that the origin of interest is from quarters that seem to be more interested in preserving the quality of higher education unimpaired than in visualising the definite prospects, the necessity, the feasibility and the other favourable circumstances that should attend the introduction of any fruitful system of vocational education. It is diversion somehow or other that seems to be desired, rather than any anxiety to tackle the problem of vocational education by itself as an integral one, in relation to the numerous factors that should be taken into account before the problem can be solved with any degree of success.

ENGLISH EDUCATION IN INDIA.

English Education as it has obtained in India during the last 100 years may itself be said to have been a kind of vocational education. We may choose to call it liberal education or general education in speaking of its content at the present time, but at its very inception the authors of the system designed it to get recruits for running the subordinate branches of the administration of the country. As has often been pointed out, it turned out clerks in large numbers, and it was looked upon by the public at large, as a means to unlock the gates of Government service where a knowledge of English is a necessary accomplishment. Its occupational value has been, till recently, more in the public mind, than its cultural value. Now, however, that the supply more than exceeds the demand, and the problem of the educated unemployed is assuming serious proportions, its place in national economy is getting to be greatly discredited, notwithstanding its value as liberal or cultural education. The educational structure as it obtains at present has failed of its purpose in subserving national needs.

This, indeed, is the fate of any system of education, liberal or vocational, when it turns out material which cannot adjust itself to existing national needs. Public Education is a social undertaking, and through it the progress and prosperity of society is sought to be achieved. To a limited extent one may speak of education for education's sake when speaking of the aim of general education, which lies in training the latent faculties of individuals in a community—their power of observation and

judgment, their memory and imagination, their capacity for reasoning and appreciation. All schemes of primary and minimum general education which is considered as the birthright of every citizen in every enlightened country, are intended to train these faculties, and such training may be said to be an end in itself. But when we speak of vocational or occupational education or training for a livelihood—we expect a definite objective to be achieved, a certain tangible result to be gained. It would be absurd to speak of vocational education for its own sake. For, it is a deliberate process intended to train its recipient to a well-defined goal. The ends of social economy, the industrial and economic needs obtaining in our country at the present time or likely to obtain in the near future, therefore, determine the kind and extent of vocational courses that can be introduced. Unemployment among those with merely general education is a sad enough evil, but unemployment among those with professional training might prove positively dangerous to social peace.

THE TRIANGLE OF VOCATIONAL EDUCATION

1. *Industrial and Economic Needs.* Proceeding from the above considerations, it may be laid down that the first hypothesis of vocational education is the present industrial and economic needs of the country, or those needs likely to arise in the near future. This is the base of what might be called the triangle of vocational education.

Now it is a patent fact that the country's economic structure suffers from want of balance owing to the large numbers of those who live a life of parasitism, and the great disproportion that exists between the numbers engaged in agriculture and industries. While 44% of the total population are agricultural workers, many of these earning but a precarious livelihood from agriculture pursued on small patches of land and using crude methods, only 7.3% are industrial workers. The country has lapsed to a deplorable extent in regard to her industrial life owing to unrestricted foreign competition during the last century. Her wealth has been depleted and she is now at the bottom in the list of civilised countries in the matter of economic well-being. Private enterprise by itself cannot in the nature of the case cope with the situation. Vigorous nation-wide efforts, initiated and supported by the State, are required before the economic and industrial life of the country can be rehabilitated. Definite plans, such as those propounded by Sir M. Visveswarayya in his "Planned Economy for India" (1934) have to be pursued if India is to be lifted out of the morass. As Sir M. Visveswarayya observes in the Preface to his book "The country is in a position today—as it never was before—to advance to the front at a bound. The people have most of the facilities required for a big step forward. Enormous numbers of

trained men and huge masses of uneducated population are waiting by the roadside to be picked up, drilled and put to work to increase production and service." When industrial undertakings—big and small; come into existence as a result of State effort or stimulated and aided by the State, the necessary need will then have been created for large numbers of trained men. Without this necessary circumstance, it would be vain to expect vocational education to take root in the country and flourish and bring about an economic revival.

The history of vocational education in the industrially advanced countries of the West bears out the contention made above. Industries came into existence, and institutions to train workers for them followed. Even in America it was so late as 1917 that the National Vocational Act was passed, containing provisions for making grants from the Federal Government, under certain conditions, to the States for the purpose of developing and administering vocational education. America does not lack private philanthropists who have made enormous endowments for educational foundations, but over and above these, it was felt necessary that the Federal Government should bind itself by statute to make grants for the purpose of organising and strengthening vocational education. These grants when made to the several states carry with them the obligation on the part of the latter to provide their own grant, and there is similar provision making it obligatory for local bodies to contribute their own quota. Since the passing of the Act, vocational education is said to have made great strides, and enormous sums have been made available to make these institutions efficient. The situation in our country demands that the Central Government, the Provincial Governments and local bodies should all join hands without further delay, pool their resources, in the first instance, to start industries or offer facilities to private individuals or corporations to start them, and, in the second instance, to bring into existence a net-work of institutions for the purpose of imparting vocational education. In the absence of such a definite policy and plans on the part of the state for national recovery in the economic sphere, implemented by the allotment of liberal grants, all stray efforts made by private organisations, or even Government Departments, are bound to fall lamentably short of the objective to be reached. Regional economic surveys have to be undertaken to collect information regarding the facilities that exist in different localities for new industries to be started, dying industries to be strengthened and revived, agricultural improvements to be taken on hand, professions that need to be reinforced, etc., so that plans may be prepared, and efforts put forth may be properly co-ordinated with existing requirements. Unless such knowledge is available, there is risk of misdirection of effort.

The intensely practical and organised way in which America, England and Japan organise their resources to keep their economic life

in a prosperous condition extorts our admiration, and enthusiastic Indians who visit these countries and see the highly complex but none the less thoroughly organised industrial structure get so impressed that they hasten to advise their fellow-country-men to do likewise. We cannot, however, transplant any part of their structure into our land. We may study their methods, and profit by their example, but the structure raised in our land must take due note of Indian needs and Indian conditions.

2. *Hereditary Crafts and Professions.* Another circumstance which conditions any fruitful system of vocational education in India is the existence already, in however decayed a form, of old hereditary crafts and professions obtaining on a caste basis. This may be called the second side of the triangle of vocational education. Thus we have numbers of professions and crafts, still surviving with some vitality in spite of all modern competitions and still catering to a very considerable extent to the needs of the community. We have thus the weavers, carpenters, the blacksmiths, the goldsmiths, the tailors, the washermen, the oilmen, the potters, the leather-workers, etc. It would not do to ignore them and introduce in a hurry fresh recruits into these professions. Not only would the new recruits be at a disadvantage owing to their higher standards of living but an unfair competition would be forced upon craftsmen who have done well in their day and deserve every decent chance in ours.

It is not, however, suggested that these crafts should be left alone. In many of these the technical processes followed admit of great improvement. The methods and devices that have been invented in Western countries have to be borrowed; and the Indian craftsmen provided with the knowledge of the latest improvements in regard to the equipment and pursuit of their crafts. There are many such reforms in every craft, now followed on a hereditary basis almost unchanged for generations. The young men belonging to these crafts, if they could be made to realise the great advantages that would accrue to them by adopting the latest methods and the full scope that exists for the fulfilment of their ambitions, would only be very glad to utilise their inherited skills and aptitudes.

The glamour that surrounds the soft, 'black-coated' professions has proved a strong temptation to many young men, and regret has often come too late after contact with hard realities. Vocational Schools should make it a part of their programme to offer special facilities to the sons of artisans and craftsmen, after their period of general education is over, and take all measures to see that the hereditary skill is conserved and developed for the good of the community.

New recruits to these crafts, when special aptitudes are seen to exist, need not, however, be excluded. It is, however, necessary to exercise great caution in admitting such new recruits for reasons already stated.

New Trades and Crafts. Outside these old-world crafts, numerous new trades and occupations have sprung up in the conditions of modern life. These new professions may be said to have come to stay, and to be making fairly steady progress, needing trained hands, and implying some amount of general education for being intelligently pursued. Some of these have an artistic bias and basis, like music, painting and drawing—commercial spray-work, photography, photo-processes of block-making, etc. Some presuppose some amount of chemical and scientific knowledge like the manufacture of soaps, inks, polishes, tooth-powder, syrups, dyeing, silvering of glass, electro-plating, dry-cell manufacture, Pharmacy and to an extent tanning, in so far as it can be pursued on a small scale. Again there are professions like composing and printing, typewriting, short-hand (English and Vernacular), Accounting, Commercial Correspondence, Banking, Co-operation, Electric wiring and fitting, Telegraphy, etc., which have already received considerable attention so as to make the supply of trained hands already in excess of the limited demand that exists for them. In training recruits for these new professions that have come into existence, it is necessary that a rough estimate should be available of the demand and attempts should be made to see that the supply and demand agree approximately.

3. *The individual and his needs and aptitudes.* The third side of our triangle of vocational education is the individual, his private needs, his preferences and predilections, his aptitudes and habits, and his temperament. It is here that the educator, the educational administrator and educational expert come to play a large part. Far too many of our young men at school merely drift along with no definite aim as to their later life, entertain ambitions much beyond their abilities to achieve, or the country's general conditions warrant. As has been remarked by an investigator who applied some tests to a group of American High School pupils, "No less than 47% of these pupils had chosen work which lay considerably beyond their mental reach, while 7% had under-rated their intelligence and chosen vocations considerably below their mental level." "The lower an individual stands in mentality" writes the investigator (Feingold), "the higher seems to be his vocational ambition." (The Case for Vocational Guidance by Augus Macrae, 1934). In regard to Indian High School pupils, however, it would be truer to remark that a considerable number of them have no definite ideas at all, but

wait like Micawber "for something to turn up." "The statistics indicate—that many pupils prolong unduly their literary studies and are thereby in danger of losing their bent for more practical pursuits." (Letter from the Government of India addressed to the Local Governments in February 1935). And when the literary studies are finished, and an occupation has to be chosen, it is accident that plays a much larger part than any design or previous training deliberately undertaken for the same. It is, therefore, not a matter of surprise that the chief motive operating in the minds of those who desire to enter life is an appointment, preferably under Government, where there is security and assurance of regular monthly emoluments, in preference to occupations which may yield more gains but are less secure. For instance, in reply to a Questionnaire issued to High School pupils in Mysore in 1930-31, under the auspices of the Mysore Secondary Education League, out of the 600 pupils who sent in replies, 44% chose Govt. appointments 14% private employment, 35.3% 'independent' careers while 6.7% had no ideas, even as a matter of speculation. The same inquiry revealed that the amenities of town and city life proved a great attraction. 50.4% of them wished to be employed in cities, 25.9% wished to be in towns, only 16.6% preferred village life while 7.1% had no ideas in the matter.

Another regrettable feature of the drift to which many young men reconcile themselves is the acquiescence in a life of parasitism. This may be due to reasons beyond the control of the young men. Whatever the reasons, a new ideology vigorously and persistently propagated that no individual physically fit should permit himself to live the life of a parasite, seems to be a crying need. Lincoln said, "Educated people must labour. Otherwise education itself would become a positive and intolerable evil. No country can sustain in idleness more than a small percentage of its numbers. The great majority must labour at something productive." And in our own country, Mahatma Gandhi has interpreted the famous teaching of Karma Yoga as expounded in the Gita in a literal way, that he who does not labour but partakes of the common stock is verily a thief.

Practical Instruction. It must, however, be stated that in this matter Indian young men find the 'times out of joint' and are more sinned against than sinning. Literary education, from the elementary to the College Grades has been so purely academic, so much a matter of mere reading and writing and exercising their memory that young men trained in this system should not be blamed if when they grow to adolescence they are singularly inert at practical work and have no inclinations, much less aptitudes for occupations requiring manual skill. It is true that according to the accepted theories of Educational Science, provision is made in the course of studies in Elementary and Middle Schools for

practical instruction of some kind. But they adorn the syllabuses and are rarely reduced to practice. And yet unless due prominence is given to practical instruction at the lower stages, we shall never have laid the true foundation for any scheme of pre-vocational or vocational education at a later stage.

The chief difficulty, however, for the proper provision of Practical instruction in our Primary and Middle Schools has been the lack of equipment, absence of well planned, graded and purposeful training, and a wholly inadequate appreciation of the part that such instruction plays in the education of youth.

The problem of equipment for every school need not prove so formidable a difficulty as appears at first sight if practical instruction classes could be opened on a co-operative basis—several institutions in a town contributing towards the maintenance of, and sending their children by shifts to, a single well-equipped Practical Training Institute. And expenditure could be kept down to a considerable extent by the enthusiasm and resourcefulness on the part of instructors in the matter of utilising raw material cheaply available in the locality, and turning out saleable material like fans, fancy articles out of coloured paper, envelopes, mats, buttons, etc.

Educationists agree that not merely the mind and the body but the hand and the eye have to be trained before any person's education may be said to be complete. Every pupil needs this training. "We have also to realise," says a recent writer, "that the mere academic type of boy—the linguist, the historian, and the mathematician—have much to gain if their curriculum includes some amount of manual art. They, too, need work besides literary composition, which is definitely creative. They, too, need some corrective for the long hours spent in purely intellectual tasks. . . . By introducing art and craft work at all stages, we deal with the problem more scientifically and secure a higher output of first-rate thinking during the time directed to the 'class-room' subjects. . . . These studies, therefore, should continue to receive a warm welcome in the schools. Without forgetting the primarily intellectual character of secondary education, we should realise that arts and crafts, properly used, can broaden the intellectual basis on which we build; at the same time they will be an essential ingredient of that more harmonious system towards which we are working and to which the best thinking of the day is urging us, a system in which physical culture shall unite with the training of the mind and hand and eye."

It is not merely in the interests of harmonious education that we need better and more practical instruction in our Primary and Sec-

dary Schools, but with a view to the discovery of aptitudes, and for habit-forming purposes. These aptitudes are manifested fairly early in life, but when they get inhibited owing to lack of opportunity for their development, it becomes difficult when the adolescent stage is reached for the individual to bend his will for the recovery and utilisation of these lost aptitudes. And the habits that courses of practical instruction foster are of no less importance. It has been observed that one of the main differences between General Education and Vocational Education consists in the fact that while the former aims at faculty-training, the latter aims at habit-training. And the earlier, opportunities exist for such habit-training, the better—for they would help so far as Indian pupils are concerned to neutralise the disinclination and lack of temperament that are formidable obstacles in the way of Indian youth taking readily to practical and technical pursuits at a later stage.

Pre-vocational Courses. Due provision must thus be made for compulsory practical instruction at the elementary stage, and to the largest number possible at the secondary stage. (This is only a compromise in lieu of the ideal of compulsory training for all owing to practical difficulties under our present conditions, like want of sufficient resources in equipment and by way of trained instructors). The nature of Practical Instruction at the secondary stage will depend upon the facilities available; but for purposes of illustration, the following may be suggested: gardening, card board modelling and book binding, hand carding and spinning, fretwork, spray work, drawing and painting, simple carpentry work, simple lathe work, weaving of net-bags, tape, etc.

It is along with such practical instruction that we should consider the question of introducing pre-vocational courses in secondary schools. These would be optional and would provide for the preliminary training of those with a non-academic bent of mind, or those whose private circumstances require their early entry into an occupation, so that they might be fit to finish off later with a full-fledged vocational course. Thus, for instance, a two year pre-vocational course at the end of the secondary stage, with an S. S. L. C. Certificate, would lead to a diploma course, of a longer or shorter duration in a Technical Institute.

The basis and traditions of our secondary schools being purely intellectual, it would be doing violence to accepted nomenclature to term the courses provided in them, of not more than 7 or 8 hours a week at the most, as vocational courses. They can, in reality, be no more than pre-vocational courses, and much confusion of thought that unfortunately prevails would be avoided if this distinction was clearly realised, and its implications be always borne in mind. "There is danger

that haphazard intermingling of vocational and general study may defeat the very object which it sets out to achieve." This warning sounded in the Government of India Circular already referred to deserves to be borne in mind. While, therefore, the pre-vocational courses, provided at the Secondary Stage could serve as a watershed for the diversion of youthful talents, it would be too much to expect of the courses that might be introduced at this stage, where academic studies still preponderate, as fitting its recipients to enter immediately upon wage earning professions or occupations. It is only in well-equipped Technical or Vocational Institutes that such training could be given under conditions nearly approximating to those that the trainees may have to face in real life. "The saddest mistake which many well-meaning enthusiasts in the new movement have made" remark the Authors (Charles A. Porser and Charles R. Allen) of "Vocational education in a Democracy," has been the attempt to give the same students some sort of a course of instruction which will at one and the same time fit them for College and for immediate wage earning. Vocational training should follow, not accompany, general education, and it should be built upon the largest foundation of general education which the youth is willing and able to lay before he undertakes training for an occupation or pursuit. Once, however, he has entered upon this training, its controlling purpose should be to equip him for the work he wants to do.

The courses that may be introduced at the Higher Secondary Stage for pre-vocational training may be broadly classified into five groups: (1) artistic; including such subjects as Music, Drawing and Painting, as applied to commerce for purposes of advertisement, Book-illustration, Cartoons, etc., photography and process work, carving, engraving and inlay work; (2) Chemical industries like the manufacture of soaps, inks, polishes, syrups, dyeing, silvering of glass, electro-plating, dry-cell manufacture, Pharmacy and tanning; (3) Mechanical and Electrical like mechanical shop and fitter's work, foundry and moulding; electric wiring and fitting, printing; (4)¹ Agriculture, rural economics, pedagogics; (5) Commercial subjects like Accountancy, Banking, Practice of Commerce, Co-operation, etc.

Considering present standards of attainment in English on the part of Secondary students one would suggest Typewriting and Shorthand to follow a full fledged secondary course, instead of recommending it,

1. Mr. S. V. Rama Moorthy, M.A., I.C.S., in a lecture delivered last year (10-2-35) advocated that 50% of the students should be given agriculture, 30% industrial mechanics and 20% other subjects. The widespread interest in rural reconstruction would indicate the need for a course in Rural Economics. Pedagogics would lead to a short course in a normal school and train teachers for Elementary Schools.

as often happens now with sad results, to those who do not make good progress in the academic subjects at the Secondary stage.

Vocational Courses. Such training as may be provided in General Institutions will not suffice for attaining professional standards in the first four groups mentioned above. All that can be attempted in two years is to give the background of necessary theory, and a certain amount of practice. Where, however, courses in continuation are not available in existing technical institutions, arrangements must be made by the Education authority, with private companies when necessary, to provide places for these 'apprentices.' In subjects of group 5 above, the courses that may be provided in schools may themselves prove adequate. It is only then, so far as the teaching of commercial subjects is concerned, that vocational courses can be said to be feasible at the secondary stage in the existing general educational institutions.

The above suggestions assume that the young pupil is able to choose and enter upon a pre-vocational course in the Fifth Form stage. Can he or his guardians take a wise decision when the pupil is yet so young? Public disapproval of such early specialisations, as is well known, is strong in India. But if pre-vocational or vocational education is to be introduced in the Secondary stage at all, such early specialisation seems inevitable. And it is to ensure that the choice shall be wise, that practical instruction classes at the earlier stages are suggested for the discovery of aptitudes. Individual records of such aptitudes shall have to be maintained and be available to High School authorities and guardians. Another provision that seems necessary under present conditions is to make it possible for a pupil taking a pre-vocational course to revert to the general course, either in the middle or at the end of it. Thus for instance, at the end of one year, a pre-vocational course student may, by producing satisfactory evidence of his ability to cope with the general course leading to a College, be taken back to that course. Or at the end of the course, he may be permitted to take up only the group of subjects leading to the College Classes and not be required to take the whole course over again. This can be easily provided for by introducing group passes at the end of the Secondary Stage, Group A comprising subjects compulsory for those going up to the College as well as those taking up the pre-vocational course, Group B comprising the optional subjects. Such provisions are necessary so that the early choice in the V Form may not prove irrevocable, and will go a long way in allaying public apprehension in the matter.

Vocational Guidance. Another device much advocated and to some extent practised in western countries is the provision for expert 'Vocational guidance'. Much has been written upon it, and we learn that a

course in the subject figures in the Curriculum of the Instruction of Education in the London University.² From a very illuminating book called "Prediction of vocational success" (published in 1934) recording the investigations and results of Prof. E. L. Thorndike with five others³ one gathers however that such prediction by experts, is on the whole less reliable than the untutored likes and impulses of the pupil himself. The judgments of the pupils themselves, young as they are, have been found to correspond more nearly to their later careers than the decisions of their guardians or the findings of outside experts. The recommendations of the Government of India Circular to the Local Governments 'to provide for training suitable experts who would advise young men and women in regard to their aptitude and fitness for particular careers suited to different regions' seems, therefore, somewhat premature.

There is need, however, for the creation of Juvenile Employment Bureaus in every province. These will prove a great blessing in the way of providing reliable data and means of employment and situations vacant to young men who otherwise are without guidance of any sort and sometime prove gullible victims of unscrupulous pseudo-employers.

Conclusion. If Vocational Education has not made as much headway, as the need that has long been felt for it would warrant, it is because the problem has been tackled only from the side of the individual, his needs fancied and real, in other words, mostly from the side of the educationists. But as we have tried to point out above, there are two other factors of equal importance, to be taken into consideration, viz., firstly, the development of economic and industrial life in the country and the active support on the part of the State to effect rapid development, and, secondly, the existence of crafts and professions with age-long traditions and with guild organisations more or less effective, surviving to the present day, and faced with severe competition from the more highly organised and capitalised economic and industrial systems of modern times. The consideration of the first of these factors necessarily raises high political issues, which for the time being are beyond the purview of the educational reformer. The second of these factors would point to the necessity of conducting economic surveys in every region with a view to arrive at data regarding the utility and extent of existing trades and crafts, lines along which they need to be reorganised, or re-

2. There is besides, in England a Vocational Guidance Department attached to the National Institute of Industrial Psychology.

3. The investigation was conducted between 1921 and 1932 to inquire into the possibilities of guidance at the age of 14, 1807 cases are presented in the report. The errors in vocational advice are exposed and the report concludes, "that employers may fail to get labour proportionate to their wages paid, and employees may not secure wages proportionate to their ability."

inforced, the scope that exists for imparting formal instruction in these in public institutions, etc. Until these two aspects are borne in mind, and the problem of Vocational Education is approached from all the three sides, with the State merchants, employees, industrialists, and educationists laying plans in close co-operation, no satisfactory solution seems possible. Meanwhile, the educationist has no need to sit with folded hands. The problem of devising suitable instruction for the hand and the eye, practical instruction or manual training, by whatever name it may be called, devolves primarily on him. And this, if successfully attempted will lay the foundation of all pre-vocational or vocational training, and create the atmosphere for practical training which is so much needed as a corrective to the purely academic training at present in vogue: when this atmosphere is created, and individual aptitudes developed and explored, a great step forward will have been taken in the direction of educational reform in our country. One may then trust that the present urge for introduction of profitable vocational courses will bear fruit in due course, other circumstances operating favourably to give that urge the necessary scope and conditions for early and effective fulfilment.

MANUAL TRAINING IN INDIA & ELSEWHERE

By

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(A plea for a more honoured place for manual training in our High schools and a brief account of how it is worked in the Ramakrishna Mission Residential High School, Madras.)

I

"When any people regardless of race or geographical position, have not been trained to habits of industry, have not been given skill of hand in youth and taught to love labour, a direct result is the breeding of a worthless idle class which spends a great deal of its time in trying to live by its wits. If a community is educated exclusively on books and is not trained to habits of applied industry, an unwholesome tendency to dodge honest productive labour slowly develops".

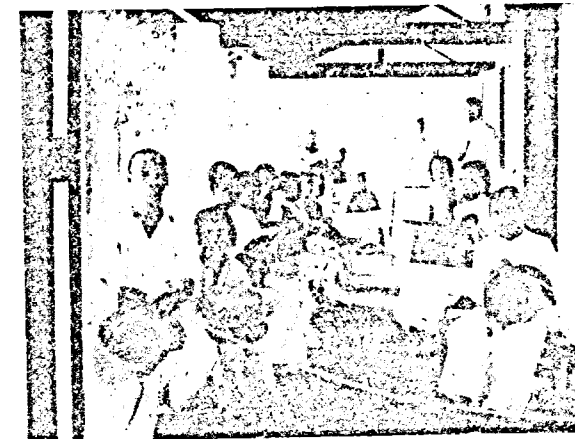
These words of Booker T. Washington sound like an accusation particularly levelled against our present day education in India. While the importance of general education can never be minimised, it should be clearly realised that without its being correlated to vocational and industrial needs, it will ultimately defeat its own purpose.

India may well take a lesson from Japan in this matter. The island of Hokkaido in Japan was a barren and uninhabited island about sixty years ago, when Japan began in earnest to industrialise the country. The Governor who was sent to carry on the administration of the island, went over to the U. S. A. to study the art of colonisation from the Americans. While returning, he brought with him a large number of foreign experts belonging to different nationalities, who started schools in Hokkaido to impart training in mining, agriculture, house-building, animal breeding etc. It grew in course of time into a University with over 1000 students and with many Japanese professors who attained international reputation.

To-day, in Japan, there are 800 regular technical schools and as many as 15,000 continuation schools. The professors are highly qualified and though they are generally familiar with English, German and French, they teach only in Japanese. The best scientific and technical works in the world have been translated into their mother-tongue and the professors keep abreast of the latest developments. The help of

foreign experts was very much availed of at the outset, but now very few are foreigners. Even those that are imported, come to serve for definite terms, say two or three years. It is on the basis of such a well-planned scheme of vocational education that the prosperity of modern Japan has been built up.

Or, if we turn to America, we find even more comprehensive schemes of vocational education from one end of the country to another. There, manual training is quite distinct from industrial education of a vocational character, though both exist side by side. The manual training workshop is called the 'General shop'. It is economical and is specially suited to the needs of ordinary high schools. (Details of their design and equipment can be obtained from Bruce's school Shop Annual published in the U. S. A.) The general shop provides experience with a



RATTAN-WORK

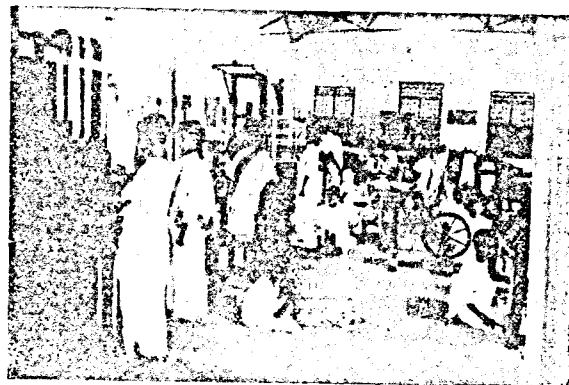
variety of common tools and gives boys an opportunity to make things of great variety and interest to them. They help boys to discover and exhibit their talents. In a 'General shop' can be made tables and chairs in wood or iron, clockframes, umbrella racks, lanterns, candle-sticks, electric heaters, small motors and fans, garden furniture in cement and the general repair of many articles. The minimum equipment in such a shop makes provision for wood work, metal work and electricity; and as a general rule in most schools, boys spend from five to eight periods a week in the workshop.

"One justification for this innovation" says an American school master, "is that it is a good thing for a pupil to be able to work with his hands, to be handy with tools, to experience the satisfaction that comes of making something; to be able to express himself in material form; to measure himself and his accomplishments with standards that tell the

exact truth ; to know from experience what it is to perform manual labour and so to have sympathy with those who work. Its purpose is to give an all round training ; to make a pupil resourceful, inventive and creative. To do this, however, it must make a strong appeal to the pupil ; it must have a motive ; it must not confine itself to school exercises ; it must relate itself to a variety of processes ; it must deal with a variety of materials ; it must be connected with live problems ; it must concern itself with the interests of the home, the school and the community from the point of view of making and doing. I believe, too, that it may become much of a prevocational course, revealing to pupils their interest and aptitudes without losing any of its other educational values—in fact this should give an added value."

II

So far as India is concerned, the need for such a course has been long recognised and several educational commissions and committees

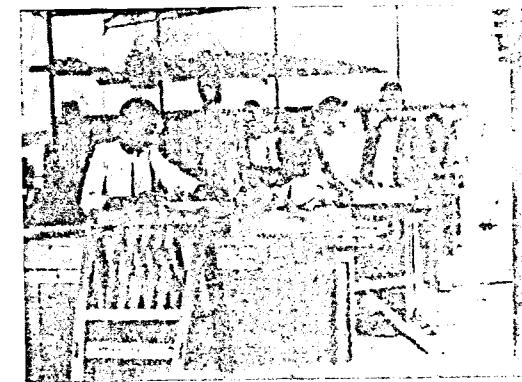


WEAVING

have heartily recommended it. The Calcutta University Commission observed in their report : "The old tradition of secondary education which still obtains in India is too exclusively bookish and therefore neglectful of many forms of activity through which the power of expression may be exercised and trained. There is need for a large number of intelligent and well-educated young men who will throw themselves with vigour into practical constructive work in industry. The present temper and habit of education give no encouragement to this kind of ability which is valuable in an industrial career. If systematic and intelligently varied courses of manual training had a more prominent and honoured place in the high schools, there would be a gradual lessening of the aversion for work with hands."

In spite of such recommendations, little progress has been made in the country, either in the north or in the south. Only a few institutions here and there have been making experiments. I shall give a brief account of one such experiment carried on in the Ramakrishna Mission Residential High School, Madras, with which I happen to be connected.

Manual training was made an integral part of general education from the very start of the Residential High school in 1922. It was arranged that every class should spend half a day in the workshop, once in three days. The pupils were given the liberty to choose any one of the subjects in which training was offered and the main subjects were carpentry, weaving and rattan-work. Knitting, tailoring, book-binding, wood-carv-



CARPENTRY

ing and gold-smithy were added for a season but suspended afterwards. Some of these latter subjects continue however to hold the attention of the pupils as hobbies ; there are several for example who take a delight in making and mending clothes with the sewing machine, having learnt its use. For each subject in which a regular course is provided, a graded syllabus is followed and instruction covers both theory and practice. In rattan-work, the models made are trays, flower baskets, waste-paper baskets, tiffin boxes, chairs, weaving of mats etc. In carpentry, the pupils make picture frames, trays, teapots, boxes, letter racks, stools, chairs, tables and several designs in fret work. The articles turned out in the weaving section are tapes, towels, dhoties, bed-sheets and carpets in various patterns. Charts are put up in each section showing the progress of individual pupils.

The following points have been borne in mind in planning the work. Not more than fifteen pupils are ever entrusted to a single instructor. Care is taken to see that no material is wasted ; use must be found even

for small bits ordinarily rejected as useless; and articles must be produced with a view to make them saleable. It is only by making the training pay at least a part of its way that really satisfactory work can be had; for in these things, monetary valuation is perhaps the surest test of progress. The articles made are sold away at our own premises or the boys hawk them in the streets. They take a pride in finding a sale for the products of their own manufacture and from these excursions, they learn many valuable lessons. They also canvass orders for many house-hold articles. In case they are not able to execute these orders, some workmen are employed on contract or for daily wages.



SHOWROOM CONTAINING FINISHED ARTICLES FOR SALE

Such a training gives a definite bias to a vocational education, wherever the aptitude exists, and it certainly promotes the dignity of labour. To provide a regular vocational education to those pupils who pass out of the school with a vocational bent, an Industrial school has also been started. At present, the course comprises the theory and practice of mechanical engineering with special emphasis on automobiles. At the end of a course of five years, the students qualify for the L. A. E. (Licentiate in Automobile Engineering) diploma issued by the Government.

Even those students who do not take to technical occupations but proceed to a literary course at the University stand to gain considerably

by the manual training they receive. It brings about slowly but surely a revolution in their outlook and the way in which they react to their surroundings. In our school, the pupils hold themselves responsible for much of the manual labour involved in the upkeep of the institution and every one discharges his duty with cheer. They make and repair furniture, look after the electrical installation, do the annual white-washing and painting of the premises, all of which show how the spirit of the workshop permeates life. When these pupils leave the institution, they do carry with them this spirit and make themselves more active and useful members not only of their own household but of the society in which they live.

To remove a lurking suspicion that such a turn to education might detract from the intellectual values attached to it now, I may quote from the observations made by successive Inspecting officers. At the end of the first year after the introduction of manual training, Mr. H. A. Hart wrote: "The school has gone in for vocational training and has introduced carpentry and cane-work. The quality and finish of the work are very creditable and many of the articles find a ready sale". Three years later, Mr. R. W. Ross observed: "It is interesting to note that so much time is devoted to manual training and that the literary education is in no way adversely affected. In other words, it might almost be asserted that because of the attention paid to manual training, the boys are better fitted to undertake their studies. At any rate there is no ignoring the fact that out of 17 boys sent up for public examination last year, 16 were placed in the eligible list. "Again in 1930 the inspection report says: "Manual training receives as much attention as other subjects of instruction and the boys take to the work with earnestness."

Before I conclude, it may not be out of place to give an estimate of the recurring and non-recurring expenditure involved in the working of the sections mentioned above. For other subjects chosen according to the needs of each place, similar estimates can be easily made. And among suitable subjects may be mentioned, soap-making, dyeing, dairying, bee-culture, seri-culture, bakery, paper-manufacture, leather work, electro-plating, toy-making and so on.

Section.	Non-recurring Initial equipment.	Recurring Expenditure	
		Instructor.	Materials.
1. Carpentry	Rs 1,200	Rs. 420	Rs 500
2. Weaving	Rs. 1,000	Rs. 360	Rs. 400
3. Rattan-work	Rs. 100	Rs. 360	Rs. 300

If the work is effectively supervised and controlled, it must be possible to realise from each section by sale proceeds about half or at least a third of the amount of the recurring expenditure, making ample allowance for normal waste.

With a workshop equipped in the above manner, manual training can be provided for nearly 400 boys divided into, say, 10 classes of 40 each, each class going in for about 3 periods a week. In each of the three sections there will be not more than fifteen at any time.

Considering the advantages to be derived by a union of clever brains, quick eyes and trained fingers, the trouble taken to organise and the expenditure involved therein will not be considered too much.

In conclusion, the main objectives of manual training may be summarised under the following heads:—

1. To provide to the pupils a variety of activities and occupations with a view to discover and direct their abilities and interests and thus, give a vocational bias;
2. To develop skills which will be valuable in the upkeep of the average home;
3. To give an understanding of the industrial needs and conditions of the country;
4. To develop the ability to do independent work;
5. To promote the dignity of labour; and
6. To better fit the pupil to earn a living and to fill his place in society as a useful member.

EDUCATION AND THE STATE

(From the Presidential address to the Educational Science section of the British Association, 1935.)

So far as the community is concerned, the ideal State and community will be a democracy in which every individual is free to realise the highest values, physical, moral and spiritual; and the realisation of some of these is only possible if he can enter into freely determined mutual relations with others, participating fully in the life of the community, communicating his share of good to it, receiving his share of good from it. The community and the State will recognise fully the value of the individual personality and will acquiesce in no condition which makes any individual merely a means to the well-being of others, or to the stability of the organised community for the sake of which in authoritarian State real or Utopian, individuality is sternly suppressed. Doubtless such an ideal community is far in advance of anything that has so far been realised; but it is the ideal at which democracy aims and which is implicit in most of the social reforms effected or demanded in our own day; and, so far as I can judge, it is the one political ideal which is worth working for. Ever since the authoritarian State and the authoritarian Church of the Middle Ages had to yield most of their power to a steady broadening political freedom and a growing liberty of thought, the principle which has been implicit in all political progress in the Western world has been that of the inviolability of the individual personality, and the imperative obligation to ensure the freedom and security of the individual under a reign of law resting upon the consent of those who obey it and who co-operate for those common ends which all feel to be also their own—like players in an orchestra, each making his own contribution and playing his own part, and yet sharing fully in the combined result the perfection of the whole. The whole trend of what is called progress has been an advance from a condition in which the individual has been under domination or cruelty hindered by his environment to one in which he has been at liberty to express himself, to act upon his own understanding, and given his co-operation by his own free consent. It is to this end that men have striven for and to a great extent attained equality before the law; safety of person and life; freedom from arbitrary arrest and espionage and tolerable material conditions of existence; and to this end, in so far as it is not yet secured, reformers are striving, when they seek to remove adverse conditions of every kind. It is a reversal of all that has been accounted progress hitherto, when liberty is denied and overthrown by force as in some Continental countries, or when the faint-hearted, or those who would

avoid the responsibilities which freedom carries with it, take refuge in submission to the authority of a person or an organisation, without considering whether they can rationally do so. For my own part, I can only express complete agreement with the sentence which sums up the spirit of Sir Percy Nunn's well-known text-book (*Education: Its Data and First Principles*, p. 4) ; "Nothing good enters into the human world, except in and through the activities of men and women, and educational practice must be shaped to accord with that truth."

AN EDUCATIONAL ASSUMPTION

But the desired freedom of the individual has to encounter obstacles of more than one kind, and it is in a great measure with these that education has to deal. The obstacles are partly in himself ; partly in the community. It is obvious at once that no one, as he is, is completely free. It is indeed the assumption of almost all educational theory and practice that everyone has some degree of freedom to accept or reject the good, in whatever sphere ; to act or refuse to act in accordance with an idea ; to use what education may give him well or ill. Yet it is probably a fair summary of what may be inferred from common experience, that each individual has at any moment a certain balance or reserve of freedom, i.e., of power to act in the way which he recognises to be good—a balance or reserve which he can increase or diminish by every individual act, every exercise of will, so far as he is free. Therein lies (as all moralists have seen) the importance of each single action ; for it is in the determination of single actions that increased freedom must be won. By constant action in one direction, habits are formed which it is very difficult to break. By repeated choice of the higher as against the lower values the choice of these becomes easier ; freedom is increased. Accordingly, one purpose at least of education is to set what seem to be the higher values before the immature mind in such forms as it can understand, and to encourage the habit of choosing them. About most of these higher values there is really very little doubt, and in such forms of kindness, usefulness, truthfulness, fair play, thoroughness, neatness and other elementary kinds of beauty, they are as accessible to young minds as to old.

NEED FOR DISCIPLINE.

Further, the importance of discipline depends upon the fact that without it—without a certain external compulsion at times—the immature personality may not discover that it has the freedom to choose something other (and, as it will afterwards recognize, something better) than that which immediately appeals to it. The youthful mind has, as Aristotle puts it, the power of rational deliberation and choice, but has it in an imperfectly developed form, and so the practice of it has to be

artificially stimulated by some more mature personality which has authority. Discipline, correction and guidance reveal the power of choice—of doing what you do not want to do ; and in time self-discipline follows and freedom increases in proportion—freedom, that is, to pursue and realize ends or values deliberately chosen, because they are recognized as good. No one can possibly be less free than one who has always been allowed to do what he likes ; he will never have discovered that he can do anything else. To deprive the young, in the name, forsooth, of freedom, of all benefit from the experience of earlier generations—to put no values before them as good—is not, in fact, to increase, but to restrict their freedom by denying them the conditions of a fair choice. The young mind has neither the information nor the training to decide everything for itself. But it is the object of education and of discipline that it may ultimately have these, and may do some things no longer because they are imposed by authority but because they are recognized to be good and other things it may be, because the ideas suggested by authority have now been revised and modified by the growing reason. And if the discipline and guidance are accompanied so soon and so far as is possible by reasons which will not only suggest why it is that such and such acts and habits are good and so cause the discipline to be willingly accepted, but will, above all, help to form the habit of reasoning and of considering what is good or bad, the result so far from hampering freedom, will be to elicit and enhance it.

THE SCHOOLS' OPPORTUNITY.

There is no time to discuss the many ways in which those who are responsible for the education of the young may supplement or counteract the influence of the home (which in this matter is inevitably the most important) in the presentation of values for choice, or, in other words, of standards of good and bad, fair and ugly. Many of these ways are familiar and obvious ; the most powerful no doubt are wise suggestion and example ; but it is clear that not only in the general life of the school as a society, but also in the choice of literature, in the study of characters both in literature and history, and in the presentation, in however simple a form, of the working in history of cause and effect, an immense opportunity is open to the teacher.

TRUE DISCRIMINATION

Education has much more to do in the cause of freedom than the encouragement of a habit of discriminating between good and evil, or better and worse, and the suggestion of the lines of such discrimination. For before life is far advanced, the simple problems and issues of early days are merged in far more complicated issues, requiring the utmost

clarity of thinking; and not only does the true discrimination between values itself become more difficult, but a knowledge of facts, a power of analyzing them and appreciating their bearing, and therewith an understanding of the particular conditions in which the realization of ideals of good has to be attempted, become essential; in short, a clearness of perception and judgment without which the best intentions may end in disaster; for it is difficult to set limits to the harm which may be done in the world by the muddle-headedness of good people.

FEW TRUSTWORTHY NEWSPAPERS.

For effective thinking two conditions are necessary; first, that the materials with which thought has to deal shall be as far as possible true, or, in other words, that truth about facts shall be accessible; secondly, that the mind itself shall have been trained to work accurately and honestly; and if freedom in political and private life is to be preserved those who educate others must put them in the way of obtaining truth about facts and of distinguishing truth from falsehood in what is presented to them and in their own reasoning. It would take a very brave man to deny the immensity of the obstacles. Even in a country as free as our own, the temptations to accept opinion manufactured by others, not always for the best ends, are enormous. Until some means can be devised whereby full and accurate reports of important matters are placed within reach of all (perhaps by a free service of state), to expect a sane and dispassionate public opinion is to demand bricks without straw. Yet some preparatory work may be done on the lines which are followed, at least in a few schools, in which in some upper forms present-day problems are discussed, or the news of the week presented, in ways which encourage older boys and girls at least to think about them, to be aware of the two or more sides that each question presents, to realize the duty which lies upon them, or will shortly lie upon them as citizens, to get the best information and to form their opinion with a high sense of responsibility and a disregard of the interest of class or self. They can be led to realize that democracy is less a system of equal rights than a system of equal responsibilities; and even the common life of the school can teach them how much one clear and decided mind can do in shaping the opinion of its own circle. In many ways the school may encourage independence and sincerity of thought. It is constantly repeated that any man has a right to his opinion; and this is true if it is his opinion. But it is not true, if it is some other person's opinion, accepted without thought; nor even if it is his own, but formed without reflection and deliberate impartiality. The foundation of habits of impartial and critical judgment can be laid at school, and if they are not laid there, the odds are heavily against their being laid anywhere else.

(*The Education Gazette*, March 2nd, 1936.)

GLEANINGS

THE SLOW MOVING PUPIL

Virgil S. Mallory, Professor of Mathematics, State Teachers' College, Monclair, New Jersey as a result of experiments begun in 1925, has aimed at general conclusions regarding the Slow Moving pupil in Mathematics. They are:—

(1) Suitable courses in matters should be provided for all pupils in High school including those who lack mathematical ability.

(2) Demonstrated lack of mathematical ability should not be used to excuse pupils from properly selected mathematical courses.

(3) The Mathematics taught to slow moving groups should not be confined to 'Tool' Mathematics but should include training in the study of relations . . .

(4) The method of teaching slow moving groups must be adjusted to take into account the importance of pupil interests in relation to learning.

(5) Pupil activity and laboratory work in Mathematics have more importance with slow moving groups than with other classes.

(6) The teachers' personality, his interest in the pupil and the richness of his back-ground determine to a large extent the success with their groups.

(7) The material taught should be so-called general Mathematics including social uses of arithmetic, practice in computation, simple algebra, observational geometry, and numerical trigonometry.

(8) This Mathematics training should at least cover two years, the ninth and tenth years in the High school.

(9) Individual success or failure with such groups should be determined by intellectual growth, not by predetermined standards and after outlining a course which will be suitable for the slow moving pupil. The principles underlying the aim are:—1. The setting up of definite concrete objectives, 2. The selection of materials of instruction to attain those objectives, and 3. The adoption of classroom methods and activities which will make the work concrete and which will aid in attaining the desired objectives. Throughout it will have a keen appreciation of two facts: 1. The best results can be obtained only if the pupil is inspired and interested, and 2. It is difficult to interest any one in work unless there is a good chance of his being successful in it.

(*The Mathematics Teacher*, Vol. 29, No. 1, January 1936).

SCHOOLS POINT THE WAY

It is not honest to offer youth, at any particular period or age, a mental picture of a word unmovable, unalterable, and keep them unaware of the inevitable, rapid and constant changes in its customs. The community, the State and the Nation must assume the responsibility of creating opportunities where they are now lacking so that the whole realm of human wants and desires shall be embraced in the field of education.

Vocational education is destined to play a large role in the development of this kind of an America. Better technicians and craftsmen of a higher order will be required in the future. Apprenticeship is at once a problem of the school and of industry. Real apprenticeship is never a feeder for a cheap labour market. Trade extension likewise must not be confused with the fallacious and harmful short-

course classes for the tradeless, so often suggested in planning vocational education and unfortunately too often practised.

Vocational education is a special service for the reclamation of neglected youth and adult. As a special service it demands special administration and specially trained instructors in the vocations. A splendid beginning has been made to bring to the workers of our Nation opportunities so broad that the present army of victims of smothered talents and stunted genius should soon be but a dismal recollection.

(*School Life*, December 1935.)

AN AUSTRALIAN EXAMPLE

EDUCATION BY TRAVEL

Railway Tour for School Boys

An illustrated folder which has been distributed by the Department of Railways to the principal schools in the state contains particulars of a railway "cruise" for boys to take place during the May vacation. The "cruise" which will leave Sydney at 10-40 P.M. on the night of Sunday, the 10th May, and terminate at Sydney at 5-45 P.M. on Saturday the 16th May, carries a most interesting and varied itinerary. Arriving at Mount Victoria at 1-45 A.M., the train will proceed the following morning (Tuesday) to Lithgow, Wednesday to Bathurst, Thursday to Cowra and Wyangala Dam, Friday to Canberra, and Saturday return to Sydney via Moss Vale, Berrima, Mittagong, Bowral, etc.

The "cruise" is available for boys thirteen years of age and over, who will be accommodated in a special train composed of Pullman sleeping-cars and observation cars, the latter being fitted with lounge chairs, piano, and showers. The trip will cover over approximately 700 miles by train and 300 miles by motor car. The number of boys who will be accepted for the "cruise" is limited to 150, and the inclusive cost, £5 15sh covers everything—travel, sleeping-berths, meals, sightseeing, entertainments. The cost is payable in instalments, viz., £1 with application, £2 by the 18th March, and £2 15sh by the 22nd April.

Realising that the best supervisors for the tour would be those closely associated with the welfare and education of school boys, it has again been decided that any school from which twenty applicants have booked for the tour will be entitled to nominate a male teacher to take charge of that party, and all the expenses of his trip will be defrayed by the Department of Railways.

(*The Education Gazette*, March 2nd, 1936).

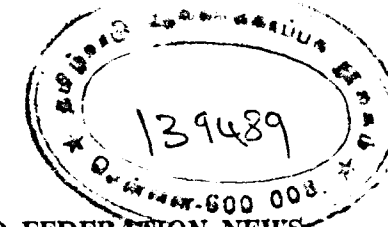
A WORTHY LEAD

The Board of Education of the Pontiac, Michigan, Schools, before fixing a salary schedule for 1935-36, invited a representative group of teachers, of the teachers' own selection, to talk the whole situation over.

The Board of Education received a first-hand and studied, yet courteous, presentation of the views and claims of the teaching body. The teachers, for their part, received a direct and clear-cut picture of the problems and difficulties confronting the Board in doing all it would like to do in the way of salary increases. The final result was a compromise, agreeable to and accepted by each party to the issue.

The most significant thing about the whole procedure, however, was not so much the material result of the conference, as the enhanced goodwill and morale which followed—James H. Horris, Superintendent of School, Pontiac, Mich.

(*Journal of the National Education Association*, January 1936.)



WORLD FEDERATION NEWS

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

The Seventh World Conference of the World Federation of Education Associations in Tokyo, Japan, has been fixed for the week of August 2-7, 1937. Information can be obtained from headquarters of the Federation, 1201, 16th Street, N.W., Washington, D.C., U. S. A., and from the Seventh World Conference Committee, Hitotsu-Bashi, Kanda-ku, Tokyo, Japan.

The Complete Report of Proceedings of the Synchronised Oxford Conferences of the World Federation of Education Associations has just been published. In presenting the report, an illustrated volume of 650 pages, Mr. Fred Mander, past president of the World Federation, expresses the hope that readers may catch something of the spirit of enthusiasm and desire for world co-operation in the service of youth which animated the Conferences.

The Officers of the World Federation are pleased with the results of the movement to have Goodwill pageants, plays, or programmes in every school in the United States on May 18, World Goodwill Day, or earlier where schools close before that date. The Junior Red Cross, the National Council of Teachers of English, the National Congress of Parents and Teachers, and a score of other agencies are actively promoting the observance. The effort will be extended next year to other nations.

The March Number of "World Education" has been mailed to all members of the World Federation of Education Associations. By a recent decision of Uel W. Lamkin, Secretary-General of the Federation, its Goodwill members will from now on receive the magazine regularly, in recognition of their personal interest in world understanding through education, and of their support of the Federation in the promotion of goodwill among nations.

Rotary International, through its Editing Board, is now assembling articles from each of the 78 countries of the world, telling what each has contributed to the advancement of civilization. The articles must be written by Rotarians in a language to be understood by adolescents, and must not exceed 2000 words in length. They will be published in book form, and the royalty from sales will be placed in the Rotary Foundation.

The Teacher and the World Community is one of the topics scheduled for discussion at the 43rd Annual Convention of the Association for Childhood Education to be held at the Hotel Pennsylvania, New York City, from April 28 to May 2, 1936. Mayor La Guardia of New York and Marie Butts of the International Bureau of Education, Geneva, Switzerland, are among the notables who will speak at the sessions. Particulars can be had from the Headquarters of the Association, 1201, 16th Street, N. W., Washington, D.C., U. S. A.

The 1935 Educational Yearbook issued by the International Institute of Teachers' College, Columbia University, New York, is entirely devoted to the subject of teachers' associations in 17 countries. The editor, Dr. I. L. Kandel, and his collaborators from various countries have done a useful piece of work at a critical juncture in the history of teachers' associations everywhere.

FROM OUR ASSOCIATIONS

THE MADRAS TEACHERS' GUILD

ANNUAL EDUCATIONAL CONFERENCE

MADRAS, April 4.

The annual Educational Conference of the Madras Teachers' Guild was held this morning in the Sir M. Ct. Muthia Chettiar High School, Purasawalkam, in the presence of a large gathering of delegates and visitors. Mr. K. A. Nilakanta Sastri, ar (Professor of Indian History and Archaeology, Madras University) presided.

Mr. M. D. Manickam, Vice-President of the Teachers' Guild, in the absence of Mr. S. P. Arumainayagam Pillai, President, of the Guild, welcomed the delegates.

After congratulating Mr. S. R. Ranganathan (Librarian, Madras University Library) on the title of Rao Saheb conferred on him, Mr. Manickam said that Madras which had been regarded mostly as a backward or benighted province was forward at least in the new library movement on account of Mr. Ranganathan's efforts.

The speaker then referred to the subjects to be considered by the conference. "Looking at the programme," he said, "you will find that the domination of secondary education by university requirements is a subject for our examination. The Central Advisory Board of Education for India is of opinion that a radical readjustment of the present system of education in schools is necessary. The Board has recommended three stages of education in schools, the primary stage, the lower secondary stage (with a public examination) and the higher secondary stage, falling into five different types of high schools. Shall we not then free secondary education from university domination?"

The Library hour is another subject for our consideration. I am sure that the library period has great potentialities, and hope that this conference will be able to find out how it may be used to the greatest advantage.

"New education, fellowship, new psychology and new type of questions: these are some of the phrases expressing the educational requirements of a changing society. We are indebted to Miss K. N. Brockway for introducing us to a great educational movement. She will address the conference on new educational ideals and will thus help us to understand and appreciate the objects of the International Delegation of New Educationists which is to visit Madras in October next."

The speaker next referred to the conditions of service in aided schools and said: "Service conditions in schools in South India are, most unfortunately, going from bad to worse. With such conditions, no good work is possible. The Education Department should take steps to improve the situation."

A SUCCESSFUL EXPERIMENT

Rao Saheb S. R. Ranganathan spoke about the success of an experiment conducted by the Madras Library Association to encourage reading among students. He said that the experiment was started about seven years' ago with the object of developing among school children the habit of reading for its own sake—for recreation or for information—and to give them an opportunity to go beyond their text-books. The question was whether it would be possible, in spite of their heavily loaded curriculum, to give the children an opportunity to read something which was not directly related to their examinations or course of training in schools and in which they took a real interest. The Library Association offered prizes to

students who were successful in a reading habit competition, and addressed headmasters of schools to induce their students to take part in competition.

The speaker next referred to the procedure adopted in conducting the competition and the methods followed by pupils in selecting subjects of local interest. The information obtained by reading was supplemented by personal inquiry. The speaker next referred to the procedure adopted in conducting the competition and the methods followed by pupils in selecting subjects of local interest. The information obtained by reading was supplemented by personal inquiry. The competitors maintained a diary, in which they wrote down the titles of the books they had consulted, their own impressions and the time they took to read the books and to conduct their investigation. They stated their experience in the form of a treatise. Their notebooks had had all the attributes of a book such as a preface, a contents page, index and illustrations. Whatever help was taken by the readers was acknowledged.

The headmasters evaluated and arranged the notebooks according to merit and sent them to the Library Association. There was no occasion on which the Association differed from the judgement of the headmasters.

The Association wanted more schools to take part in the competition. Although many schools had not entered the competition, yet the boys who participated in it were reported to be better than those who did not. Their sense of duty was developed. They also assimilated the subject matter of their books more thoroughly than in the past.

The speaker appealed to the Conference to co-operate with the Association in making the competition more popular.

Those present then visited an exhibition of students' books in an adjoining hall.

Mr. Ranganathan replied to questions about the competition.

Mr. M. S. Kotiswaran proposed Prof. K. A. Nilakanta Sastriar to the chair.

The conference adopted a resolution placing on record its deep sorrow at the death of His Majesty King George V.

Condolence resolutions on the deaths of Mr. C. R. Namasivaya Mudaliyar, Mr. Veeraswamy Ayya and Mr. Mahomed Abdul Rahman were passed.

EDUCATIONAL REFORM

Mr. Nilakanta Sastriar then delivered his presidential address. He said that there was discontent with existing conditions in the field of education. Official reports were not behind non-official publications in giving expression to that discontent. Elementary education, as it was at present, was a farce. Secondary education lacked efficiency and diversity. Up above, at the university stage, there was much to be desired. Unemployment had cast a dark shadow over the whole land and threatened to bring the whole system of education into contempt. That in brief was the situation in which they found themselves.

There could be no question that reform was urgently needed.

But what should be their attitude to reform? It seemed to him that their attitude had not been what it should be. They were apt to think that reform was somebody else's responsibility. They criticised education, stated its defects, gave the diagnosis and left the problem there, expecting someone else to take it up solve it and inaugurate the remedy. Some of them thought that until reform was effec-

ted nothing could be done. That was what he called the defeatist attitude. They were all in the system and part of it, and there was no escaping that fact. Let them not forget that their educational system needed reform. What were they doing to bring about reforms which they felt necessary? In their life there should be no stagnation and they should constantly try to effect improvement.

SCHOOLS AND SOCIETY

The speaker added that he would emphasise reform from within and referred to the part which a teacher should play in bringing about reform.

The most striking feature of the educational system in India, was Mr. Nilakanta Sastriar said, that the school had not fitted itself into the society which surrounded it. It had been said that in the sphere of politics India was working the twentieth century constitution with mediaeval resources. If that was so, the material resources should be modernised and schools should play their part in this direction. Looking at the subject from another standpoint, the people of India to-day were not less charitable than those in medieval times. But how little charity had reached the schools! The system of education did not appeal to the people of the country and it was essential that modern schools should be more acceptable to Indian society. To change the outlook of the entire education was not easy, but they should make an attempt. In this there might be a thousand difficulties brought about by low salary, want of leisure, etc. But there lay a great responsibility on the teacher for social betterment and social harmony.

In the task of organising schools and enlightening society there was great need for leadership and not all teachers were quite fit for leadership. They should secure men who had the talent for leadership and an opportunity should be given to such men. They had not the required machinery for the choice of headmasters and the higher grade teachers. The Madras Government had abolished the few posts in the Madras Educational Service which were open to headmasters. They should encourage the better class teachers to distinguish themselves and give of their best to the school and society. There should be a system of competitive examination as in the French educational system. There was much to be done by the Teachers' Colleges and training schools to improve the methods.

The teacher could not do everything by himself. A great duty lay on the management. Managements could improve their relations with teachers. It was too common for individual members at managing boards to look upon teachers as their personal servants. In some cases teachers encouraged that kind of outlook among managers. All that was wrong and must go. Managements must individually and collectively welcome opportunities to meet their teachers and discuss with them the problems connected with the schools. He did not want to say much about the pay and prospects of the profession. But he would appeal to the management to make it a point to pay the teachers their salary at the proper time and in full. There were progressive managements and to them he would say that more leisure should be provided to teachers.

GRANT-IN-AID

Government was equally an important agency for the progress of educational reform. But the speaker deliberately refrained from saying it was the most important agency because he believed that that responsibility had to be shared equally by the teacher, the management and the Government. But taking the Government alone, they might liberalise education within the framework of the existing rules

and might investigate new methods to ensure progress. Under the first head it seemed to him that the administration of grant-in-aid formed a means of liberalising Government's policy. At the elementary stage, the system of grant-in-aid was not bad, as far as he knew, but it worked badly. One remedy needed seemed to be that the department must have the power to see that the grants reached their proper destination (laughter).

He was afraid that unfortunately in too many local board schools, after the general scale of salaries which was called the minimum scale was fixed, an attempt was made to cut it by two annas in the rupee. If that was so, how could they expect their schools to work at all? It was essential for the Government to find money to secure the proper type of teachers. Waste of resources must be avoided. Investment in the development of human talents was the best part of national capital.

Turning to secondary education, the speaker observed that the principles of assessment of grant for teaching must be defined and upheld. He was afraid that the Grant-in-aid Code, as it stood, discourage improvement of educational methods. In that sense the Code was bad and must be changed.

Referring to the question of teaching non-Indian language subjects, through the medium of vernaculars, he said that there could be no difference of opinion on the matter but, he was afraid little had been done in that direction.

The speaker was of opinion that there should be a board of education which should apply its mind constantly to educational problems. This remark did not imply any reflection on the present educational organisation of the Government. Education, they would have noticed, had become a multitude of flat files like those in the office of the Director of Public Instruction. The majority of the members of the education board which he suggested should be teachers and there should of course be a non-official element, consisting of not more than 25 per cent of the number.

Miss K. N. Brockway, Principal, St. Christopher's Training College, Madras, spoke next on education fellowship ideals.

Miss K. N. Brockway then addressed the conference on the ideals of the New Education Fellowship. She made a brief reference to the early beginnings of the New Education Fellowship in 1915 when it was organised as a Fraternity in Education by Mrs. Beatrice Ensor. Mrs. Ensor, she said was to-day the president of the New Education Fellowship. She then enumerated the aims of the fellowship and said how it differed from the World Federation of Educational Associations. The New Education Fellowship have branches practically in all the countries of the World and that regional conferences held every year. She then referred to the XXI Anniversary of the Fellowship and the Seventh World Conference to be held at Cheltenham, England, in August this year. She then drew the attention of the conference to the visit of a delegation of the Fellowship members headed by Mrs. Ensor, the founder and president. She appealed to the teachers of Madras to give a fitting reception.

Next there was a discussion on the Library Hour and practice. Mr. S. Natarajan, initiated the discussion giving a brief description as to how the library hour is conducted in his school. It was followed by a discussion.

The conference then broke up for Lunch and re-assembled at 3 O'clock when Mr. S. T. Ramanuja Iyengar, B.A., L.T., of Trichinopoly delivered an address on the unsatisfactory conditions of service of teachers and the Legislative remedies

needed. He referred to the Service Conditions Bill which the South India Teachers' Union had framed and pleaded the organisation of teachers' associations into Trade Unions.

Dr. G. F. Andrews, then gave a short talk on some aspect of physical Education.

Mr. T. P. Srinivasavaradan then initiated a discussion on the subject that Secondary Education suffers by the domination of the University requirements. He pleaded for more diversified courses at the S.S.L.C. stage. A discussion ensued. The president in his concluding remarks said that the University could have chosen to have its own test for entrance to the colleges. The acceptance of the present S.S.L.C. examination was rather a mistake. The University test need not be so elaborate as the school final examination but more brief. That test could be taken by anybody who wished to enter colleges. Whenever there was a change in the S.S.L.C. system, the cry was one of the University dominating the schools. If a test such as he had been speaking about were instituted, there would probably be less of the cry heard against the University. The Syndicate however decided to stick to the present position which was always comfortable.

Speaking about the educational reforms, Mr. Nilakanta Sastri emphasised on the necessity of paying attention to education in the Elementary school stage. It was a painful fact that the bulk of the administration of education lay at the bottom. The teachers in Elementary schools were paid only a few annas a day, a wage probably lower than what was paid to carpenters and brick-layers, those who were shaping useful material from wood or clay. If money values were any guidance to the importance attached by society to any profession, they would realise that the shaping of the mind of the child was much more important than those of dead material. So long as they did not recognise this, the junior schools were bound to be places where children lost the edge of their intelligence. The tragic fact was that bright little lads who were very smart in the home atmosphere became rather dull, sleepy and inattentive. They had no right to expect anything better so long as the Elementary school continued to be what it was. Any amount of tinkering in the higher rungs was not going to give the necessary relief. The question was one of running the Elementary schools on proper lines and importing a better type of teachers. There was much work to be done and yet it was not done. There was unemployment among the educated side by side with work. In fact the worker and the work did not meet.

The president again wanted to stress on the point that they did not think enough about how to mobilise the existing resources without additional cost. What was spent could be spent could be spent well.

Mr. Syed Mahmood, Joint-Secretary of the Guild proposed a vote of thanks to the president, teachers and the authorities of the school.

THE MADURA DISTRICT TEACHERS' GUILD SHOLAVANDAN SESSION, 14th MARCH, 1936.

The Madura District Teachers' Guild met at Sholavandan, on Saturday, the 14th March, 1936, at 2-30 p.m., in the premises of the Board High School. Rev. G. P. James, B.A., L.T., B.D., President of the Guild, presided on the occasion. About 80 members attended.

The Guild at the outset, adopted resolutions of condolence touching the deaths of His Majesty King George V and Mrs. Kamala Nehru.

It congratulated Rev. G. P. James on his election to the Academic Council.

Mr. A. Israel, M.A., L.T., Headmaster, Board High School Sholavandan, welcomed the members of the Guild from the various parts of the District, and briefly referred to some of the outstanding problems of Education which the Guild and the S.I.T.U., had tackled and to the work before the teachers. The President, in the course of his introductory remarks, welcomed the delegates from the Capron Hall Girls' High School Association which had decided to affiliate itself to the Guild from April next.

The Secretary then made a short report about the following: the affairs in the Palni Municipal High School, the starting of the Tamil Monthly *Aramba Kalvi* by the S.I.T.U., the need for members taking shares in the joint stock company connected with it, and his efforts to get the Capron Hall Association affiliated to the Guild.

The Guild then resolved to send the following members as delegates to the Provincial Educational Conference at Salem in May next: Messrs. V. Aravamuda Ayyangar (Secretary), Rev. G. P. James, President, or Somasundaram (Joint Secretary), K. Subramania Iyyar (Sholavandan), P. S. Easwaramurthi Pillai (Uttamapalayam), Muthuswami (St. Mary's, Madura), Venkatachalapathi Ayyar (Periyakulam), paying each Rs. 5.

The Guild also resolved to recognise all members going individually or through their associations as their representatives, as delegates of the Guild at the Conference.

OTHER RESOLUTIONS

1. Regarding the University's raising the minimum from 35 to 40% in English for the S.S.L.C. pupils:

The Guild resolved to request the Madras University through the Director of Public Instruction, Madras to retain 35% in English as the minimum for eligibility to the University Course of Studies, at least for 1936 and 1937 in view of

(a) Want of proper and timely notification of the raising of it to 40%, to the Headmasters of High Schools, the fact being announced in an inconspicuous corner of the Fort St. George Gazette dated 16th April, 1935, but communicated to the Headmasters so late as the end of January last,

(b) The new model questions in English Grammar appearing for the first time in the Examination of 1936,

and (c) the need for reasonable time for training the pupils to the 40% level even from Form IV.

2. Regarding modification of syllabuses:

This Guild is of opinion that, to avoid overburdening of the memory which tends to vitiate the true purpose of education, the public examinations in knowledge subjects, namely, Elementary Science, Histories and Geography, be confined to the portions done in Forms V and VI alone, as is now the case in optional subjects, and requests the S.S.L.C. Board to modify the syllabuses in these subjects accordingly.

3. Regarding remodelling of syllabuses in History and Geography:

The Guild requests the Director of Public Instruction to remodel the syllabuses in History and Geography for Forms I to IV on the same lines as that in Elementary

Science, thus securing progressive unity culminating in School Examinations, at the end of the IV Form course.

The Revised Constitution of the Guild as recommended by the Working Committee of the Guild was adopted with the following change:

19. *Read:* Each Committee shall be composed of 5 members, the conveners being the ex-officio members of the managing committee.

Mr. M. Somasundaram, B.A., L.T., Pasumalai, was elected member of the Executive Committee of the S.I.T.U., to represent the Guild for the year 1936-1937.

Mr. M. Sitarama Ayyar, B.A., L.T., Mathematics Assistant, St. Mary's High School, Madura, was elected as auditor to audit the accounts of the Guild for the year 1935-1936.

PAPERS READ

1. Miss Davamoni, B.A., L.T., of the Capron Hall Girls' High School, Madura, read an interesting paper on 'Class room Teacher.'

2. Mr. K. S. Mahadeva Ayyar, B.A., L.T., Board High School, Sholavandan, read a paper on 'The Teaching of Geography.'

The Chairman, in the course of his concluding remarks, observed that the Guild should be a growing guild progressing from time to time. He also emphasised on the need for education in practical subjects as to make students producers rather than mere consumers.

The Teachers' Association, Board High School, Sholavandan, was 'At Home' to the members.

With a vote of thanks proposed by the Secretary to the Teachers' Association, Sholavandan and the President, the meeting terminated at 6-15 p.m.

Madura,
14-3-'36.

V. ARAVAMUDA AYYANGAR,
M. SOMASUNDARAM,
Secretaries.

THE NORTH ARCOT TEACHERS' GUILD

The Half-yearly meeting of the North Arcot Teachers' Guild was held in the Board High School, Cheyyar, on Saturday, the 29th February 1936 with the Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M.E.L.I.M. High School, Ambur and President of the Guild in the chair. There was a large attendance of delegates from various schools and teachers' associations.

Mr. Venkatasubba Rao, B.A., L.T., Headmaster of the Cheyyar, Board High School, welcomed the President and delegates, and requested Rao Sahib J. Venkatesa Chowdry, Revenue Divisional Officer of Cheyyar to open the Conference.

WHAT INDIA LACKED

Mr. Chowdry observed that the national spirit that was manifest in India was the direct result of English education? He disagreed with those who held that Western Education was something alien and retrograde. While he was in favour of developing the vernaculars, he said, he was opposed to sacrificing English towards that end. Violent changes like complete vernacularisation ought not to be precipitated. In the traditional system of education in India, independent thinking

was at a discount. Thanks to Western education, that had been changed. Freedom of thought was the order of the day, caste was crumbling. Meaningless ritual and superstition were losing ground. Democracy, Parliamentary institutions, popular discussion of topics of interest and moment had come to stay.

PLEA FOR WIDER INSTRUCTION FOR GIRLS AND ADULTS

Mr. Chowdry pleaded for the wider dissemination of education among girls, and if possible separate schools and colleges might be done away with. Girls would, he said, welcome co-education. Expenditure would be considerably reduced by co-educational institutions, and the proper treatment of girls could be ensured by the appointment of women among the teaching staff.

Rev. Milton G. Kuolt, President, in his speech, put forward a plan regarding the system of promotions. The number of passes in India was very low due to the fact that there was no attempt to fit education to the individual; but the individual was being adjusted to the system of education prevailing. He pleaded for some double promotions, semi-annual promotions and probationary promotions, on the model of educationally advanced countries like America.

ADULT EDUCATION BY MR. M. S. SUNDARESWARAN

Mr. M. S. Sundareswaran, M.A., L.T., Dy.-Inspector of Schools, Vellore, delivered an address on the "Coming reforms and Teachers" and said that the Teaching profession ought to be alive to the need for educating adults, in view of the fact that a large number would soon be called upon to enter on their duties as citizens under the new constitutions. Quantitative expansion and the imparting of the knowledge of the three R's was not enough. A new orientation was needed to give education of a sufficiently high standard to the adult so as to stimulate him to realise his new rights and duties in representative Government.

Mr. S. Srinivasa Iyer, B.A., L.T., of Vellore read a paper on "the need for revision of the Rules of the Provident Fund for teachers."

He pleaded for the conferring on the subscribers to this fund the same rights and privileges as were enjoyed by subscribers to the Provident Funds under Municipalities and District Boards.

RESOLUTIONS

This meeting of the North Arcot District Teachers' Guild expresses its sense of deep sorrow at the demise of His Most Gracious Majesty King Emperor George V and begs to convey its deep sympathy to Queen Mother and other members of the Royal family.

2. This meeting of the North Arcot District Teachers' Guild begs to convey its respectful felicitations to His Most Gracious Majesty King Emperor Edward VIII on his accession to the throne and to pay its humble and loyal homage to the King Emperor.

3. This meeting places on record its sense of deep sorrow at the sad and sudden demise of Mr. H. CHAMPION, Director of Public Instruction, Madras, and conveys its sympathy to Mrs. CHAMPION and his family in their bereavement.

4. While realizing the undesirability of frequent changes being made in the text books of our schools, this Guild regards the Government Order on text-books to be detrimental to the interests of education, as it fetters the discretion of the

Headmasters and discourages good publications and requests the Government to rescind the order at an early date.

5. That Graduate teachers holding trained teachers' certificates of the secondary grade who have subsequently taken University Degree be given the option to appear for the L.T. examination without the production of a certificate of attendance from a training college.

6. The Guild considers that frequent changes in the S. S. L. C. scheme which have been prominent in recent years for the reason that they are unacceptable or unsuitable, are due to the fact that responsible educational opinion is not consulted before making such changes and therefore requests that before introducing the further changes contemplated they may be referred to responsible and representative organisations of Headmasters, Teachers and other educational organizations for an expression of opinion and that the final scheme be framed on the lines recommended by these organisations.

7. This Guild regrets that, notwithstanding the appreciation by successive Directors of Public Instruction and other eminent educationists of the good and useful work done by the Education Week in the cause of education Government have placed an embargo on contributions by local bodies towards the Education week, and request the Government to raise the ban suggesting such better means for making the Educational Propaganda carried on by the Education week more useful and effective, as Government may consider necessary.

8a. This Guild brings to the notice of the Director of Public Instruction and the Government the sad plight of the teachers employed in the Board Elementary Schools in the District by their salaries being kept in arrears for a number of months and by the claims of arrear salaries remaining unheeded and undisposed of for a year or more, and request the Government to take early steps to improve the lot of teachers in this regard so that their arrear salaries be disbursed immediately and their salaries be paid regularly every month in the future.

(b) In view of the fact that similar conditions exist in Municipal schools we recommend that the same procedure be followed in Municipal schools.

9. This Guild approves of the Memorandum on the Provident Fund for teachers in non-pensionable service prepared by Mr. S. Srinivasa Iyer, B.A., L.T., and request the Government to cause the necessary amendments to be made to the rules of the Fund at a very early date.

10. This Guild thanks the Ambur Education Week Committee for its handsome donation to the Guild.

11. This Guild requests that Secondary Grade teachers employed in Board and Municipal Secondary and Elementary Schools be placed on the same scale of Rs. 30—50, as it is necessary in the interests of efficiency.

12(a) This Guild represents that the action of the University of Madras in introducing the minimum of 40% in English for eligibility to the University course of study with effect from the S.S.L.C. Public Examination of 1936 as promotions to VI Form and selections for the Public Examination were made on the basis of percentage of 35% and requests the University of Madras and the Director to defer the operation of this new rule to the pupils who appear for the S.S.L.C. in 1938 and onwards.

12. (b) This Guild further requests the S.I.T.U. to wait in deputation on the Syndicate of the University of Madras and press for the carrying out of the above resolution.

13. This Guild requests the Government to give the members of the staff on Board and Municipal schools on 1-11-34, the option of choosing either the then existing scales or three scales as contained in G. O. 4619 L & M dated 20-10-1934.

14. This meeting authorises a committee consisting of the President, Vice-Presidents, Secretaries and Messrs. M. S. Sundareswaran, M.A., L.T., S. Srinivasa Iyer, B.A., L.T., and S. Venkatasubba Rao, B.A., L.T., to consider the amendments to the rules of the S.I.T.U., and communicate its decision to the S.I.T.U., on behalf of the Guild.

Messrs. B. R. Ebenezer, B.A., L.T., of the Mission High School, Ambur and S. Srinivasa Iyer, M.A., L.T., of the Hindu High School, Ambur, were elected auditors.

Messrs. S. Subramanyam, B.A., L.T., of Ambur, S. Srinivasa Iyer, B.A., L.T., of Vellore and S. Raghava Iyer of Cheyyar were elected as delegates for the ensuing Provincial Conference at Salem.

The members of the Teachers' Association, Board High School, Cheyyar, entertained the gathering with a dinner and tea.

Mr. S. Subramanyam, B.A., L.T., the Secretary thanked the management for placing the Board High School hall at the disposal of the Guild and for the successful gathering that the Guild has had. The Conference ended at 6-30 P.M.

NEED FOR REVISION OF THE RULES OF THE PROVIDENT FUND FOR TEACHERS

A Memorandum by Mr. S. Srinivasa Ayyar, B.A., L.T., Vellore.

A Provident Fund for the benefit of teachers in non-pensionable service was instituted by Government with effect from 1st April 1923 and it is a great boon to teachers in all recognised schools. The fund works under rules framed by Government from time to time and there have been very slight changes in the rules during the thirteen years of the working of the scheme. The subscribers feel the necessity for a revision of the rules in certain directions and they would feel grateful if Government gives its sympathetic consideration to the several alterations suggested in this memorandum.

The subscribers to this fund are under three main disadvantages when compared with the subscribers to the provident funds maintained by District Boards and Municipal Councils. The rate of interest allowed on this fund is 2½ per cent, the Post Office Savings Bank rate at present, whereas Government has fixed 4 per cent for provident funds maintained by District Boards and Municipal Councils. Though there is a provision for the investment of this fund in Post Office cash certificates, the interest therefrom now works out only to about 3 per cent. and the procedure for purchasing and cashing these certificates is so complicated as three authorities, the management of the schools, the Post Office and the District Educational Officer have to act on such an occasion. The chief defect of the scheme is the multiple control over the fund, sometimes three and sometimes four. Though the control of the fund rests with the District Educational Officer under the rules, yet transactions are with the Post Office and the final pass order is to be made by

the Accountant General. All these complications can be easily avoided if all contributions are paid direct to the credit of the Government either in a Treasury or through Post Office, Government guaranteeing a fixed rate of interest, 4 per cent. on all contributions. This rate is not excessive in view of the fact that Government of India itself has notified that the rate of interest on deposits and also on balances to the credit of subscribers to the General Provident Fund and other similar funds on March 31, 1936, as determined by an approved method is 4.75 per cent. and that this rate will be in force during the financial year beginning on April 1, 1936. What is possible for the Government of India should be possible for the Government of Madras. Government should administer this fund as Municipal Councils and District Boards administer their funds and all powers vested in the Chairmen of Municipal Councils and Presidents of District Boards over their funds are to be exercised by the District Educational Officer in the case of this fund. Such a procedure of remitting the contributions to this fund direct into Government Treasuries will remove a number of hardships caused to the subscribers under the present rules. The entire control of the fund will then be in the hands of the District Educational Officer and long time that is now spent in corresponding with the Post Office can be saved. Government being then in sole charge of the funds can easily guarantee a favourable rate of interest to the subscribers of this fund, on at least a par with the rate of the General Provident Fund.

The other hardship that is now felt by the subscribers is the long period that is now taken by a subscriber or his nominees to get the amount to his credit in the fund on his retirement or death. Even here, the delay is due to the same cause, multiple control of the fund. The manager or correspondent of the school is to prepare the bill for the contribution from Government, it must be scrutinized and countersigned by the District Educational Officer, the Post Office is to give the amount to the credit of the subscriber on the date of the closure of the account as sanctioned by the District Educational Officer and the bill is to be passed for payment by the Accountant-General. A more tedious process cannot be imagined and the delays occurring in each of these complicated processes have become proverbial in the teaching profession. The period varies from 6 months to one year. Further no interest is allowed on the amount to the credit of the subscriber from the date of the closure of the account to the day of the actual drawing of the amount. Even the low rate of interest, 2½ per cent. is denied to a subscriber's life savings for a period of about 6 months. All these hardships can be easily overcome again by Government taking charge of the fund and making the District Educational Officer of the Government responsible for the working of the fund. The Government contribution instead of being paid in one lump sum at the time of withdrawal can be adjusted to the subscriber's account every year. One-third of the amount that has accumulated to a subscriber's account during a year ending with the 31st of March can be adjusted by Government to his account next April. Such a procedure will not in any way affect the finances of Government for it will only be a book adjustment. The accounts of each official year can be audited by competent officers of Government annually and the subscriber informed of the amount to his credit after each audit. If it is found difficult to set up a new machinery for the annual audit of this fund, it may be done by the Department of Local Fund Accounts itself. If this simple procedure is adopted it will remove a number of hardships now existing. The Accountant-General is now to audit the accounts of a subscriber throughout his whole period of service and then pass the Government contribution. Imagine the difficulty in auditing at a stretch the accounts of 25 or 30 years in the case of numerous subscribers. Annual audit is a sure remedy and

figures once audited and approved should be taken as correct for future audits and payments. If annual audit is introduced, the Accountant General will not have any work with this fund except to control annual audits and the delay that is now caused in paying the Government contribution can be easily avoided.

The third difficulty that is now experienced by the subscribers to this fund is that subscribers are not allowed to invest their subscription in a policy of life assurance. Such a privilege is enjoyed by subscribers to the Municipal and District Board Provident Funds. It is but fairness and equity that subscribers to this fund also are given the same privilege. "A policy of life assurance is the cheapest and safest mode of making a certain provision for one's family" and hence there is absolute necessity for permitting subscribers to invest their subscriptions in a life assurance policy. Under the present rules the difficulties in the way are enormous, but if the control of the fund is simplified by Government as suggested herein and if Government contributions are credited to the subscribers' account annually there will not be any difficulty in making this simple but a highly necessary provision in the rules.

Much is not asked in these suggestions, the only desire being to find out ways and means of removing the hardships felt by the subscribers to this fund and to make them get the same rights and privileges as are now enjoyed by subscribers to Municipal and District Board provident funds. The rules of provident funds maintained by District Boards and Municipal Councils, can with slight alterations, be adopted *mutatis mutandis* for the working of the fund. If the rules are altered as suggested above, it will be a great boon to the toiling teachers and it is hoped that Government will be pleased to give their early and favourable consideration to these suggestions and earn the gratitude of the teaching profession.

S. I. T. U. PROPAGANDA

(April 1936)

MADRAS

Mr. S. T. Ramanuja Iyengar, member, S. I. T. U. Propaganda Committee, visited Madras on 4-4-1936 and addressed the Madras Teachers' Guild on "Service Conditions of Teachers and the Legislative remedy"; Prof. K. A. Nilakanta Sastri, presiding.

PANRUTI

On 5-4-1936, Mr. S. T. Ramanuja Iyengar, accompanied by Mr. V. Jayarama Iyer, Secretary, South Arcot District Teachers' Guild, met the teachers of Panruti in the Board High School at 10 a.m. and addressed a meeting with Mr. S. R. Krishnaswami Iyengar, M.A., L.T., Headmaster, Board High School, Panruti, in the chair. The S. I. T. U. programme of work was explained and eligible members were requested to join the S. I. T. U. P. Fund.

CUDDALORE

On 5-4-1936, Mr. S. T. Ramanuja Iyengar and V. Jayarama Iyer reached Cuddalore and addressed a meeting of the teachers of Cuddalore at 6 p.m., in the Municipal High School, Cuddalore, with Mr. Swaminatha Iyer in the chair. Mr. S. T. Ramanuja Iyengar spoke on the crisis in Education and the attitude of teachers and the S. I. T. U. and appealed to the teachers of Cuddalore to strengthen the South Arcot Guild and join the S. I. T. U. P. Fund.

CHIDAMBARAM

On 6-4-1936, Mr. S. T. Ramanuja Iyengar reached Chidambaram and addressed a meeting of the teachers of Chidambaram at Pachiappa's High School, with Mr. S. Kalyanasundra Iyer in the chair. Mr. S. T. Ramanuja Iyengar spoke on the "Problems before teachers" and appealed for co-operation with the S. I. T. U. in its work.

MAYAVARAM

On 7-4-1936, Mr. S. T. Ramanuja Iyengar reached Mayavaram and addressed a meeting under the auspices of the Mayavaram Secondary School Teachers' Association with Mr. V. Raghava Iyengar, Headmaster, Municipal High School, in the chair, on "What is wrong with us?" and appealed for increased support to the Union programme.

TANJORE

On 8-4-1936, Mr. S. T. Ramanuja Iyengar addressed a meeting of the Gopalaswami Teachers' Association, Kalyanasundram High School, Tanjore, with Mr. Sundaram Iyer, Headmaster, in the chair, and explained to the teachers what the S. I. T. U. had done and what its work ahead was.

VILLUPURAM

On 16-4-1936 Mr. S. T. Ramanuja Iyengar addressed a meeting of the teachers of Villupuram in the Municipal High School with Mr. V. Jayarama Iyer in chair on "Teachers and their role in the coming educational reconstruction," and requested the teachers of South Arcot Guild to intensify their activities and help the S. I. T. U. to play its part in educational uplift.

THE S. I. T. U. PROTECTION FUND

(List of names continued.)

1278. Mr. P. H. Krishnamurthi, Asst., E. C. M. School, Hindupur.
 1279. " V. Ramaswamy, Asst., E. C. M. School, Hindupur.
 1280. " V. Venkatagiri, Asst., Municipal High School, Tiruppur.
 1281. " B. Ramachandran, Asst., D. R. Secy. School, Conjeevaram.
 1282. " D. J. Gnanasikamony, Teacher, London Mission High School, Gooty.
 1283. " S. Krishnaswamy, Teacher, Board High School, Tiruchengode.
 1284. " M. V. Radhakrishnan, Asst., Pachiappa's High School, Conjeevaram.
 1285. " Y. Suviseshumuthu, Carpentry Instructor, Board High School, Penukonda.
 1286. " T. K. Narasimhachari, Asst., Pachiappa's Branch Secy. School, Little Conjeevaram.
 1287. " S. Mahadeva Pillay, Headmaster, Seena Vana School, Tuticorin.

41, Singarachari Street, Triplicane,
 Dated 20th April, 1936.

M. K. RAMAMURTI,
 Hony. Secretary.

NOTICE

A special office of the S. I. T. U. Protection Fund will be opened at Salem, during the conference days 7th, 8th and 9th May, 1936.

THE TEACHERS' BOOK-SHELF

Mechanical Properties of Matter. By S. G. Starling, B.Sc., A.R.C.Sc., F. Inst. P. Publishers, Messrs. Macmillan & Co., Ltd. Price 6sh.

This is a book designed for students preparing for the English Higher School Certificate or Intermediate Examination in Physics. The mechanical properties of solids, liquids gases form a necessary part of the instruction in Elementary Physics "but their full significance cannot be understood without a fair equipment of the mathematical principles involved" and in this book the author has freely used calculus. Calculus is not studied by our students appearing for Intermediate examination and much of the portion covered in this book has necessarily to be studied at a later stage, i.e., in the B.A., Course.

At the end of each chapter are given plenty of exercises which are well graded and selected mostly from the Higher School Certificate Examination. Many points are illustrated by means of worked examples mostly selected from examination papers. The book is well got up and should be useful for those studying higher physics.

A Class Book of Magnetism and Electricity. By H. E. Hadley, B.Sc., (Lond.), Publishers, Messrs. Macmillan & Co., Ltd. Price, 6sh. 6d.

This book is intended to provide "a course of work leading up to the School Certificate and Matriculation Examination taken by pupils in Secondary schools" in electricity and magnetism. It is an elementary text-book in electricity and magnetism and the author has done well in devoting the first two chapters to a general account of the properties of an electric current and such aspects of magnetism as a student more or less is familiar already. At the end of several chapters are given historical notes which while not interfering with the continuity of the facts studied would create interest in an increasing measure. A wide range of exercises taken of recent examination papers is added to each chapter. There are in addition a number of worked examples.

Pupils' Class Book of New Model Elementary Mathematics—Eight books. By S. T. A. Hopper, B.A., L.T., Kellett High School, Triplicane.

Book 1 for Class 3 (Tamil)	As. 4	Book 5 for Form II (Tamil)	As. 10
Book 2 " 4 "	As. 6	Book 6 " III "	As. 10
Book 3 " 5 "	As. 8	Book 7 " IV (English)	Re. 1
Book 4 for Form I "	As. 10	Book 8 for Forms V & VI (Eng.)	Re. 1-8

Copies are available from Messrs. Macmillan & Co., Ltd., Madras.

The books under review have been prepared by an experienced teacher. The treatment of the subject is up-to-date, embodying the recent methods in the teaching of Mathematics. The author claims to have laid great stress on short methods, rough checking and verification of answers. In all the books of this series there are many timed tests designed for purposes of revision and diagnosis.

The two books for the High School classes have been prepared in accordance with the 1934 scheme and contain chapters in Algebra and Theoretical Geometry

also. The author has done well in not keeping Algebra and Geometry in 'water-tight compartments' and in thus correlating the various branches of Mathematics.

The following, however, do not detract the merits of this useful 'series.' They are pointed out so that in the next edition they may be removed or rectified.

1. It is strange to meet with such exercises as the following in a chapter on Straight and Curved Lines: "நாலு காக்கைகள் வரிசையாய் உட்கார்ந்திருக்கிற மாதிரி படம் வரை," "ஒரு பூனை உண்ணைப் பார்த்துக்கொண்டிருக்கிற மாதிரி படம் வரை," "களிமண்ணால் ஒரு மணி செய்து காட்டு." (Page 44 of the book for Class 3).

2. Percentages and Simple Interest are taken up in Form II, while the two important topics, Negative Quantities and Simple Equations are omitted completely in Form III. The departmental syllabus may have its own imperfections; but to deviate widely from it or to omit major items of it means much inconvenience to teachers who feel inclined to use this series.

3. We are constrained to say that some topics have been overdone. One teaching the lower classes may feel inclined to remark that simplification of difficult algebraic expressions (e.g. $4x^3 + 2x^2 + x + 4x^3 - 2x^2$, page 102), advanced problems on H.C.F. and L.C.M. such as those found on page 56 (Problems 12, 13, 14 and 15), definitions of Supplementary and Complementary angles, and harder problems on symbolic arithmetic (e.g. இரண்டு பங்காளிகளில் ஒருவன் $4x + 3$ ரூபாயும், மற்றவன் $11x - 12$ ரூபாயும் எடுத்துக்கொண்டால், மொத்த இலாபமாகிய ரூ. $20x - 31$ ல் எவ்வளவு மீதி இருக்கும்? page 100) are out of place in a book for Form I. Similarly, graphical solution of problems on Time and Work and Time and Distance, contracted multiplication and division, advanced problems on symbolic arithmetic (e.g. a மனிதன் $1/b$ வேலையை c நாளில் முடித்தால் $3/4b$ வேலையை d நாளில் முடிக்க எத்தனை பேர் வேண்டும்? page 72), multiplication and division of algebraic expressions by expressions, and problems on trains crossing bridges and semaphores are certainly far above the comprehension of the pupils of Form III.

4. In the books for the High School forms, the theorem on the property of isosceles triangles is taken in after the third theorem on the congruence of triangles, viz. *Side-side-side Theorem*. It is well that the theorems are presented in a new sequence for easy understanding; but to deprive the subject of the logic is rather unwholesome and may prove revolting to many.

The printing and get-up of the books are good.

R.

THE XXVII ANNUAL REPORT OF THE S. I. T. U.

The Executive Board has great pleasure in presenting the Twenty-seventh Annual report of the South India Teachers' Union for the period 1st April, 1935 to 31st March, 1936.

Strength. In the beginning of the year there were 15 District Guilds and 16 associations affiliated to the Union. The South Kanara District Guild sought affiliation to the Union and the question of affiliating it was considered by the Working committee. The committee has resolved to affiliate the guild on the receipt of the minimum affiliation fees prescribed in the rules. Three associations from the Andhra area, not attached to District Teachers' guilds, were affiliated to the Union in the course of the year. The number of individual members was 74, 24 new members being enrolled in the course of the year. A statement giving the strength of the Union is shown in Appendix A. The Andhra Teachers' Federation considered at its conference held in Rajahmundry the question of affiliating their Federation to the Union, and it is a matter for regret that the majority opinion was not in favour of seeking affiliation to the Union just now.

Office-bearers. The names of the office-bearers of the Union elected at the annual meeting held on 20th April 1935 or co-opted by the Executive Board as the case may be are shown in Appendix B. There were no changes in the office-bearers.

Executive Board. The first meeting of the Executive Board was held on 20-4-1935 at which the Working Committee was elected. Representatives on the council of the A. I. F. E. A. (vide Appendix B.) were also elected and certain recommendations were made to the Board of Management of the S. I. T. U. Protection Fund at this meeting.

Working Committee:—The Working Committee met 4 times in the year and a brief account of the business transacted is as follows:—

1st Meeting, 20-4-1935. Appointment of the Journal Committee and journal Secretary—Distribution of work among the members of the Committee.

2nd Meeting, 22-4-1935. Decision regarding the Vigilance Committee—Annual Return forms—Service conditions Bill—Deputation to Director of Public Instruction—Tamil Journal for Elementary School Teachers—Merging the S. I. T. U. and S. I. T. accounts—Distribution of propaganda work among members.—G. O. 4619.

3rd Meeting, 3-8-1935. Election of the President to the XI All-India Educational Conference—Financial position—Education Week—Elections, to the University authorities—Joint-stock company for publication activity.

4th Meeting, 8-2-1936. Condolence on the death of His Majesty King Emperor George V—Articles of the Association of the proposed Joint-Stock Company, "The South Indian Teacher Publishing Company Ltd"—Publication of a journal in Tamil for Elementary school teachers—Appointment of the Editorial Board—Questionnaire on Secondary Education—Ban on Education Week expenditure—Elementary Education—Registration of S. I. T. U.

The Board is glad to state that the members of the Working Committee took keen interest in the work of the Union and found it possible to attend the meetings held for the transaction of business.

Propaganda. As in previous years, the Board of Management of the S. I. T. U. Protection Fund was pleased to allot Rs. 300 from the Profession Fund towards publicity work. This enabled the Union to depute workers to visit different areas in the Presidency and to place before teachers the programme of the Union, the objects of the Protection Fund and the scope of the Service Conditions Bill. The "Go as you please" ticket enabled the workers of the Union to visit almost all the districts such as Ramnad, Tinnevely, Coimbatore, Malabar, South Kanara, Chingleput, Chittoor, Anantapur, & North Arcot. The President of the Union presided over the Andhra Teachers' Federation conference held in Rajahmundry and made an appeal to the delegates to join the Union. A special feature of propaganda work done this year was the growing desire on the part of teachers in Elementary schools to become associated with the union and the secretary of the union found it possible to take part in the conferences and meetings organised by teachers in Elementary schools. An account of the propaganda work done by the members of the committee had appeared in the official journal in the course of the year.

XXVII PROVINCIAL EDUCATIONAL CONFERENCE

The XXVII Provincial Educational conference could not be held as usual in May 1935 since the previous conference was held at Anantapur only in December 1934. There was a general desire on the part of members that the provincial conference should ordinarily be held during the mid-summer holidays. The teachers of Salem District have at the suggestion of the District teachers' Guild, Salem cheerfully undertaken the responsibility for the arrangements connected with the conference to be held in the first week of May.

THE WORK OF THE UNION.

(a) *General.* The resolutions on Provident Fund, G.O. 4619, G.O. Text-Books, etc., passed at the Annual meeting of the S. I. T. U. held on 20-4-1935 were communicated to the authorities concerned and a note on each topic setting forth the points for consideration was appended. The authorities concerned have acknowledged our communication and it is to be regretted that they have not yet found it possible to take a definite line of action. In reply to reminders from the Union, it is understood that the matter is engaging the attention of the Government.

(b) *Education Week.* The Fifth Education Week was inaugurated in October (14th to 20th October 1935) and the Central Education Week Committee consisting of the representatives of several bodies interested in Education did valuable work in bringing the activities of schools to the notice of the public and in stimulating teachers to vigorous efforts towards enabling the schools to fulfil their purpose. "The School and National Reconstruction" was the central topic chosen this year for consideration during the Week. His Excellency the Governor of Madras, was pleased as in previous years to send a message of encouragement this year also and messages were also received from Mr. F. Mander, ex-president, World Federation of Education Associations and Secretary, National Union of Teachers, England, and Mr. R. G. Grieve, Retired Director of Public Instruction, Madras, who inaugurated the First South Indian Education Week in October 1931. Exhibitions were organised in different localities in this connection and a large number of elementary schools also participated in the activities of the Week. The Education Week served an important purpose in bringing together on a common platform teachers and public men such as lawyers, officers and medical practitioners and business men. Special Posters and leaflets to parents were prepared and made available.

The usefulness of the celebration of the Education Week should be obvious especially in the light of the observations on such celebrations by Lt. Col. Ganapath, Director of Public Health. The ban on expenditure by local bodies has caused considerable surprise. A resolution of the Working Committee requesting the Government to reconsider the decision and lift the ban on Expenditure on Education Week celebrations by local bodies has been communicated to the authorities and their reply is awaited.

(c) *Service Conditions.* In pursuance of the resolution adopted at the Provincial Educational Conference held at Anantapur, the Working Committee arranged for a deputation of the Union to wait upon the Director of Public Instruction and to place before him the unsatisfactory conditions of service in non-government schools in general and in aided

schools in particular. The object of the deputation was to request the Director to introduce rules regarding the conditions of service in the Madras Educational Rules so as to ensure security of tenure. The Director was pleased to receive the deputation on 13th September 1935. A memorandum was submitted and attention was drawn to the existence of serious abuses in the administration of aided institutions. The Director gave a patient hearing and expressed his willingness to do all that was possible.

(d) *Election to the University authorities.* Another important activity was the work in connection with the election to the University authorities. The decision of the Working Committee to set up candidates of the Union for the various University Bodies from the Registered Graduates' Constituency and Headmasters' constituency was published in all the local dailies and the South Indian Teacher. Applications from persons who were keen on securing the support of the Union were invited. The final selection of candidates was made from among the applicants who applied to the Union within the prescribed time i.e., 20th August 1935 and who gave an undertaking to abide by the policy of the Union in regard to educational questions that might come up for discussion in these bodies. The following were selected as the candidates of the Union.

HEADMASTERS' CONSTITUENCY.

SENATE:—

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

ACADEMIC COUNCIL.

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

REGISTERED GRADUATES' CONSTITUENCY.

1. Mr. N. Kuppuswami Iyengar, M.A., L.T. Lecturer in Mathematics, Training College, Trivandrum.

2. Mr. V. C. Padmanabha Menon, B.A., Lecturer in Malayalam, Christian College, Madras.
3. Mr. V. R. Ramachandra Dikshitar, M.A., Lecturer in Indian History, University of Madras.
4. Mr. M. R. Rangaswami Iyengar, M.A., L.T., Headmaster, V. M. Board High School, Periakulam.
5. Mr. A. Srinivasaraghavan, M.A., Lecturer, Hindu College, Tinnevely.
6. Mr. S. K. Yegnanarayana Iyer, M.A., Professor of English, Pachiyappas College, Madras.

A small fee was levied from the candidates to meet the election expenditure. Appeals were issued to all Registered teacher graduate voters and to all Headmaster voters, and the secretaries of Teachers' Associations, Secretaries of District Guilds, members of the Executive Board and others interested in Education were also requested to support the Union candidates. The Board reports that two of the Union candidates were returned to the Senate and one to the Academic Council from the Headmasters' constituency and 4 of the Union candidates were returned to the Senate from the Registered graduates' constituency.

THE WORK OF THE GUILDS.

The District Teachers' Guilds had their quarterly, half-yearly and annual meetings as usual and many of them were able to secure the co-operation and support of a number of distinguished friends of education in connection with the Education Week gatherings. The annual return form with columns for particulars to be filled in by them are being received from Guilds and associations and it is hoped that it may become possible to maintain accurate official list of members of the Union.

THE XI CONFERENCE OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS.

The Eleventh Conference of the All-India Federation of Educational Associations was held at Nagpur during the Christmas Week of 1935. Mr. Syam Prasad Mukerjee, B.A., Bar-at-Law, Vice-Chancellor Calcutta University presided. Of the many resolutions passed at the conference, the resolution on the observance of Education Week in all the provinces and states of India was an important one. The Union was represented at the conference by Messrs. S. K. Yegnanarayana Iyer, M. S. Sabhesan, T. P. Srinivasavaradan and M. S. Kotiswaran.

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

The report for 1935 shows a slow but steady increase in strength which rose from 767 to 838. On account of the economic depression and the prevailing unsatisfactory service conditions, many teachers cannot think of making provision for their old age and for their dependents. The members of the S. I. T. U. Working Committee and the members of the Board of Management of the Fund visited a number of centres and did propaganda work on behalf of the fund. The strength at the close of the year stood at 838 and the total number of units in force was 1348 and the amount receivable each month towards the benefit amount including the back fee was Rs. 1,457. Our deposits in Government securities and with Bankers exceed to-day Rs. 90,000 and on 31-12-1935 the amount to the credit of the Benefit Fund was Rs. 76,823-13-3 the Profession Fund Rs. 2,372-5-6 the Reserve Fund Rs. 3,942-10-0 and the Working Fund Rs. 371-10-11.

THE SOUTH INDIAN TEACHER.

The Executive Board desires to thank the Working Committee for carrying on the work of the journal during the year. The number of subscribers at the end of the year was 516. The financial position of the journal will become very encouraging if subscriptions be paid in advance. A large amount of subscription remaining in arrears causes no little anxiety to the Board. A large increase in the number of subscribers in the current year will place the journal on an assured financial position and the work of the journal committee will become easy. It is hoped that the journal will receive at the hands of teachers and schools a still more liberal measure of support.

THE BALAR KALVI

The Working Committee resolved to publish a Tamil monthly journal for the benefit of Elementary school teachers at its meeting held on 8-2-1936. The first number has been published. We hope that the authorities in charge of elementary education and teachers in elementary schools will extend their support to this journal.

The Working Committee discussed at its meeting on the 8th February, 1936, the possibility of organising a Publishing Company and approved the proposal. The draft of the articles of this Association has been prepared and an appeal to District Guilds has been made. It is hoped that District Guilds, teachers' associations and individual teachers will take an interest in the proposed company and that with their co-operation the company be brought into existence. The scope of the company will be the publication of educational periodicals, books on

education and general knowledge. At the time of the conference at Salem, a meeting of all those interested in the project is to be held when its details would be settled.

CONCLUSION.

The work done may be regarded as satisfactory if the circumstances in which the teaching profession finds itself to-day be taken into consideration. The same old problems are still to be solved and it requires sustained efforts on the part of the Union to make any impression and to achieve its ends. "*Better Organisation, Better work and better results,*" should be our slogan.

By order of the Executive Board,

M. S. SABHESAN,

Secretary.

APPENDIX A.

No.	Name of the Guild.	No. of Assns.
1.	The Anantapur District Teachers' Guild	.. 14
2.	The Kurnool District Teachers' Guild	.. 10
3.	The Madras Teachers' Guild	
4.	The Chingleput District Teachers' Guild	.. 5
5.	The Chittoor District Teachers' Guild	.. 12
6.	The North Arcot District Teachers' Guild	.. 17
7.	The South Arcot District Teachers' Guild	.. 8
8.	The Tanjore District Teachers' Guild	.. 24
9.	The Trichinopoly District Teachers' Guild	.. 19
10.	The Madura District Teachers' Guild	.. 12
11.	The Ramnad District Teachers' Guild	.. 17
12.	The Tinnevely District Teachers' Guild	.. 25
13.	The Malabar District Teachers' Guild	.. 8
14.	The Coimbatore District Teachers' Guild	.. 30
15.	The Salem District Teachers' Guild	.. 19

ASSOCIATIONS DIRECTLY AFFILIATED TO THE UNION.

1. Teachers' Association, Hindu Theological High School, Madras.
2. Teachers' Association, Chintadripet High School, Madras.
3. Teachers' Association, Board High School, Kandukur.
4. Teachers' Association, Board High School, Yellamanchalli.
5. Teachers' Association, Wardlaw High School, Bellary.
6. Teachers' Association, Municipal High School, Bellary.
7. Teachers' Association, Hadagalli.
8. Teachers' Association, Board Middle School, Alur, Bellary District.

9. Teachers' Association, Taluk High School, Tenali.
10. Teachers' Association, Ayyangarkulam.
11. Teachers' Association, Municipal High School, Bimilipatam.
12. Teachers' Association, R. K. Middle School, Allur, Nellore District.
13. Teachers' Association, Board Middle School, Kampli, Bellary District.
14. Teachers' Association, Board High School, Amalapuram.
15. Teachers' Association, V. R. College School, Nellore.
16. Teachers' Association, Board High School, Gudur.
17. Teachers' Association, Board High School, Duggirala.
18. Teachers' Association, Board High School, Bapatla.

APPENDIX B.

Office-bearers for 1935-1936.

1. *President*—M.R.Ry. S. K. Yegnanarayana Iyer Avl., M.A., Professor, Pachai-appa's College, Madras.
2. *Secretary*—M.R.Ry. M. S. Sabhesan Avl., M.A., Christian College, Madras.
3. *Joint-Secretary*—Rev. Milton G. Kuolt, M.Sc.(Educ.), Principal, M. E. L. I. M. High School, Ambur, N. A. Dt.
4. *Journal-Secretary*—M.R.Ry. S. Natarajan Avl., B.A., L.T., St. Gabriel's High School, Madras.
5. *Treasurer*—M.R.Ry. T. P. Srinivasavaradan Avl., B.A., L.T., Hindu High School, Triplicane.

The above five persons are also ex-officio members of the Working Committee and the Executive Board.

Ordinary members of the Working Committee elected from among the members of the Executive Board.

1. Mr. S. T. Ramanuja Iyengar, Trichy.
2. Mr. S. Srinivasan, Chittoor.
3. Mr. N. Kalyanarama Iyer, Tanjore.
4. Mr. K. S. Chengalroya Iyer, Salem.
5. Mr. E. H. Parameswaran, Tinnevely.

*Representatives on the Executive Board of the S. I. T. U.
from several districts.*

- Ganjam—Mr. Narasingapadhi, B.A., L.T., Headmaster, Board High School, Aska, Ganjam.
- Vizagapatam—Mr. V. Subramanyam, Headmaster, Board High School, Yellaman-challi.
- Godavari East—Mr. Vepa Appa Rao, R. Ch. High School, Pithapuram.
- Godavari West—Mr. V. Venkatarama Sastri, Board High School, Tanuku.
- Kistna—Mr. P. V. Gangaraju, S. R. High School, Challapalli.
- Guntur—Mr. T. Suryanarayanamurthi, Headmaster, Taluk High School, Tenali.
- Nellore—Mr. S. Krishna Rao, Headmaster, Board High School, Kandukur.
- Cuddapah—Mr. T. Raja Rao, Secretary, Educational Society, Kodur.
- Bellary—
- Anantapur—Mr. S. Vaideeswara Iyer, B.A., L.T., Headmaster, Municipal High School, Tadpatri.
- Kurnool—Mr. G. Shiva Rao, Municipal High School, Kurnool.
- Madras—Mr. V. Rangaswami, B.A., L.T., T. T. V. High School, Madras.

Chingleput—

North Arcot—Mr. S. Subramanyam, M. E. L. I. M. High School, Ambur.

Chittoor—Mr. S. Srinivasan, Theosophical College, Madanapalli.

Tanjore—Mr. N. Kalyanarama Iyer, Sir S. High School, Tirukattupalli.

Trichy—Mr. S. T. Ramanuja Iyengar, 512, New Agraharam, Srirangam.

Madura—Mr. V. Aravamuda Iyengar, 398, North Masi St., Madura.

Ramnad—Mr. N. S. Venkatarama Iyer, Headmaster, S. M. S. High School, Karaikudi.

Tinnevely—Mr. E. H. Parameswaran, Headmaster, Thirthapathi High School, Ambasamudram.

Coimbatore—Mr. S. K. Subbarama Iyer, B.A., L.T., Headmaster, Municipal High School, R. S. Puram, Coimbatore.

Salem—Mr. K. S. Chengalroya Iyer, Board High School, Krishnagiri.

Malabar—Mr. C. S. Sesa Iyer, Secretary, Malabar District Guild, Palghat.

South Arcot—Mr. C. S. Rangaswami Iyengar, Retired Headmaster, Municipal High School, Villupuram.

South Kanara—

Journal Committee.

Messrs. S. K. Yegnanarayana Iyer, M. S. Sabhesan, T. P. Srinivasavaradan, Rev. Milton G. Kuolt, S. Natarajan (Secretary), S. T. Ramanuja Iyengar, K. S. Chengalroya Iyer, N. Kalyanarama Iyer, E. H. Parameswaran, and S. Srinivasan.

Union Representatives on the Council of the A. I. F. E. A.

Messrs. T. P. Srinivasavaradan, S. T. Ramanuja Iyengar, Rev. Milton G. Kuolt, K. S. Chengalroya Iyer and V. Guruswami Sastri.

Vigilance Committee.

Messrs. N. S. Venkatarama Iyer, S. Srinivasan, M. S. Kotiswaran, T. Ramanujachari and S. T. Ramanuja Iyengar (Convener).

THE XXVII PROVINCIAL EDUCATIONAL CONFERENCE AND EXHIBITION, SALEM

Salem, 7-4-1936.

Sir/Madam,

Under the auspices of the Salem District Teachers' Guild the XXVII Provincial Educational Conference and Exhibition will be held at Salem, in the New College Buildings on the 7th, 8th and 9th May 1936.

M.R.Ry. Diwan Bahadur S. E. Ranganathan Avl., M. A., L.T., I.E.S., (Retd.), formerly Vice-Chancellor of the Annamalai University, president-elect, has kindly consented to preside over the Conference.

Your presence is earnestly solicited.

We remain, Yours truly,

G. F. F. FOULKES,
Chairman, Reception Committee.

A. RAMASWAMY GOUNDAR,
Vice-Chairman, Reception Committee.

B. N. SANGAMESWARA IYER,
A. V. SUNDARESAN,
Conference Secretaries.

PROGRAMME

IN THE NEW COLLEGE BUILDINGS, SALEM.

Wednesday, 6th May 1936.

3 to 5 P.M. Meeting of the Working Committee and of the Executive Board of the S. I. T. U.

Thursday, 7th May.

9 A.M. Opening of the Provincial Educational Conference.
9-30 A.M. Address of the Chairman, Reception Committee.
10 A.M. Address by the President.
10-45 A.M. Opening of the Exhibition.
2-30 P.M. Lunch.
3 P.M. General Body meeting of the S. I. T. U. Protection Fund.
4 P.M. Time for the allied conferences.
5-30 P.M. Public Lecture.
9 P.M. Subjects Committee Meeting.

Friday, 8th May.

8 A.M. General Body meeting of the South India Teachers' Union.
9-30 A.M. Time for the allied conferences.
2 P.M. Open Session: Resolutions and Papers.
3-30 P.M. Lunch.
4 P.M. Time for the allied conferences.
5-30 P.M. Demonstration of Physical Activities.
6-30 P.M. Lantern Lecture by Mr. M. S. Sabhesan, on "Heredity".

Saturday, 9th May.

8 A.M. Meeting of the Publishing Company.
Geographical Conference (3rd Session).
Physical Education Conference.
Scouters' Conference.
9 A.M. Open Session: Resolutions and Papers.
2 P.M. Time for auxiliary conferences.
3-30 P.M. Lunch.
4 P.M. Concluding session of the Physical Education Conference.
4-30 P.M. Public Lecture on Scouting.
5-30 P.M. Distribution of Prizes.
President's concluding Address.
Vote of thanks.

Sunday, 10th May.

Excursions to Mettur Dam, Yercaud, Kolli Hills and Hogenaikal.

XXVII PROVINCIAL EDUCATIONAL CONFERENCE, SALEM

The Reception Committee appeals to all teachers in the Presidency to attend the Conference. Educational Institutions and Teachers' Associations are requested to depute a large number of delegates so as to make the Conference fully representative and to discuss many questions of vital importance. The delegate fee is only eight annas. The Secretaries of Teachers' Associations are requested to send in the names of the delegates before the 25th April 1936, so that arrangements may be made for their boarding and lodging.

Mess rates are as under:—

For 3 days	.. Rs. 2 0 0
" 1 day	.. " 0 12 0
" Single Meal	.. " 0 4 0
" Single Lunch	.. " 0 3 0

They are requested to book their tickets to Salem Town where volunteers will receive and escort them to their lodgings. They are also requested to bring their own bedding and locks for the rooms.

Excursions during the Conference, to various places of interest in the District, such as Mettur Dam, Yercaud, etc., will be arranged. The cost of the excursion should be met by the delegates.

A Guide Book and Directory of the Salem District giving information about the various places of interest in and around Salem will be ready shortly.

Exhibits will be received from the 16th April 1936. The Exhibitors are informed that the S.I.Ry., M.S.M.Ry., Mysore Railway and H.E.H.N.G.S. Railway have granted their usual concessions and exhibits can be taken back free of charge on production of the concession certificate signed by the Station Master of places from which the exhibits are booked and from the Secretary of the Exhibition, after the exhibition is over.

Delegates are informed that the M. & S. M. Railway will be issuing Special Holiday Season Tickets in the months of May and June to accredited teachers and students at Rs. 37-8-0, Rs. 20 and Rs. 12-8 for 2nd, Inter and Third Class respectively, permitting unlimited travel on their Railway for a period of 15 days.

B. N. SANGAMESWARA IYER,
A. V. SUNDARESAN,
Conference Secretaries.

Salem.

A WELCOME OPPORTUNITY FOR EDUCATION BY TRAVEL

Concessions to accredited Teachers and Students

During the months of May and June 1936, special travel facilities are offered by the M. & S. M. Railway to teachers and students of recognised Colleges and Schools in the Madras and Bombay Presidencies and in the Mysore State. Special Holiday Season Tickets which afford unlimited travel over the M. & S. M. Railway will be issued available for 15 days. Teachers and Students will, therefore, be afforded an opportunity of visiting places of historic, religious or educational importance on this Railway during the summer vacation. The classes and cost of Holiday Season Tickets to be issued are as follows:—

Second Class	..	Rs.	37	8	0
Intermediate Class	..	„	20	0	0
Third Class	..	„	12	8	0

These tickets will only be issued on production of a certificate signed by the Headmaster, Headmistress or Principal. Books containing 50 such certificates can be obtained at the nearest Railway station at a cost of As. 4 per book. In all cases full particulars of teachers and students must be given and it is essential that, in addition to the certification of the Headmaster, Headmistress or Principal, *the official stamp of the school is impressed on each certificate.*

These Holiday Season Tickets will be available by any Passenger train, including Mails and Expresses, except the South Indian Railway trains between Madras (Central) and Jalarpet, and Rail cars running between Cocanada, Tadapalligudem and Tuni. They are, however, available by Rail cars running on the Cocanada-Kotipalli Somagundam Section.

Journeys may be broken anywhere enroute as often as desired and the same journey may be repeated indefinitely during the period of availability. Holders of Inter Class tickets must travel only in Third Class where Inter Class accommodation is not available.

Further information may be had of C. G. W. Gordon, Chief Commercial Manager, M. & S. M. Railway, Park Town, Madras.

EDITORIAL

A VETERAN HEADMASTER

Mr. S. K. Devasikhamani, B.A., L.T., Headmaster, Bishop Heber High School, Teppakulam, is retiring from service in the school from June 1936. He was the Headmaster of the school for over 29 years—a very creditable and proud record indeed. No one can think of the old S. P. G. High School, Trichinopoly, without thinking of Mr. S. K. Devasikhamani. As Headmaster and teacher he was both industrious and



Mr. S. K. Devasikhamani, B.A., L.T., Headmaster, Bishop Heber High School, whose retirement on 1-6-1936, is reported.

painstaking. He took a keen interest in the welfare of the teaching profession as a whole and during all these years he has been an active member of the Trichy District Guild. Till recently, he was representing the Headmasters in the University bodies. In 1930, the teaching profession of the province fittingly honoured him by electing him to preside over the Educational Conference held at Coimbatore. His interest in education has been deep and we trust that even after retirement he would evince the same interest. We wish him a long life and happiness.

THE PSYCHOLOGY BEHIND IT

Mr. H. F. Saunders, while referring to the leakage of question papers set for the S. S. L. C. examination this year is reported to have observed as follows :—"There are in this presidency a large number of boys whose moral education has been such that they are not only willing to resort to cheating with a view to get through the examinations but were also willing to pay much money." He further remarked that there were also parents foolish enough to provide them with money for such purposes. More than all, he regretted very much that there should be teachers encouraging the boys to do what was objectionable. This is a disquieting statement but Mr. Saunders must have some facts in his possession on which he should have based this statement. It is commonly known that the candidates for examination are anxious to get an idea of the probable questions and to press their teachers for last hour assistance. But if teachers were to encourage the boys to get through the examination by objectionable means, we should agree with Mr. Saunders that it is a very serious thing, an evil that should be stamped out immediately. If there be teachers who have stooped to such methods they will be guilty of professional misconduct and we are sure the teaching profession would have no soft corner for such teachers. Mr. Saunders says in the course of the same address "No master, assistant, or headmaster should in the least degree encourage the answering of various questions "which are set for candidates to answer at the Public Examination." We do not know whether teachers have done so with the knowledge that the questions would appear in the examination. Very often they advise students not to take the rumours seriously but it is indeed too much to expect of any assistant or headmaster to tell the pupils approaching him for assistance, "If you do not know to answer them after a year's study, you deserve to fail and I won't help you." We hope teachers would appreciate the difficulties of the situation and help the authorities in maintaining high standards.

However, the psychology behind this leakage has to be carefully examined. The undue emphasis placed on the success in the examination is largely responsible. Even in the examinations conducted in a school, the leakage of questions is becoming a nuisance and the time has come for teachers to create a proper outlook about examinations. It may not be possible to do away with examinations but the school atmosphere may be such as to make the pupil treat the examination as a simple routine affair.

It is the healthy school atmosphere that can check this unwholesome tendency and the pupils of a school have to be brought up in an atmosphere of trust and self-respect. Let teachers view the problem in a

generous spirit and a good team spirit on their part coupled with the spirit of service to the rising generation will enable them to follow the right step and to train the youth on proper lines. We invite the attention of our readers to the message sent to "Balar Kalvi" by Mr. Saunders.

ACTION

Mr. S.A. Venkataraman, I.C.S., ex-officio President of the North Arcot District Board has, we understand, shown how knotty questions relating to education should be tackled. He is a strong administrator who does not hesitate to adopt measures in the interests of efficiency and contentment. The deplorable condition in which the teachers in the Board Elementary schools of North Arcot found themselves for several months is well-known and the ex-officio president who should be naturally keen on maintaining the prestige of administration and doing justice to a large number of helpless teachers should be congratulated on the prompt and successful handling of the situation. The Union is glad to learn that, as the result of the direct line of action he was inclined to adopt, the teachers were able to receive a good portion of the arrear salary. It is understood he will be approaching the Government with a request that steps should be taken to enable him to pay the salaries to the end of March. If the Government could pay its contribution in advance or sufficiently early, it would be possible for the Board to relieve distress to an appreciable extent. The attitude shown by Mr. Venkataraman is very commendable and we trust the executive of other Boards will follow the example set by him. Let administrators show their sense of duty and cease to talk about the nobility of the profession and the teacher will not be found wanting.

The unsatisfactory condition referred to in connection with North Arcot is not confined to that district alone. While the salaries of other employees of District Boards happen to be paid regularly more or less, the salaries of teachers are kept in arrears in several districts. Our representatives in the Legislative Council do not show much concern when the question is raised in the council. They are satisfied with the official explanation that the salaries are in arrears because there is no money. The consequences of this spirit of indifference are not understood and discontent continues to grow. The executive of the Board should consider the ways and means of fulfilling its obligations and it should not be impossible for our local bodies to make such temporary adjustments as may be necessary to run the administration. It is its duty to approach the Government in time and urge on it the necessity for help. The Government should be urged to make its contributions available earlier than usual if circumstances should render such a step neces-

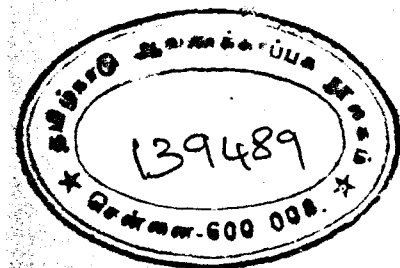
sary. What matters is that the large body of teachers and villagers should not lose confidence in the local bodies. We feel that the Government should examine the whole problem of the control of elementary education through local bodies and should adopt a policy which will give ample opportunity to the local bodies to influence the general policy. The present policy of dual control is not a little responsible for the laxity in the administration of elementary schools under local bodies and it is essential that something should be done to restore confidence.

XXVII PROVINCIAL EDUCATIONAL CONFERENCE

The XXVII Provincial Educational Conference will be held at Salem on the 7th, 8th and 9th May, 1936. M.R.Ry. Dewan Bahadur S. E. Ranganathan, Avl., M.A., L.T., I.E.S. (Retd.), formerly Vice-Chancellor of the Annamalai University has kindly consented to preside over the conference. We invite the attention of our readers to the programme published elsewhere. The resolutions that would come up for discussion in the conference were published in our last issue. A perusal of the resolutions will show that many subjects of great importance will come up for discussion before the conference. It is proper that this conference should be presided over by the ex-Vice-Chancellor of the Annamalai University, a distinguished educationist. The teachers of South India should be congratulated on having secured him for the presidency of the conference.

The Exhibition which is being organised promises to be a very successful one and many attractive exhibits are likely to be received from all parts of the presidency.

The Reception Committee have made very elaborate arrangements for the conference and for the comfortable stay of delegates at the time of the conference. Excursions are being arranged to important places in the neighbourhood of Salem like Mettur, Yercaud, etc. The attention of our readers is also invited to the circular of the M & S. M. Railway authorities giving concessions to accredited teachers who might avail themselves of the concession and muster strong at Salem. A large gathering of delegates will certainly enhance the usefulness of the conference and the message of the Union will be made known to a wide circle of teachers in this province.



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 SOUTH INDIA TEACHERS' UNION PROTECTION FUND.

Dear Sir,

Some how, some day, each and every one of us would like to feel that our daily Bread did not come wholly from our daily efforts—that there is a Sum of Money saved for the rainy day or as a provision for our dependants in the event of any unforeseen risk on the life of the bread winner.

So many people think they will begin to make provision "After a while". But the "After a while" never comes unless we make an early start.

It is not the money you Spend now that will make you comfortable by and by. It is the provision that you make Now and during all the Nows of your PRODUCING YEARS.

Experience has shown that provision for old age must be begun early to be really successful.

Is there a better way of making this provision than insuring your lives—especially with a Professional Organisation like the S. I. T. U. Protection Fund ?

Why don't you decide now to join ?

The office of the Fund will be glad to furnish you further details.

Won't you write to the office at the earliest opportunity and join the Fund at least for one unit ?

41, Singarachari St.,
Triplicane, Madras

Fraternally yours,
M. K. RAMAMURTI,
Hony. Secretary.