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Monday, 27th February, 2 to 2-30 p.m.—Play: "The Rivals," (Sheridan).

DIARY OF THE MONTH

17th December 1938.—Meeting of the Reception Committee of the 30th Provincial Educational Conference, at the Hindu High School, Triplicane, Madras.

19th December 1938.—The Hindu Theological High School masters and pupils left Madras on an Educational Tour in a special train to Trichinopoly and other places in the South.

23rd December 1938.—The Managing Committee of the Kurnool Dt. Guild met and resolved to hold their half-yearly Conference at Nandyal, under the auspices of the S.P.G. High School, Teachers' Assn.

24th December 1938.—Madras Delegates of the All-India Educational Conference left Madras for Bombay.

26th to 31st Dec. 1938.—Parties of students from Trichinopoly Dt. organised by the Trichi Dt. Guild visited Madras, and other places on an Educational Tour in a special train arranged by the S.I.Ry. A batch of students from Kalahasti and Chittoor had an Educational Tour in a special train organised by the M.S.M. Ry.

A conference of the Aided Elementary Teachers' Association of Malabar was held at Ottapalam on the 28th Dec. 38. Mr. M. S. Sabhesan presided.

2nd January. 1939.—The Trichy Guilds' Adult Education Centre was inaugurated by the Hon'ble Dr. T. S. S. Rajan.

7th January 1939.—The Madras members of the Working Committee of the Union scrutinised the Voting Papers for the election of the President of the Conference. Mrs. Radhabai Subbaroyan was elected President, having secured the largest number of votes.

The Hon'ble Mr. C. J. Varkey was appointed Minister of Education.

9th January 1939.—Dr. Lauback of Phillipines addressed the Madras Teachers' Guild on his scheme of Education of the Illiterate Adult.

11th January 1939.—A Meeting of the Executive Board of the Reception Committee of the Provincial Educational Conference was held.

The South Indian Adult Education Conference was inaugurated by Dr. S. S. Arundale at the University Examination Hall, Madras.

19th January 1939.—The Council of the Madras Teachers' Guild was 'At Home' to the Hon'ble Mr. C. J. Varkey.

20th January 1939.—The English Section of the Madras Teachers' Guild met with Miss Sykes in the chair.

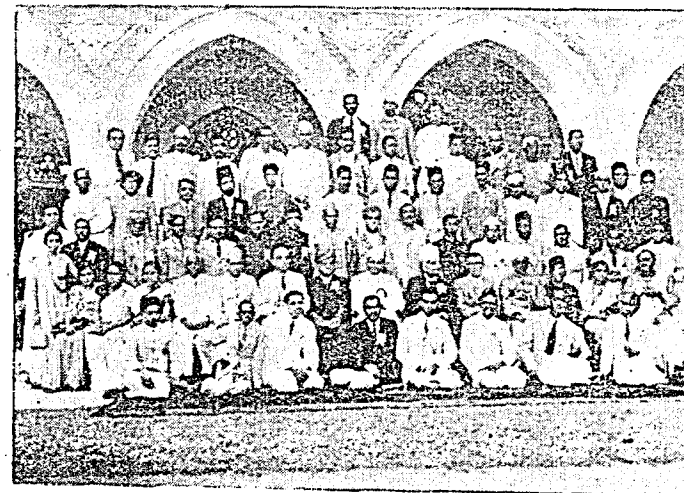
21st January 1939.—The Working Committee of the Reception Committee met. Mrs. Radhabai Subbaroyan has accepted the invitation and agreed to preside over the Conference.

Vidwan Ganapathi Iyer delivered an address on educating the adult illiterate, under the auspices of the Trichi Dt. Guild Extension Board at the Trichy Dt. Guild House.

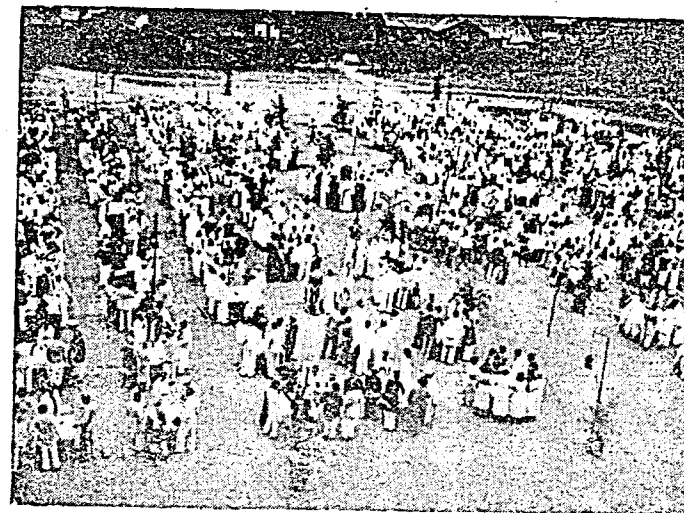
EVENTS IN FEBRUARY, 1939.

The Half-yearly Conference of the Kurnool Dt. Teachers' Guild will be held at Nandyal under the Presidentship of Sri Deshpande Subba Rao, B.A. B.L. The delegates will go on an Excursion to Mahanandi.

The Annual meeting of the Madura Dt. Teachers' Guild will be held towards the end of February, 1939.



The Council of the All-India Federation of Education Associations with Diwan Bahadur Sir T. Vijiaraghavachariar, President.

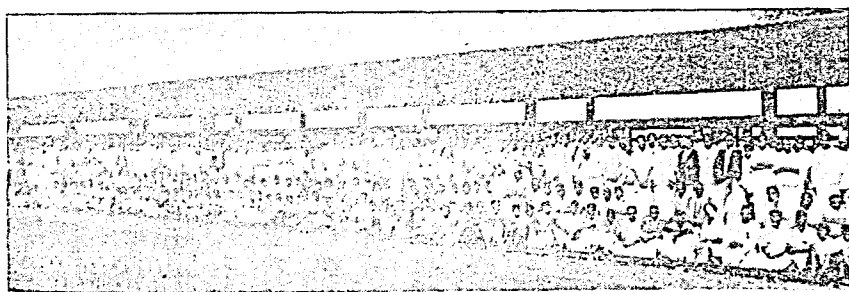


A view of the delegates at the delightful 'At home' given by Lady Cowasji Jehanghir.

160080



The Hon'ble Sri. C. J. Varkey,
Minister for Education.



A view of the party of Students and Teachers who
visited Madras on an Educational Tour organised by
the Trichy Dt. Teachers' Guild.

THE SOUTH INDIAN TEACHER

Vol. XII

January, 1939

No. 1

THE XIV ALL-INDIA EDUCATIONAL CONFERENCE

Presidential Address

BY

DIWAN BAHADUR SIR T. VIJIARAGHAVACHARYA, M.A., K.B.E.,
Retired Vice-President of the Imperial Council of Agricultural Research.

I cannot commence my speech without expressing my deep and sincere appreciation of the honour you have paid me in asking me to preside over your deliberations. This is not merely the conventional form of thanks which a chairman feels it would be wise for him to render in advance to his audience in order to keep it in good humour during the sessions. My feeling of gratitude springs from a consciousness of the profound importance of your gathering. If as is often said the future of India lies with the youth of the country, their future largely lies with you. The last week of December is the great time in India for Congresses, Conferences and gatherings of every description. I venture to say that none of them is more important than yours. A great man is supposed to have said, "give me the making of a country's popular songs." "I am willing to make over the making of its laws to others." The task of a teacher is not half as spectacular as the task of the legislator. But the teacher's part in shaping the destiny of the country is by far the greater. The popular ballads of a country reflect its life and unconsciously mould its aspirations. The educationist should not only express the life of the country in his teaching, but he should play a significant part in deliberately moulding its aims and its aspirations.

In the last 10 years I have spent a good portion of my time in a totalitarian country and in studying its social life, its national systems and its institutions. This has deepened my appreciation of the part which a teacher plays in the moulding of a nation's future. I think that a totalitarian state understands the importance of the teacher's functions and the use that can be made of him better than the ordinary unorganised state. It has a more vivid realisation of the teacher's part in the

national scheme of things and uses him with more purposeful energy. To put it in a sentence, such a state exploits the teacher's brain to greater national advantage. I can anticipate what will be said in reply to this statement. "We in non-totalitarian countries do not wish to impose on the young mind a state-framed code of belief, a state-decreed code of morals, a state-favoured creed of ethnology, and a state-ordered system of political philosophy. We believe in freedom. We believe in the liberty of the individual to think his own thoughts, to form his own judgments and to express them subject to certain well-defined restrictions made in the interests of society as a whole." Quite-right. I also believe in individual liberty, in the sacred right of private judgment and in the right of free speech. I subscribe to what philosophers and thinkers have said in this connection. I am an admirer of Milton's *areopagitica* and of Mill on liberty. I believe I am a law-abiding citizen and cheerlessly pay my taxes. But like most believers in what I may call the English type of democracy I object to the ever-increasing intrusion of the state into many spheres of private life. I like the Government official to leave me alone there and not try to "control" or "regulate" me. But my point is this. Do we in the nontotalitarian states take enough trouble and make enough efforts to defend our own systems against the onslaught of opposite doctrines? Do we, particularly in a sheltered country like India, realise the ceaseless extension of the sphere of influence of anti-democratic countries? Do we call in aid the teacher to stem the tide of those doctrines and to put clearly to the young mind the fundamental basis on which our system of personal liberty and of the limits to the authority of the State rests?

I was speaking sometime ago to a very high authority in one of the totalitarian states. I ventured to ask him if the totalitarian system being the creation of individuals would last beyond them. I pointed to the classic example of a Richard Cromwell succeeding an Oliver Cromwell. His answer was, "I am well aware of the danger. That is why I and the people of my way of thinking attach so much importance to the education of the young." I could see for myself the results. Even in parts of the country where the older generation were not enthusiastic believers in the new philosophy, the young had been converted into whole-hearted adherents. Mind you. I do not suggest that our schools and colleges should be converted into agencies for any particular brand of political propaganda. But I do wish to emphasize the need for explaining the faith that is in us to the younger generation. After all, it is on our belief in the right to freedom of the individual, on our conviction that not only the relations between individual citizens in a state but also the relations between the Government of the State and the citizens should be governed by a sovereign law, and that the will

of the people as expressed in representative institutions should prevail that our entire social and political fabric has been reared. It is necessary for the preservation of the fabric that the young should understand the reasons for this belief and appreciate how through long and painful periods of history the present system has been evolved. I go further. It is not sufficient that the internal policy of the state should be governed by a supreme law. The relations of a state with other states should also be under regulation if not by a law capable of strict enforcement, by a system so indistinguishable from strict law that no civilised state would disregard it. In this connection I note with interest that your Conference has a permanent section on Internationalism and Peace. And may I say with what pleasure I read an admirable address by the President of your organization, Principal Seshadri, delivered last year in which he described how Internationalism and Peace could be taught through many everyday subjects of educational work? As a confirmed globe-trotter I endorse his statement that "Anything which promotes the knowledge of other races and countries in young minds of international relationship of the peoples of the world, everything which draws attention to the good in other nations and the advantage of co-operative effort among them," is calculated to advance the Cause of World Peace. I know a school of writers flourish who seem never to be happy when writing about a "foreign" country unless they can say in the words of the Pharisee "Behold, how sinful and wicked these people are. How superior we are to them!" Writing such as this is to my thinking the mark of an uncultured mind. Travel does them no good. They might with greater benefit stay in their own "superior" countries.

In the generation before the Great War inculcation of the foundational doctrines of democracy was perhaps unnecessary. In a world where democracy to all appearance reigned supreme, where whatever may have been the practice the theoretical superiority of democratic constitution was undisputed, and where the ambition of every progressive community was an imitation of the English Parliamentary constitution, it might have been considered that such teaching could be dispensed with. But the War which was to make the world safe for democracy, and which was to start an era of peace has ushered in a period where states equipped with Parliamentary institutions have exchanged them for authoritarian regimes and where force has replaced Negotiation in relations between states. I was going to say that Europe has reverted to mediaeval conditions, but only last week a high American Official has objected to this phrase as unfair to the Middle Ages. I shall therefore adopt President Roosevelt's language and say that the Law of Nations has been replaced by the law of the Jungle. The undoubted

success of the authoritarian regimes in several directions, notably in the improvements they have effected in the conditions of labour and the increased status that they have secured for their nations in the counsels of the world have however made an impressive appeal to the minds of the young in their own countries. My own personal knowledge is that this appeal is not confined to their own young men. Even in countries considered to be nurseries of freedom, doctrines of racial superiority and anti-democratic ideas are spreading. India in the pre-war generation could perhaps, lead a life of comparative isolation. But we in the present time can no longer escape the influences of the outside world. It is time we looked about and strengthened our intellectual defences so as to protect a system on which our institutions are being built. And one of our main defenders must be the teachers, to whom is confided the education of the young.

The system of teaching in our Schools and Colleges was established in the days when the country was ruled according to a bureaucratic form of Government. In my own life as a public servant, I can remember the time not so very long ago, when a man would have been thought to be a lunatic if he visualised a date when an Indian Ministry responsible to a Provincial Parliament would be in power in the Provinces of British India. It was just 30 years ago, that a learned judge in one of the Provinces when sentencing an unfortunate business man turned politician to transportation for two lives for making two seditious speeches solemnly laid it down that "there could be no lawful occasion for a political speech in India." And yet to-day, every one of us including Honourable Ministers of the Crown, make speeches which if they had been made thirty years ago would without doubt have entailed on us sentences of similar ferocity. The question which I wish to put to you, gentlemen of the teaching profession, is this: Has our system of teaching fixed in those unregenerate days been altered to correspond with the present democratic age? Has it been re-adjusted to meet the necessities of the case where in the Provinces power has been transferred from a small bureaucracy to thirty millions of electors? Are the teachers able to reconcile to the satisfaction of the young Indian mind by advancing democracy with the claims of progress and efficiency? The old bureaucracies claim that they were efficient. The new totalitarian regimes make an equally insistent claim that they are efficient. If we consider calmly and dispassionately the history of India prior to the establishment of the bureaucratic regime or the history of the totalitarian countries prior to the establishment of the authoritarian regimes, we are bound to concede the claim. How is the rising generation in India to be taught that democratic Government is not inconsistent with the efficient maintenance of law and order and with the

demand of a progressive administration? How are the young men in our educational Institutions to be made to feel that the enthronement of the popular will in the seats of power does not mean the stereotyping of existing ideas, practices and prejudices? Impatient idealists in a hurry for reform long for a dictator to cure all existing ills.

A special case here arises for consideration. I am told practically in every province of Northern India that since the Montagu-Chelmsford Reforms of 1920, communal bitterness between Hindu and Muslim has been intensified. The blame is put on democracy. It is obvious that in a country like India toleration of each others practises in the matter of eating, dressing and worshipping is a fundamental condition of orderly Government. How is this to be inculcated to the young? We of the present generation of Hindus and Muslims have clearly demonstrated our inability to live in peace with each other. How is the teaching in our Schools and Colleges to be directed to the elimination of a feeling which if persisted in must be fatal to democratic Government in Provinces where the feeling exists in a chronic form?

Discussing not very long ago systems of Governments in Europe with intelligent continental observers I found that several of them agreed in the view that the totalitarian system suited the countries where they prevailed, indeed that it was necessary for their orderly and efficient Government. When I asked about England their answer was "The English are a self-disciplined race. They are able to reconcile a considerable degree of individual freedom with a ready obedience to law and to subordinate party interests and prejudices when the occasion demands it to national interests." It will take me too much out of my path to-day to discuss the question how far this observation is correct, and whether the foreign policy of English statesmen in the last two years illustrates the latter branch of observation, namely, that party interests and prejudices are always sacrificed in the national interest. But there can be no doubt that a successful working of democratic Government on the English pattern calls for a considerable mixture of the spirit of individual freedom with the spirit of ready obedience to law, and that the English have on the whole combined the two things with a large measure of success.

I know that many leading Indian politicians claim that the democratic spirit is so natural to the Indian genius that there is no fear of an authoritarian regime ever taking root in India. I wish I could share this confidence. Totalitarian ideas are in the air and we have to organize our defenses. Party conflicts carried to extreme lengths, a wide-spread disregard for law and the necessity for rendering prompt obedience to it and a timidity in enforcing it, were the soil on which

authoritarian government's grew. One of the most valuable functions which the teaching profession in India can discharge is to implant in the minds of young Indians the democratic habit of obeying a law which their own countrymen have made and which their own countrymen are charged with a duty of enforcing.

Gentlemen, I trust I have now given some evidence of my faith in the important part which your profession must play in the new conditions which have come into being in India. These conditions, apart from the transfer of power that they have effected have a high educative value in rousing the masses of India to a consciousness of their rights and their part in the Government of their country. It is for you to lead this new spirit into fruitful channels and so to train the young men in your care that they will become wise and capable leaders in the future.

INAUGURAL ADDRESS

BY

THE HON. MR. KHER,
Premier, Bombay Presidency.

The problem of education has, of late, assumed such an importance in our country that only an All-India Institution of Educational Experts like yours can hope to provide satisfactory solutions to the various problems of an intricate nature which confront us.

Your responsibility is great indeed for the future of young India, lies in your hands. As in nine out of the eleven Provinces in India, the Congress holds political power and the problems of education can be solved on a common basis and the application of common principles, you will admit that that is a unanimity of opinion which is hard to obtain and is of great value and that is a fact from which you will derive great encouragement.

"AWKWARD UNREALITY"

Educational opinion in this country, I believe, is now more or less agreed that the present system of education is not satisfactory, that it has not produced results which any sound system of education is expected to achieve. It is highly artificial and has no relation to our life, traditions culture and environments. Consequently, we are living in an atmosphere of awkward unreality. The finished products of our educational machinery become aliens in their own country. They are unable to speak their own language and they do not like to wear their own dress. I am often pained to see the process of education in some of our schools. From the dress, appearance and speech of the pupils, you could hardly believe that they were studying in an Indian Institution or hope that they would grow up into healthy minded free citizens of India. This state of things was clearly present in the minds of the members of the Zakir Hussein Committee when they wrote their report describing our education.

FOR COMMON CITIZENSHIP

We must evolve a Scheme, a common form of education for a common citizenship. The great drawback of our education whether academic or technical is this. With the former, the youngman becomes a tolerably knowledgeable person, but is hopelessly inept in the ordinary affairs of life. With the latter, the young man probably turns out some sort

of an expert in his particular job but with no interest in anything else. We must so fashion our education machinery as to balance the intellectual and practical elements of their experience and make the young man an active and intelligent member of society, taking interest in all the activities and fulfilling himself in many ways.

WARDHA SCHEME

There is no reason to suppose, as some people do, that Congress is opposed to modern educational theory. Indeed, the Wardha Scheme has for its basic principle the accepted doctrine of education through creative activity. But we refuse to import here educational principles, however, modern they may be, without considering their suitability to our society and to our national needs. And it is probably in this regard that the Wardha Report offended the educational expert in this country. Even so, we must give a trial to our ideas. How else are we going to find out whether they are right or wrong? If we find them unworkable, we will lose no time in changing them. But we must give them a fair trial before we condemn them. If we succumb to imaginary fears, we will make no progress at all.

EDUCATION OF CHILD

There is another aspect of this problem in which we need guidance. That is the problem of the education of the child in pre-school days. Unfortunately for us, we have no nursery Schools in this country with the result that the most precious years of the child are nearly always wasted. The framers of the Wardha Scheme are not unmindful of this drawback. For reasons, chiefly financial, they could make no recommendations in this behalf. They, however, remark: "We are confident that if the Scheme of basic education suggested here, with its intimate relation to home life, is firmly established, it will go a long way towards helping the pre-school child to get a better home training than he now does." I hope you will have a valuable contribution to make on this subject.

BOMBAY GOVT'S SCHEME

Along the lines, I have just indicated we are trying to build up our educational machinery in this Province. Our efforts are directed firstly to making the benefits of education available to all the people of this Province, and secondly to enriching the meaning and control of education. The efforts of the Government of Bombay, have been, to start with, concentrated on (1) the improvement and expansion of primary education and the removal of waste and stagnation in it, (2) rapid spread of adult education, (3) introduction of rural education on the

lines of the Wardha Scheme, (4) efficient and universal training of primary and secondary teachers, (5) encouragement and help to the system of provident fund for teachers in non-Government secondary schools, (6) encouragement of Hindustani as a common National language, (7) compulsory physical education in all educational institutions, (8) improvement in Secondary Schools and introduction of vocational education in them, (9) encouragement to research in linguistics and History at the Deccan College, Poona, (10) provision of facilities for historical research at the Allentown Office, Poona, (11) encouragement for research in regional languages which demand it, and (12) improvement in legal education. Large sums of money have been allotted for these purposes by the Government of Bombay during two years, several Expert Committees were appointed and their recommendations are being implemented. Most notable of the achievements of Government is the creation of a Board of Physical Education with a view to improving the physique of the youth of this Province. In course of time, we hope to build up a system of education which will be truly national in every way.

COMMON LANGUAGE

The question of common language for the whole of India is no longer controversial. Government in this Province have already issued orders for a compulsory study of Hindustani.

Another question is the introduction of the mother-tongue as the medium of instruction. It would conduce to a better understanding of the subject and result in less wastage of intellectual energy. The main difficulty is that of having Text-Books prepared in several Indian languages. Until this is accomplished it would be impossible to introduce the mother-tongue as the medium of instruction. I hope this Conference will have valuable suggestions to make on this most important question.

In its ultimate analysis, education should be a process of developing freedom and responsibility.

If we wish to create a better world, it is necessary that we should clearly visualise what type of man or woman we desire to educate a child into and attempt to mould our system of education consciously for achieving that end. I am sure Conference like yours are designed to answer this purpose. I have great pleasure in declaring this Conference open.

SECONDARY EDUCATIONAL SECTION

PRESIDENTIAL ADDRESS

BY

PROF. S. K. YEGNANARAYANA AYYAR, M.A.

I deem it a great honour that I have been called upon to preside over this section. Though I have been actually connected only with collegiate teaching for the past three decades my position as the President of the South India Teacher's Union has been keeping me in live touch with the various aspects of the problems connected with the Secondary Education and that is my justification for accepting this honour.

So numerous are the problems connected with the Secondary Education in our country that I can at best deal only with a few of them in a short address like this. I intend dealing with only the questions of the real aim of schools, the social implications of the changes that are coming about in the school curricula and the duty of the Government in the matter of Education in general and of Secondary Education in particular.

There is a preliminary question to be answered to start with. Is Secondary Education a definite stage in a national scheme of education and has it a future before it or is it only an artificial division brought into existence by those responsible for the running of the Department of Education and likely to vanish out of existence in a reorganised scheme? This problem is not a matter of mere academic importance. The Wardha scheme of Basic Education is claimed to be equivalent to the present Matriculation *minus* English and if that be so those who have completed the seven year's course would naturally seek admission in Colleges in which the course of studies may have to be modified to be the continuation of this basic education. Moreover, if we examine the question historically we find that the present well-marked stages of Elementary, Secondary and University education did not exist at all times. In earlier days when education through English as medium was started the old schools in most of the Provinces combined in themselves two of the present three stages, Elementary and Secondary. Most of the students completed the school course in about 7 years and entered the portals of colleges. In course of time the system of Elementary Education was developed where the medium of instruction was the mother-tongue of the pupil and for some time the two systems ran

parallel to each other, poor boys joining the Elementary schools and those who could afford to pay the relatively higher fees joining the English schools. The third stage was reached when a connection was established between the two systems, the English school being looked upon as a continuation of the Elementary school and in many cases the transition was rendered easy in the Preparatory Class of the English school where the pupil accustomed to study all subjects through the mother-tongue was naturalised in his environment where instruction was imparted *in all subjects* in English. We are now in the fourth stage where the Elementary and the Secondary schools have been integrated into a whole, the latter continuing (without overlapping or duplicating) the course of studies in the former and in most schools through the medium of the mother-tongue only at last so far as the nonlanguage subjects are concerned. We see therefore, there is nothing sacrosanct about this educational structure with three separate and distinct floors.

Yet I hold that there is a distinct stage in a well-organised system of education which may be called the secondary stage whether officially so named or not. The first stage of education is the getting acquainted with the tools of knowledge as it were, with the rudiments of the language which would serve as the medium of instruction and with the fundamental notions of space and numbers which ought to form the foundation of all education. The next stage is the use of these tools under the direction of teachers to acquire more knowledge and the final stage is reached where with the mastery of tools already secured the student is left free to acquire more knowledge in the particular field chosen by him under expert advice and guidance of his professors. I therefore, hold that secondary education is a natural stage in any well organised scheme and has a firm psychological basis.

Having thus disposed of the preliminary problem let us come to the main problem, namely the real aim and the natural function of our schools. There is no denying the fact that in our country at any rate, the Universities have been exercising considerable influence over Secondary Education which has been looked upon merely as a preparatory stage to the University. True that attempts have been made to make the Secondary stage complete in itself so that students might, after the course, step out into the broad world to eke out their livelihood; but the courses of studies were mostly literary and hence the student who completed the course was generally fitted only to continue his studies in a college and was not very much fitted for life. In recent times a vocational bias is sought to be given to students in secondary schools and Commercial Subjects like Shorthand and Typewriting have been introduced into the S.S.L.C. curriculum; but definite vocational training has not hitherto been attempted in our

schools, a training which at the end of the course will equip the student for the struggle for existence in the world abroad. In fact, there has been very little of correlation between the School and the Society with the result that though the products of our schools were somehow absorbed as useful units in the social system in the earlier days, more and more find themselves un-employed in recent times.

The average parent who sends his children to school has very little idea of the mal-adjustment between the social needs and the educational system. He takes a narrow and utilitarian view of things and exclaims, "Here I am stinting myself and my family even of necessities of life to enable my son to complete his education in the school. I have been doing it for some years now. My boy has been in one school and another for over ten years now. He has been a diligent student and has done well in his studies; but after all these 11 years of study he is not able to secure a job and come to my help in running the family. Instead of becoming an asset as I hoped he would, he is still a liability."

This is a legitimate grievance on the part of the average parent and such grievances can be redressed only by a careful planning of the national needs and by making schools a part of the system to supply the needs. The present cry for vocational education in school may relieve the congestion a bit; but the evil of unemployment will surely reappear after a while unless there is nation wide planning behind any change in the school course towards vocational education.

As this is a vital point you would bear with me if I dwell at some length on this matter.

Talking not in the abstract about human society in general, but about our society in this country we find that thanks to ever so many causes the caste spirit is disappearing; but the caste basis of vocation is not. What I mean is that even though every one is willing to follow any profession he feels fitted for despite the fact that he is not born as a member of that vocation-caste, most of those born in that caste do follow their ancestral vocation and hence sooner or later there would be glut in the market. To take a practical example:—Let us suppose that carpentry is introduced a vocational subject in a school or weaving. The Brahmin boy, the peasant boy, the Harijan boy and boys of all castes are taught either of these useful occupations. These subjects are taught so well that at the end of the course the boy turns out to be a good carpenter or a good weaver. He would perhaps set up his workshop or his loom and would in the beginning be able to maintain himself by his craft. But soon there would be glut in the market. He would cease to be a curiosity and would have in course of time to compete with other carpenters and weavers and take his chance in the battle of life.

From this it must not be concluded that I am against introducing vocational education or against giving a vocational bias to our present literary education. Far from it; What I mean is only this:—that schools as at present organised and manned are all not well fitted to tackle the problem of unemployment and in these matters affecting the welfare of the society as a whole there should be no tinkering with the problem.

What then, you would ask, is my constructive suggestion? It is this. Hitherto the school was attracting the classes and the products of our schools somehow fitted themselves in the Society. The Law of Diminishing Returns has begun to operate and simultaneously with that, there is an awakening among the masses, More and more of them want to come to our schools though the classes that had the school education are not over-enamoured of the system. There is only one way out of it; it is social planning on a nation-wide scale.

The State must give up the policy of indifferent detachment it has been following hitherto and must realise its great responsibility to the society. It must realise the wisdom of Ruskin's words that the greatest wealth of a nation is its human wealth which is in many respects more valuable than its natural resources and it must take steps to conserve and develop both these forms of its wealth. An agency has to be created of experts who would help every individual to find out his or her own *Dharma* or that line of activity for which he or she is best fitted. This body of experts must have also the power to compel every individual to follow the line of his or her natural development and not waste his energies by following one course for a time and giving it up in favour of another, more attractive for the time being. If this is done, efficiently and on a nation-wide scale, much of the money now spent in maintaining courts, jails and hospitals would be saved and would then be available for constructive scheme.

But the cry would then be raised that this is not education. This is economics, social reform, politics and I shall not be surprised if some condemn it as savouring of socialism and communism even. Words do not break stones. Education is the art of fitting the young ones of the race to take their place in society and conduct themselves in such a way that they might be able to leave the world just a little better than they found it. If national education be reorganised with this ideal, schools especially secondary schools will have to be considerably modified in the matter of the nature and contents of the education they impart. That alone would be right reorganisation and all others merely tinkering with the problem.

This may sound somewhat visionary; but visions of to-day become the facts of to-morrow and it is better to have a comprehensive vision of

the distant goal as well as of the immediate steps to be taken that will take us to the goal. Now that autonomy has been established in the Provinces and the vision of a United India is looming in the horizon, provincial Governments cannot do better than starting reorganisation of education on these lines. The present short-sighted policy followed in certain provinces of economising expenditure on education has to be given up and taking a long view of things they must be prepared to float loans if needed to implement their well-thought out plans of educational reconstruction. For as Mr. Wells has said "the race is between education and catastrophe."

THE S.I.T.U. PROTECTION FUND

(List of Members continued.)

Reg. No.	Name.	Address.
1493.	Mr. S. Narasinga Rao, Teacher, N. S. Rao, Higher Ele. School, Triplicane.	
1494.	„ S. Srinivasan, Asst., Banadurai High School, Kumbakonam.	
1495.	„ S. Meenakshisundaram, Asst., R. M. High School, Mambalam.	
1496.	„ J. W. Paul, Assistant, Wardlaw High School, Bellary.	
1497.	„ T. Chelliah, Findlay High School, Mannargudi.	
1498.	„ G. S. Bhaskara Iyer, V. M. Ele. School, Coimbatore.	
1499.	„ S. K. Anantharanga Rao, V. M. Ele. School, Coimbatore.	
1500.	„ V. Ratnam, Asst., Findlay High School, Mannargudi.	
1501.	„ A. Kanthimatinatha Pillai, Tirtapti High School, Ambasamudram.	
1502.	„ T. A. Ganapathisubrahmanyam, National High School, Trichinopoly.	
1503.	„ J. S. Devadoss, Asst., Findlay High School, Mannargudi.	
1504.	„ A. Ganapati Mudaliar, Asst., Tirtapati High School, Ambasamudram.	
1505.	„ A. Subramania Iyer, Asst., Tirtapati High School, Ambasamudram.	
1506.	„ S. Krishnamurthy Iyer, Asst., Tirtapati High School, Ambasamudram.	
1507.	„ M. K. Natarajan, Bd. Higher Ele. School, Mallasamudram.	
1508.	„ M. Kanaran, Asst., Muslim High School, Triplicane.	
1509.	„ T. Srinivasagopalan, P. S. High School, Mylapore.	
1510.	„ A. Anthoniswami, Asst., San Thome High School, Mylapore.	
1511.	„ S. Vijayaraghavachariar, Municipal Mid. School, Coimbatore.	
1512.	„ S. Lakshmanan, Asst., Board High School, Bhavani.	
1513.	„ S. Vaithianathan, Asst., R. M. Ele. School, Puthur, Trichinopoly.	
1514.	„ M. Venkataraman, Asst., R. M. Ele. School, Puthur, Trichinopoly.	
1515.	„ T. P. Ragothama Rao, Headmaster, N. S. Rao Higher Ele. School, Triplicane	cane.

520, High Road,
Triplicane, Dated 24-1-'39.

V. SRINIVASAN,
Hony. Secretary.

WOMEN'S ROLE IN ADULT EDUCATION *

BY

BEGAM MIR AMIRUDDIN,

In the advanced West, by the term Adult Education is meant supplementing an imperfect education and extending and enriching the possibilities of life. But, with us, the problem of adult education is essentially the removal of illiteracy prevalent among the masses.

We learn in history that in the reign of Asoka, about 60 per cent of the inhabitants of this land were literate. To-day, however, barely 10 per cent of the people are literate, of whom women constitute not even 3 per cent.

And it is the monster Ignorance, which has been devastating the land for a long time past that has given birth to the evil conditions which are undermining the strength and sapping all potentialities for good inherent in the nation. India's appallingly high death-rate, epidemic diseases, poverty, social evils, a high rate of crime are all to be traced to ignorance.

Thus adult education aims to strike at the root of the country's ills. Particularly, with the advent of democracy, the question of mass literacy looms large on the horizon.

The organizers of this conference, recognizing the importance of women's education, have rightly arranged a special women's session. No one can deny that the need for adult education is as great for women as for men.

When we educate a man, we educate but a single individual, whereas when we educate a woman we educate a whole household, for no literate woman ever allows her children to remain illiterate or lapse into illiteracy.

The problem of reducing the number of illiterate persons is mainly a problem of primary education of children of school-going age. In this Presidency, the falling of strength between class and class, called wastage, is distressingly heavy and stagnation is marked in our primary schools.

* A paper read at the S. I. A. E. Conference held in Madras in Pongal Week, 1939.

So long as these evils continue, any increase in the number of institutions, or of children at school cannot be taken to signify a corresponding improvement in the extension of literacy. And it is chimerical to hope to tackle these problems without concentrating our attention on women's education.

It is generally regarded as an axiom that it is an obligatory function of the Government to provide education for the masses. We must request the Government to do all they can to fulfil this supreme obligation. But at the same time we have to be practical and consider whether having regard to their commitments like Prohibition and its financial limitations the Government will be able to meet the situation by themselves. It seems to me that it cannot do so.

In the circumstances, the spirit of public service and the philanthropy of the citizens must become active and potent forces in liquidating illiteracy in the land.

All women's associations must direct their immediate attention to this matter and launch an attack by two methods, namely by holding adult classes and by organizing intensive propaganda for checking stagnation and wastage in girls' schools.

Adult education should also become a part of the maternity and child welfare movement. Women who are connected with this movement should organize adult classes at the centres with the assistance of the health-visitors.

But while the Government may find it difficult just at present to bear the entire financial burden involved in a scheme of mass literacy, the adult education movement, I think, will receive great impetus if the Government harness and organize all available talent and service for the purpose.

This can best be done by the appointment of a Central Committee of educational experts assisted by a small body of social workers, men and women, with branch committees in each district for the collection of funds and for devising a wide-spread scheme of mass-education. These committees should hold an Adult literacy Day every year when flags or flowers should be sold, and should formulate a five-year plan of work.

A census of all educated women who have leisure should be taken and all such women required to devote a few hours a week to the teaching of adults.

Girls who are aspirants to University Degrees should be compelled to do adult education work for three months as a condition precedent to their receiving their degree.

In China, thousands of women have been converted from illiteracy to literacy by the efforts of students. Why should not Indian women do what the women of other countries similarly placed have done?

Such work of the teachers should be taken into consideration by the Government and the local bodies when deciding their promotions and confirmations and that of the students when they seek an appointment.

But the problem of adult education will not be solved merely by a large supply of teachers. There are many other factors that have to be considered. Women usually find it inconvenient to attend classes because they have children to look after at home. Hence, wherever adult classes are organized, it will be necessary to have women volunteers to arrange for the collective care of small children while their mothers are receiving instruction.

The only hope that can be entertained with regard to the education of women who are employed in industrial places and who have to give all available time after working hours to the care of the home is to have classes held in the premises of the industrial establishment where they are engaged. So an appeal should be made to the industrialists to regard the eradication of illiteracy among their labourers as a social and moral duty and arrange classes for them in the company premises, during working hours.

It is comparatively easier to launch an attack upon the illiteracy of the urban women than on that of rural women because of the paucity of educated women in rural areas to teach adults. Women teachers from towns find it unsafe to live alone in the villages.

Two methods by which women teachers from the towns can be secured for rural work is by establishing a sort of settlement in the village, where a teacher, a health-visitor and a midwife may live together and work as a team. This, I understand, has been done in some parts of the Punjab and has proved a success. The other method is to have for rural work married couples with the necessary training, so that both the husband and wife may serve in the educational programme.

PREPARING THE WAY

In the villages, before launching a campaign the adults will have to be convinced that literacy will result in social and economic benefit to the family, and that the process of learning besides being easy is within their reach. Thirdly, it will be necessary to do what is possible to relieve their economic distress. Hence rural reconstruction should proceed alongside with a campaign of mass education.

Night schools have failed to attract the adults because of a Procrustean policy of educating the young and old on the same lines.

In the adult schools for women, sewing classes or the teaching of some simple cottage industry should precede the actual classes to encourage women and induce them to attend regularly. Music, too, should be provided as recreation. In the olden days, in this country, knowledge used to be imparted to the people through music and song, and through the narration of stories. No wonder it attracted the rustic mind.

Only when the adult school is run more or less on the lines of a community centre than on those of a school will it succeed in attracting the women.

Another point to which I wish to draw attention is that mere literacy should not be the object of the adult education programme. Education also depends upon the true understanding of the facts of life.

The women's range of information should be widened by talks and magic lantern lectures, and wherever possible, by the cinema and the radio which in Russia have proved of immense value in eradicating illiteracy.

Another urgent requirement is a library in every village. In regard to the establishment of libraries, apart from necessary funds, the creation of suitable literature in the local languages is a pressing desideratum.

I hope educated women who have leisure will take up the work of writing simple books in Tamil, Telugu, Malayalam and Hindustani on matters of interest to women. I also hope that rich citizens will continue to help the creation of libraries.

What we need in this country is a number of Andrew Carnegies and Passmore Edwards.

To make India literate is a stern challenge to intensive work on the part of all well-wishers of the country. Shall we not rise up to that challenge?

The success achieved by Russia and the Far East indicates that the problem is not beyond solution.

ADULT EDUCATION IN INDIA, 1938 *

BY

R. S. VAKIL.

I am glad to report that there was considerable activity during the year in the field of Adult Education, far more than ever before in the history of Education in this country—thanks to the frank recognition of its national importance by the new popular Ministries of the Provinces in which responsibility for Government has passed into the hand of members of the Indian National Congress. The Bombay Government appointed an Adult Education Committee at the beginning of the year and have, as recommended by it, constituted, since October 1st, a Provincial Board for Adult Education and directed it to submit a three-year programme for the spread of Adult Education in Bombay Province; to conduct propaganda for the removal of illiteracy and other forms of ignorance among adults of both sexes in rural as well as urban areas; to encourage and supervise the publication of suitable literature for Adult Education; to consider schemes referred to it by Government or submitted by private bodies for the spread of Adult Education; to advise Government as to the best manner of aiding the existing adult education classes and of organising and extending the work of such classes on a voluntary basis; to advise Government as to the best methods of harnessing the enthusiasm and spirit for national service among the educated youth of the province for the drive against mass illiteracy; to suggest means for co-ordinating adult education among villagers with other forms of rural reconstruction; to advise Government on the question of implementing the various recommendations made by the Adult Education Committee; and to collect funds. The Government has also provided Rs. 70,000 for recurring expenditure and Rs. 1,25,000 for non-recurring expenditure on Adult Education during the current official year so as to enable the Board to proceed actively with the work assigned to it. It is gratifying to note that the Bombay Provincial Students' Federation who carried out a literacy campaign in some villages of Gujarat, Maharashtra, and Karnatak last summer has been considering the question of co-operating actively with the Bombay Government in their Adult Education scheme.

*Report as Secretary, Adult Education Section, All-India Federation of Educational Associations submitted to All-India Education Conference held in Bombay on December, 27-30, 1938.

In Bihar, in response to an appeal to them by the Minister of Education in March last to take up the work of Adult Education, thousands of teachers and students organised themselves, recruited voluntary workers, raised funds, prepared reading materials, and trained workers. This Literacy Campaign was launched on 26th April, 1938, and literacy centres were started in a number of places. The Provincial Mass Literacy Committee supplied books and charts to all centres all over the province free of charge, while local bodies met contingent expenditure in connection with them. In their current year's budget, the Government have provided a sum of Rs. 80,000 for the Mass Literacy Campaign. They propose to start 3000 adult school centres in Middle English, Upper Primary, and Lower Primary schools, to assist the organisation of voluntary centres by public associations or social workers, and to utilise the existing machinery of the Education Department in organising and supervising them till they appoint a special Provincial Adult Education Officer next year.

The Government of the United Provinces have inaugurated, as an experimental measure, a scheme of Adult Education, and appointed a special Education Expansion Officer to carry it out. They propose, under the scheme, to open 960 adult schools, 20 in each district, in the course of the current year and have asked the district boards to encourage village school masters numbering about 1,00,000 to give some of their spare time to the teaching of adults in their respective areas and promised to reward the services of exceptionally good workers with cash bonuses ranging from Rs. 15 to Rs. 50. They have also offered an honorarium of Rs. 10 p.m. to all interested in the spread of literacy if they organise private schools for the purpose in suitable village buildings, and invited those who may not be in a position to give whole-time services to enlist themselves as part-time workers and offered them a remuneration of Rupee one for every illiterate turned literate. Further, to prevent adults turned literate from lapsing into illiteracy, they have sanctioned the organisation of 768 libraries and 3600 reading rooms and provided about 2¼ lakhs of rupees for all these adult education purposes in the current year's budget.

The Government of the Central Provinces and Berar are proceeding with the scheme sanctioned last year for the establishment of Adult Schools by Local Bodies with the approval and assistance of the Education Department. These adult schools are held in the evening, usually in ordinary school buildings, and are closed during five months of the hot weather and rains and are aided by Government if they have been in existence for at least three months, have an enrolment of at least fifteen adults, and have been reported on by a Deputy-Inspector of Schools as making satisfactory progress.

In the North-West Frontier Province, night classes have very recently been started at about a hundred places.

In Madras, the Adult Education class at Teachers' College, Saidapet, and the Devadhar M. R. Trust Adult Education classes at Feroke, Trisala, and Malappuram continued their work.

Orissa has only 2 night classes for Adult Education conducted by honorary organisers with aid from Government. Students of secondary schools and training schools in this new province endeavoured during the last summer vacation to spread literacy among illiterate adults in villages.

In the Punjab, the Government measures for Adult Education having failed, Dr. Lauback's Method of "Each one Teach one" is being tried and is giving encouraging results in 12 centres. Mass literacy campaign has been started at Amritsar and the municipal teachers have volunteered to take up this work.

Sind has 24 schools for adults, 22 primary and 2 secondary (for clerks, peons, and the like) with 553 and 142 pupils respectively.

Among Indian States, Mysore stands first in its activities in the field of adult education. Mr. B. M. Sivaramaiya, a pleader keenly interested in the subject, toured round the country and delivered 62 lectures (12 radio talks, 26 lantern lectures and 24 demonstration lectures) in 51 places in the State and South Canara.

In Cochin State, night schools and village libraries and reading rooms are the agencies through which adult education is attempted. There are at present 4 night schools and 23 village libraries are to be opened shortly.

In Travancore, in addition to the 60 rural libraries opened previously, 6 (5 Malayalam and 1 Tamil) were opened last year.

In Baroda, there are 35 schools for adults with 717 pupils, Village libraries which have been established in all the villages of sufficient size and importance help the adults in retaining the literacy acquired by them at school.

The work of the Universities in the field of Adult Education consists in the organisation of Extension Lectures not only at the University Centres but also, in some cases, at places situated far away. It may be observed, however, that these lectures are often far beyond the comprehension of most of the people to whom they are addressed.

Among the private agencies working in the field may be mentioned the Y.M.C.A. the Y.W.C.A. the Bombay Presidency Adult Education

Association, the Bombay City Literacy Association, the Hindu Gujarati Stree Mandal, Bombay, the Poona Adult Education League, The Shakharta Prakasarak Mandal, Poona, the Raiyat Saksharata Mandal, Satara, the Central Night Schools Association, Muzaffarpur (Bihar), and the Indian Adult Education Society, Delhi.

It is interesting to note the subject of "Adult Education in India", "Its Present Position and Prospects" was discussed at a small meeting held in London in June last by the world Association for Adult Education. The meeting was presided over by Sir George Anderson, formerly Educational Commissioner with the Government of India, and attended by Mr. H. B. Richardson, President of the Indian Adult Education Society, Mr. Yusuf Ali, and Mr. E. Champness of the International Committee of the National Adult School Union of England. The World Association has continued to take keen interest in our work and it published a summary of my last year's report to this section in its occasional News Sheet No. 14 of April, 1938. "Educational Extracts", a monthly journal published in the U.S.A. also gave a summary of it in its issue for October, 1938, and "World Education," a publication of the World Federation of Education Associations, published it in a condensed form in its recent issue for November, 1938. Mr. Ernest Champness in his leaflet entitled "A Venture in Indian Adult Education" published in March, 1938, mentioned our Section as a section of the All India Education Conference "which has been doing an important work for a number of years in keeping before Indian educationist, the urgent need for adult work and the great desirability of its co-ordination."

All these activities and sympathetic references augur well for the future of Adult Education in India. The clouds of official indifference and public apathy that hung over and darkened the field are fast clearing away and bright prospects are now appearing on the horizon. It will gladden your heart to know that the Central Advisory Board of Education, at its meeting at New Delhi on December 3rd, felt that Adult Education was one of the most important problems to be examined on an All-India basis and accordingly appointed a Sub-Committee of five officials and non-officials, to examine this problem carefully and to report on it in due course. Let us hope that the sub-Committee will soon begin its work and present its report and recommend adoption of effective measures for the liquidation of mass illiteracy which is the cause of much of our backwardness in various fields of public activity.

EDUCATIONAL EXPERIMENTS IN INDIA

Work of the A. I. F. E. A. Educational Experiments Section.

BY

DR. G. S. KRISHNAYYA.

A number of interesting educational experiments were described in the meeting of the Section on Teacher-Training, Research and Experiments held during the All-India Educational Conference which met in Bombay. The discussion provided much inspiration and guidance to those assembled and was an eye opener to many.

Mr. S. N. Moos, M.A., I.E.S., Deputy Director of Public Instruction, Bombay, presiding, pointed out in his opening address, the handicaps under which Indian Education labours and urged the need for clear thinking, careful investigation and energetic endeavour. He argued for the institution of research degrees in Education in all the Universities.

The Secretary Dr. G. S. Krishnayya, Vice-Principal of the Kolahpur Teachers' College, explained that as the Section had discussed Teacher Training in Gwalior and Educational Research in Calcutta, it would this year concentrate on a symposium on Experiments in Education—experiments with new methods, e.g. The Dalton Plan, The Wardha Scheme, etc., and with such educational techniques as "Intelligence Testing", "Diagnosis of Error", "Psycho-Analysis", "Vocabulary Control in Language, Teaching", etc., He reviewed the outstanding types of experiments being conducted all over India along lines mentioned and indicated the need for better co-ordination of experience and greater encouragement of research and experiment. A new avenue for State aid and private philanthropy, he pointed out, would be the establishment, as in other progressive countries, of Trusts and Foundations for the study of specific problems.

Then followed a series of valuable papers most of them by men who are actually engaged in the Experiments described. Mr. K. L. Srimali, Head of the Udaipur Balak Mandir speaking on Psycho-analysis and the Teacher showed how several problems of behaviour in the class-room might be solved with the help of a thorough knowledge of psycho-analysis, and gave the experience of his institution. He concluded saying that it was more important for teachers to be psycho-analysed than to be trained: Professor Nanavaty of Wadia College, Poona, dealt with the causes of backwardness of children and illustrated how many of them

can be remedied. Dr. S. Brahmachari of the Child Guidance Clinic of the Tata Graduate School of Social Work, Bombay, read a thought-provoking Paper on Mental Health of Children and advocated the establishment of Child Guidance Clinics in large cities and the employment of school psychiatrists.

The Wardha Scheme was briefly explained by Mr. L. R. Desai, the Basic Education Officer of Bombay. He dealt with some of the misgivings, which he said existed in the minds of many and advocated sympathetic experimentation. Mr. H. Trivedi of Bhavnagar submitted an instructive paper on the Dalton Plan based on his personal experience in the Daxinamurti Bhavan. He emphasized the importance of careful preparation for the experiment.

Mr. Acharlu of Mysore, who, for a number of years, has been working on the problem of the frequency of errors in English in High School next dealt with how such work might successfully be undertaken, and based his suggestions on some of the experiments he had conducted. Opportunities for Scientific investigation and effective improvement, he pointed out, were within reach of every teacher so inclined. The subject of Economy in Language Teaching which is now being considered invaluable for adult educational work and beginners' readers was discussed in an interesting manner by Mr. Muthukrishna Ayyar, of the Saidapet Training College, Madras, a man who has done a splendid piece of work in Tamil and in phonetic script for Indian languages. A Paper on Vocabulary selection and Control by Rev. E. W. Melzer of C. P. explained the value of studies along that line in the different Indian languages and described the remarkable work in Hindi that had been done by him and others.

A Paper on Intelligence Testing was sent in by Professor Maiti of the Calcutta University who has done much work in that direction. It contained several valuable hints regarding the pre-requisites for adequate programmes of testing and standardizing and a critical review of Indian experience with Tests and Measurements.

The Section passed some important Resolutions which urged the increased provision of research facilities, the opening of child Guidance Clinics and the special study of abnormal children.

THE HEALTH AND PHYSICAL EDUCATION SECTION

Summary of the Proceedings.

BY

DR. G. F. ANDREWS,
Hon. Secretary.

"We have the discreditable reputation of being the shortest lived people, having an average span of less than 25 years of life".....The incidence of disease is also the greatest in this country, 22 per thousand being continuously ill, and dreadful epidemics....yearly taking tolls of many thousands of lives among our people....At the back of all these poverty and suffering we have nothing but colossal ignorance, gross superstition, and appalling indifference to help us in our endeavours towards gaining a happy and prosperous national existence. We seem altogether to have become a C-3 people, economically bankrupt and physically not merely insufficient but degenerate".....

Having said the above, Sri L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University, who presided over the Health and Physical Education Section of the 14th All-India Education Conference, Bombay, emphasised the need in his address for a national campaign against ill health and disease and for national fitness.

The Proceedings of the section were very interesting. Instructive papers were read at the two sessions of the Conference on such important subjects as "The place of indigenous activities in the programme of physical education in educational institutions," "Compulsory Physical Training under specially trained teachers" and "Health Education." In the discussions that followed, a strong plea was made for a proper place in the physical education programme for such indigenous activities as are proved scientifically to be invaluable from the physical education point of view, the need for more and more trained teachers of physical education was emphasised, and the necessity for full time medical officers in education institutions was reiterated.

Other points brought out in the discussion are contained in the following statements :

"A wise selection of physical activities conducive to the child's welfare should be our aim."

"Team games should receive the best of our attention as they inculcate the team or social spirit among children."

"A thorough-going inquiry into the relative advantages of the non-indigenous activities and the money spent over them is essential."

"Activities in which a majority of pupils can take part should be included in the physical education programme."

"Activities for all rather than for a few should be our aim."

"The A.B.C. of health education should be given to a child as soon as it comes under the eye of a teacher, and the instruction should continue throughout its school career."

"Health, happiness, efficiency and character are the aims of physical education; and mass activities and games are some of the means of this education."

"Graduates trained for physical education work are better teachers of physical education than others with lesser educational qualifications."

In his concluding remarks, after the adoption of the resolutions given below, the President said that we ought not to take a narrow point of view in matters concerning physical education, and that we should not discard anything because it happens to be "non-Indian." What we should aim at, he said, is national fitness as the first step to efficient living and the development of a healthy and virile generation in this land.

Two demonstrations of physical activities which were included in the programme were witnessed by the delegates and were very much appreciated.

The following are the resolutions passed at the Conference:—

1. This Conference invites attention to the fact that physical education without facilities for nourishment proves detrimental to the health of children.

2. This Conference is of opinion that a thorough study of indigenous games, folk dances, and other physical activities is urgently needed and requests the Government of India to appoint some authoritative Indians to undertake the work.

3. This Conference recommends that suitable tests in physical education activities be held periodically in every institution for purposes of promotion.

4. This Conference is of opinion that the physical education needs of children in Elementary Schools are very much neglected, and requests Provincial and State Governments to arrange short courses of Training in Physical Education for Elementary School Teachers, or to subsidise and encourage any such courses that may be conducted by private organisations.

5. This Conference recommends that duly qualified teachers for physical education should enjoy the same status as other teachers

6. This Conference is of opinion that health education should be included as a necessary part of school curriculum and that adequate provision should be made for it in the school time-table and so requests the authorities to take necessary steps in the matter.

7. This Conference is of opinion that the time is come for the introduction of courses of study in health and physical education in the Universities and requests the Executive Councils of the Universities to take necessary steps in the matter.

8. In as much as sanitary and hygienic school buildings and premises, with well laid out gardens are conducive to health this Conference urges on all provincial governments to take immediate steps to see that this aspect of school life is not neglected.

FROM OUR PRESIDENT

Dear Comrades,

It has been suggested to me that I should publish every month a letter in our own magazine the "South Indian Teacher" addressed to the members of the profession. I shall start by thanking those of our members who were present at the last annual Conference at Mangalore and who were good enough to elect me as President for the 15th time. I felt a sort of conscientious objection to get elected because I retired in February last and I am no longer an active teacher. But this argument was turned against me and I was told that with greater leisure and freedom I now command I can devote more time to the service of the profession and I was therefore just the person to be elected as the President. I shall try to justify the confidence reposed in me by my service.

The topic on which I should like to address you, my comrades, this month is the all important question of *Organisation*. There is no denying the fact that the South India Teachers' Union to-day is very much better organised than it was in 1924 when I was first elected its president. We have 18 District Guilds affiliated to the Central organisation which itself has been registered recently. Most of our constituent Guilds are admitting groups of Elementary teachers as members so that this large army of the under-paid and neglected section of our profession are now officially connected with Central organisation whose duty on their behalf has become an urgent one. It was, therefore, in the fitness of things that the secretary of the Union presided over the Elementary Teachers' Conference at Ottapalam in Malabar. We hope that in the months to come we shall get into more active touch with this mass of down-trodden humanity and do what little we can to better their position.

Our ideal should be that every district must have its own District Guild, and all these should be affiliated to the South India Teachers' Union; and within the district itself every educational organisation must have its own association of teachers, and these associations should be affiliated to the Dt. Guilds. Thus there must be a net-work of associations federated into bigger and more comprehensive institutions, ending in the apex structure of the South India Teachers' Union.

The United States of America is practically the richest country in the world and ours is one of the poorest, if not, the poorest, and there is no use of comparing ourselves with that great democratic country. Still it would be inspiring to note that the American Federation of Teachers

spent last years 17 thousand dollars (roughly Rs. 51,000) in their organising campaign and they hope to spend in this year 19 thousand dollars (Rs. 57,000). The President of the American Federation of Teachers, confesses that they are still experimenting to find out the most effective organising method. They are at present using a combination of full time and part time paid organisers.

Now let us look at our own condition. How much have we been able to spend for organisation last year? How much are we able to spend for the same purpose this year? How many organisers have we got, paid or unpaid, full time or part time? Let each member of the South India Teachers' Union answer these questions for himself.

If we cannot spend money on organisation on the large scale of the U.S.A., let us follow their example. I echo the sentiment of the U.S.A. President that every member should be an organiser. It is only then that our organisation can grow from strength to strength and it is only if we are properly organised that the public or the State will attach importance to our considered views. Therefore, let our watch-word for the year be "*organisation, more organisation and better organisation.*"

Yours sincerely,

S. K. YEGNANARAYANA AYYAR.

THE 30TH PROVINCIAL EDUCATIONAL CONFERENCE, MADRAS.

A General Body Meeting of the Reception Committee of the 30th Madras Provincial Educational Conference was held on Saturday the 17th December 1938 at 4 P.M. in the Singarachariar Hall, Hindu High School, Triplicane, under the presidency of Sri M. S. Sabhesan, M.A., President of the Guild.

The President, at first, explained the objects of the meeting and placed before the General Body, the following general recommendations of the Provisional Committee for the work of the Conference. The General Body considered the recommendations and resolved to accept the same with slight modifications:—

Recommendation:—

1. That the following posts be created in connection with the 30th Madras Provincial Educational Conference:—

Chairman	..	1
Vice-Chairman	..	10
Secretaries	..	11
Treasurer	..	1

2. That an Executive Committee consisting of Ex-officio members and ordinary members be constituted with powers to co-opt. to be in general charge of the Conference.

3. That the Executive Committee be given the power to fill up vacancies, if any should arise.

4. That the Executive Committee be authorised to appoint a small Working Committee of its own to carry on day-to-day work.

5. That the Executive Committee do have the power to allocate work to the different secretaries and to appoint one or two of the Secretaries as General Secretaries to the Reception Committee.

6. That the Office of the Madras Teachers' Guild be the office of the Reception Committee.

7. That the following persons be recommended for the posts mentioned against their names.

I. Chairman:—

The President read a letter received from Sri K. Rangaswami Iyengar, Headmaster, Hindu Theological High School, who was approached at the request of the Provisional Committee to accept the chairmanship and who has declined the offer made owing to reasons of health. Mr. S. Natarajan moved that (i) in view of the above, the Executive Board be empowered to elect a chairman of the Reception Committee.

II. Vice-Chairman:—

The following ladies and gentlemen were elected as Vice-Chairmen:—

1. Sri M. D. Manikkam, Headmaster, E.L.M.F. High School, Purasawalkam.
2. Sri P. Venkatarama Iyer Headmaster, P. S. High School, Mylapore.
3. Sri G. V. Narayanaswami Iyer, Headmaster, Hindu High School.
4. Sri V. Sitapathi Naidu, Headmaster, Muthialpet High School.

5. Sri M. Shanmugasundaram, Headmaster, Pachaiyappa's High School.
6. Sri V. Raghunatha Iyer, Educational Officer, Corporation of Madras.
7. Janab S. A. Gaffoor Shah Sahib, Headmaster, Muslim High School.
8. Miss Helen F. R. Veale, Principal, National Girls' High School.
9. Rev. D. Thambusami, Principal, The Kellett High School.
10. Sri M. S. Sabhesan, Professor, The Madras Christian College.

III. Secretaries:—

The following were elected as Secretaries:—

1. T. P. Srinivasavaradan, Hindu High School, Triplicane.
2. Mr. Syed Mahmood, Muslim High School, Triplicane.
3. Sri S. Natarajan, St. Gabriel's High School, Madras.
4. Sri G. Srinivasachari, P. S. High School, Mylapore.
5. Sri A. N. Schwartz, St. Paul's High School, Vepery, Madras.
6. Sri K. Govindachari, Sir M. Ct. M. C. High School, Purasawalkam.
7. Sri K. Hanumantha Rao, C. C. C. High School, Prembur.
8. Sri K. Ramiah Chetti, A.R.C. Higher Elementary School.
9. Sri T. S. Subrahmaniam Iyer, Hindu Theological High School.
10. Miss R. B. Nithyananda, Lady Willingdon Training College.
11. Mrs. H. S. Charles, St. Christopher's Training College.

IV. Treasurer:

1. Sri V. Rangaswami Iyengar, Headmaster T. T. V. High School.

V. Executive Board:—

The following were elected as members of the Executive Board:—

1. Miss G. M. Gerrard, Principal, Lady Willingdon Training College.
2. Sister Subbalakshmi, Headmistress, Sri Sarada Vidyalaya.
3. Miss J. Vairamuthu, Sub-Assistant Inspectress of Girls' Schools.
4. Rev. E. F. Williamson, Vice-Principal, San Thome High School.
5. Rev. D. Chellappa, Principal, St. Paul's High School.
6. Sri V. Srinivasan, Hindu High School.
7. Sri V. S. Gopalakrishna Iyer, Headmaster, Sir M. Ct. M. C. High School.
8. Sri N. Lakshmanaswami, Muthialpet High School.
9. Sri K. Nagaraja Rao, Headmaster, P. S. Higher Elementary School.
10. Sri D. Sivasankara Rao, Headmaster Progressive Union School.
11. Sri T. M. Kurien, Headmaster, Wesley High School.
12. Sri K. Vedantadesikan, Headmaster, Ramakrishna Mission High School.
13. Sri D. S. Sarma, Principal, Pachaiyappa's College.
14. Sri N. R. Krishnamma, Principal, Teachers' College.
15. Sri S. Madhava Rao, Assistant Headmaster, Madras Xian College School.
16. Sri A. K. Subrahmaniam Sarma, Headmaster, Sri Sarada Girls' School.
17. Sri V. D. Pichai Pillai, E. L. M. F. High School.
18. Sri S. Mariappa Nayagar, Headmaster, G. N. S. School.
19. Sri V. Kandaswami Mudaliar, Headmaster, Chintadripet High School.
20. Sri N. Subrahmaniam, Teachers' College.
21. Sri T. Mohanasundaram, Secretary, Corporation Teachers' Association.
22. Dr. G. F. Andrews, Senior Physical Director, Y.M.C.A. College, Saidapet.

Sri M. S. Sabhesan, M.A., was elected president of the Executive Board.

Sri T. P. Srinivasavaradan was elected General Secretary of the Reception Committee.

Confirmation of membership:—

Sri S. Natarajan moved that in view of the Christmas holidays intervening, the membership be confirmed on the payment of the fee for membership before the 31st January 1939, instead of 31st December 1938.

With the usual vote of thanks, the meeting terminated.

Proceedings of the first meeting of the Executive Board of the Reception Committee of the 30th Madras Provincial Educational Conference held on Wednesday the 11th January 1939, at 5-30 P.M. in the Hindu High School.

Chairman:—Sri M. S. Sabhesan, M.A., President of the Executive Board.

Members Present:—

1. Miss J. Vairamuthu
2. Dr. G. F. Andrews
3. Sri V. Rangaswami Iyengar
4. Sri S. Natarajan
5. Sri K. Hanumantha Rao
6. Sri V. Raghunatha Iyer
7. Sri T. P. Srinivasavardan
8. Sri M. S. Sabhesan.

The General Secretary read letters received from such members of the Board as have replied.

In place of Sri V. Sitapati Naidu, who pleaded inability to be one of the Vice-Chairmen, Sri D. S. Sarma, M.A., Principal, Pachaiyappa's College, was elected as one of the Vice-Chairman.

In the place of Sri G. Srinivasachari, who could not accept the offer of one of the Secretaryships, Sri N. Krishnamachari of the T. T. V. High School, was elected.

The following members were then co-opted. as members of the Executive Board:—

1. Sri R. Krishnamurthi, M.A., Pachaiyappa's College.
2. Sri C. S. Rajagopalan, B.A., L.T., P. S. High School.
3. Sri T. R. Mahalingam, Corporation High School.

The following various sub-Committees were then constituted with directions to each:

I. *Working Committee*:—Resolved that the Working Committee do have a strength of 21, and that the Executive Board do elect the remaining 4—The following are the members of the Committee.

1. Sri M. S. Sabhesan (Chairman)
2. Sri T. P. Srinivasavaradan (Convener)
3. Sri G. V. Narayanaswami Iyer
4. Sri P. Venkatarama Iyer
5. Sri A. N. Schwartz
6. Sri K. Ramiah Chetty
7. Sri T. S. Subrahmanya Iyer
8. Sri S. Natarajan
9. Sri V. Rangaswami Iyengar

10. Sri V. S. Gopalakrishna Iyer
11. Sri N. S. Subrahmanya Iyer
12. Rev. D. Thambusami
13. Sri Chellappa
14. Sri V. D. Pichai Pillai
15. Mr. S. A. Gaffoor Shah Sahib
16. Mr. Syed Mahmood
17. Miss R. B. Nithyananda

II. *Exhibition Committee*:—Resolved that the following members constitute the Exhibition Committee to invite exhibits from Madras, preferably, to make arrangements for the show, to prepare a book-let, and to make proposals financial and otherwise for the consideration of the Working Committee:—

1. Sri V. Raghunatha Iyer (Chairman)
2. Sri A. N. Schwartz, (Convener)
3. Sri V. Srinivasan
4. Miss R. B. Nithyananda
5. Mrs. H. S. Charles.

III. *Hospitality Committee*:—Resolved to constitute the Hospitality Committee with powers to co-opt. to be in charge of boarding, to send financial proposals, to make arrangements for lunch during the Conference days, etc. The following members constitute the Committee:—

1. Members of the Masters' Association, Hindu Theological High School, Madras, with Sri T. S. Subrahmanya Iyer as the Convener.

IV. *Conference Arrangements Committee*:—Resolved to constitute a Conference Arrangements Committee with powers to co-opt. to be in charge of the selection of buildings for the Conference, for the Exhibition, for the lodging of the delegates and volunteers, for preparation of the programme, for seating arrangements, decoration, issue of tickets, etc. The following members constitute the Committee:—

1. Sri M. S. Sabhesan (Chairman)
2. Sri T. P. Srinivasavaradan (Convener)
3. Sri K. Govindachari
4. Sri H. Hanumantha Rao
5. Sri S. Natarajan
6. Mr. Syed Mahmood.

V. *Volunteer Corps Committee*:—Resolved to constitute Volunteer Corps Committee with powers to co-opt. to fix the number of teacher, boy and girl volunteers, to arrange for their work on Conference days, to allot work and to make proposals immediately for dress, badges, etc. The following members constitute the committee:—

1. Rev. D. Thambusami (Chairman)
2. Sri N. Krishnamachari (Convener)
3. Sri T. R. Mahalingam
4. Dr. G. F. Andrews.

VI. *Entertainment Committee*:—Resolved to constitute Entertainment Committee with powers to co-opt. to be in charge of entertainment in the nights, drama,

variety entertainments, etc., after 8-30 P.M. each day of the conference, Music on the Conference occasion. The following members constitute the Committee:—

1. Sri G. V. Narayanaswami Iyer (Chairman)
2. Miss R. B. Nithyananda (Convenor)
3. Sri V. D. Pichai Pillai
4. Sri K. Ramiah Chettiar
5. Sri A. K. Sitaraman
6. Sri T. S. Subrahmanya Iyer.

VII. *Finance Committee*:—Resolved to constitute a Finance Committee to examine the financial proposals by the various Sub-Committees and to advise the Working Committee on financial matters, to scrutinise items of expenditure as to whether they have been sanctioned by the Working Committee. The following members constitute the Committee.

1. Sri M. S. Sabhesan (Chairman)
2. Sri V. Rangaswami Iyengar (Convenor)
3. Sri T. P. Srinivasavaradan
4. Sri S. Madhava Rao.

VIII. *Publicity Committee*:—Resolved to constitute a Publicity Committee with powers to co-opt:—

1. Sri M. S. Sabhesan (Chairman)
2. Sri S. Natarajan (Convenor)
3. Sri A. N. Schwartz
4. Mr. Syed Mahmood
5. Sri T. P. Srinivasavaradan.

It was resolved (1) that the Madras Teachers' Guild Co-operative Society be the Bankers for the Reception Committee.

(2) That an account be opened with the said Society as the Madras Teachers' Guild Account No. 2, and that the account be operated upon by the Treasurer Mr. V. Rangaswami Iyengar.

(3) That the General Secretary, T. P. Srinivasavaradan be permitted to keep an imprest cash of Rs. 50.

(4) That the Treasurer be authorised to make payments for bills passed by the Finance Committee.

PRESIDENT ELECT.

The Publicity Officer, Reception Committee of the 30th Madras Provincial Educational Conference, Madras, writes:—

The Reception Committee is glad to announce that Mrs. K. Radha Bai Subbarayan, B.A., M.L.A. (Central) has been elected to be the president of the 30th session of the Madras Provincial Educational Conference to be held in Madras in May 1939 and that Mrs. Radha Bai Subbarayan has kindly accepted the invitation and agreed to preside over the Conference.

The exact dates of the Conference will be announced shortly. Arrangements are being made to organise an Educational Exhibition in connection with the Conference.

NEWS AND NOTES

ADULT EDUCATION FOR WOMEN.

KASHMIR MOVE

A beginning has been made in Srinagar and Jammu with Adult Education for Women. The Srinagar Municipality has promised to finance 5 centres in Srinagar and as soon as necessary sanction is received in January the work will be started in these centres regularly" said Mr. K. G. Saiyuddin, the Director of Education, when interviewed by a representative of the *Amrita Bazaar Patrika* with regard to the progress made by the Education Department, in the direction of re-orientation and re-organisation scheme.

The actual work of the reconstruction of Education in the State was started with the opening of the refresher course in Srinagar, where teachers for the proposed training and Basic Schools underwent a course for a short period in the methods and ideology of basic education. The progress of work since then has been along the following lines.

TRAINING SCHOOLS

The work of the Training School was started in the middle of October, 1938, and very striking progress has been made particularly on craft side, a record of which will be published in due course and prove very useful for similar institutions elsewhere in the country.

ADULT EDUCATION

Adult Education centres partly through Government agencies, partly through voluntary efforts and propaganda have been started. The S. P. College students have been called into requisition and the Adult Education Officer recently conducted a short course to train volunteers from the S. P. College who will work during the vacation. A similar course will be organised for the Jammu College in January next.

RURAL LIBRARIES

A number of libraries have been opened in rural areas, where books likely to prove useful and interesting for the rural community will be stocked. These libraries will be under the charge of school teachers who will guide the community in proper selection as also by arranging reading from these books to the audiences of the public.

RURAL RECONSTRUCTION

"The Education Department," said the Director, "is co-operating with the Rural Development and Revenue Department for rural reconstruction and adult education and, thanks to the interest of the Hon'ble Prime Minister and to the Government generally in the matter, there is every hope of increasing inter-departmental co-operation in the matter."

INTERNAL REORGANISATION

The work of internal reorganisation of school and college education with the object of making it more active, vital and national is being done slowly but steadily. The schemes for the construction of new school buildings and getting new books prepared for new schools are under active consideration.

(The Amrita Bazar Patrika, 2nd Jan. 1939.)

FROM OUR ASSOCIATIONS

THE MADRAS TEACHERS' GUILD

Under the auspices of the Madras Teachers' Guild, Dr. Laubach of the Philippines delivered a lecture on the 9th January, 1939, at 4 P.M. in the Meston Training College Hall, Royapettah, with Rev. T. M. Kurien, Headmaster, Wesley High School, presiding.

Mr. T. P. Srinivasavaradan, Secretary, Madras Teachers' Guild, extended a warm welcome to Dr. Laubach.

Dr. Laubach, in the course of his lecture, pointed out that while the average progress of literacy throughout the world was 4% during the past ten years, the progress made in India was only one per cent. He said 62% of the world population was unable to read and write. In India about 92% are illiterate. It would be impossible to achieve social reconstruction without literacy. The problems before them were to enable men and women to acquire literacy and to place printed matter in their hands. The language employed in books should be simple and familiar to the readers for whom they were intended. Books written for children were unsuitable for adults. In respect of the teaching of the alphabets to the adults, the lecturer admired the idea of the Prime Minister of Madras of hanging up name boards on familiar objects in villages. Dr. Laubach next demonstrated the use of a chart of Tamil alphabets he had brought with him and said it was possible to teach the alphabets to the adults in the shortest possible time. Books for adults should contain facts presented in simple language. In dealing with adults they should not be treated as if they were children. They should do everything in their power to make the adult feel quite at ease.

The Chairman thanked the lecturer for his interesting lecture

MADRAS TEACHERS HONOUR EDUCATION MINISTER

The Council of the Madras Teachers' Guild entertained the Hon'ble Mr. C. J. Varkey, Minister for Education, at a Tea Party on Wednesday the 19th January, 1939, at the Kellett High School, Triplicane.

After tea, Mr. M. S. Sabhesan, President of the Guild, in extending a warm welcome to the Minister, congratulated him on his elevation to the position of Minister for Education. This was the first time, he said, that a member of the teaching profession held the position of the Education Minister in this province. One of the important questions which the Minister had to tackle was the conditions of service of teachers in general and in aided elementary schools in particular. The Government should find a solution to this problem if they desired to prevent wastage and stagnation. Mr. Sabhesan further drew the attention of the Minister to the need to welcome and encourage the efforts of professional organisations, such as the *South India Teachers' Union*, to build up representative non-official professional opinion on educational matters. He assured the Minister on behalf of the Guild and the teaching profession of their co-operation and support in all measures calculated to improve education in the province.

Mr. Varkey, in reply, thanked the Madras Teachers' Guild for the honour it had done. He said that it was the first Guild that invited him. He assured the teaching profession that he would contribute his little mite towards solving old and new

educational problems. Soon after he took charge, the problem which he had to tackle was the problem of strikes by students. He earnestly appealed to the teachers to make a serious endeavour to put down indiscipline among students. He did not mean that they should turn a deaf ear to the legitimate grievances of students. *He said that he had long ago recognised the South India Teachers' Union as the representative body competent to give considered opinion on educational matters. If the Government were to consult any body on any problem, he would assure them that the South India Teachers' Union would not be ignored.* He said that he would try his best to give security of service to teachers in aided schools.

Mr. T. P. Srinivasavaradan, in proposing a vote of thanks, said that by suitable amendments in Madras Education Rules, security of service to teachers in aided institutions could be secured and that the very existence of such provisions would go a long way to help the teachers.

With a vote of thanks to the management, the meeting came to an end.

THE ENGLISH SECTION OF THE MADRAS TEACHERS' GUILD

(Held on 20—1—1939)

A meeting of the English Section of the Madras Teachers' Guild was held at 5-30 P.M. on Friday the 20th instant in the Lady Willingdon Training College Hall, when Sri. M. Sreemanbothar, M.A., L.T., Lecturer of the Teachers' College, Saidapet, delivered a lecture on "The Teaching of English Prose in Correlation with Oral Composition, Grammar, Spelling and Pronunciation" and Miss M. Sykes, Headmistress of Bentinck Girls' High School, Vepery, presided. There was a large gathering of over 100 teachers from different schools including girls' schools.

The meeting began with short model lessons each lasting about 15 minutes by four teachers on some passages in the S.S.L.C. prose text.

Then the lecturer, Sri. M. Sreemanbothar, delivered his lecture, in the course of which he observed that grammar should be correlated with English teaching and practice given therein in the actual English lesson. The grammar habit or the unerring habit is what should be encouraged.

From the discussions that followed among those present, it was gathered that sufficient time should be given in class time-table to reading and recitation.

The Chairman, in his concluding remarks, said that in English lessons questioning should be more frequent and questions should be so framed as to be thought-provoking. The cheerful attitude of the teacher towards the pupils in teaching is of great importance. Books for non-detailed study should be brought into the syllabus. Essays and oral composition should be well combined. Grammar lessons should not be made a sort of gymnastics but be of living contact with English prose.

With a vote of thanks by the Secretary the meeting came to a close at about 7-30 P.M.

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

The following resolutions were passed at the Quarterly Meeting held on 5—11—38:—

This Guild is of opinion that the proposed agency in the place of the District Educational Councils be not advisory but Statutory, and that the constitution of the agency be amended as under.

a. that the agency be the District Agency to deal with not only aided Elementary Education but all Elementary and Secondary Education in the District with a view to bring about co-ordination of educational work in the District.

b. that all nominations based on communal and sectional considerations be given up,

c. that the District Educational Officer be the President of the body, instead of the Collector,

d. that the Secretary of the body be a paid officer, recruited for the purpose,

e. that the representation provided for be amended as under the strength of the agency being 20 :—

1. 1. The District Educational Officer,
2. 2. One Deputy Inspectress and one Sub-Assistant Inspectress,
1. 3. The Collector,
1. 4. The President, District Board,
1. 5. One Chairman of Municipalities,
1. 6. The President, District Teachers' Guild,
1. 7. The District Labour Officer,
1. 8. Aided Mission Secondary School Managements, Catholic,
1. 9. Aided Secondary School Mission Managements, Protestant,
1. 10. Aided non-mission Secondary School Managements,
1. 11. Aided non-teacher Elementary School Managements,
1. 12. District Teacher Managers Association,
1. 13. One Secretary of Secondary School Teachers Association,
1. 14. One Secretary of Official Teachers Association,
1. 15. One Headmaster of the District Headmasters Association,
1. 16. One representative of District Parents Association if any,
1. 17. One representative of recognised vocational bodies—Commercial and Industrial,
1. 18. The District Medical Officer,
1. 19. One representative from the Colleges.

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20
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THE TRICHY GUILD ADULT SCHOOL

*Statement of the Secretaries of the Trichy District Teachers' Guild
about the Guild's Adult School.*

FRIENDS,

We are met to-day to implement the Guild's Resolution to start the Guild's Adult School under the distinguished presidency of the Honourable Dr. T. S. S. Rajan, our city's popular tried and veteran leader.

It is necessary, if the problem of mass illiteracy is to be satisfactorily solved, to make a mass attack and not merely tackle the problem of literacy of School children as envisaged by the Government Communique on Education of the Interim Ministry and carried out by the Director of Public Instruction and the Department of Education. The fact of 87 per cent of the adult population being illiterate is a social disease and is a stumbling block to all political and social progress in general and in particular to the achievement of permanent literacy of

even our School children. The effects of Government and the Department of Education in respect of mass education have not had the desired return because, among other reasons, all educational schemes so far have ignored the teacher and kept him as a helot. Even under Provincial Autonomy, in spite of the existence of a popular Government, the teachers' right as a citizen and as a member of the teaching profession to lead in matters educational is not recognised in practice even though every public man and official preaches to the teacher to be a national servant and to consider teaching not as a profession but as a calling.

The South Indian Teachers' Union considered the Trichy Guild's report on Elementary Education vis-a-vis the Government Communique on Elementary Education which was adopted at the Provincial Educational Conference at Tanjore in 1937 presided over by Sri C. Rajagopalachariar now Premier. Organised teaching opinion in the Province is for separate measures to achieve adult literacy and child literacy, with due regard to the actual life conditions of the people, their occupations, and their conveniences. The Teachers' Union is of the view that literacy in the last resort is a teaching problem. If any non-official agency has the right and the equipment to wipe off illiteracy, it is the teaching profession backed up by the Department of Education, untrammelled by politicians who would do well to confine themselves to political questions, leaving education to educationists. The Teachers' Associations and Teachers' Guilds in our Province, which have come to stay, are more stable than many political bodies. It is the duty of Government to recognise this claim of the Teaching profession to serve in its sphere and to entrust it statutorily with the duty of liquidation of illiteracy within 5 years. A lakh and twenty thousand teachers charged by law to do the work and given the facilities financial and educational will give a good account of themselves. It is in the view that Teachers' Guilds are able, even as they are, to lead in matters of organisation, educational activities, curricular and extra curricular, and social work that the Trichy District Teachers' Guild, the oldest Teachers' organisation in India, is forging ahead with experiments in constructive work, like building a Guild House, promoting inter institutional, inter caste, and inter-credal intercourse through holiday tours and cosmopolitan living and building up civic consciousness through the Guilds adult School.

The plan of the adult school which we are inaugurating to-day is to achieve adult literacy and to promote civic sense by enabling the adult to properly use the tools of knowledge. The area of our operations is to the Municipal Town of Trichinopoly. The method will be the scientific modern method of teaching languages, instead of the time-honoured alphabetic system of teaching Tamil. The course will consist of Tamil, mental arithmetic, and civic knowledge covered through formal and conversational lessons, lantern lectures, entertainments, newspaper reading and other suitable devices for the promotion of literacy in our land. The staff will be honorary, made up of teachers with the zeal for work on these lines. The maximum number of pupils will be 20 for the present. The duration of the course will be 3 months. After the first three months, after taking stock of the experiment we propose in co-operation with Municipal authorities to start a number of adult education centres in each Ward worked by tried Schoolmasters who will be under the moral control of the Trichy District Teachers' Guilds.

While the Teachers' Guild is willing to provide the teaching personnel, it expects the local authorities of all departments to help it. The Municipal authorities have to take an educational census of illiterate adults in the Municipal area and make it available to the Guild so that the Guild might formulate its plans and open centres. The Municipality must also make a small grant of at least Rs. 15 per

adult education centre per month to cover expenditure on literature, lighting, and teaching devices, and to make the literacy campaign efficient and fruitful. The Health, Agricultural, Educational and Revenue Departments have to co-operate with the Guild by deputing at call, their officers to supply the guild with relevant information literature, and guidance. The Provincial Government must also set apart a small Provincial token grant to bless this non-official venture of the Trichy District Teachers Guild to do social service in its own sphere.

THE TRICHY GUILD'S EDUCATIONAL TOUR

25-12-1933 to 31-12-1938.

By

The Leader of the Tour.

Organisation:—The Tour was organised by Sri S. T. Ramanuja Iyengar, Secretary of the Trichy District Teachers' Guild Holiday Planning Committee at the instance of Sri N. V. Vaidyanatha Iyer, Publicity Officer, South Indian Railway. The work of propaganda was done by Circulars and visits to various centres. Circulars were sent by the Guild, the Dt. Educational Officer, the President, District Board, and by the Commissioners of Municipalities. The Guild Secretaries, the Guild canvasser and the Railway canvasser Mr. H. R. Delvi visited various centres. The Heads of institutions co-operated in the work of enrolment.

The Party:—The party was drawn up from institutions under all agencies, missions, aided non-missions Board, Municipal, Labour and Government, and from institutions of all grades, Elementary, Secondary and Collegiate. 33 institutions in all were represented. The party consisted of 402, of whom 93 were teachers and the rest students, of whom a hundred were children. It was representative of all creeds and castes. The whole party felt and acted as one man, and lived a cosmopolitan life, the orthodox merging themselves among the rest. There were scoffers and doubting Thomases who predicted a break-down but the time spirit was with us and the leader must record his appreciation of the co-operation he got in this respect from all alike.

The Programme:—The tour party had fixed up an ambitious programme and had obtained permits for a month's sight-seeing. But it was not possible to do everything. We confined ourselves to things which the party wanted. Thus, at Tanjore we visited the temple, the gardens and the palace. We had two lectures, one by Mr. V. Ramanujam, B.A., L.T., about the temple and another by Siromani Thathachariar about the Tanjore palace and the Library. We were led by the Scouts of Tanjore while there. At Chidambaram, we were received by the South Arcot District Teachers' Guild and by the local Scouts and we stayed at Annamalainagar, thanks to the courtesy of the Rt. Hon'ble V. S. Srinivasa Sastri and the Registrar. We visited the temple, the Exhibition and the University Buildings where Dr. S. Ramachandra Rao, Head of the Science Department, had arranged a special Exhibition in the Laboratory for us. At Chengleput, we were received by local Scouts and by the Manager and the Headmaster of the St. Joseph's High School. We visited the local High Schools and the Senior Certified School where the Superintendent in charge addressed the party on the work of the certified School and the leader of the tour party addressed the Certified School pupils. At Thirukalikundram 360 of the party had dharsan of the kites. At Mahabalipuram, we spent over three hours sight-seeing. At Mad-

ras, we were received by the Madras Teachers Guild Council representatives and by the Wenlock Park Rover Crew, deputed by the Scout Headquarters and by the Police Sub-Inspector and his bandobust party. We had two Electric train trips, three tram trips, and one bus trip in Madras. We saw the Fort St. George, the Zoo, the Harbour and the Steamer Ethiopia, the Congress House Exhibition, the Aquarium, the Presidency College and the University Library. We had a lecture by Rao Saheb S. R. Ranganadhan at the University Library. We had a pleasant free outing at night on 29-12-'38 and a pleasant walk on the Marina from Triplicane Beach to San Thome Beach on 30-12-'38. Our tram trips practically covered Madras having a view of Madras by day and by night. We had a reception by the Madras Teachers Guild on 30-12-'38 at our Camp in the Christian College School when Messrs. T. P. Srinivasa Varadan, Secretary of the Madras Teachers' Guild, A. S. Venkatraman of the Chittoor District Teachers' Guild, and E. H. Parameswaran of the South India Teachers' Union Working Committee spoke. The Railway Publicity Officer came all the way to attend the reception and also spoke. The leader of the party replied thanking all concerned. The party on return was received by Mr. H. J. Crane, Chief Commercial Superintendent, South Indian Railway.

Some Remarks:—There was only one case of illness—due to stomach trouble; but he became well soon thanks to the attention of the tour medical officer and the Railway Doctor.

There was only one case of gross indiscipline, at Mahabalipuram where a boy misbehaved towards a teacher from another school.

Only three senior teachers—responsible people—behaved in an unedifying manner.

The carriage leaders, conducted themselves as best as they could in the circumstances in which they were placed. Some had to control strangers but they had no difficulty. It was in some carriages led by acknowledged and known teachers that there was some loss of carriage discipline. That is because the average teacher has yet to develop capacity for leadership in normal and abnormal situations.

The leader of the party had a band of tried friends as his co-officers. Every one of the tour officers attended to his work except when nature interfered as at Chidambaram. But the leader must specially record his appreciation of the work and service of Sri K. R. Subramaniam who was a model Sanitary Officer setting an example in sweeping and scavenging himself.

The Lessons of the Tour:—The tour has demonstrated beyond doubt that teachers' organisations can achieve things in the educational world—given opportunities and entrusted with responsibility. It has shown by this tour that contact between institutions, teachers and pupils and parents of school children of different levels of education, discipline and morale could be established and promoted. It has given the Teachers Guild an insight into the business of organising tours and the needs of educational tours. It has brought about contact with transport authorities—the Railway, the Tramway, the Bus Services and the Steamer agents. Inter district intercourse has been promoted on the practical plane. Lectures and Exhibitions were arranged with profit. A lot of practical education has been achieved even by this crowded tour. The public offices and institutions have been very forward in giving a helping hand to the party and this is a pointer to the chances for effective vocational guidance. Friendships have resulted and a steady

of human nature in various situations has been rendered possible. Above all, a heterogeneous party under only an Assistant Master has been able to keep together for five days with negligible friction.

The Future:—The success of the present ought to be harnessed for future success and the lessons learnt should be preserved. The Guilds must become recognised tour agents in the various districts and thus must pick up organising experience with the aid of local transport authorities. The Guild Holiday Planning Committees must publish short booklets for holiday tours for the District schools with all information and guidance and arrange such tours during term time at intervals. School authorities must levy a special fee every year for excursions and they must supplement it by a grant of their own. They must be enthusiastic about education through excursions and be personally present at send offs, and receptions organised, as a measure of their responsibility and interest. The Railway must build commodious carriages specially for educational tours, with a kitchen, dining room, a common room to be used as reading room and Library. The Railway Catering Department must depute a culinary party to cook in the train and serve by batches in the dining car even in motion. The Education Department and Teachers Guilds must organise refresher courses for teachers and Headmasters in planning and executing holiday tours and in the fundamentals of social conduct in group life amidst friends and strangers. The pupils have to be given a course in marches and signals and in the value of collections for museums while on tour.

SALEM DISTRICT TEACHERS' GUILD

Audit Report for the Year 1938.

I have the honour to present the Audit Report of the Salem District Teachers' Guild for the year 1938. A statement of Receipts and charges is enclosed.

There were 28 associations and 2 individual members at the beginning of the year. 5 Elementary Centre Teachers' Associations in the Namakkal Taluk have to be disaffiliated as the Namakkal Taluk Elementary Schools Teachers' Association got itself affiliated during the year. 2 Teachers' Associations attached to Secondary Schools, 1 Teachers' Association attached to a Higher Elementary School, 2 Taluk Elementary Schools Teachers' Associations, 7 Elementary Centre Teachers' Associations, 1 Women Range Teachers' Association and 5 Women Centre Teachers' Associations joined the Guild during the year. At the end of the year there were 41 Teachers' Associations (2203 members) consisting of 15 Teachers' Associations attached to Secondary Schools (280 members), 1 Teachers' Association attached to a Higher Elementary School (8 members), 3 Taluk Elementary Schools Teachers' Associations, (908 members), 16 Elementary Centre Teachers' Associations (694 members), 1 Women Range Teachers' Association (161 members), and 5 Women Centre Teachers' Associations (152 members), and 2 individual members.

Out of 3 associations that were in arrears at the end of last year, two associations paid their subscriptions and the subscription of the third association has to be written off as it was amalgamated with another association. 4 associations have not paid their subscription for 1938 and are in arrears.

The year opened with a balance of Rs. 166-7-2. The amount collected by way of subscriptions (arrears and current) from associations and individuals was Rs. 212-8-0. A sum of Rs. 3 paid to the South India Teachers' Union by the Salem Teachers' Managers' Association was sent to the Guild by the Union and

is kept under suspense. The total expenses came to Rs. 206-10-9, leaving a balance of Rs. 175-4-5. All items of expenditure are sanctioned and are supported by vouchers.

The Guild owns a teakwood almirah.

STATEMENT OF RECEIPTS AND CHARGES

Receipts.			Charges.		
	Rs.	As. P.		Rs.	As. P.
Opening Balance	166	7 2	S.I.T.U. Subscription	45	0 0
Subscription—1937	6	0 0	S.I.T.U. Edn. Week Donation	5	0 0
—do.—1937, Secy. Schools	127	8 0	Subscription, Journal of Education	5	0 0
—do.—Elementary Schools	75	0 0	Subscription, Balar Kalvi	2	0 0
—do.—individual members	4	0 0	Subscription, Govt. Com-munique	3	8 0
Salem Teacher Managers, Association Suspense	3	0 0	Guild Meeting Expenses on 30-7-'38	8	6 0
			Travelling Expenses	65	9 6
			Stationery, printing, etc.	30	0 9
			Postal Expenses and M.O.		
			Commission	42	2 6
			Closing Balance	175	4 5
Total	381	15 2	Total	381	15 2

(Sd.) K. GANGHADHARAN NAIR, B.A., L.T.,

Auditor, 9-1-'39.

K. S. CHENGALROYA AYYAR,

Joint Secretary,

Salem District Teachers' Guild.

Board High School,
Krishnagiri,
10-1-1939.

THE TEACHERS' BOOK-SHELF

TWO GOOD INSTITUTIONS

The "Ramakrishna Mission Students' Home" of Madras and the "Ananth Vidyarthi Griha" of Poona are very much like each other in their aims and ideals and in their methods of work. Both started with the idea of helping intelligent but poor boys to carry on their studies, the elders taking off the shoulders of the tender ones the heavy burden of finding the where-withal. The elders go about begging not for themselves, but for their wards who are thus able to devote more attention to their studies. The *Madhukari* system* was prevalent in both the cities and continues to this day; the two institutions mentioned above have obviated the necessity for going about for food for at least some of the hundreds of deserving boys once they are admitted as inmates of their institutions.

The report of the Madras institution for 1938 affords very interesting reading. It starts with a restatement of the fundamental principles that actuated the founders and we are glad to see that those high ideals of 'man-making' education have been consistently followed these 34 years. The Home is having about 180 boys coming from almost all the Districts of the Province and studying not only in the Residential High School and the Industrial School attached to the Home but also in the various educational institutions of the city. The boys have done well in the various examinations they sat for; but that is but a minor matter. It is the general discipline of well-ordered everyday life, the healthy combination of physical, intellectual, aesthetic and religious education and above all the atmosphere of the place itself and the inspiring presence of self-sacrificing workers, it is these that would help the boys in their life and stand them in good stead.

The Poona Ananth Vidyarthi Griha is "neither an orphanage, nor merely a residential school nor is it merely a charitable endeavour. It is a blending of national idealism, philanthropy and educational experimentation." The present band of workers who are now in charge of the various departments are worthy old boys who have been benefited by the Griha and they carry on the work of the founders in the same spirit of service and sacrifice. It has about 150 inmates to-day and applications come pouring in every year and the authorities have to exercise great care in selecting the entrants. The Griha is doing much practical service. It runs a free reading room and it has a Free Text-Books Library which lends books to needy pupils. It runs a charitable dispensary and has started a Tuberculosis Sanatorium at its Nasik Branch. It runs a press and a workshop and the inmates studying in the various schools and colleges get ample opportunities for social service. It is a pleasure to see the boys and teachers practising "plain living and high thinking." There is no servant in the institution. Cooking, washing, sweeping and cleaning, all are done by the boys themselves.

One respect in which the A. V. Griha may be said to excel its Madras counterpart in that it is more a community centre. "Through its activities and organisations, it is trying to reach its hands out into the community and also attracting the community to itself." The attempt "to harmonise the spirituality of the East

*It is called *Vara-sapad* here, the poor boy going to a patron's house on specified days of the week to have his food.

with the science and the new social idealism of the West" so clearly evident in all the activities of the Griha is commendable.

We hope the enlightened public of both these cities and of the respective provinces would appreciate more and more the good work done by these two great institutions and extend to them their liberal support. It would be a very good thing if workers in both these be able to meet often, exchange ideas and be benefited by each other's experience. We wish them both success.

S. K. Y.

The Office of Education of the United States of America deserves to be congratulated on its issuing a pictorial presentation of its constitution and working. It is broadly divided into four sections. The first section explains what the office is, what it aims at, its place in the structure of the Government Executive, its field of action, etc. The second explains how it actually works, i.e., by means of research, field surveys, conferences, etc. The third section views the same problem from a different angle and shows how its functional surveys extend over many fields, and comprises Educational administration, Elementary School practices, college and university practices, etc. The last section deals with some recent developments and puts forth a dumb but very effective plea for expansion. The watch-word of the Department is "promote the cause of Education." We wish that our Department of Education also will publish a brief account of its activities in a similar graphic and appealing manner.

S. K. Y.

THE S. I. T. U. PROTECTION FUND

We regret to have to announce the death of the following Members in January 1939. Their nominees will be paid the amounts noted against them on receipt of the claim papers in order.

OBITUARY.						
Reg. No.	Name and Address.	Age.	Date of Death.	Units.	Amount Rs.	
263.	Mr. Bh. Panigrahy, Darakota	54.	6-1-39	1	311	4 0
448.	" S. Kuppuswami Iyer, Anantapur	47.	8-1-39	3	903	12 0
1249.	" Abdul Wahab, Triplicane	34.	17-1-39	1	269	14 0
9.	" K. Natesa Iyer, Ammapet	49.	20-1-39	3	948	12 0

520, High Road,
Triplicane,
Dated 24-1-'39.

V. SRINIVASAN,
Hony. Secretary.

EDITORIAL

THE HON'BLE MR. C. J. VARKEY

On behalf of the South India Teachers' Union and the thousands of teachers whom it represents we offer our hearty congratulations to the Hon'ble Mr. C. J. Varkey, M.A., on his appointment as the Minister in charge of Education in our Province. This is the first time in the history of our Presidency that a school-master of experience has been put in charge of Education Portfolio.

Mr. Varkey brings to his new and onerous task the experience he has gathered during the 25 years of his life as a College Lecturer. During this period he was very closely connected with the work of the University of Madras as a member of the Syndicate and therefore of the Senate of the Academic Council, as well as of the Board of Studies in History and Malayalam. During the period he was Parliamentary Secretary to the Minister in charge of Education he toured widely throughout the Presidency and learned the problems of Teachers, Managers and others first hand.

We do not like to greet him with a long list of our grievances or suggestions as to what he should do as Minister. On this happy occasion we only wish the Hon'ble Mr. Varkey a long period of useful activity as the Educational Minister of our Province.

ADULT EDUCATION

It is a very hopeful sign of the times that a good deal of public interest is being evinced in the matter of Adult Education. Bombay appointed a special Committee to investigate the problems and the action of the Government on the Committee's recommendations is awaited. Bihar is equally eager to liquidate mass illiteracy and U.P. recently celebrated the Literacy Day. C. P. has come out with its scheme of Vidya-mandirs and we in Madras had a Conference which dealt exclusively with this subject. Diwan Bahadur S. E. Runganathan, Vice-Chancellor of the Madras University who welcomed the delegates referred to the circular issued by the Syndicate to all the Colleges of the University, Constituent and Affiliated, to encourage the starting of Social Service Leagues to be run by the Under-Graduates of the College whose main work would be the running of Adult Schools and the liquidation of mass illiteracy.

More hopeful than all, there is the pronouncement by Mahatma Gandhi that he would advocate literacy as a necessary qualification for

political franchise in the place of adult franchise now in force. Dr. Laubach of the Phillipine Islands who has specialised in this field has been addressing many conferences and giving freely of his rich and varied experience.

There is one aspect of this question to which we should like to draw the special attention of our readers and that is the part that teachers have to play in this grand national task. Dr. Laubach in some of his addresses stressed the point that the average schoolmaster accustomed to deal with children may not be able to adjust himself to the radically different psychology of the adult and that the schoolmaster would be tired after his day's work in the school and would therefore, be not fresh and fit to handle a class of adults in a night school. While not undervaluing the force of these arguments we should like to emphasise the fact that teachers with their experience and training would be better fitted to teach in adult schools than a non-teacher. All that is required is for the teacher to adjust himself to his new class. If teachers are not utilised for this task there would be a huge wastage of available talent and the non-teacher enthusiast equipped only with his enthusiasm may not, in the long run, be as efficient as the much-maligned schoolmaster.

PROBLEMS OF ELEMENTARY EDUCATION, MANAGERS AND TEACHERS

Of the many problems that the new Education Minister will be called upon to tackle, the most urgent one would be that connected with Elementary Education in the Province. Teachers working in these schools are the worst treated among our ranks and some of them have been subjected to so much of harassing that they show signs of getting out of control emboldened by a courage born of despair. On the other hand, Managers of these schools feel that the Government are favouring the teachers only and neglecting them because the Government have passed orders about the starting of Service Registers for teachers, have restricted the appropriation by the Managers to 15 per cent of the Government Grant and have announced their intention of paying salaries directly to Teachers if the Managers withhold or unnecessarily delay the payment. It was, therefore, quite in the fitness of things that two conferences should have been held in Malabar, the storm-centre, one by the Managers at which the then Parliamentary Secretary and now the Minister, Mr. Varkey addressed and the other of Teachers presided over by Mr. M. S. Sabhesan, the accredited spokesman of the South India Teachers' Union. Mr. Varkey did not mince matters. He told the Managers definitely that the Government would always back up good schools and good managements and that those who look upon schools as a field for selfish exploitation need not look to the Govern-

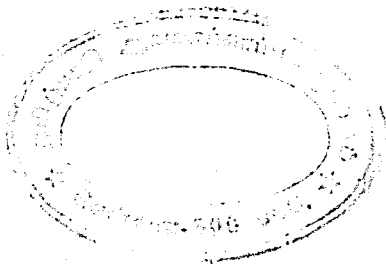
ment for help. Mr. Sabhesan who understood the real situation among the mass of discontented, ill paid and over worked teachers, counselled them to keep up the dignity of the profession, to make schools more efficient and thus win public sympathy and also to start schools themselves on a co-operative basis.

We would do well to ponder over the last point, the starting of schools by the teachers themselves on a co-operative basis. In the neighbouring province of Bombay this experiment has been successfully carried on for years. The famous Fergusson College started and run by the Deccan Education Society is run by a band of teachers though they may be financially helped by non-teachers interested in Education; but the real management is vested in the workers and not in the hands of patrons however liberally they might have contributed for the foundation and maintenance of the school. This is popularly known in Poona as "The Chiplanker Plan" after the famous Vishnu Sastri Chiplanker, one of the founders of the Deccan Education Society. Besides this D.E.S., the pioneer in the field, there are many similar organisations composed mostly of teachers and those are running many educational institutions of all types and grades, Elementary and Secondary schools and colleges both for boys and girls. The plan deserves to be tried in our Province also.

ATTENTION!

ELECTIONS TO THE UNIVERSITY BODIES

Teacher Voters:—Give your Highest preferences to the Teacher Candidates, who are members of the Union.



NOTICE

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The South Indian Teacher

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



FEBRUARY, 1939

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V. SRINIVASAN,

TRIPPLICANE,

27th OCTOBER, 1938.

Hony. Secretary.

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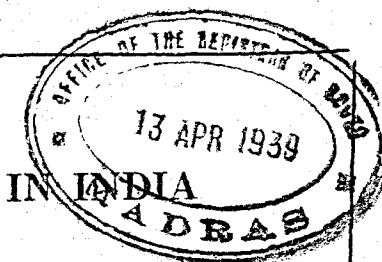
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(March 1939)

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THE SOUTH INDIAN TEACHER

Vol. XII

February, 1939

No. 2

FROM PRESIDENT TO MEMBERS

DEAR COMRADES,

It is a custom among the Cabinet Ministers of England to avail themselves of all possible occasions to give vent to their views on questions of general policy, and broadly indicate to the public in general the course of events to come. Following this good tradition, the Ministers of our province are also making speeches and the speech delivered by the Premier of our province, who our readers would remember is also the Finance Minister, on the occasion of declaring open the new premises of the Government Servants' Co-operative Society, Triplicane, Madras, deserves to be read with considerable care and attention. The speech is a clear indication of what the budget for the coming financial year is likely to be.

"There is no collection of revenue any where," said the Premier "everywhere the talk is of revenue remission only", and he appealed to the Government servants to share with the masses, in their inevitable suffering in this particular year by the failure of monsoon. The Ministry is firmly convinced about the usefulness of its policy of prohibition and has extended it to some more districts now and are likely to extend to some more in the coming year. That would mean a further fall in the provincial revenue. Land-tax and Excise revenue have been the two most important items of income in the province; and if both of them are in a bad condition the general revenue is bound to be seriously affected. We have, therefore, to be prepared for a cut in the salaries. That is the broad hint of the Premier.

A salary cut by Government so far as our profession is concerned, would affect only a small section, i.e., those in Government Service. But owing to lack of general revenue, grants to Education in general and teaching grants in particular, may be seriously affected.

We have to make up our mind as to what our reaction should be to the proposed Government policy. A very important section of the

members of our Union are teachers in secondary schools in the District Boards and Municipalities. They have been agitating against the injustice done to them by the G.O. No. 4619. The Union has hitherto backed them to the extent possible.

The Government has concentrated its attention on the sad condition of the vast masses of teachers—the Elementary teachers. They have taken steps to see that the grant sanctioned by Government does reach the teacher for whom it was mainly intended.

May not the Union, therefore, take up the following attitude ?
(1) To plead as effectively as possible for the amelioration of the condition of Elementary teachers ; (2) To suspend all agitation for bettering financially the condition of other class of teachers ; and (3) To lend general support to the appeal so effectively made by the Premier, namely, to share with the sufferings of the masses ?

Yours sincerely,

S. K. YEGNANARAYANA IYER.

“LET US NOT OFFEND THESE LITTLE ONES”

‘May I humbly remind you of the famous words of Christ when he said, while holding a little child in his arms. ‘Whosoever shall offend one of these little ones, it is better for him that a mill-stone were hanged about his neck and he were cast into the sea.’

“Do we not all of us ‘offend these little ones,’ the boys and girls of our Province, if we neglect their education and their future lives, and if we do not strive to our uttermost to see that no child committed to our care goes without a sound and useful education ?”

R. M. STATHAM.

ELEMENTARY EDUCATION : THE DISTRICT EDUCATIONAL COUNCIL

By

M. S. SABHESAN, M.A.

WHAT USE

The Y. M. C. A. of Madras arranged some days back for a discussion on the District Educational Council. It appeared to some that such a discussion would be a *post mortem* business since the bill for the abolition of the District Educational Council had already been passed by the Madras Legislative Assembly. Ever since the *interim* ministry recommended the abolition of this Council, a discussion had been going on in the press and on the platform for several months. The necessity for abolition was frequently pointed out by the Hon'ble Dr. Subbaroyan in his interviews and talks. It might be said that opinion was more or less evenly divided. But during the discussion on the amending bill for the abolition of the Council moved by the Hon'ble Mr. C. J. Varkey, no serious attempt was made by the opposition to present the case for retention. Fortunately the Government has not suggested a substitute and a general consideration of the topic of Educational Council may still serve some purpose by indicating to the authorities the points to be borne in mind in devising a new machinery.

HISTORICAL

The public should recall to itself the circumstances under which the creation of an *ad hoc* body like the Educational Council happened to be suggested. Before the Montford Reforms, the department was practically all in all in the sphere of Elementary education. In addition to the control it exercised in regard to curriculum, it had the power to grant recognition and to disburse grants. The then Government felt that, in the coming years, the public would be showing great interest in Elementary Education and that it would be necessary to pay due regard to local needs in respect of expansion. Further, there were several agencies in the field such as, taluk boards, municipalities, mission bodies, non-mission committees and teacher-managers ; and the strain on the department was found to be great. The Government realised that it was necessary to introduce the principle of decentralisation and to relieve the department of some of its duties. Such a process of decentralisation would, it was thought, make it possible for the authorities to understand the local needs and to secure the co-operation of public men in regard to

the expansion of Elementary Education. Another important consideration which weighed with the Government was the need for co-ordinating the efforts of all agencies in each district. The Government sought to gain these objects by creating District Educational Councils. This is clear from the following passage in the statement of objects and reasons appended to the Elementary Education Bill of 1920:—"Further, if universal Elementary education is to be attained, the activities of the various agencies engaged in supplying it must be co-ordinated and directed. The Bill accordingly provides for the creation in each district of an Educational Council which will be an independent *ad hoc* body and not a statutory Committee of any of the existing local bodies."

WHY AN AD HOC BODY

A perusal of the proceedings of the Legislature when the Elementary Education Bill was under discussion is very interesting. The chapter relating to the District Educational Council took up considerable time. Among those who urged the deletion of this chapter or suggested radical alternatives were distinguished public men such as Hon'ble Mr. Venkatapathi Raju, the Hon'ble Mr. B. V. Narasimha Iyer, the Hon'ble Mr. Narasimha Raju and the Hon'ble Mr. Madhava Raja. On the side of the Government were found equally distinguished men like the Hon'ble Mr. N. Subba Rao, the Hon'ble Mr. V. K. Ramanujachariar, the Hon'ble Mr. D. Devadoss, the Hon'ble Mr. Macphail and the Hon'ble Mr. T. Arumainatham Pillai. The opponents of the District Educational Council contended that there was a distrust of democratic local bodies, that the local bodies could be certainly trusted to carry out all the duties satisfactorily and that the official element was dominant in the proposed District Council owing to the presence of the collector and inspecting officers in it. They also maintained that many of the duties assigned to the District Council were not so important as to require deliberation in the council and that duplication of bodies was unnecessary. The case for the District Educational Council was ably presented and His Excellency Lord Willingdon put the case in a nut-shell when the Legislature was asked to record its vote. His Excellency stated that the matter was considered very carefully by experts and that the Council was deemed necessary to unify the whole of education in each district and to bring together all agencies engaged in education under one body in the district so that the educational system would be completely co-ordinated and united. His Excellency made the members realise that the District Educational Council formed the bed-rock-principle of the Bill. It is clear that the Government and many distinguished men set high hopes on the District Educational Council and the amendment of the opponents was thrown out by a large majority.

CONSTITUTION AND DUTIES

The District Educational Council constituted under the Elementary Education Act of 1920 consisted of (1) ex-officio members like the Collector, the President of the District Board and the District Educational Officer and (2) ordinary members. The local bodies had the privilege of sending a prescribed number of representatives and the Government reserved to itself the power to nominate representatives for varied interest and to call upon associations of managers to elect representatives. There was no provision for the representation of Teachers' Associations nor was the teaching profession regarded as having any interest to be safeguarded in the District Educational Council. This omission may, perhaps, be defended on the narrow view that the District Educational Council had nothing to do with the courses or curriculum. But the presence of the representatives of Teachers' Association will be necessary in a council which has the duty of recognising schools and disbursing teaching grants to managers. In the absence of the representatives of the profession, the abuses to which reference is constantly made in administration reports will continue to persist. The duties of the District Educational Council were of a varied nature. They were expected to maintain a register of elementary schools and a list of teachers, to tabulate information and prepare maps, and to make proposals for the supply of teachers. More important duties are (1) the preparation of schemes for the extension of elementary education in consultation with the authorities (2) the recognition of schools and (3) the distribution of grants to schools under private management from the funds placed at their disposal by the government.

PUBLIC IMPRESSION

The Councils were in existence for eighteen years. Have they promoted the cause of education? Have they come up to the expectations of the Government? Have they succeeded in unifying the whole of education in the respective districts? Questions of this kind may naturally be asked to-day and the public should know the real position. That the Councils have not been a success is the view that prevails in many quarters. Many who have been connected with the working of the council feel that the councils have given a good account of themselves if one should bear in mind the scope of the different sections of the Act and the Rules framed thereunder by the Government. The impression which one can gain from the statements of our public men is that the councils have unfortunately proved a failure. No one can maintain that any one view is the correct view and it is likely that there may be a basis for each of these views. If we should avoid mistakes in the future, it is essential that we should examine the question from all aspects carefully and find out the defects.

CRITICISMS

The criticism against the District Educational Council centres round the three following points. (1) It was a fifth wheel of the coach. (2) It was inefficient and (3) It did not serve the purpose for which it was created. One finds it difficult to understand how an institution which was regarded as the bed-rock principle of Elementary Education in 1920 by authorities and experts could be found to be a fifth wheel of the coach in 1939. Does it mean that decentralisation was a short-sighted measure? Is it seriously maintained that there is no need for any ad hoc body in connection with elementary education? We are told that the Government contemplate the creation of advisory boards in the place of councils. This is an admission of the soundness of the view that there is no escape from ad hoc bodies. To question the very need for an ad hoc body is quite different from suggesting changes in its constitution and duties. The speeches of our public men in this controversy are very confusing and it will be a pity if the idea of an ad hoc body be dropped altogether without going into the question carefully.

The charge of inefficiency of the District Educational Council should be examined with a sense of responsibility. We are told that due care was not taken in regard to recognition of schools. It is also stated that the distribution of grants was not satisfactory and that there is ground for believing that objectionable practices have become common. Did not the Government have ample powers then to check the abuses if any? It is not necessary for the present purpose to examine the charges and to apportion the blame. Such charges used to be levelled and continue to be levelled even against honest inspecting officers. As a matter of fact, the argument advanced just now against the abolition of Councils is that it will be undesirable to entrust the work of distribution of grants to departmental officers. It is to be regretted that statements are made in a light-hearted manner against hard-working officers of the department. The criticism of inefficiency due to corruption and patronage, if any, may be a good reason for a change in the administrative procedure but it can never rule out the need for an ad hoc body. Those who condemn the District Educational Council do not care to understand the serious handicaps. It was required to distribute grants to aided schools on the basis of the rules prescribed by the Government but the amount provided in the budget for distribution to aided schools was generally much less than what was needed according to the rules. Towards the end of every official year the District Educational Council had been compelled to make a pro-rata cut and to face the music year after year. We do not know whether the Councils had pointed out to Government the confusion and hardship caused by its eleventh hour announcement of a reduction in the allotment. They cannot be blamed if, under such cir-

cumstances, stagnation and wastage did not happen to engage their attention seriously.

Now for the neglect of duty in regard to the preparation of suitable schemes for the expansion of elementary education. It is unfortunate that few District Educational Councils prepared schemes. For any scheme to be prepared, the concerned body should enjoy the confidence and co-operation of the various agencies. The District Educational Council had no control over Local Bodies running schools from their own EDUCATION FUND. Owing to the cuts in grants, it was impossible for the Educational Councils to enlist the co-operation and sympathy of the aided agencies. In fairness to the Council, it should also be stated that the preparation of a scheme was expected to be done in consultation with the authorities. There is nothing to show that the Council did not take advantage of the facilities afforded by the authorities towards the preparation of schemes. That the preparation of a scheme is not a simple matter is shown by the fact that even the Government has not given any cut and dry scheme in their proposals for the reorganisation of education published in 1937. Some years back an attempt was made to give powers to the Government to send its own scheme to a District Educational Council and to compel it to adopt the same under certain contingencies. We do not know whether the Government had taken any such action. It is doubtful if any District Educational Council could have enthusiasm enough to push forward schemes when it was not in a position to give schools the grants due to them.

LINE OF ACTION

The abolition of the District Educational Council will be legally found necessary before any substitute is provided. It is hoped that the Government is not against an ad hoc agency in connection with elementary education under existing conditions. The question of success or failure of the Educational Council in the past is not a matter of importance for the moment, and discussion on that point can serve no purpose. How far our experience of the working of the council may help us in devising a new machinery is the question?

POOLING OF RESOURCES

Whatever judgment may be passed on the working of the council, it should be admitted that the council was seriously handicapped in two respects (1) Financial resources and (2) the personnel.

The Council could not make its voice felt because it had no resources at all. Any ad hoc body that is called upon to undertake the duties mentioned in the Act should be in possession of the entire education fund.

A pooling of all the resources is indispensable and some such proposal was suggested by Mr. Statham in 1925. His "School Committee" may be considered seriously, especially because the question of agency ought to engage the immediate and serious attention of the Government.

PERSONNEL

The question of *personnel* is as difficult as it is delicate. It will be difficult to make an institution fool-proof but it should be possible to minimise the chances for patronage and corruption. In the planning of a machinery we should ask ourselves at every stage whether any point suggested for consideration is conducive to the interest of sound elementary education. To swear by catchwords or to exaggerate the mistakes very often leads to ineffectiveness and confusion. The history of the Elementary Education Act of 1920 shows how progress was hampered by mistaken emphasis on catchwords. For instance, the District Educational Council was regarded in 1920 as an officialised body and its creation was taken to involve a distrust of the *democratic* district boards. Now when the Councils are proposed to be abolished, the complaint is made by politicians that power is transferred from popular district educational Councils to departmental officers. While in 1920 our political leaders claimed that the entire field of Elementary Education should be left in the hands of popular local bodies, the Parliamentary Sub-Committee of the Congress party has along with other leaders suggested the transfer of control of the elementary schools under local bodies to the Government on grounds of efficiency. The word "corruption" is unfortunately everywhere in the air and leaders begin to lose their faith in representative institutions owing to the mistakes of the representatives. It may be that, in a developing democracy which has come suddenly into power, there may be lapses here and there. It will be sensationalism to unduly exaggerate the shortcomings. Let us turn to the bright side and see how some local bodies and councils have done good work. It is the personnel that matters. An ad hoc body that has to deal with education can have and should have no place for communal interests as such. It must on the other hand, find a place for all interests directly associated with education either as an agency or as a teacher or as an educational association. The managing agency may be a municipality, or a District Board or a mission body or a non-mission committee or a Teacher-manager. The teachers' organisation of the district should have a place to represent the view of the teaching profession and it is a mistake to suppose that the manager can represent the teaching profession. It will be good if each interest be called upon to suggest a panel of names from which the Government may be free to choose the prescribed number of representatives. While ensuring direct representation of the different interests, this scheme gives a wide field for choice to the Government and minimises

the vagaries of elections. It is reported that in the ad hoc body proposed to be constituted by the Government, the members of the legislature may find a place. This proposal has to be examined carefully and in an impersonal manner. Members of the legislature are, in the first place, busy men and their hands are full. It is not possible for them to give such close attention to the work of ad hoc educational bodies as may be necessary. We cannot overlook the feeling that is gaining ground in political circles that the members of the legislature should not seek election to local bodies. There is one aspect which has to be considered in this connection by the Government and the public. Institutions depend for their success upon opportunities for frank and free expressions of views. Members of the legislature are men of influence. They represent the electorate, the sovereign body and they should always be free to review and discuss problems and policies in a detached manner. This will become impossible if members of the legislature should themselves be in the administrative ad hoc bodies. Either they will dominate these ad hoc bodies or the shortcomings of these bodies will not see the light of day. The local bodies consist of public men and their representatives in the ad hoc bodies will have ample scope for placing the view of the public and influencing the policy of the ad hoc body. A properly constituted ad hoc body with adequate financial resources can do a great deal by whatever name it may be called. In any event an efficient hand of departmental officers who will not be easily influenced by petty local considerations but will give proper guidance is necessary to maintain high standards. Constant vigilance and timely help are expected from educational officers. They must, therefore be men of status and grit and the Government will have to come to a decision with regard to the appointment of officers of such type.

COMPULSORY PHYSICAL TRAINING UNDER SPECIALLY TRAINED TEACHERS*

By

JAMES BUCHANAN, M.A.,

Physical Director, Government of Bengal, Calcutta.

If we take it for granted that the old days of physical training, under the guidance of teachers partially or wholly untrained in the subject, are over, there are two main problems that face us in considering this question.

These are :—

- (a) The supply of trained teachers; and
- (b) The maintenance of a supply of efficient teachers.

As regards the supply, I think an explanation of the policy in Bengal, is perhaps the best method of showing one solution of the problem. Seven years ago a temporary Physical Training Centre was established by Government in Calcutta, capable of turning out 20 to 30 graduate physical instructors each year. This year the Centre has been converted into a permanent College of Physical Education with a staff of one part-time and four full-time lecturers, and capacity for forty students annually. The course is for one year, and 32 stipends of Rs. 20 per month each are given in order to ensure that suitable material will not be lacking.

It is obvious, however, that even an increase to forty trained teachers per year cannot meet the needs of a province with 48 Colleges, 1200 High Schools, 2000 Middle Schools and 60,000 Primary Schools. It has, therefore, been decided that each of the 26 Districts will be supplied with a travelling organiser of Physical Education, part of whose work will be to conduct a series of short courses of three weeks duration for teachers. In the case of Middle and Primary Schools it is not intended to aim at providing specialist teachers of physical activities on the staffs; the courses will therefore be one of a general nature, dealing with the main branches of physical education only and aiming specially at improving the teaching technique of the class teachers who attend. For High

Schools teachers, however, the aim is different. Each school must ultimately employ a fully qualified physical instructor, and in order to ensure that some progress will be made during the lag period before the instructors are ready in sufficient numbers, the courses will concentrate upon the organisation and teaching of games, athletics, and swimming. In this way it is hoped to produce large numbers of "games teachers" who will remain teachers of academic subjects, and who will not regard themselves as fully trained physical instructors.

The second problem has also been faced by admitting to the College of Physical Education only University graduates. Past experience has shown that efficiency as a teacher of physical training can seldom be retained after the age of 35 to 40 years, yet many hundreds of schools must continue to employ "Drill Masters" or Instructors whose efficiency progressively decreases, because the men are unable to take up any other aspect of school work and cannot be summarily dismissed. For this reason it has become the policy in Bengal that instructors who are advancing in years are encouraged to change over to the teaching of academic subjects. Preparation for this change is made by giving all instructors some academic teaching to do from the start of their service and, wherever possible, deputing them to a Teachers' Training College about the time when a change seems to be desirable. Physical Education is a profession for young men, especially in India, and there seems to be no other method of providing security as well as a congenial transfer of occupation for the elder teachers, and at the same time creating a constant series of vacancies for the young and vigorous recruits to the profession.

This brief explanation of the policy in this province as regards trained teachers implies, of course, the provision of the funds necessary for salaries, improvement of school playing fields and gymnasias, the co-ordination of the physical educationalists work with school medical inspection, and the award of tiffin grants to selected schools. But it also makes possible the continuance of physical education for young people who have left school, whether they go on to colleges or not. The presence throughout the country of a large number of experts, whether teaching in individual schools are travelling over certain defined arcs, means that a well-organised and co-ordinated scheme for the physical welfare of youth can be built up. To begin with, these men can take lead in establishing village clubs for the promotion of games, sports and other physical recreations for youths of all social grades. As time goes on, the boys who leave school with a well developed consciousness of the value and interest of outdoor activities are able to assist their former teachers in organising games and exercises, and it becomes possible to attract more and more

* Presented at the Health and Physical Education Section of the All-India Educational Conference, Bombay, December 1938.

of the less fortunate youngsters of non-school-going communities or of the unfortunate unemployed.

From all points of view, therefore, the output of specially trained teachers seems to be essential to the development of a high degree of national physical fitness.

THOUGHTS ON THE SOUTH INDIAN TEACHERS' UNION

By

S. T. RAMANUJA AYYANGAR

OUR ACHIEVEMENTS

The South India Teachers' Union has now been in existence for the past three decades. Its achievements are not negligible. It has, by its own efforts, built up a province-wide organisation with a net work of Guilds and Teachers' Associations. It has created a band of workers who are union-minded in each district. It has been able to organise Conferences, Exhibitions, Refresher courses, Education weeks, Lectures, Excursions and Committee work at great sacrifice of time, money and energy on the part of teachers in its forefront. It has built up two journals, the South Indian Teacher in English and the *Balar Kalvi* in Tamil. But its greatest asset is its constructive effort in rearing up its own Protection Fund for teachers at death and retirement and for the profession to forge ahead with its work.

OUR HANDICAPS

But its work is surely inadequate in the changed and changing times. The organisation, like all non-official organisations, suffers for want of funds for expanding work. The constituent Guilds and Associations are not under uniform rules; their programmes of work are not one-pointed; their work is erratic; their meetings are few and far between and many of them reveal tendencies to become moribund. The non official officers of the union, Guilds and Associations are unable to devote the time that successful organisation and sustained and continuous work demand. Unionism under the S.I.T.U. is unable to make itself felt in action as in University elections or in professional demands or in the technique of professional research and work in and out of educational institutions or even in bringing all the members of the profession together. The Union has thus to overcome many handicaps before it can achieve more, as it must.

OUR HURDLES

The work of the Union is not able to progress on account of a hurdle race it has to run. The Government of the Province, even under Provincial autonomy, is slow to give a recognised status to the Teaching profession. The many educational agencies under which teachers have to work have different angles of vision towards the Teachers' Union and

its activities. The Mission bodies, the leaders of which originally led the Union movement now distrust it because the Union is coming into grips with teachers problems which necessitate publicity, agitation and action, for redress of grievances. The non-mission bodies which are not organised as the mission bodies, and which have different views, are indifferent towards the Union, so long as it does not affect them personally. The District Boards, Municipalities and Panchayats and the Labour Department are prepared to tolerate the movement. All these agencies, however, are helping the Union and its constituents on important occasions with funds and other help at call, in spite of their indifference and hostility towards normal Union activities. Many of the agencies have still to realise that Teachers Associations, with a sense of rights and duties are valuable adjuncts to educational institutions. The authorities in charge of some institutions fight shy of forming Teachers Associations. The captains of education have anti-deluvian ideas about the scope of work and utility of Masters Associations. The University professors in the Universities and in the Colleges—whether on account of their consciousness of being the aristocracy of the profession or because of their inability to line up with the Union movement for professional solidarity are staying out, with solitary and noble exceptions. The teachers themselves, in all grades and under all agencies, are divided by provincialism, communalism, sub-communalism and even by creeds. But it speaks volumes of the good sense of teachers that they have not following political trends, formed communal and credal associations. The official Teachers Associations, under the direction of the Education Department in various centres, have no sanction, except the good-will of professional-minded educational officers, to join the Union and its guilds. The women teachers have not felt attracted to the Union movement, save where cultured women teachers have felt the urge for professional and educational work. Above all the teacher, recruited and conditioned as he is, feels so depressed and domesticated, that he is unable to stand up for his rights and discharge his duties, without fear or favour. The result is, he expects the Unions and the Guilds to raise him without his doing his duty by these organisations. It is this expectation that makes him develop a kind of professional inertia, and a parasitical existence in the School or College world. It is these that combine to keep him in the backwaters of national life even in these stirring times.

THE WORK AHEAD

The Union has thus to realise its problem of cent per cent organisation, effective and one-pointed work, redress of teachers grievances, and finding funds for its programme of work. The immediate work to do is to educate the teacher in the Union to pay a percentage of his

income, say 2%, towards the professional organisation and to educate the teacher, not in the Union, to come into the Union. This will increase both the funds and the membership of the Union. But this can be done only by a paid organiser to begin with who must be given a three years or five years period of office as such. The Union policy in respect of and its relationship with teachers, children, managements and Government must be clearly defined unequivocally and the organiser must be charged to carry on the work within the framework of such a programme. This appointment should not be postponed but must be made forthwith and the Protection Fund must, as a special case, set apart, say, Rs. 1,000 each year specifically for this from out of the Profession Fund for 3 years or 5 years. Membership, funds and organisation must be the triple watchwords of the Union for 3 years at least. During this period, committee work must be developed by the constituents on the educational side. Class room problems must be tackled and the science and practice of teaching have to be made up-to-date and effective. To attract and harness the best talent in the province, the leader must be elected from among the province and he must be made to choose his cabinet for a programme of work during the year, apart from the work of organisation. Such an orientation alone of the work of the Union will take us forward.

NATIONAL FITNESS*

By

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A PHYSICAL FOUNDATION

However much we may believe in the inviolability of a moral law based on truth, we cannot afford to forget that our life in this world has a physical foundation and upon this foundation must rest the edifices of our intelligence and spirituality. We cannot escape from our animal existence; and our humanity should show through it. Our bodily life in this world and its physical environment are factors which profoundly affect our earthly existence and influence deeply the powers of our minds as well as the strength of our spirit. How can a half-starved humanity afflicted by dread disease and dire poverty, rise above its sordid circumstances and achieve such mental power and moral strength as will help to gain for us any lasting happiness. No nation interested in the welfare of its people, no country anxious for the preservation and perpetuation of the race can afford to overlook the fundamental factors of our existence, its freedom from disease and its physical well being, its heredity and its environment.

HEALTH AND ENVIRONMENT

Health is influenced considerably by our social environment, I may here make a brief mention that in India owing to progressive changes of civilization, conditions of life pertaining to the family, industry and agriculture, centres of living, leisure, standards of existence, child health and education have all been profoundly modified, and in some cases revolutionized, within the last three or four decades. In this changing life, the opportunity for us humans to live as nature intended us to live, is becoming more and more difficult to obtain. In this country, though the population is mainly agricultural and rural, the problem of artificial living is tending to become as acute as in the West, owing to the enormous influence exercised by the changing factors of civilization on habits of food, exercise and rest and on conditions of housing and occupation. Unfortunately enough, these changing conditions have not

been entirely for the good; and the health of the nation has thus been further jeopardised by such adverse factors of modern civilization, as deficiency diseases with its complex consequences and diseases pertaining to industrial occupation and overcrowding in cities. To me it appears it will be vain and unwise to contend with any world-wide force or movement like industrialisation and urbanisation; but we can so modify them as to suit them to our own inherent national genius and thereby safeguard the best interests of the people. In any consideration of the question of national fitness, we have to give these varying factors of life our most earnest and emergent attention in order not only that we may prevent any danger to our society but that we may actively conserve and develop at the same time the vital forces of national exercise.

HEALTH AND NUTRITION

The health of the human body depends upon many factors like heredity, over which we have not yet mastered any appreciable control, and nutrition, a complex bodily function involving not only the taking of food but also "a large number of factors in the habit and environment of the individual" like exercise, rest, ventilation, clothing, fresh air, sun-shine and observation of the laws of hygiene. For the proper nutrition of our people, the right kind of food is the first fundamental necessity; and only natural food can be the right kind of food. In modern civilization, cereals, fruits and even vegetables and other types of food are so prepared, modified or preserved that their quality and usefulness are fundamentally affected. If man's food consisted only of whole cereals, milk, fresh meat and plenty of fruits and vegetables, the modern complications regarding the food question would never have arisen and the dreadful artificiality of our vitamin cures could have been prevented. But in India, judging from the opinions held by Dr. Ayckroyd and others, we should primarily be concerned, not only with the quality of the food we eat but also the quantity available to the nation; and yet over 154 million acres of culturable land on which we can grow corn and fruits for people and grass for cattle to provide milk, are according to the latest reports, allowed to go to waste. This apart, with so low an average earning capacity as two annas or less, our estimated daily income per head, how can the Indian citizen obtain sufficient food to grow from childhood into manhood and perform efficiently the hard tasks of life? This is also, a problem which merits the immediate and careful consideration of every patriotic Indian.

As for factors other than food which are essential to the production and preservation of the citizen's health, these are dependent upon the care and consideration with which a Government provides facilities for protected water supply and drainage and the sanitary housing of the

* Extracts from the Presidential Address at the Health and Physical Education Section at the 14th All-India Educational Conference, Bombay.

people, particularly the poorer classes, the type of education given to them and the amenities afforded for their proper exercise and recreation in the open. How much the Government of our own country have done in these directions may well be judged by what we ordinarily see around us. Will it be too much to hope that at least hereafter with the institution of popular ministries all over the land, these vital considerations of our existence will receive an immediate and adequate attention?

As things are, no effort seems to have been made in any part of our country even to attempt an assessment of the nation's physical fitness, as the first step towards progress. Some Governments have chosen to abolish even school medical inspection, because the findings are not used to advantage by parents—a good excuse! Progressive countries in the west who have done so much to increase the span of life and make it efficient, have now begun to question the exactness of the standards by which health or physical fitness can be judged; but yet, though standards may vary from time to time with the acquisition of fresh knowledge, we should have some more or less definite means by which we could stimulate interest in physical fitness and help to increase and conserve it. The creation, however, of such standards of assessment will depend upon the institution of research in the right direction and the study, with the co-operation of medical men, of large sections of the population in every part of the land. Though the schools and industries will provide most scope for this work, the village would merit equal consideration in the interest of agricultural efficiency as well as the general happiness of the rural population who form the great majority of our people.

TEACHERS AND NATIONAL FITNESS

So far as the teaching profession is concerned, our aim in relation to the question of national fitness should be, briefly indicated, to so instruct pupils as to help them to improve and conserve their own health and so train them in habits and principles of living that throughout their school-life as well as in the after life they will be assured "that abundant vigour and vitality which provide the basis for the greatest possible happiness and service in personal, family and community life." However, when education becomes universally compulsory in the country, the main problem will be one of increasing the usefulness and efficiency of institutions through attention to handicaps in children so as to benefit all pupils impartially. It should not also be beyond the purview of the teaching profession to influence adults too, through the conduct of proper programmes of Health Education for children, into adopting good health habits and developing progressive health attitudes. In these ways education can do a great deal "to improve the individual and community life

of the future; to ensure a better second generation, and a still better third generation; a healthier and fitter nation and race."

HEALTH AND PHYSICAL EXERCISES

I have hitherto attempted to discuss briefly the relation health has to national fitness. It was said that health itself is dependent, among other factors, upon exercise. Exercise of the body means its function or use. This use which is fundamental to harmonious growth can either be natural or artificial; it is natural when we work or play, that is utilise the body or its parts for the routine purposes of living in relation to our environment, but artificial when we consciously exercise the body or its parts for the sake of exercise and its effect, health. As function is fundamental to organic growth or efficiency, a need arises for the artificial exercise of such organs as are not ordinarily used in daily living. In industry and agriculture, in office routine, in the use of modified foods or the modern luxuries of transport, the need for using considerable parts of our body, particularly the larger muscles, is very limited; and when certain parts or organs of the body are thus neglected, they decay from disuse and tend to give rise to disharmony or disease of the body which may be a mere asymmetry in growth or a serious defect affecting a whole process like digestion or excretion. This truth our ancients discovered through their experience; but to-day we have scientific or experimental evidence to prove that "Function Makes Structure".

But, though health is thus one of the principal results of exercise, it should not be the sole aim. As I have already indicated at the beginning, the human body is so constituted that what affects one aspect of it should fundamentally affect the others also. The physical side of our life is intimately connected with its mental and spiritual sides. No human could thus seek health or physical development merely for its own sake and yet successfully maintain his humanity. If humanity is to be better than mere beastliness, moral strength should ensue from any harmonious process of the body or mind; and mere muscular development can have no use unless it is related harmoniously to the other organs of the body as well as to the environment in which the whole organism has to function. Hence it becomes necessary to consider the ultimate use of exercise, not merely its immediate effect, health and physical fitness. The ancient Greeks understood this truth and the Indian Yogins of yore realised the importance of relating physical development to the progress of the mind and the awakening of the spirit. The Hatha Yoga practices were intended to so gain physical harmony as to facilitate mastery over the mind and spirit. To-day conditions of human society having changed, we similarly seek through physical culture to achieve control over the mind and modify our attitude to existence. The giving of exercise to school

children and provision even of playgrounds for the public now form part of a process of education by which we seek to utilise physical experience for building up a capacity for emotional poise and for training the ability in people to live in harmony with their surroundings. Personal, civic and social qualities of character as well as the capacity for coping up with the demands and dangers of modern living are therefore the ultimate objections of physical culture. In primitive times, man's life was a fight with the forces of nature and he used his body mostly to hunt animals or run away from them, to dig up roots or climb up trees for food or else till virgin soil and to safeguard himself from the ravages of the elements. To-day he has mastered nature to a great extent ; but he has to fight yet—fight either with his own kind or with the forces and dangers of his own invention—machines which have denied him the use of his body and which endanger his existence as much as they help to ease his living. Man's greatest foes to-day arise from the forces of his own unnatural living ; he has lost his harmony with the Spirit ; and he is hard put to it to devise ways and means by which he can re-live in peace with his body as in the distant past, but with a mind more adequate to exacting and complex modern needs and a spirit which will do credit to his humanity, and to which he will not be altogether strange.

The teacher of exercises, of physical education as we say more appropriately, has or should have, therefore, the same high purpose as any other teacher, in that the ultimate aim of all exercises is to so stimulate and perfect human development as to enable the organism not only to resist and overcome the dangers to which it is exposed in modern life but to so exist that life can become richer and be used more and more for the greatest happiness of the greatest possible number. To this end we use in physical education not mere perspiration procedures and liver-shakers but all means whereby with the stimulation of the vital organs man's mind can be improved and his outlook on existence ennobled ; games for group training and community happiness, dancing for the aesthetic sense, defensive arts to restrain the pugnacious, swimming, gymnastics, hiking and camping and a host of other activities—all for the joy of living. We endeavour by these to train the senses to become alert and increase strength and endurance or stamina ; to stimulate growth and ensure symmetrical development, to produce through them skills for efficient living, to create with their aid mental poise ; to develop ultimately a sociable, loyal and patriotic being altogether an asset to human society. Thus only can the race be preserved from the dangers of deterioration.

RECREATION

As a counter to the evils of modern industrial and urban life, there is nothing so useful and effective as active recreation through play by

which health could be maintained, improved and conserved, by which dissipation of energy and its misuse in leisure time prevented and through which opportunities could be afforded to citizens to live as natural and as happy a life as possible. There are, however, many in this land who out of narrow considerations of economy and without proper thought for the future, proclaim that expensive western games should be discouraged and only indigenous types of activity utilised for purposes of exercise and recreation. The human organism being the same everywhere it should be given the greatest possible chance of survival through all available means, indigenous or otherwise. If we value national fitness as the goal of all efforts in physical education, we should take immediate steps to see that in every part of this country ample facilities are afforded for this investigation and study of indigenous physical activities of different types which have been popular with our people. But it is necessary to distinguish these activities according to their ultimate usefulness. Certain types of indigenous activities like Yogic Asanas, Bhaskies and Dands having specific uses like the calisthenics of western lands should be distinguished from enjoyable kinds of indigenous physical activity, useful not only for the production of physical health but necessary to social and group training and to the development of emotional control. Physical activities should be generally enjoyable in order that they may produce lasting habits of exercise ; hence any attempt intended to exclude from national practice games like Football, Cricket, Hockey, Tennis, Volleyball and Basketball and even Athletics, all of which have an international appeal should prove futile.

INDIGENOUS ACTIVITIES

There have been in use in our society many types of enjoyable group activities like, Chadugudu, and the game of feins, and kummy and kol-attam of the South. But owing to the indifference with which we have neglected them they are in the danger of being either forgotten or modified violently by western influence. Emergent efforts should of course be made to study these activities and to make written records of them so that they may be available to the public at nominal cost and to adapt them for use in educational institutions. There is, however, this danger that these indigenous recreational activities, being capable of exercise in narrow areas in cities they may, out of narrow patriotic considerations, be substituted for games of western origin. We should be anxious in the interest of the emotional aspect of children as well as their health to provide optimum open space for recreation in the open ; otherwise both the need and stimulus for providing open air facilities may be lost.

There are certain types of indigenous physical activity which can well be made very popular, because they involve the use of rhythm.

Owing to sophistry and a general sense of high-seriousness which afflicts most of us, dancing seems to have lost its attraction to the popular mind but the rhythmic sense inherent in us often cries for expression, and there is therefore plenty of scope for the teacher of physical education to revitalize the ancient arts of Bharatha Natya, the Marwari dances, the Malabar Kathakali and such other folk dance practices as are known now to be merely survivals.

YOGA ASANAS

I wish before closing, to venture a few remarks concerning that splendid system of physical exercises which are now attracting world-wide attention, the Yoga Asanas. There is a popular belief that these are impossible of reach to the normal man, and they are often variously and unjustly described as feats and contortions fit only for the fakir or the mystic; but to-day everywhere in our land owing to increasing interest in physical fitness, newspapers and journals have begun to describe them and in the prescriptions of exercise for popular appeal we see them masquerading under various names even in the magazines of the west. Yoga Asana exercises, as they were intended to be performed, form an integral part of the Yoga system, the ultimate aim of which is the attainment of human destiny through the practice of Gnana Yoga or Bakti Yoga or of Raja Yoga. They need an amount of concentration and strength of will which only the well-disciplined man can command; and though preparatory to a higher end in their nature, to perform them we possibly need the meditative temperament. Further, restrictions imposed upon their practice and the guidance required for doing them correctly are such that it may not generally be possible for the ordinary teacher to use them without danger for purposes of class-work. Popular writers on Yoga seem to anticipate the objections to which I refer; but no convincing arguments are forthcoming to help us to adopt them for general use by normal citizens.

It seems possible, however, to adopt these exercises as general activity exercises like any contained in the western systems. They ought to be very valuable for producing flexibility of the manifold joints of the body. For the development of correct posture and for the remedy of postural variations arising out of the faulty carriage of the body, they are invaluable means. I think they are as valuable as any other types of exercises known for this purpose. I should say, however, that in these few remarks I have made concerning the asanas, I have not sought to condemn any system of indigenous activity; I have only attempted to indicate some of their limitations in the hope that we may not forget the high purpose of physical education—the enrichment of the human personality.

EDUCATIONAL PROBLEMS

By

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Pleader, Nandyal.

[Extracts from his Presidential Address at the Half Yearly Conference of the Kurnool Dt. Teachers' Guild, 28-1-'39.]

Public men flatter you that the future of India is in your hands, as the youth of the country are shaped into form by you and as the citizens of the future are created by you. They ask you through press and platform to be guided by the ideals of old Gurus. They exhort you to spread, by your example and precept, the ideals of service and sacrifice. These you are; and your very existence is founded on these noble endeavours. But these people conveniently forget that the old Guru had a firm stand on earth while looking up to Heavens for grace and guidance. The present Gurujee has not the earth to tread his feet on. They had no thought for the morrow; nor could the kings at whose court these presented themselves allow them to wait in their antechamber. But to-day's Guru, his is a sad chapter in the history of British educational administration in India. Your economic situation is hardly enviable after 25 years of service to national uplift. Let us take two S. S. L. C.'s, *mutatis mutandis*, one a Tahsildar and the other a teacher, and these at retirement; the former falls back on his pension of Rs. 150 per mensem and the teacher has perhaps to be a tutor to his children with emoluments much less than his household maid; the less said, the better; and yet the publicists and public men plead for Missionary spirit in you and appeal to your generous instincts on account of the financial stress and stringency of the Government, as if, at any time, better finances were available for education. You are not Oliver Twists to cry for more bread; but simply ask for "Regular payment and Security of Tenure". It is easy for a Diwan Bahadur with a pension of Rs. 500 in his pocket to talk glibly of Missionary spirit in a teacher, and it is ridiculous to suggest that the teacher should use his holiday as a recreation in the change of his intellectual occupation by pursuing Adult Education. Indeed a marvellous discovery for the Ways and Means Department!

Teachers have no remedy when Government orders are flouted and when there are manifest cases of misinterpretation, despite their clear language. There are cases when two members of a local Administration could go to a school during working hours and use minatory language and the language of the guttersnipe. The Budget comes off in February, a time for preparing boys for examinations and the teacher could not enthuse himself, with his heart and soul for his work; for his heart is palpitating for want of security and his soul is praying to God for his deliverance from the impending calamity of which three months' notice is given. Perhaps want of recognition, sometimes the displeasure of the District Board Member or the Municipal Councillor, often for not having got somebody's boy promoted, perchance for having forgotten to "salaam" his head while the latter was wending his way in a "Prohibition mood" on some anti-social errand,—these are the underlying reasons for the actions against teachers in these local bodies....leave alone communal prerogatives! These pass any orders, and appeals against such take more than twelve months to be heard. The noble teacher consoles himself as being under the in-

fluence of "Sani" while the real "Sani" is the administrative head or his confreres! For not making bricks without straw, teachers were about to be punished. These are my actual experiences and I can tell you many more heart-rending tales of teachers under these "Pharaohs." Personally cognisant of such vagaries, I am compelled to add that the local bodies should have no hand either in the appointment or the removal of the teachers; and A STATUTORY BOARD OF EDUCATION, AS SUGGESTED BY THE SOUTH INDIAN TEACHERS' UNION Educational conference, may be constituted with elected representatives from the Teachers' Guilds, and the powers now vested in the Educational Councils and Local Bodies be completely taken over by such Statutory Body. If not, the teacher has no remedy to rescue him from many a humiliation worse than an infectious disease. I personally know the lives of many teachers and their attainments; their sacrifice is inexhaustible; they love their profession, and it is a noble calling.

There is yet another aspect of their suffering. Their social status cannot be envied. "Pantoji" department is a term of contempt. Even in the so-called "Educated society" at social functions, the teacher is not given the place he is entitled to by virtue either of his intellect or his unexampled faithful service to society and the state. The humour or the tragedy of it is that even on the day when the public man is haranguing on the subject of "Teachers' Role in Society," the teacher is not given a proper place!

Now, more than sixty years after the beginning of University education and Macaulay's minute, people have discovered that learning is not only not earning but is no blessing to the country. The educated 'kapu' without an appointment is not able to put his culture to agriculture; but is culturing the bacilli of faction; the half-baked "Bomman" with his western education has forgotten the "Upano-yanam" injunction—the culture of beggary, in his inherited style. The carpenter seeking a job in the Municipal Office uses his dexterous hand in carving out his name on the table before him. The plight of the educated unemployed is fraught with great danger not only to society but to the state; for socialistic comradeship of the rasping "Inquilab Zindabad" type often breeds on the educated unemployed.

The Wardha scheme with a craft bias is certainly a very good beginning and it is a good corrective to the quill-driving dexterity at the desk. This scheme gives a touch of dignity to labour and for a long time this itself is an education to an Indian imbued with the ruling race education. The Wardha scheme would be of greatest service to the education of the Future as the youth of the country will be instilled with the correct aim of education, which is, as I once put it before the Ceded Districts College, to besit one into the economic steel frame of life and thereby adjust oneself to the scheme of citizenship—in short, to fit him to the service of his country.

To me, it seems, the days of national emasculation by pure literary education are over as the resolutions of the All-India Education Conference held recently in Bombay show. The present day progress needs more technological study. The Indian life in the past has been highly cultural and to synthesise the past with the present, the Bombay Conference has formulated a scheme to fit in with the needs of the country in competition with the world's armament culture.

Despite the earth and ashes thrown on the theory of wastage in continuing the so-called "uneconomic" schools, the Phoenix of Economics in education now and then comes into being and therefore, once for all a decent burial is necessary at least in this district. The Kurnool District Board has to clearly understand and I am sure the President in office, born in Koilkuntla, fully realises this that the

question of uneconomic schools does not arise in our district. Out of a population of ten lakhs, we cannot boast of even one per cent of high-school-educated boys in this district, in spite of the generous Mission bodies. It is nearly a decade since the high schools came into existence in out-of-the-way centres of life; and so soon to evaluate the results on money basis is too short-sighted a policy.

People have just learnt that their boys should know something of English; and facilities for progress in this direction have been given a few years since. In the days where there was no high school at Atmakur, a telegram had to be interpreted and perhaps read by the highest official of the place. Ours is a backward of the backward districts of this presidency; and I appeal to the members of the District Board to give their theory of "uneconomic" high schools a very decent burial by reconstituting the lower secondary department of our District Board "uneconomic" high school on the Wardha pattern. The introduction of craft-centred education is an urgent necessity to our district and of great service in the matter of rural uplift and reconstruction. The High schools at Koilkuntla, Atmakur and Markapur deserve existence at any cost to the Board. The Wardha scheme will promote cottage industry for which this district is eminently fitted and be blessed.

Much is spoken about the "Village College" with the campaign for mass literacy, adult education, rural libraries, education through film and radio being associated with it. For the harmonious development of the head, the heart and the hand, health is an absolute necessity. Not merely the health of the individual but national health also. I hold that no school training is complete without a planned physical education programme, with a play activity for every boy and girl all the year round. The present practice of entrusting the physical education of boys to drill masters with no education cannot be too strongly condemned. It is high time to have a physical director on the staff of every High School, and if he is a graduate, to give him the L.T. grade. This is necessary to promote a healthy spirit of sportsmanship. At present unhealthy competition seems to have been the cause of many bickerings in the Inter-school Sports programme of the district.

In pursuance of national physical education, it is essential to have medical inspection of school even from the elementary school stage. What with malnutrition, what with functional disorders, what with unhygienic environment, lack of civic sense and insanitary home surroundings, boys at the elementary stage are prone to be easily affected; and prevention is better than cure. I appeal therefore to the powers that be to take care of the youth without counting the cost; and the nation then takes care of itself.

A residential system of education in the high school period at least, the most impressionable period of life, seems to be a necessity for a democratic ideal to be set before the youth in the struggle ahead of their lives. Coupled with residential system, students' tours pave the way for enduring friendships and therefore for greater service to any common cause; because, in the personal affinities nurtured by these and of the selection of friends with whom his thoughts work in sympathy, the personality of the boy will be developed. The "Strike fever" seems to force its attention on every man taking any intelligent interest in the current events. "Strikes" may be pointers to the furtherance of noble causes, ignobly handled; melancholy meanness, in noble causes, may sometimes create strikes; and even then the fire of indiscipline, specially in schools, must be put down by the Fire Engine of relentless rules and regulations. It must be remembered that Satyagraha and Strikes are two different things; the latter is actuated by violence and the former

by the noblest weapon of Ahimsa. In the programme of national Govt., Adult Education is an important item. This term has two different connotations in two different continents. Here, with four percent literacy, Adult Education means initiation into the mystery of the written alphabet. If, at the present rate, the whole of India can be made literate, time should only be measured in the geological scale. It is therefore incumbent on the public to co-operate with the Government to give a strong impetus to Adult Education. It must be remembered that Adult Literacy should aim at PERMANENT LITERACY. All such nation building programmes collapse for lack of financial support. Though for want of finance, a subject nation is said to have no politics, yet with a large army of congress workers, this is quite feasible, if the village and taluk congress working committees take seriously to this question; for be it remembered Adult Education is the very breath of national life. Adult Education lends easily to the dissemination of congress ideals, and therefore our congress ministry must give a fillip to a strong programme of mass literacy coupled with Adult Education. These are, in fact, two complements of the same programme. If Adult Education is pursued rapidly enough, Mass Literacy follows of itself. The local Congress Working Committees must have the Missionary Spirit instead of asking the ill-paid teachers to spend even their holidays as a recreation in the change of mental occupation. The local congress executives can easily recruit the necessary forces for warring against illiteracy. The Congress non-official body can successfully take up the work by consecrating their lives, in these peaceful times, to this programme. It is not intended to suggest that high school and secondary grade teachers should not evince interest in this programme. This is a national programme to the success of which everyone of us should contribute his little mite.

A comprehensive programme of education will certainly rehabilitate national life. The time has come to shift the centre of gravity of the village and town from the temple as in old times to be the school at present. The school must be a social centre, the parents must be enthused to go and see the work of their boys in debating societies, dramatic performance and fine arts exhibition. The school needs to be the Village Industries Exhibition with possibly a co-operative book society at least and a night school for the Adults—in short, the modern school should be reconditioned and take the place of the Temple as in old times; and then Democracy will be spiritualised; and all the ugly political hydra-headed "ism," of the West can be easily put down; and a new political and social philosophy, based on Ahimsa, will augur a bright future for our Motherland. Once more the Venu of Our Lord will be heard in every peasant home.

"JOTTINGS" BY A STUDENT

PEACE!—HOW PRECARIOUS!

A special message sent by Mr. Walter Elliot, Minister of Health in England to "The School Master" on what must be done if an air raid were to come indicates what a highly precarious existence peace has in Europe which ostensibly is following the teachings of the Prince of Peace. It is proposed that school children should be removed to an out of the way place where arrangements would be made for their boarding and lodging and for the continuance of the school work as well. We echo the minister's hope "that we shall never have to use these plans"; but it is better to have plans ready instead of "learning the use of weapons at the time of battle."

UNIVERSITY MEANS FREEDOM

The wise words of the President of the Columbia University about Freedom being the very condition of existence of Universities are echoed by Lord Macmillan who in his Presidential address to the Conference of Educational Associations in London spoke as follows:—

"We can afford equality of opportunity to every child," he said. "In these days education, even higher education, becomes less a matter of privilege; as the general standard of education rises, the number of those desiring to go to a University and able to benefit thereby must increase.

"The first essential of a university must be its spirit of intellectual freedom. It must be the servant of truth, and have no other bondage, whether of race, State, or creed. Never was freedom more necessary than to-day. We have only to look at the country which gave birth to the Renaissance, and at the other which gave us the Reformation, where the teachers are now bound hand and foot and permitted to teach only what the Government thinks expedient."

"Dictators are well advised, if they wish to keep their people in bonds, to stifle the free and untrammelled pursuit of truth in their universities."

COLUMBIA UNIVERSITY REPORT FOR THE YEAR 1938

Prof. N. M. Butler, President of the Columbia University is a person of international reputation and his report of the working of that famous seat of Learning during the year 1938 affords very good reading. Curiously enough he too begins with a complaint about decreasing income and increasing expenses. The flow of benefactions has been dwindling and so also the income from investments.

The report refers to the additional facilities created for medical research, the many centenaries and other memorial occasions they celebrated, the utilisation of the services of many University Professors by the Govt., the high academic honours conferred upon many Professors of the University by other Institutions, the visit of many distinguished personages from abroad, the many learned publications by the University staff and the rapid growth of two Colleges, Engineering and Medical.

The University has been playing a very important part in adult education and the following extract would be read with great interest by all, teachers and citizens alike:—Education must be looked upon as something much broader and deeper than mere school and college attendance. It is something which continues through life or should so continue, and provision for adult education is essential to its so

doing. The better organized and the more widespread this provision becomes, the more well informed and the more open-minded will the American people be. Their responsibility in world history increases by leaps and bounds, and they cannot be too well or too quickly prepared to meet it.

The President refers to the phenomenal growth of Puerto Rico as an American centre of culture, being centrally situated with regard to North, Central and South America.

The concluding section aptly styled 'Facing Forward' is an eloquent plea for freedom to the Universities; for as he rightly puts it "If there can be no freedom of thought, no freedom of speech and of the press, no opportunity for free discussion and debate, there can be no Universities."

The University had budgetted for an expenditure of over 12 millions of dollars or 3½ crores of rupees, and this left them with a deficit of 4¼ lakhs of dollars or 13 lakhs of rupees. Some gifts received are recorded though they do not come up to the expectations of the President or the ever-increasing requirements of the University.

The total amount of resources of the University and the Colleges managed by it comes to over 22½ crores of dollars or about 68 crores of rupees.

Let us compare these magnificent figures with our own; the sky-scrapers with our mud-walled and thatch-roofed cottages!!

THE PERTH CONFERENCE AND SOME LESSONS THEREFROM

The Christmas is the season of Conference. In this country English education has been considerably influenced by Scottish educationists like Dr. Miller of Madras and Mr. Ross and Dr. Harvey of Travancore. I was, therefore, interested in reading about the Conference of Scottish Teachers held in the historic City of Perth.

The Delegates assembled were welcomed by the Mayor, the President of the County Council and its Education Officer, corresponding to the Dt. Board President and the Board's Educational Officer and by the local Inspector of Schools.

Why not in our Conferences also we get honoured by the Municipal and Board authorities and the Department by their officers welcoming us?

I notice that over and above the inspiring Presidential Address there were three good addresses on "The Dramatic Factor in Education," "Social and Community Centres" and another by the Secretary of the Educational Department on "The Department." Fancy the Civilian Secretary from Fort St. George coming to our Conference and telling us how his section of the Secretariat and the Department of Public Instruction with its hierarchy are working!

Very few resolutions seem to have been moved and discussed; all discussions centred round the points arising out of these addresses and on nothing else! Would Madras tolerate such a curb on its talk?

Lastly, there was a Conference dinner at which toasts were proposed and speeches made. What about our dinners at which we divide ourselves into innumerable sections on the principles 'Touch-me-not' and 'See-me-not'?

I am not for a wholesale imitation of West, not even of the clever Caledonian; but there are lines of improvements suggested by the way Conferences are held there and they are worth attempting. They are:—

1. Civic welcome.
2. Departmental Co-operation.
3. Concentration on a few topics.
4. Less of talk.
5. More opportunities for social intercourse and mutual understanding.

FROM OUR ASSOCIATIONS

KURNOOL DISTRICT TEACHERS' GUILD HALF-YEARLY CONFERENCE

The Conference of the Guild was held in the S.P.G. High School, Nandyal, on 28th January, 1939 with Sri Deshpande Subba Rao, B.A., Pleader, in the chair. Delegates from 7 constituent associations and a large number of visitors attended it. Mr. G. I. Abraham, Headmaster, S.P.G. High School, Nandyal, in welcoming the delegates, exhorted them to have faith in God and instil a religious spirit into their pupils. He reminded them of the saying of Christ, "Let us by our work draw closer to God." Archdeacon P. E. Emmet, while declaring the conference open, stressed on the importance of common fellowship and mutual understanding among the various nations of the world. He said that teachers had a splendid opportunity to inculcate in their students a spirit of respect for one another's religious customs, manners and beliefs. A good Christian felt naturally attracted to other religions. He dwelt on the importance of disciplined life and regretted the frequent strikes among students. The teachers had a responsibility to cultivate respect for law and order among their boys for the future well being of India. The Secretary then read messages wishing the Conference success from a number of persons.

The President next delivered his address.

This was followed by a lecture on "A glimpse into the Ancient University Life in India" by Sri K. N. Pasupathi, B.A., L.T., Kurnool. He pleaded that the teachers of to-day must be imbued with and inspired by the ancient India's ideals and education in India must be remodelled on those lines. He described the community life amongst scholars and teachers at the Nalanda University and pointed out the perfect harmony that prevailed among them in their social, economic, religious and cultural life.

The Conference then adjourned for tea provided by the S.P.G. High School Teachers' Association.

Assembling after lunch, Sri. K. Sethu Rao, B.A., B.Ed., Senior Deputy Inspector of Schools, Kurnool Range, delivered an instructive lecture on "Elementary Education in our Province." He said that the chief concern of the department was to organise a drive against mass illiteracy. He explained the Government's policy to eliminate wastage and stagnation with a view to promote the cause of Elementary Education and make every villager an efficient citizen and to enable him to take his rightful place under provincial autonomy and the Federation to come.

The President, in his concluding speech, endorsed the view of the lecturers and pleaded for synthesising the old and the new order of things in education taking the best out of each and evolving a new type suitable to modern conditions.

The Conference next discussed and passed several resolutions of which the following were the important ones:—

1. This Conference of the District Teachers' Guild, Kurnool, offers its hearty congratulations to the Hon'ble Sri. C. J. Varkey, M.A., on his accession as Education Minister.

2. This Guild gives its general support to the amendments—suggested by the South Indian Teachers' Union Executive Committee in the matter of the contract

between teachers and managements in Aided Secondary schools. It further resolves that the adoption of minimum scale of salaries for teachers of different grades and the application of the Fundamental Rules regarding leave and allowances be insisted upon by the Government as a condition of recognition and aid.

3. This Guild suggests to the Government the desirability of constituting District Secondary Education Councils on the lines of the Taluk Education Councils to promote the interests of Secondary Education, and to give an adequate representation on them to the teachers.

4. The Guild requests the Government to take up the publication of suitable text books in the various languages of the Province for subjects under Group C of S.S.L.C. scheme in view of the extension of the mother tongue medium in Form V next school year.

5. The Guild deplores the lack of adequate facilities in most secondary schools for a successful working of class libraries. It feels convinced from experience that the removal of the study of non-detailed text books in English is a setback to the efficiency of pupils in English expression. So, it earnestly urges on the S.S.L.C. Board the desirability of reintroducing non-detailed study in high school classes.

6. The Guild requests the Government to modify the existing scale of 45-2/2-75 for Pandits and Munshis under Local Bodies by increasing biennial increment of Rs. 2 to Rs. 3.

The business meeting with Rev. B. J. Rockwood, M.A., B.D., Guild President, in the chair was held and certain amendments to the Guild's bye-laws passed. With a vote of thanks proposed by Sri. K. Neelakanta Rao, B.A., B.Ed., Joint Secretary, the conference terminated.

At night, the Municipal High School Teachers' Association, Nandyal, gave a sumptuous dinner to the delegates and to the distinguished visitors.

Next morning, they all went on an excursion to the neighbouring shrine at Mahanandi in the Nallamalais.

Sri. D. Subba Rao played the genial host to the delegates at a dinner given to the delegates at 11 A.M. at the Municipal High School, Nandyal on their return from the excursion. The delegates enjoyed their sojourn at Nandyal.

SOUTH KANARA

Proceedings of a meeting of the Teachers' Council held on 22-1-39:—

Present: Messrs. M. S. Ekambara Rao (President), S. Mukunda Rao, P. Subba Rao, G. R. Shenai, K. Umanatha Rao and Mrs. Radhamma.

1. Resolved to hold the Annual General Body meeting at 5 p.m. on the 1st of April 1939.

2. The agenda for the meeting shall include

(a) The Report on the work of the Guild for 1938-1939.

(b) Statement of accounts for the year.

(c) The revision of the Constitution.

(d) Any resolution communicated by affiliated associations before the end of March.

(e) Election of Office Bearers for the year 1939-1940,

3. A meeting of the Teachers' Council will be held at 3.30 p.m. on the 1st of April to consider the Draft Report, the statement of accounts and resolutions to be placed before the General Body.

4. The meeting of the Teachers' Council and the General Body will be held on that day in the Depressed Classes Mission (Court Hill Higher Elementary School).

THE GUNTUR DISTRICT TEACHERS' GUILD

1st Quarterly Meeting at Narasaraopet.

The first quarterly Conference of the Guntur District Teachers' Guild was held on 4-2-'39 in the Municipal High School, Narasaraopet, with Mr. M. L. Narasimhaiah Chetty, B.A., L.T., Headmaster, Hindu High School, Sattenapalli, and President of the Guild, in the chair. There was a pretty large number of teachers from all parts of the District present on the occasion. The President welcomed the delegates in a short speech and requested M.R.Ry. V. Viswanadha Sarma Garu, the District Educational Officer, to open the Conference, who exhorting the teachers to evince more interest in the professional solidarity, declared the Conference open.

Mr. V. Sreeramulu, M.A., L.T., of Narasaraopet Municipal High School, read out some portions of his translation of Sanskrit dramas, especially *Sakuntala*.

The Conference then passed the following resolutions:

1. This Guild respectfully conveys its heartiest congratulations to the Hon'ble Mr. C. J. Varkey on his appointment as Minister for Education, and also offers its sincerest thanks to the Prime Minister of Madras on the suitable choice of an eminent educationist for holding the portfolio of Education.

2. (a) The Guild resolves to undertake the running of a special Excursion Train from Guntur to Gajulapalli (nearest station to Mahanandi) during the Sivarathri festival on the 17th and 18th of February, 1939.

(b) The Guild requests Mr. V. Sreeramulu, M.A., L.T., of the M. H. School, Narasaraopet, to organise the excursion party from the various schools in the district.

(c) The Guild appeals to all the schools in the district to co-operate and make the excursion a success in view of the fact that the Railway authorities are offering a specially low rate of Rs. 2-8-0 for the return ticket from Guntur (the ordinary fare for the to and fro journey between Guntur and Gazulapalli stations being Rs. 6-2-0).

4. That the Government abandoning its present apathy in respect of the position, pay and prospects of the teacher in aided Secondary schools, be requested to amend the M. E. R. as to make it obligatory on management of such schools, the adoption of the scales of pay and conditions of service now obtaining in the schools under Government.

5. This Guild resolves to convene a meeting of the presidents and secretaries or representatives of all the District Teachers' Guilds in the Andhra Desa with a view to revive the Andhra Teachers' Federation and to chalk out a programme of organised work.

This Guild authorises Messrs. C. V. Subramanyam and P. Rajasekharam, Secretary and Treasurer respectively of the Guild, to form a special committee to put into operation the above resolution.

6. The Guild views with great disquietude the attitude of the Hon'ble Minister for Local Administration in his reply to the resolution moved by Mr. H. S. Husein, M.L.A. and reiterates its view that the scales fixed for teachers in Local Board and Municipal Secondary schools are unjustifiably low (except in the case of pundits) and that they should be the same as obtaining in Government service for teachers with similar qualifications and duties.

The Conference then came to a close with a vote of thanks to the D.E.O. and the President.

The Sports Committee which was conducting the Grig Memorial Sports this year gave a dinner to the members of the Guild and to the D.E.O. At 9-30 Brottur B. Kurangiswara Rao gave a Kalakshepam on "Bhakta Ramadas" in the Travellers' Bungalow which was very much appreciated.

G.N.S. SCHOOL, MADRAS, EXCURSION TO CONJEEVARAM

A party of about three hundred students and the staff of the school went on an excursion to Conjeevaram under the leadership of S. Mariappa Naicker, B.A., L.T., the Headmaster of the Institution. The party lodged in the new Pachaiyappa's High School Buildings. Boarding was arranged in the Govindu Naicker's Choultry. The Camp lasted for three days from the third to the fifth instant, during which the party visited the various temples dedicated to Sri Varadarajar, Ekambareswar, Kamakshi Ammen, Vaikuntaperumal, Kailasanadhar and the historic Jain temple of Mahaveera at Thirukkazhikinram. On the night of the 4th instant a Camp fire entertainment was got up by the pupils. Many prominent citizens of Conjeevaram were present. Various interesting items were presented, the Local Pachaiyappa's Schools also participated in the entertainment. The Camp was concluded on the afternoon of the 5th instant and the party returned to Madras the same evening.

The Conjeevaram Municipality was kind enough to allow a free supply of water without the usual stoppage at Midday, on all the three days the party stayed in town. The South Indian Railway authorities made all possible convenience for the party while on the journey.

THE TEACHERS' BOOK-SHELF

National Education. Special Number.

The U. P. Secondary Education Association, the Board of honorary Editors and their assistants, Manager and every body who co-operated in bringing out the special number of their journal dealing with the all-important topic of National Education deserve to be congratulated on the excellent special number they have been able to produce. The articles contributed by many eminent educationists of India have been arranged under ten main headings.

The first main heading naturally is historical. The place of honour is given to an article on history of education in ancient India and it is followed by an article on the effect of educational system on the growth of Indian Nationalism by Prof. D. C. Sarma of Lahore. This article deserves to be read side by side with the article of the next group called "Adventures in National Education", by Sri. Prakasa. We see that in our ordinary education we have education without nationalism and that in most of the national schools we had nationalism without much education. The contribution made of Christian agencies to the cause of Indian education very deservedly finds a place in this section.

The second section dealing with the types of national institutions is not very exhaustive. The place of honour is given to an account of Gurukula institution at Haridwar. Mr. Paranjpe's article on national education in Poona interprets the word "Education" in a very liberal sense and includes in the purview of the article institutions which a less bold man would not have included.

The third section dealing with the reorganisation of education is easily the most important section and Mr. K. G. Saiyidain's article on a "New Ideology in Education" is a vigorous defence of basic education popularly known as the Wardha Scheme. Mr. Aryanayagam deals with some of the urgent problems connected with the implementing of the Wardha Scheme in actual practice.

The next section called "Cultural Movement" is a miscellany of articles dealing with various topics like the "Education of the Deaf and the Blind" and the "Place of Universities in National Uplift". It is interesting to note that the Co-operative Movement in schools has been popular only south of the Satpura range and that very few institutions of that type are to be found in the *Arya Vartha* proper. The article on "My Impression on Some Centres of National Culture" dealing with the writer's impression of Shanti Niketan of Tagore may be taken by some who also have had the privilege of visiting that great institution to be somewhat idealistic. As the proverb has it "we see in Rome what we take with us".

The next two sections deal with two very important aspects of education, namely, "Women's Education" and "Physical Education". We wonder why the article on Scouting and Bratachari system has been included in this section as the two movements stand for very much more than mere physical culture.

Section G. dealing with "Teachers' Movements" might very well have been combined with the last section J. dealing with the actual "Achievements of Some Important Premier Teachers' Association" of the country.

There are two sections, the first dealing with the progress of education in the various provinces in India! and, as is quite proper in these days when the vision

of the Federated India is looming large, the other section deals with progress of education in important Indian States.

Having thus given a running comment upon the contents of the various sections, we should like to close this survey of this mass of good material by one observation, namely, that South India has not been given the place it deserves. Among the various personages who have been approached to give their blessings to the enterprise by sending their message there is not one from South India not even those South Indians who have established an international reputation, like Sir C. V. Raman, or Sir Radhakrishnan or the Right Hon'ble V. S. Srinivasa Sastri, not to speak of our Premier or the Minister of Education. Secondly, in the account of national institutions the great experiment that Dr. Besant tried in Madras in running a national university, certainly deserves a place. But unfortunately no account is given of that. Thirdly, it is admitted on all hands that the Y. M. C. A. College of Physical Education at Saidapet, was almost a pioneer institution in India and in the section dealing with Physical Education there is no contribution from a member of that institution. We would not be misunderstood if we point out that among the provinces whose educational progress has been reviewed, Madras is conspicuous by its absence. So also in the section dealing with the progress of education in Indian States, the forward states of our Presidency, namely, Travancore, and Cochin where literacy is higher than in any other part of India, British or Indian, have been omitted.

We take it that these various omissions pointed out are not intentional and that our province is not looked upon by our brethren of U. P. as a benighted province as it was once called. With this reservation we commend this special number dealing with National Education to all teachers and public men interested in the progress of this country.

S. K. Y.

The Wardha Scheme of Education by Hon'ble Mr. C. J. Varkey, K.S.G., M.A., M.L.A. Published by the Oxford University Press. Price Rs. 1-12.

Mahatma Gandhi has to his credit so many achievements, anyone of which is enough to immortalise a smaller man. The introduction of Charka and popularising Khadi, making the Congress representative of the masses instead of the classes, Untouchability, making Hindustani the *lingua franca* of India and Prohibition, each is a great thing in itself. He has added another feather to his cap by recommending a thorough change in the educational system of the country and every body is now thinking and talking about the Wardha Scheme.

The Press and the Platform have done much to explain and popularise the main features of the scheme. Many who do not see eye to eye with Mahatmaj in this as in many other matters have come forward boldly with their criticisms. The scheme has been viewed from all possible points of view and attacked and defended by all sorts of people. Yet if the average man wants to know "what it is all about" there is not much of easily available literature except the two reports published by the Zakir Husain Committee which, as is quite understandable, are 'exposition' of the scheme and not an 'examination' of it. Mr. Varkey's book combines both the exposition and examination and hence its usefulness, not only to the Teacher and educational Reformer, but also to the average citizen.

Though the book is divided into 10 chapters each dealing with a theme, it divides itself naturally into three main subdivisions. Chapters 1 and 2 give us the genesis of

the scheme. Chapters 3 and 4 constitute the exposition of the scheme in which the five primary and the five secondary features of the scheme are clearly brought out. Chapter 5 is an appendix to the two previous chapters and it deals with the main requirement for the successful working of the scheme, namely, the Teacher, and an account of the actual working of the Training School, at Wardha. They constitute a sort of 'Epilogue' to the main book.

Any careful student of the book would be impressed by two characteristic features of it; one, the clear and impressive way in which the author analyses the subject into main and subsidiary point and discusses the *pros* and *cons* and marshals the facts for and against and draws the conclusion, thanks to his experience as a lecturer for over 20 years; and the other, the unbounding faith that he has in the wisdom of his Guru so that the book may be called the orthodox *Vyakhyana* or exposition of the idea of Gandhi. Instinctively, as it were, the author falls into the mood of Hindu commentators with whom the final argument to silence the opponent is a quotation from the Vedas. "Iti Sruteh" or the Vedas say so is an argument from which there is no further appeal. So also with Mr. Varkey who clinches many an argument with a quotation from Gandhiji's writings and speeches or from that of an accredited disciple.

The Central Advisory Board of Education of the Government of India which considered the question as examined and reported upon by its own Committee agreed with many of the fundamentals of the scheme and this fact is mentioned in the book by Mr. Varkey himself; but we remember that Dr. Sir Ziauddin Ahmed, former Vice-Chancellor of the Aligarh University and a member of the Central Advisory Board wrote immediately after the meeting of the Board, an article significantly called "What the Wardha Scheme is *not*" and one point made clear therein is that the Wardha Scheme is *not* vocational education and that it is *not* intended to tackle the problem of unemployment. In the absence of an authoritative account of the proceedings of the Committee it is difficult to say how far that great body conferred its blessings on the scheme. Impartial students will do well to read the learned Doctor's view (appeared in the *Hindu* of Madras dated 17-7-38).

It is a matter of some pride to a member of the South India Teachers' Union Committee that submitted a report on the scheme, like the present writer that the report is favourably mentioned¹ by Mr. Varkey who takes the opportunity to pay a compliment to the Union itself. The satisfaction is all the greater when we realise that the learned author agrees with this Committee and not with the Zakir Husain Committee on the matter of the number of working days in the year.

In this matter as well as in the view that an educational cess or tax may be levied on those who can afford² to pay as suggested by Mr. Satyamurthi and more so in the need for the teaching of English at some stage in the Wardha System,³ Mr. Varkey has exhibited the courage of his convictions and deferentially differs from his orthodox colleagues.

The book would be found to be very useful by the impartial student of the system expounded. It is invaluable to the Faithful who wants to do propaganda in its favour. Just a few there may be who would find the defence not very convincing. Let us hope that soon another edition would be called for "probably more bulky" in

1. See pages 94, 96, 102 and 113.

2. See page 165.

3. See page 107.

which Mr. Varkey would attempt "blowing away the smoke and dust of controversy" and place the central scheme before the nation for its whole-hearted acceptance.

S. K. Y.

We have received a copy of the New Book Digest (Vol. 3, No. 6, January 1939) published by the New Book Co., Hornby Road, Bombay.

The Digest would be found very useful by all book lovers, especially those who want to keep themselves abreast of the times by reading modern books. The Digest will serve as a useful guide whatever be the department in which the reader is interested. We in India would particularly appreciate books by Indian authors and also books on India published wheresoever it be. We commend the Digest to all lovers of good literature.

S. K. Y.

The Structure and Administration of Education in American Democracy. (By the Educational Policies Commission appointed by the National Education Association of the United States and the American Association of School Administrators.)

The Educational Policies Commission should be congratulated on this masterly survey of the structure and administration of education in America. This book is divided into 5 chapters. The Structure and Scope of Public Education—The Administration of Public Education—Local School Administration, State School Administration, Federal relations to Education and lastly Public Schools. The opening paragraph sets forth America's Educational Ideal, viz., the equality of opportunity through education. The Commission realises that to reach such an ideal all barriers, whether economic or social resulting in a denial of educational opportunity, are removed. This chapter deals with all the stages of the educational system and suggests various desirable improvement with a view to realising the ideal. The Commission stresses the need for the teaching profession preparing a considered programme which it is sure will receive the support of public spirited citizens. The other chapter dealing with the Administrative aspect of the American School system gives valuable information which will prove very valuable for our administrators who are concerned with the same problem in our country, viz., educating our youths to the new democracy that we are anxious to have in our land. The Commission stresses the recognition of the policy that education should be a function of the State. The last paragraph is well worth quoting:—"If American democracy is to succeed it must be on the basis of the sympathy and understanding among all the groups whatever their racial attraction or religious affiliation. The public school is the place in which the children of all of the people without regard to religious affiliation of their parents, may work together . . . In the publicly controlled and publicly supported schools there can be developed good will, tolerance and the practice of co-operation among all the people. *The public schools are the foundation upon which democracy is built.*"

The book is well worth a careful study by teachers and all interested in the promotion of education. It is priced 50 cents and can be had of the National Educational Association, Washington, D.C., U.S.A.

Pathway to Prose and Poetry—Books I and II. By G. S. Krishnayyah and B. M. Meemamsi, Teachers' College, Kolhapur. Publishers, The Oxford University Press.

These selections in English Prose and Poetry are suitable for the pupils of our High School classes. The Compilers have brought to bear on their task not only their rich experience but also a correct appreciation of the aims of the study of English in our High School classes, viz., "to secure an appreciation of Literature and an increased command of the English language." The extracts chosen for presentation are gripping and possess a varied and lively appeal. All forms of prose have been included—diary, letters, essays, fiction, drama, the short story, biography, autobiography, character-sketch. An appreciable number of passages on Indian themes by English writers and a few specimens from eminent Indian writers are also included.

A note-worthy feature of the selection is the section giving a well-planned scheme of study of each selected passage through carefully devised exercises. The scheme is well worth a careful study by teachers and if adopted we believe will produce good results.

Exercises in Punctuation. By Heather Tanner. Messrs. Macmillan & Co., Ltd. Price. Rs. 0-12.

The use of the correct punctuation marks in writing is a problem which confuses many a High School student. Questions on inserting correct punctuation marks is invariably to be found in our school-final examination papers. Year after years, the examiners complain of the inability of the examinees to use punctuation marks properly and correctly. It is not an uncommon practice in schools that a few lessons entirely on punctuation are given each year but such a practice is evidently not very helpful. What the student needs is not so much a few lessons as a continuous and constant practice and this book is intended to meet this need. It provides graduated exercises for pupils from ten to sixteen years of age. Short explanations are given before each exercise which may be elaborated by the teacher. The book will be found to be very useful to teachers of English and we recommend that a liberal supply of these copies be made in our school libraries.

New Model Selections of English Prose and Poetry. For Form V. Macmillan & Co., Ltd. Price, Rs. 1-2.

This is a carefully edited book of selections. The special features pointed out in their selection for Form IV. (vide pages 565-566 of S.I.T., Vol. 11, No. 12) are retained in this book of selections too. The compilers have taken care to give after each selection short biographical notes, grammatical notes, words and phrase study and topics for written composition.

Women of Modern India. (1) Pandit Ramabai, As. 2-6; (2) Ramabai Ranade, As. 3; (3) Sister Niveditta, As. 3-6; (4) Annie Besant and Sarojini Naidu, As. 4-6; (5) Toru Dutt, the Begum of Bhopal and the Maharani of Travancore, As. 5. By Diwanchand Sharma, M.A., and Eather Chawner, B.A., (Oxon). The Oxford University Press.

This series of 5 books form a companion series to the 'Great men of Modern India' published by the Oxford University Press. The biography of these women

of India who have contributed to the advance of National India each in her own sphere, is told in an attractive manner. The language used is simple and idiomatic and the books are well graded. The books are well illustrated and as supplementary reading books for Forms I to IV they will be found very useful.

Reading in a Few Months—Books I to IV. By Eva Harris. Paper Cover, 6d. Cloth lined, 7d. Macmillan & Co., Ltd.

How attractive is the title—Reading in a few months! To the majority of Indian students 'Reading' offers great difficulty and teachers of English have very often found it difficult to train the pupils to read correctly. These books claim to make it easy. The author claims that the illustrated sentences are "esteemed an excellent substitute for loose cards". In using the book, the children should be led to recognise the idea which each picture portrays together with its interpretation by the sentence and that the sentence without pictures should also convey the idea and be recognised, and to this end the sentence should be presented to the child in every possible form and the leading words recognised apart from the context. But how? One wonders if the use of these books in Indian schools would be of real assistance. It may be very useful for English children.

The books are attractively illustrated and printed in large type. The method of teaching reading through pictures is undoubtedly an efficient method and it is unfortunate that good books especially designed for pupils in India are not available.

Towards a Better Order. (Essays and Addresses on Education). By Kalidas Kapur, M.A., L.T., Headmaster, Kalicharan High School, Lucknow. Published by Newul Kishore Press, Lucknow. Price Re. 1.

A collection of 14 addresses and essays on various aspects of Education, this book will be found to be stimulating reading to all engaged in teaching. The author is a veteran headmaster, who by his association with the U. P. Teachers' Association has kept himself fully alive to the various baffling problems of Indian Education and has tried successfully to overcome many of the difficulties that an honest and sincere teacher has to face. We commend this to the notice of all teachers.

Tom Thumb Essays. With exercises on applied grammar and correct usage. By H. Martin, M.A. (Oxen), O.B.E. Publishers, K. & J. Cooper, Bombay. Price As. 10.

A collection of 150 short essays on diverse subjects is made in this little book of 136 pages. The essays are classified—Descriptive, Reflective, and Biographical. The book is intended for students of the middle school forms particularly Forms III and IV where pupils are taught to write original short essays. It is sure to be a real first-step to essay writing. They are written in very simple language and to make the study of the essays very effective, a few exercises in grammar are given at the end of each essay. Exercises on 'correct usage' and the use of 'Right Words' will be found to be very helpful in acquiring a mastery of correct language forms, and in enabling the pupils to distinguish between similar words with different meanings.

Food Facts and Diet Planning. (for student and housewife). By Grace MacDonald, B.Sc. (Hons.), F.R.I., P.H.H. Publishers, Messrs. Macmillan & Co., Ltd. Pages 168. Price 3s.

This is a welcome addition to the books already in the field on Nutrition and Diet Planning. The book begins with an interesting account of the classification of food substances and their relative values and ends with the contribution of the garden to a healthy diet. There is a separate chapter on Vitamins and their important bearing on health. Composition of common articles of food—both vegetable and animal, correct methods of cooking and preserving food, correct planning of diet according to age, climate, work, etc., are discussed in a manner that provides interesting reading. Tabular analyses and diagrammatic representations are liberally used. The Chapters on Digestion, Microbes, and Gardening are a welcome feature of the book and they are interestingly correlated with the main theme. The quotations from the Bible, Shakespeare, R. L. Stevenson and other sources found at the beginning of each chapter form a happy feature and they give an air of sanctity to the whole book.

The book, as the author, claims will certainly be a useful guide to those anxious to know the principles of diet planning. Every school and public library will do well to have a copy of this book.

S. S.

Bulletin of League of Nations Teaching. The Teaching of the Principles and Facts of International Co-operation, No. 5. December 1938. pp. 236. Price, 2s. 6d. \$ 0.65.

The Secretariat of the League of Nations has just published No. 5 of the *Bulletin of League of Nations Teaching. The Teaching of the Principles and Facts of International Co-operation*.

The object of this Bulletin is to bring to notice those activities of the League which are of particular interest to persons engaged in education. Among these activities the work of Intellectual Co-operation occupies an important place. A part of the present number is therefore devoted on the one hand to the principles underlying this work, and on the other to the work of the Advisory Committee for the Teaching of the Principles and Facts of International Co-operation.

For this reason the enquiry into the teaching of modern languages as a factor in the mutual understanding between peoples, which led during the year to a consultation of experts, forms, together with the principal reports resulting from that consultation, one of the essential parts of this 5th *Bulletin of Teaching*.

The question of modern means of spreading information in the cause of peace, which was considered by the League Assembly, is the subject of an article which describes the League's efforts in this field.

The technical work of the League is still not widely known to the general public, and members of educational circles have on several occasions emphasised the advantage of making available fuller information regarding this work. The present number of the *Bulletin* therefore contains articles on the new work of the Economic Committee, the European Conference on Rural Life, the League and Epidemics, the role of exhibition in international education.

With regard to the International Labour Office, two chapters are given to this

subject, containing a study of the evolution of social progress and a study of the protection of young workers.

As was the case last year, some of the talks given by the Radio Nations Wireless Station have been reproduced. These are on the subjects of the Status of Women, Assistance to Indigent Refugees, emigration for settlement, and agricultural labour.

In addition, a number of official documents relating to the work of the Intellectual Co-operation Organisation have been collected at the end of the volume.

The 5th number of the *Bulletin of League of Nations Teaching* is likely to be of interest not only to those concerned with questions of intellectual co-operation; in responding to the wishes of educational circles, it will also meet the needs of a wider public which desires more complete information on the League's principal activities.

A Class Book of Elementary Mathematics for High Schools. By B. S. Yagnarama Iyer, M.A., L.T. Vol. I. 453 pages, Re. 1-8. Vol. II. 218 pages, Re. 1.

It is often heard from many quarters that the present day pupils are not well up in Mathematics. The Examiners have time and again pointed out the needs for mental work, discussion on principles and more practical work. The two volumes under review are welcome additions to the many books in the field. The collection of problems for oral work, the useful summary of principles in each topic under each chapter and the elaborate attention paid to practical work are some of the happy features of the book. The book is written on modern lines with the ripe experience of the teacher. It should prove useful for boys as well as teachers.

Volume I contains more than 450 pages and it could be split advantageously into two sections. Also questions like those on page 366-367 on the extraction of square root—37 numbers each containing between 6 and 11 digits—could be replaced by simpler and more interesting questions.

N. R.

Sanskrit-Tamil Dictionary. Vol. I (Vowels), 520 pages Rs. 2. Compiled by Brahma Sri N. E. Venkatesa Sarma. Publishers, The Kabeer Printing Press, Triplicane. Stockists, N. E. Doraisamy Iyengar, Mambalam, Sanskrit Book Depot, 47, Ellamman Koil Street, Mambalam, Madras.

This book forms No. 8 of the series of the publications of Brahma-Seyuja-Fusthakalaya. The dictionary, when completed, will be an excellent standard work of reference worth preserving in the library of every Sanskrit-lover of Tamil-Nad. It is intended to cover a field of about fifty-thousand Sanskrit words with Tamil equivalents thereto. It is divided into two volumes, the first comprising of words beginning with vowels from अ to ञ् and the second, of words beginning with consonants from क to ह. The book under review is the first of the two volumes.

It is a compilation of all the words contained in most of the Sanskrit-Kosha-Granthas, Amara, Maydinee, Vaijayanty, Viswa, Halayudha, etc. The author has given for each word the meaning in vogue in the general field of Sanskrit Literature. For the technical meanings in which the same word is used by the specialists in different Sastras, Alankara Szaya, Meemamsa, Jyothisha, Vedanta, etc. the student is advised to refer to the Pari-bhashi-Granthas of the respective sciences.

The customary notation followed by all lexicographers adopted by the author to show the etymology of the word. The abbreviations used in the book are explained in the key given on pages 13-15 of the preface. There being no other Sanskrit-Tamil Dictionary in the field, we are sure the book will become a valuable guide to every student of Sanskrit in the High School and College classes.

M. A. J. THIRUMALAI IYENGAR.

LIST OF BULLETINS AND LEAFLETS RECEIVED FROM THE OFFICE OF EDUCATION, U.S.A., FROM 1-1-39 upto 15-2-39.

1. Safety and Sanitation in Institutions of Higher Education.
2. The School Custodian.
3. Nature and Use of the Cumulative Record.
4. A Survey of a Decennium of Education in Countries other than The United States.
5. The School Building Situation and Needs.
6. Preparation for Elementary School Supervision.
7. Occupational Experiences for Handicapped Adolescents in Day Schools.
8. Library Service. The Advisory Committee on Education.
9. Federal Aid for Education. 1935-36 and 1936-37.
10. Handbook for Compiling Age-Grade-Progress Statistics.
11. The National Youth Administration.
The Advisory Committee on Education.

30TH SESSION OF THE PROVINCIAL EDUCATIONAL CONFERENCE

Affiliated Guilds and Associations. Please Note.

(1) The last date for sending the list of delegates who would attend the Conference is the 31st March 1939.

The sending of this list in time would help the Reception Committee in making proper arrangements for the accommodation of delegates.

(2) Members desirous of reading papers should intimate to the General Secretary Reception Committee. (Reception Committee of the 30th Provincial Educational Conference). 41, Singarachary Street, Triplicane Madras before the 31st March 1939.

(3) The annual return giving the list of associations—the names of members of the association should be furnished before the 31st March 1939.

4. Suggestions for topics of discussion at the Conference are invited.

M. S. SABHESAN.

Secretary, S. I. T. U.

BOOKS RECEIVED FOR REVIEW.

Name.	Publishers.
1. Sanskrit Tamil Dictionary	N. E. Venkatesa Sarmā, Mambalam
2. A class book of Ele. Mathematics, Volumes I and II.	B. S. Yegnarama Iyer, B.A., L.T., Ambasamudram.
3. Food Facts and Diet planning	Messrs. Macmillan & Co.
4. Towards a better Order	Kalidas Kapur, Lucknow.
5. New Model Selections for V Form	Messrs. Macmillan & Co.
6. Mair's Achievement	
7. Eurasia & India	
8. Hall's School Algebra, Part I.	
9. Hall's School Algebra, Part II.	
19. Southern Continents & North America in Tamil	
11. Roses' Desk Work, Indian, Parts I, II & III	
14. First English Course	
15. Ele. Science, English, Book II	
16. Himalaya Readers, Premier	
17-21. Himalaya Readers, Books I to V	
22-27. Here and There In India. Books I to VI	
28. The Wardha Scheme by Mr. C. J. Varkey	Oxford University Press
29. An Introduction to Biology	M. V. Sunderasan, Bangalore.
30. Tom Thumb Essays	K. & J. Cooper, Bombay.
31-35. Women of Modern India. Grades I to V	Oxford University Press
36. Bulletin of the League of Nations	League of Nations, Geneva.
37-40. Reading in a few months. Books I to IV.	Messrs. Macmillan & Co.
39. Gullivers' Travels	
40. Primary Education In India	
41. A Modern Class Book of English History	Dinker Desai, Servants of India Society, Poona.
42. Horace Manon at Antioch	Educational Policies Commis- sion, Washington.
43. Modern English Prose second series	Messrs. Macmillan & C.
44. Where Theosophy and Science Meet	The Adayar Library Association.
45. Diversions for the Arithmetic class	Messrs. Macmillan & C.
46. Arithmetic for Indian Schools	
47. A source of Modern Indian Education	
48. A School History of India, Tamil Edition	Srinivasa Varadachari & Co.
49. Elementary Science Physics and Chemis- try, Malayalam Edition	

EDITORIAL

THE EDUCATIONAL CONFERENCE.

We should like to invite the attention of the associations affiliated to the South India Teachers' Union to the official announcement regarding the Annual Educational Conference. Under the rules of the Union it is open only to an affiliated association to send delegates. There is no limit to the number of delegates that an association can send. It will be good if every association should make up its mind to send a large number of delegates and thus make it possible for many teachers to express their views on all aspects of a problem. We are asked once again to bring to the notice of affiliated associations the suggestion of the Executive Board that the list of delegates along with the delegation fee of annas eight per delegate should reach the office of the Reception Committee, (41, Singarachari St., Triplicane) not later than 31st March 1939. This procedure has been suggested to remove inconvenience to delegates on the opening day and to facilitate the arrangements for the Conference. We hope the affiliated associations will appreciate the point of view of the Board and co-operate with the Reception Committee. A teacher can enjoy the privilege of participating in the deliberations of the Conference only if he be deputed as a delegate by an affiliated association. Such teachers, whether in Madras or in the mofussil, as do not happen to be sent as delegates within the prescribed date (31st March 1939) can attend the Conference only as visitors. We are anxious that teachers should know what this provision implies. In the first place, they will be called upon to pay a special fee prescribed by the Reception Committee and in view of the limited accommodation for visitors the Reception Committee may levy a fee of about Rs. 2 (Rupees two) or so. Secondly, a visitor cannot claim the privilege of taking part in the discussion as a matter of right and he is not entitled to record his vote. In view of these facts, we think members will take steps immediately to urge the associations to send the list of delegates along with the delegation fee to the office of the Reception Committee before 31st March 1939.

DISTRICT EDUCATIONAL COUNCIL.

The bill for the abolition of District Educational Councils has been passed by the legislature. No useful purpose will be served by trying to apportion the blame for the situation that made abolition necessary. The discussion as to whether the council has failed or done its work well will be interminable. We are more anxious to know what the next

step of the Government may be. Our readers may be interested in the article on "*Elementary Education: District Educational Council*" published elsewhere in this issue. The writer of that article has taken pains to explain the circumstances under which an *ad hoc* body like the District Educational Council was brought into being. Any institution created by the legislature can function properly only if the right type of persons be given an opportunity to serve in it. It is necessary for the public to have a clear idea as to the necessity for an *ad hoc* body in regard to Elementary Education. Many are the questions relating to Elementary Education which require the constant and careful attention of the authorities and the teaching profession. For instance, one would like to know what the Teacher-manager or the Teacher thinks of the problem of Elementary Education. How to tackle stagnation and wastage is another important aspect, and there is the question of the curriculum in relation to modern requirements. The Editorial Board desires to devote attention to Elementary Education and will be glad to have special articles on any aspect mentioned above from persons who, from experience and study, are in a position to give constructive suggestions. We hope that the ensuing Conference will give a prominent place to the discussion of the problem of Elementary Education. The Union expects its affiliated Guilds and Associations to study in detail the whole problem and bring up the results of their investigation for discussion at the Conference. A lead has to be given to the public and it is only by giving a distinct lead that the Union will be in a position to win the esteem and confidence of the public. Nothing more is expected of the teaching profession and the Union will not be satisfied with anything less.

REGISTERED GRADUATES.

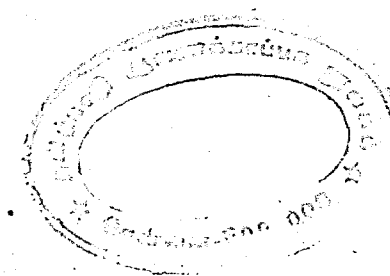
The Registered Graduates of the University of Madras have exercised their franchise and the results have been announced. Our readers may remember that candidates were not officially put up this year by the Union. A general appeal was, however, made to teachers to support the teacher candidates associated with the Union. We are glad to learn that a fairly large number of teachers have been returned this time. It is also gratifying to note that a teacher topped the polls.

We are, however, grieved to see that the President of the Union did not come out successful. He has been doing good work in the Senate as a representative of the Union for several years and his election year after year as the President of the Union for over fifteen years should mean that he enjoys the goodwill and support of the profession. The defeat of the President is a matter for members of the Union to ponder over deeply. There is no

doubt much commonsense in the view that one should not look at election results too critically. Whether a member has done his duty to the profession is not the point on which election has been fought. An adverse vote in regard to election to the Senate can only mean that teachers do not pull together and cannot act together. It may also mean that they have the knack to forget the interests of the profession for the time being and do not realise the necessity of standing as a solid phalanx in the name of the profession and for the prestige of the professional organisation. The principle of proportionate representation sets the father against the son and the fitness of a candidate has very rarely weighed with the elector.

We shall not be wrong if we should hold that his defeat should more strictly be regarded as a defeat for the Union. The defeat is not seriously itself. But its real danger lies in the possibility of teachers losing their faith in organisation and professional solidarity. It is necessary for the workers of the Union to be alert and to make teachers realise that, for several years to come, they should all of them stand together through thick and thin.

We have great pleasure in congratulating those teacher candidates who have been returned. We appeal to them to arrange to meet at intervals and have a programme of work. It is not the number that always counts in bodies like the senate. Hard work and careful thinking may make even a small band of Union-minded teachers formidable and it is our hope that this group will be able to make a valuable contribution to the sound progress and development of our University.



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The XXX Madras Provincial Educational Conference

DRAFT PROGRAMME

Monday, the 8th May, 1939.

Place :—University Examination Hall.

- 9 to 12 A.M. Opening of the Conference.
Presidential Address.
Opening of the Exhibition.
Constitution of the Subjects Committee.
- 12 P.M. Dinner.
- 2 to 4 P.M. Subjects Committee.
- 4-30 P.M. Lunch.
- 5 P.M. Lecture on "Higher Education—What Parents Should know."
- 6 to 8 P.M. Variety Entertainments—Contribution from City Schools.
(Place :—Presidency College).
- 9-30 P.M. Subjects Committee.
(Place :—Hindu High School).

Tuesday, the 9th May, 1939.

Place :—University Examination Hall.

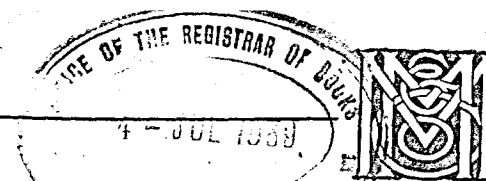
- 8 to 11 A.M. Symposium on Elementary Education and Discussion.
Papers.
Resolutions.
- 11 A.M. Dinner.
- 2 to 4 P.M. S.I.T.U. Protection Fund General Body Meeting.
(Place :—The Kellett High School).
Sectional Conferences.
(Place :—Hindu High School).
- 4-30 P.M. Lunch.
- 5 P.M. Lecture on 'The Role of the Teacher in the Body Politic.'
(Place :—Presidency College).
- 6 to P.M. Entertainments.

Wednesday, the 10th May, 1939.

Place :—University Examination Hall.

- 8 to 10 A.M. Symposium on Adult Education and Discussion.
Sectional Conferences.
Other Papers—Discussions.
- 10 to 12 A.M. Resolutions.
- 12 A.M. Dinner.
- 2 P.M. S.I.T.U. Annual Meeting.
(Place :—University Examination Hall).
- 4 P.M. Lunch.
- 4-30 P.M. Resolutions and Concluding Session.

N.B.—The above programme is subject to alteration.



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No. 3

FROM PRESIDENT TO MEMBERS

DEAR COMRADES,

I have taken up as the topic of this month's letter to you the very important subject of over-hauling the constitution of the South India Teachers' Union, about which notice has been given by our good friend Mr. S. T. Ramanuja Iyengar and which has been referred to our constituent District Guilds for their opinion.

The amendments given notice of by Mr. Ramanuja Iyengar have one definite aim, namely, to strengthen the central organisation and make it function more efficiently than at present by placing at its disposal sufficient finances.

The strengthening of the central organisation is sought to be brought out by making all the affiliated Dt. Guilds branches thereof and the financial improvement is to be effected by a capitation tax on members, instead of the S.I.T. Union being made to depend upon contributions by District Guilds according to the system now prevalent.

As one who has been connected with the provincial organisation for over 15 years I deem it my duty to place before the members my own personal views on the matter

When a number of independent institutions are federated into a Central organisation the working of the central and constituent guilds may be regulated according to two principles. The central institution may be controlled and guided by the constituent guilds in which case, the former becomes merely a mouth-piece of the latter and though life may be vigorous at the circumference it is bound to be weak at the centre. The other principle is to make the centre efficient and the source of the driving power of the constituent guilds in which case life is concentrated at the centre and it is likely to be somewhat weak at the circumference.

The conflict between these two principles is seen in all federations; though all of them work according to either of the two principles.

We have now to see which principle is better for our institution, taking the present circumstances into consideration. If the promotion of the professional solidarity and the building of the prestige of the S. I. T. Union as the one recognised mouth-piece of the non-official opinion of the teaching profession in the Province be the main objective, I have no hesitation in recommending the adoption of Mr. Ramanujam's amendments *in toto*. This would not only make the S. I. T. U. the real power it ought to be, but also place at its disposal enough finance to carry on its work. Some years later, if the District Guilds feel that the central authority is becoming too autocratic, giving very little discretion for them and little scope for their own initiative, we may think of modifying the constitution to suit the then circumstances. Our immediate need is strengthening the Central Authority and making it the real force it ought to be.

Yours sincerely,

S. K. YEGNANARAYANA AIYAR.

MEASURING PERSONALITY TRAITS

By

PROF. ANJILVEL V. MATTHEW,
Kolhapur.

A man's success in life is often measured by his capacity to meet the two-fold task of being true to his own self and of getting on well with his neighbours.

The term *measure* in the above sentence is used figuratively, but the word is not infrequently used even in a literal sense when applied to personality. To study anything objectively it is necessary to measure it, and the effort even in human sciences is to employ as much as possible objective tests and standards. Psychology started with the method of introspection, but it now employs objective tests to examine its premises and to arrive at scientifically accurate data. For instance, psychologists have achieved a fair amount of success in their effort to measure "intelligence". But even the measurement of intelligence is complicated by factors that are not purely cognitive. In doing a test the interests and attitudes of a person count for much; sometimes a highly intelligent person who is not keenly interested in what he does may not score as many points in a test as a less intelligent but more enthusiastic testee. His score of intelligence has been spoilt by personal factors. The same applies in common life; a high grade intelligence is no guarantee that its possessor will do well in life. Here the personality of the individual should necessarily be considered. So attempts are now-a-days made to measure personality.

No one claims that any test made hitherto to judge and measure personality has yet been perfectly successful. There has been a subjective element in all tests applied, but the effort has throughout been to make the estimate as objective as possible, i.e. to make them as less dependent as possible on the individual general impression of the tester. One of the means employed to achieve this result is to analyse personality into component units. Thus such factors as the emotions and dispositions, the temperaments, the introvert-extravert types of reaction, and the will—have all been taken separately, and attempts have been made to prepare scales and standards regarding them based on the examination of several hundreds of persons. Even finer distinctions have been tackled with—such as on resourcefulness, cheerfulness, optimism, and originality.

The methods employed are different, and undoubtedly of different values. One of the earliest was the *questionnaire method*. A series of questions was put to different persons and each one was asked to answer regarding himself questions like :

Are you disturbed by the presence of others when you work ?

Do you day-dream much ? etc.

The *interview method* is another. Both these methods have their limitations. Regarding the first, no one can be expected to be an accurate judge of himself. As for the second, the person interviewed is likely to be judged by the whole impression he makes on the interviewer rather than by details taken as details, and each interviewer will have his own subjective impression. Another method is to make a *five-point scale* regarding each trait to be assessed. Suppose we regard "optimism". Then we make the following points on a line :

Look always at the bright, side of things.	Is generally hopeful, rarely expects evil	Regards both bright & evil prospects.	More often gloomy than bright view of things.	Always expects evil to happen.
--	---	---	--	--------------------------------------

Or we take *attention*.

Is so intent on the thing at hand that he does not notice other things.	Returns to task immediately after any distraction.	Keeps 'attention' fairly steady.	Occasionally attends, more often distracted.	Cannot attend to a thing for even a short period. Attention seems to always wander.
--	--	--	---	---

Still another method is what is known as the *key-method*. Instead of five points, five best understood individuals are taken as "keys", and others are adjudged in comparison with them.

There are what are known as *situation tests*. A number of *situations* are described or indicated to the testee and he is asked what he would do under the circumstances. Here a high score may be scored by an intelligent person, but it does not however mean that the high

scorer will do equally well in actual life situations. But there is no doubt however that some people do evil things as they are not able to comprehend what is right or wrong in the circumstances. *Actual situations* have been cleverly provided in some tests, so that a testee may give false answers if he wants but whose falsehood may be detected through other parts of the test. *Association tests* which indicate departures from the normal through lengthening of reaction time or through unusual responses are also helpful in finding out personality traits.

Which-ever method is used, the scores on different points are consolidated into numerals or into personal graphs. These methods, as has been already pointed out and as are admitted even by those who frame and administer these tests, are not perfect. In a number of them there is still a subjective element which it is hard to entirely eliminate. Again a performance of a high order in a test or even in one life-situation is no guarantee that the same order or quality of performance will be maintained by an individual at all times and in all places.

Admitting all this, there is still no doubt that the effort to adjudge objectively a person's interests and attitudes and wishes and prejudices is at least as useful as the effort to assess accurately his aptitudes and cognitive abilities. For life is what each man makes of it. He is indebted to heredity and other innate factors; he is affected by favourable and unfavourable factors in his physical and social environment ; but they do not inevitably determine his prospects and performances for he is determined from within. In this self-determination his emotions and will, his ambitions and prejudices, his hatreds and loyalties—in short his character and personality play a most important role, and students of human nature are keen on measuring and assessing these great invisible factors which still seem to elude their evaluating efforts. If they have not yet fully succeeded, they have at least helped in confirming the reality of these great "imponderables".

NAZI VIEW OF EDUCATION

By

MR. V. SRINIVASAN, M.A.

I

Contemporary events in Germany are hardly intelligible unless they are viewed in relation to the background of Nazi educational policy. That policy has been on lines advocated by Herr Hitler before his accession to power; but his educational views are quite rational and not at variance with common sense notions of what conduce best to social benefit.

To preserve the race in its purity and fit it for taking unerring decisions by suitably educating its children and equipping them for the responsibilities of the Reich membership is the work to which the Nazi state has addressed itself from its very inception. 'The chief aim to be pursued', wrote Hitler in his autobiography* long ago, 'is the conservation of the ancient racial elements which by disseminated culture create the beauty and dignity of a higher humanity' and this objective is sought to be realised through the instrumentality of a right kind of education. Every German is to be made to believe in the invincibility of his Fatherland and is exhorted to prove himself worthy of his heritage and not to grow into a stay-at-home weakling. 'A man of moderate education, but sound in body, firm in character and filled with joyous self confidence and power of will is of more value to the community than a highly educated weakling.'

II

The principal drawback of education under the old regime was, in Hitler's opinion that it did not take note of racial genius and that it was sustained only by engineers, jurists and the literateurs and the professors it had created to keep intellectuality alive. Character building certainly was not its merit and it failed to inculcate the 'suggestive strength produced by self-confidence' says Hitler who bitterly complained; 'God knows that we, Germans have never failed in the departments of knowledge, that we have failed all the more in will power and determination'. The intellectual statesmen were found to be weak in actual accomplish-

ment. It pained Hitler that in November and December 1918 there was not one man in Germany, from the monarch down to the lowest divisional commander who could come to any decision or had the courage to act. 'That terrible fact is a curse of our education.' It was this lack of will power and not any dearth of war material which crippled Germany. 'It was our nation's sad fate,' wrote Hitler, 'to have to fight for its life under a Chancellor who was a philosophising weakling. If we had been led by some robust man of the people instead of a Bethmann-Hollwegg the grenadier-private's blood would not have been shed in vain.' Hitler attributed all the woes of Germany to the incompetence of her war time statesmen who were the products of an effete system which neither inculcated a sense of responsibility nor encouraged sound instincts. 'The policy of acting only when 51% of success was assured summed up the tragedy of the German collapse'. A system of education which produced a snobbishness of such a detestable variety stood condemned.

III

This interpretation of war time and postwar history was the *raison d'être* of the reconstruction of society on which the Nazis had set their heart. The emphasis of the new order has been on the responsibility of the National State for the upbringing of the young German. While the Fascist Corporative State trusted to people's own initiative and effort in such matters, stepping in but occasionally in benevolent fashion, the Nazi state was loath to leave things to chance and recognised a duty as well as a right to supervise the development of the mind and the body of those committed to its care.

Every youth is made to receive the hardening necessary in life. His time is to be spent in profitable cultivation of his body. He had no right to loaf about idly. General education though necessary and welcome ought not to hinder his developing bodily efficiency at the close of each day's work 'so that life may not find him soft when he enters it.' 'To prepare for this end and to carry this out is the function of youthful education and not merely to pump in so called knowledge.'

Boxing is the one sport which commended itself to Hitler as being capable of effectively moulding juvenile character. He was amused at the curious notions prevalent in educated circles about it. 'They think it natural and honourable for a young man to learn how to fight and for him to fight duels but it is rough if he boxes.' This view was erroneous as, in his opinion, no sport encouraged the spirit of attack as boxing did. 'It demands lightning decision and hardens and supple the body. It is not rougher for two youths to settle a dispute with their fists than

* "My struggle" by Adolf. Hitler (Hurst & Blackett).

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with a polished strip of steel.' 'If the whole of our intellectual class had not been exclusively trained in high class department and had thoroughly learned to box instead they could not have been kicked at by every body.'

IV

The German methods of instruction had become out-of-date. There was considerable wastage as the youthful brain was burdened with much that it did not require and forgot. 'Take an ordinary state official who has passed out of gymnasium (public day school) or the Oberreal Schule (modern school) in his 35th or 40th year. How little has he retained of all that was crammed into his head?' Such knowledge based on cramming could never result in inventive qualities which only knowledge inspired by real talent could produce. For this reason the doors of state educational establishments should be open to talent of any sort irrespective of the class wherein it shows itself. The notion that only children of better class parents in good circumstances are fitted to receive higher training is a shibboleth that has been given up in Germany.

History-teaching has been criticised by Hitler as lamentably faulty. The few dates, births and figures which alone receive attention in lessons are quite useless and leave the essentials to be shifted by the specialist or the genius for himself from the flood of dates and dynastic successions. The proper angle to adopt in history teaching is the one that exalts the race and one of the duties of the National State is to see that a fresh history of the world is written up in which the race idea occupies a prominent position.

Science is viewed as a means for increasing national pride. An inventor is to be deemed great not merely as an inventor but also as a fellow German. The greatest among the mass of honoured names in the history of Germany should be held up for emulation so that the youth of the land may be impressed and induced to become the pillars of an unshakable nationalist sentiment.

V

It is a corollary to this view of youthful education that the State's interest in the development of the individual should not stop with his leaving school but should continue throughout the period of military training. The army then is the higher and the final academy. 'In that school the boy shall be transformed into a man; he shall not merely learn to obey but shall be trained with a view to commanding at some

future time. He shall learn to be silent not only when he is justly blamed but to bear injustice in silence if necessary.

Hitler's one other criticism of the old system was that it neglected the cultivation of silence as a virtue and this failure cost the Germans many a battle in the war. When people were not able to hold their tongue, trade and military secrets were let out and vast preparations were rendered illusory. Moreover 90% of libel cases owe their origin to failure to keep secrets. Silence, far from being a trifling matter, is a thing the exaltation of which should form an integral part of character building. But its benefits could be secured only if it is practised by the nation's youth early in life.

VI

Silence, sincerity (*aufrichtigkeit*), trustworthiness, readiness for self-sacrifice, love of duty (*liebe zur pflicht*), a belief and confidence in the nation's destiny—these therefore are the points to which attention is directed in the Nazi scheme of education. In chalking out this policy general education was intended to act as a counterweight to technical education which however has sunk in this materialistic generation to the service of Mammon. Respecting the latter Herr Hitler has expressed himself in these resounding words: 'It might be that gold has become the one dominant power in the life of to-day; yet a time will come when man shall bow before higher gods. There is much to-day which owes its existence to the desire for money and property but little is included in it the non-existence of which would leave mankind the poorer.'

VII

It requires to be mentioned *en passant* that in respect of the education of the females too the main stress, in Hitler's opinion, should be laid on bodily training, and after that on development of character, and last of all of the intellect. 'The one absolute aim must be with a view to the future mother.'

VIII

These are, in brief, the broad aspects of Nazi educational policy. How far success has attended the experiment is not for us to say but there is no mistaking the enthusiasm of the Fuhrer and the spirit in which he has set about his task of reconstructing German Society. He has never worried himself to allow Nazi thought to be influenced by the approval or condemnation of the contemporary public opinion. The

strength of an ideal could never be ignored and what has been sustaining him all along is the deeprooted conviction that the clearer vision of prosperity which alone could comprehend his ideology better would admit its essential soundness and pay homage to it. His persistent endeavours to utilise the organised strength of the nation for promoting Germany's free growth as he conceived it certainly compel our admiration and the refreshing and unconventional views of the Reichfuhrer on matters relating to education are hardly without interest for us in India where ideal conditions have not yet been established.

A NOTABLE UTTERANCE

"I am a firm believer in that theory of sound education which rests not on the magnificence of college and school buildings with architectural perfection, the largeness of the financial resources of the managements or the academic distinctions of lecturers and teachers but on the willing and loyal service of a devoted band of selfless teachers who realise that they are engaged in the most responsible task of giving to the country worthy citizens as the sure foundations of a stable, self-respecting and well-respecting and well-ordered State."

—Hon'ble Mr. C. J. Varkey.

THE TEACHER—HIS RIGHTS AND RESPONSIBILITIES

By

D. KRISHNAYYA,

Assistant, High School, Hindupur.

'If we work upon marble it will perish; if on brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, and imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something that will brighten to all eternity.'—Daniel Webster.

Really this grave responsibility rests upon the shoulders of the teacher. This may really seem to be quite ambitious, but certainly it is a fact in the hands of teachers worth the salt.

A teacher is one, who sincerely works with a keen and Catholic interest for the progress of the children in his charge, as a judicious gardener. A teacher is always wedded to his profession and is illuminated by (1) knowledge (2) sacrifice (3) idealism (4) truth and (5) love—the five lamps of Education according to Principal Seshadri.

From the cradle to the grave, a teacher must be always in pursuit of Knowledge as the busy bee. No amount of knowledge acquired by him gives him the satisfaction and so he will ever be acquiring the same in the company of the mighty minds of all ages all the world over, just to place the treasure-chest of knowledge for the use of mankind. To him, the world itself is an open book of knowledge wherefrom he gains and imparts. He gains by every experience and imparts at every true opportunity possible.

Terrible is the sacrifice of a teacher. He sacrifices himself for the progress of mankind. With a loving sacrifice, he offers all that is best in him to bring out, 'the best in a boy or girl,' and to stamp out the appalling illiteracy of the country. With the loving sacrifice of a mother for her children, a teacher works for the progress of the children under his care.

A teacher is really optimistic in his ideals and his view of the future is never gloomy. Even in the so-called dull child, he can read a ray of hope for the future. With an optimistic Divine sense in him, he works for the progress of the children. Even in the most troubled cir-

cumstances, a teacher never loses heart for if despair sets in him, woe unto the lot which is entrusted to his care. With hope as his guiding star, a teacher marches on and on, taking full care of those who follow him. In Divinity his confidence is richly centred.

Truth succeeds while all things fail, is the truth which a teacher gains from the immortal story of Harischendra. A teacher always clings to truth with an ardent zeal. Even thro' ordeals of the highest kind, he carries the torch of truth to illuminate the path. He zealously plants the seedling of truth in his pupils and makes them gain shelter under its shade.

Come let us live among and love our children is the call of a teacher to his comrades. No inch of life, a teacher can move in peace, if he does not love his children. How can the minute follies, funs and mischiefs of children be forgotten except by Love which is the Divine element in man.

Those who merely come to occupy the ranks of a teacher have in reality no responsibilities to feel or shoulder. Such teachers merely count the number of days in a month and wait eagerly for the pay day. The preliminaries connected with school life, they practise and feel school life as mirth and full of leisure. They like the rolling stones leave no moss on the shores of Time. It is the anxious doubt therefore of many parents whether many of the so-called teachers feel and realise atleast a few of the grave responsibilities shared and borne by the true teachers of mankind. The answer is rather paradoxical. There are teachers who have shaped the Destiny of mankind. Teachers like Plato—Socrates—Dr. Arnold, Miller, Skinner and even in our days, gleaming stars like Sastri, Seshadri, Radhakrishnan and a host of others, the world can never forget: at least our country can never afford to do so. Really, teachers who enter this ring of service with a serious and sincere purpose of doing noble service to mankind have very grave responsibilities to shoulder at every stage of their life by carrying the torch of knowledge to illuminate the path. Their responsibility extends far beyond space and time. Educating innocent children on true lines of education of the harmonious development of the mental—moral and physical aspects on humane basis and pulling them higher and higher and preparing them fully for true citizenship of national and international nature, is no ordinary responsibility. Illuminating the country, with his Divine lamp of knowledge, is the main responsibility of the teacher. He must dispel ignorance and darkness surrounding him. Responsibility of the gravest nature like the sword of Damocles, will ever be hanging over the head of a teacher. Willingly sharing the burden of parents in the

right education of their children is the ever increasing responsibility of the teacher. Character formation is no ordinary responsibility.

The future of the country lies in the children and shaping them to this expectation is the work of the teacher and is this responsibility a slight one if only a teacher ponders deep and enough. A teacher in one word can make or mar the country and this responsibility is far grave than any or all of the responsibilities shared by the members of other professions. Hence it is that the teachers' profession has come to be truly called the most noble and sacred.

Though a teacher has a claim for the maximum rights when compared with the grave responsibilities he has to shoulder, a true teacher claims only the minimum. He has a right for the true support of the public to keep him above want. He has a right for a decent place in the social and economic ladder of life. He has a right to be remembered by the posterity as the true benefactor of mankind. He has a right for security of service while in service and the benefit of pension or the provident fund, when he retires. He has a right to be heard and wrong set right when he is aggrieved. He has a right to be consulted in all matters concerning country's progress. He has the right of asking the lay man not to tinker with the problem of Education of the children. He has a right to be heard as he is the main cultural agency of the country—nay the World.

With plain living and high thinking, a teacher leads a simple but self-sacrificing life for the true progress of mankind. He willingly shoulders the grave responsibilities of Life in shaping the cultural progress of the country and claims in return the minimum rights and looks to the Nation for hearty support.

I. THE 30TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

The General Secretary, the Reception Committee, 30th Madras Provincial Educational Conference, Madras, writes:—

The 30th Madras Provincial Educational Conference is proposed to be held in Madras on the 8th, 9th and 10th of May 1939. Mrs. K. Radhabai Subbarayan, B.A., M.L.A., (Central), has kindly consented to preside over the Conference and has also written to say that the dates chosen will suit her convenience. The Railway authorities have been addressed with regard to the issue of "Go-As-You-Please" Tickets from 1st May and it is quite likely these tickets will be available at the time of the Conference.

Every association has been called upon by the South India Teachers' Union to send the official list of delegates along with the delegation fee of annas eight per delegate to the office of the Reception Committee not later than the 31st March 1939. The Reception Committee will be very glad to see a large number of delegates attending the Conference. It appeals to the associations to send the official list of delegates within the 31st March so that the names of delegates may be printed and suitable arrangements with regard to boarding and lodging may be made. The Reception Committee will esteem it a great favour if the information be furnished in time. The charges for boarding will be announced in due course. Delegates are requested to intimate the Reception Committee within 31st March whether they would like to have arrangements made for them for boarding or lodging or for both.

In connection with the Conference, it has been decided to organise an Educational Exhibition. It is the idea of the Reception Committee that the Exhibition should demonstrate to the public how the work of schools is being carried on. It is also to indicate clearly the many devices with teachers adopt in the class room to make learning interesting and worthwhile.

The Exhibition will be divided into the following sections:—

1. Nursery Schools.
2. Elementary Education.
3. Secondary Education.
4. Vocational Education.
5. Physical and Health Education.
6. Arts and Handicrafts.
7. Music.
8. Recent Tendencies in Education.
9. Education of the Defective.

The programme is to include lectures, discussion, on topics of Educational interest, resolutions, excursions and variety entertainments. It is also proposed to arrange for a symposium on Elementary Education and on Adult Education. Delegates are requested to contribute short notes on the two topics mentioned above. It is proposed to get the notes printed for distribution at the Conference and it is requested that the original be sent to the Office before 1st April.

All the Teachers' Associations are requested to extend their co-operation and support to the Reception Committee by furnishing in time the necessary informations so as to enable it to make proper arrangements for the Conference.

II. PHYSICAL EDUCATION CONFERENCE

The Executive Committee of the Madras Provincial Physical Education Association resolved at their meeting held last week to hold the next Provincial Physical Education Conference at Madras during August 1939.

It was also resolved at that meeting that all the Physical Directors and Physical Training Instructors in Madras, Saidapet, Guindy and Tambaram be requested to serve as members of the Working Committee of the Conference. Among other things the Committee will be in charge of the programme of the Conference which will include addresses, discussions, exhibition and demonstration.

Those interested in the Conference and who intend to participate in the same are requested to communicate with the Hon. Secretary, Madras Provincial Physical Education Association, Saidapet, Madras.

Health and Physical Education is a subject which has yet to come into its own in India. Co-ordinated efforts on the part of all workers in the field of Health and Physical Education and all interested in it are necessary. To this end it has been found urgent to compile a directory of such persons. The Health and Physical Education Committee of the All India Federation of Educational Associations is engaged in this work and the Hon. Secretary of the Committee will be glad to receive the names and addresses of such persons with details of their educational and technical qualifications and their work and activities. Communications may be addressed to him at Saidapet, Madras.

III. THE JOINT SESSION OF SECONDARY AND UNIVERSITY EDUCATION SECTION OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

26. Resolved that a Committee consisting of the following persons (with powers to co-opt) be re-appointed to draw up a complete scheme of National Education after examining the Wardha Scheme and the resolutions given below; resolved further that the Committee do hold its sittings during Easter holidays at a suitable place and publish its report within six months from December 29, 1938.

THE PERSONNEL OF THE COMMITTEE

(1) Principal P. Seshadri, Government College, Ajmer, *Convener*; (2) Prof. Amaranatha Jha, Vice-Chancellor, University of Allahabad; (3) Dr. Zakir Hussain, Jama Millia, Delhi; (4) Principal K. S. Vakil, Teachers' College, Kolhapur; (5) Principal H. V. Hampton, Secondary Training College, Bombay; (6) Principal A. C. C. Hervey, Government College, Ludhiana; (7) Prof. Dewan Chand Sharma, D. A. V. College, Lahore; (8) Mr. A. E. Foote, Headmaster, Doon Public School, Dehra Dun; (9) Prof. S. K. Yegnanarayana Aiyar, President, South India Teachers' Union 520, High Road, Triplicane, Madras; (10) Principal S. L. Pandharipande, City College, Nagpur; (11) Prof. A. N. Basu, Head of Teacher Training Department, Calcutta University; (12) Mr. K. G. Saiyidain, Director of Public Instruction, Kashmir State, Jammu; (13) Prof. N. Kuppuswami Aiyangar, Srirangam, Trichy; (14) Mr. Abdus Salam Siddiqi, Assistant Director of Public Instruction, Bhopal;

(15) Mr. T. Kunjanni Menon, Inspector of Schools, Trichur (Cochin State); (16) Rai Saheb Ram Sharan Upadhyaya, Headmaster, Patna Training School, Patna; (17) Father L. Raymond, Principal, St. Sebastian High School, Bombay 2; (18) Principal, S. K. Roy, P. O. Kanke (Ranchi); (19) Mrs. K. M. George, Inspectress of Schools, Cochin; (20) Mr. N. L. Kitroo, Adult Education Officer, Jammu; (21) Dr. G. S. Khair, Anath Vidyarathi Griha, Sadashiva Peth, Poona; (22) Mrs. K. H. Jhamkhandi, Headmistress, Government Girls Anglo-Vernacular School, Bijapur; (23) Prof. M. S. Sabhesan, Christian College, Madras; (24) Mr. B. N. Chakravarthi, 203 Cornwallis Street, Calcutta; (25) Mr. S. R. Bhise, Principal, S. P. Hakimji High School, Bordi, Bombay; (26) Miss Kapila Khandvala, 22-B Willingdon Colony, Santa Cruz (Bombay); (27) Harbhai Trivedi, Daxinamurty Vidya Bhawan, Bhavnagar.

The following resolutions were referred to the Committee along with the Wardha Scheme :—

(1) This Conference urges that the consensus of opinion on this subject, as expressed by the Punjab University Enquiry Committee, the combined Universities Board for India, the Central Advisory Board of Education and the Abbott Wood Report, be now put into effect by the re-organisation of higher general education into two periods of three years each: (a) Higher Secondary Course; and (b) Bachelor Degree Course, in place of the present system of two years each—High, Intermediate and Bachelor Degree Course—the length of the whole educational course not being increased thereby. (Calcutta Conference).

(2) This Conference is of opinion that there should be three well defined stages in the whole system of education:—

(i) Pre-primary education upto the age of 7; (ii) and basic education upto the age of 14—very much like the Wardha Scheme, in which not more than half the time to be spent on the crafts chosen; (iii) Secondary Education—3 years. It is to consist of two types: (a) predominantly literary; (b) predominantly vocational. But every pupil should have something of both. (iv) University Education—3 years course leading to a first degree. This should consist of various literary and Technological Courses, so that even those whose secondary education was predominantly vocational may have an opportunity of continuing and perfecting their studies in the University. (N. Kuppuswami Aiyangar).

(3) That while endorsing the proposal made by Mahatma Gandhi that education in the elementary stage should centre round some form of manual work, the Conference views with misgiving that part of the Wardha resolution which considers that such form of practical work can be made so productive at any stage as to cover the remuneration of teachers;

(4) That in making rural occupational activities the basis of instruction in primary schools so as to make work in these schools more practical and less bookish, the emphasis should be laid on the educational rather than on the economic value of such activities with the object of removing the present dissociation between life and school work, although the economic side should not be neglected;

(5) That in order to emphasise the social responsibilities of the primary school, the syllabus of such schools should be thoroughly recast on the basis of needs of community life;

(6) That the scheme of social conscription for the recruitment of teachers drawn up by Prof. K. T. Shah and commended by Mahatma Gandhi is of doubtful value;

(7) That under no circumstances shall the teachers' remuneration be made to depend on the amount got by the sale of the articles produced by the pupils.

(8) That not more than half the time available for education should be spent on the vocational subjects chosen;

(9) That it is inconsistent with education for a democracy to compel any pupil to decide once for all, when he is only seven or eight years old, what his vocation should be;

(10) That if any educational system is to serve as an enduring foundation for future progress, it must enable the pupils to accommodate themselves to sudden changes of progress and method in the occupation they are likely to take up, and even be prepared to transfer themselves from one occupation to another and from one part of the country to another, including from the town to the country and from the country to the town;

(11) This Conference, while convinced, as at all times, that in the educative process the practical method of instruction should not be lost sight of, is of opinion that craft work should not form a preponderant part in school instruction.

RESOLUTIONS TO BE PLACED BEFORE THE 30TH MADRAS PROVINCIAL CONFERENCE

In accordance with the rules of the South India Teachers' Union, the working committee considered at its meeting held on the 25th February 1939, the resolutions given notice of by affiliated associations and it has resolved to place the following before the 30th Provincial Educational Conference.

I. Educational Finance:—

(1) Resolved that a Committee consisting of the following persons be appointed to investigate and report on the economy to be effected in Educational expenditure by Government on Direction and Inspection and in respect of grants to Boarding Institutions.

II. Legislation:—

(2) This Conference requests the Working Committee of the South India Teachers' Union to approach the Government and see to it that the South India Teachers' Union bill on teachers' Service Conditions be introduced in the Legislature.

(3) That it be a recommendation to the Ministry to bring up a comprehensive Education Act, amending all previous Educational legislations, so as to line up with national needs and aspirations.

III. Contract:—

(4) This Conference resolves to request the Government to amend the contract (Appendix 28 M. E. R.) between the teacher and management in aided secondary schools on the lines of the resolutions of the Executive Board of the South Indian Teachers' Union of 18-12-38.

IV. Grant:—

(5) This Conference requests the Government that the payment of Equipment Grants towards the purchase of Teaching apparatus, appliances, furniture and equipping the Library be continued.

V. Local Bodies:—

(6) This Conference requests the Government to remove the serious anomalies that are causing hardships to several teachers in Board Secondary Schools owing to the application of G. O. 4619 and subsequent proceedings in connection with that G. O.

(7) This Conference learns with regret that in some Local Boards salary cut to the extent of 50 per cent have been imposed on Teachers and such boards may be requested to remove the cuts among their servants at least from the current year.

VI. Provident Fund:—

(8) This Conference requests the Government to permit teachers in aided schools to pay insurance premiums from out of their Provident Fund Deposits.

(9) This Conference requests the Provincial Government to utilise the Provident Fund Deposits of Teachers in aided schools and guarantee interest thereon at not less than 3½ per cent.

VII. Text-Books:—

(10) This Conference requests the Government to vest the selection of text-books solely in the hands of the heads of institutions to avoid undue delay and ensure expert selection.

VIII. Physical Education:—

(11) This Conference recommends that suitable tests in physical education be held periodically in every institution and credit be given for marks obtained for physical fitness in deciding promotions.

(12) In as much as sanitary and hygienic school buildings and premises with well laid out gardens are conducive to health, this Conference urges on all heads of institutions to see that this aspect of school life is not neglected.

(13) This Conference urges the Government to enunciate a forward policy in physical education, play and recreation and to take immediate steps to implement that policy.

(14) This Conference reiterates the need for medical inspection in schools and requests the Government to inaugurate afresh and without any delay, the medical inspection of school-going children with adequate provision for satisfactory follow-up work.

IX. Grading:—

(15) This Conference requests the Government to treat all Lower Grade Elementary Teachers trained during 1907-1914 as higher grade teachers for purposes of pay, qualifications, etc.

X. Children of Teachers:—

(16) This Conference requests the management of schools that the children of teachers in Elementary Schools be given free Secondary Education.

XI. Advisory Council:—

(17) This Conference requests the Government to create a Provincial Advisory Board of Education consisting of the representatives of the Government, the Universities, managements and the South India Teachers' Union to advise the Government on its general educational policy and programme.

XII. Pandits:—

(18) This Conference requests the Government to favourably consider the lot of the Tamil Pandits who entered permanent service in Secondary Schools before 1926.

(19) This Conference requests the Government that in as much as the time scale of this Pandits grade, namely, Rs. 45-2/2-75 covers a period of 30 years of service to reach the maximum and in as much as very few of the present Pandits can ever hope to reach the maximum during their service, to alter the scale as 45-3/2-75, so as to enable the Pandits to reach the maximum in 20 years.

Note: Amendments, if any to the above resolutions should reach the office of the Reception Committee, 41, Singarachari St., Triplicane, on or before the 15th April 1939.

FROM OUR ASSOCIATIONS

THE ANANTAPUR DISTRICT TEACHERS' GUILD

Annual Conference at Tadpatri

The eighth Annual Conference and General Meeting of the Anantapur District Teachers' Guild was held in Tadpatri on Saturday the 11th instant, with Sri. S. Vaideeswara Aiyer in the chair.

The President, in his address, referred to the rules issued by the Government on the Elementary School Teachers' Unions and hoped that, when similar rules came to be made regarding formation of Secondary School Teachers' organisations, there would be greater interest shown by teachers in the activities of the Guild. He visualised greater co-operation between non-official teachers' organisations and the Government when representation was extended to the former on the ad hoc bodies that might be constituted now and then by the Government in regard to particular problems of education.

Sri T. Narasimhacharlu, B.A., B.L., pleader, who is taking much interest in the organisation of the local Vyayamasala, addressed the Conference on the 'Joy of Physical Culture'.

The following were elected as office-bearers for the year 1939-40:—

President :	Sri S. Vaideeswara Aiyer, B.A., L.T.
Vice-President :	„ P. Venkatesam, B.A., L.T.
Secretary :	„ C. Ranganatha Aiyengar, M.A., L.T.
Joint-Secretary :	„ T. Chidambariah
Other members of Ex-Committee :	„ K. Venkatachari, B.A., B. Ed.
	„ T. Srinivasachari
Auditor :	„ P. Raghavendachar, B.A., L.T.

Sri S. Vaideeswara Aiyer represents the Guild on the Executive of the S. I. T. U. for the year 1939-40.

The next Conference was invited to Tadpatri again.

The Municipal High School Teachers' Association, Tadpatri, was at home to the delegates.

Gooty,
12—3—39.

C. RANGANATHA AIYENGAR,
Secretary.

Resolutions

1. This Conference regrets for the untimely and sudden demise of late Sri S. Kuppuswami Aiyer, a former President of the Guild, and records its sympathy to the members of the bereaved family.

2. This Conference congratulates the Hon'ble C. J. Varkey on his appointment as Minister of Education and expresses its thanks to the Government for the selection of an educationist as Minister in charge of the portfolio of Education.

3. This Conference regrets the delay in the reform of Secondary Education on the basis of the Government Memorandum, although during the last two years a large volume of public opinion has been gathered on the subject, and pleads for an early introduction of the changes in the existing purely cultural scheme on the lines suggested by the South India Teachers' Union at the Provincial Educational Conference held at Mangalore in May 1938.

4. This Conference welcomes the abolition of the District Educational Councils and the proposal for setting up District Education Boards in their place, and is of opinion that the representation proposed to be given the District Guilds is inadequate and that the same should be increased to three in number.

5. This Conference is in sympathy with the Government in its efforts to improve the finance of the province, but feels that the salaries of teachers of all grades in Local Board and aided schools are already so poor in comparison with those obtaining in Government institutions that no reduction should be made in the teaching grants as it is likely to affect the salary scales that are already in force; on the contrary it requests the Government to introduce suitable legislative measures or changes in the Grand-in-aid Code so that the salaries of these classes of teachers may be improved and brought into line with the salary scales obtaining under Government.

6. This Conference is of opinion that the time has come when the expansion of Girls' education, both Elementary and Secondary, should be pursued more vigorously providing for at least one Secondary School for girls in each Taluk Headquarter town and other major towns in the province.

7. This Conference requests the Government to fix each High School as centre for S. S. L. C. examination at least from 1940.

8. This Conference repeats its sincere request to the Government to sanction full personal allowances to the teachers who are adversely affected by the adoption of G. O. No. 4619 dated 10—10—34.

9. This Conference is of opinion that clubbing V. T. C. paper with mother tongue paper is detrimental to the interests of the mother tongue, as it has been decided to improve the mother tongue. The Government is requested to change the rules at least from next year to this effect, providing for a second paper in the mother tongue as in the case of English.

10. Resolved to request the Government that the rate of increments in grades allotted to Pandits and Munshis be raised to 5 instead of 2 as at present, as the period of 30 years for reaching the maximum is too long to be realised.

11. This meeting requests the affiliated Associations in the District to take a more lively interest in it and attend its annual Conference in large numbers.

Gooty,
12—3—39.

C. RANGANATHA AIYENGAR,
Secretary.

THE ANANTAPUR DISTRICT TEACHERS' GUILD

(Brief Statement of Accounts from last report to 28-2-1939.)

Income.		Expenditure.	
	Rs. A. P.		Rs. A. P.
Affiliation fees received	.. 67 8 0	Opening deficit	.. 54 0 7
Affiliation fees due	.. 46 8 0	Expenses incurred:	
	114 0 0	under postage	.. 6 10 3
		„ Contingencies	.. 0 5 0
		„ Printing	.. 6 0 0
		„ Travelling	.. 11 0 0
		„ Affiliation fee to S.I.T.U.	.. 15 0 0
		„ Education Week pamphlets	.. 1 9 0
			40 8 3
		Due to S.I.T.U.	.. 15 0 0
		„ S.I.T.	.. 30 0 0
		„ Printing	.. 7 8 0
			52 8 0
Expected Deficit	.. 33 0 10		
	147 0 10	Total	.. 147 0 10

To
The Secretaries of all
Affiliated Associations
with spare copies.

C. RANGANATHA AIYENGAR,
Secretary.

T. CHIDAMBARIAN,
Joint Secretary.

(ii) THE KURNOOL DISTRICT TEACHERS' GUILD

A Conference of the Kurnool District Teachers' Guild was held on Saturday, the 11th instant in Sri. Bugga Rameswaraswami temple premises, at Kalwa, a place of pilgrimage and beauty spot in the district, 22 miles from Kurnool under the presidentship of Rev. B. J. Rockwood, M.A., B.D. Delegates from five affiliated associations attended. Among those present were Deshpande Subba Rao of Nandyal, Messrs. G. Sivarao, P. Raju and C. G. Venkatasubbiah, headmasters of High Schools.

Mr. K. N. Pasupathi, Secretary of the Guild welcomed the delegates, expressing great pleasure at their being able to meet in Conference as soon as six weeks after the last half-yearly meeting at Nandyal, and that, in a sacred and lovely place like Kalwa Bugga. There was a lively discussion on "The utilisation of class-Library Periods" in schools.

Mr. N. Sundaresa Iyer of Coles High School deplored that the achievements of the library periods were not up to their expectations, owing mainly to the pres-

sure of the curriculum and rigour of examinations. Suggesting a few remedies for neutralizing the difficulties, he said that teachers should do a little propaganda work in the library classes to impress on the pupils the value of extensive reading, and that teachers themselves should study the books in leisure to enable them to give their brief outline to students.

Mr. K. N. Pasupathi emphasised on the need for inculcating the reading habit and fostering a love of books on the part of pupils, thus placing in their hands the key to knowledge. At present, he regretted that an attitude of indifference was generally shown to library work by the management, department as well as teachers, though every one was profuse with lip-sympathy for the cause of library work. He suggested that managements must find more money for purchase of attractive books which would appeal to children, and give more leisure for teachers handling library classes.

Mr. G. Siva Rao, Headmaster, Municipal High School, spoke on the importance of a proper atmosphere in the library and said that he was against holding library classes outside the library hall.

Mr. Deshpande Subba Rao said that it was futile to expect the pupils to understand literature without previous help from the teacher. Messrs. O. Ch. Sarma, M. Venkataramiah and P. Raju also spoke.

The President in winding up the discussion observed that the library hour must be made a time of recreation. The library must be like the foot-ball field, a joy in anticipation, a place one liked to be in, even though one did not do more than wander about the shelves. The only hope of interesting boys in books rested on the infectious enthusiasm of the teachers.

The conference adjourned for tea. Re-assembling, it was addressed by Mr. K. N. Pasupathi on "The Wardha Scheme re-examined". In his concluding remarks, the president, Mr. B. J. Rockwood, observed that no one but a Gandhi could have aroused such enthusiasm for the Wardha Scheme in so brief a time. It was a revolutionary plan in education, and a revolution might destroy rather than create. While approving heartily of the principles involved in the Wardha Scheme, he said that an insuperable obstacle to its success was the utter indifference to and a general dislike for manual labour on the part of Indian pupils and parents, and an inability to appreciate the value of manual arts. The implications of the scheme must be threshed out fully by sympathetic educationists before it was introduced in schools.

After the lecture, a business meeting of the Guild was held. The suggested alterations to the bye-laws of the South Indian Teachers' Union regarding rates of subscription, given notice of by the Union Secretary, were considered and approved.

Mr. K. Nilakanta Rao, Joint Secretary of the Guild proposed a vote of thanks to the President and the delegates and to Mr. K. Nageswara Rao, pleader and trustee of the temple for all the help rendered by him to make the conference a success.

K. N. PASUPATHI,
Secretary.

(iii) MADRAS TEACHERS' GUILD.

(A) Mathematics Section.

The Elementary Mathematics Sub-Committee formed by the Math. teachers of the City of Madras, under the auspicious of Madras Teachers' Guild has issued a questionnaire in Ele. Math., with a view to ascertain the opinion of the Mathematics teachers of this presidency regarding the various aspects of this subject, before submitting its suggestions for improvement in the syllabus of Ele. Math. Headmasters of different schools are requested to be good enough to send their replies to this questionnaire before the end of March '39, after due consultation with their Math. assistants. It is needless to mention that the suggestions for improvement to be submitted by this Committee will become weighty enough to be considered by the S. S. L. C. Board, only where it is in a position to present a representative opinion and this is impossible without the co-operation and good will of all the headmasters and mathematics assistants of this Presidency.

L. MARIAPRAGASAM PILLAI,
Secretary.

QUESTIONNAIRE

1. Do you feel that the present syllabus in Elementary Mathematics for S. S. L. C. Examination is above reproach and completely satisfactory in all respects? If not, why not?
2. What type of sums and what portions of the present syllabus in Elementary Mathematics may, in your opinion, be deleted?
3. Do you think it necessary or desirable to make the scope of the various items included in the Elementary Mathematics syllabus more precise and definite as it is in the case of Elementary Science syllabus?
4. Do you think it necessary to include Present Worth, Trade Discounts, and Stocks and Shares in the syllabus, in view of the increasing importance of these topics in daily practical life?
5. Is it desirable that old fashioned sums on Clocks, Trains, Time and Work, Circular Motions etc., should be deleted?
6. Do you wish that against each item of the syllabus, the time limit should be indicated as it is done in General Science syllabus. (For example: Significant figures: 2 periods).
7. Do you feel that the syllabus should give a definite indication to the teachers regarding the degree of complexity and difficulty of the arithmetic problems to be solved in Class Rooms?
8. Do you consider it practical to include more items on practical and experimental geometry, so that boys discontinuing their studies with the S. S. L. C. Class, may follow technical courses like Mechanical Engineering, Electrical Engineering etc., without much difficulty?
9. Is it necessary to include portions of Commercial Arithmetic to the present syllabus? If so, what items of it may be profitably included?

10. Has the introduction of the vernacular medium of instruction resulted in making Elementary Mathematics easier to be understood by the Candidates for the S. S. L. C. Examination? If so, do you consider it necessary to burden the syllabus more?
11. What remedies will you suggest to the lack of uniformity in the vernacular translations of the technical terms in Mathematics?
12. Do you think that certain 'international' words like "POLYGON" should not be translated but simply adopted into the vernacular usage? Give a list of those words which, in your opinion, need not be translated.
13. Is it possible as in 1934 Scheme, to amalgamate the Elementary mathematics and Optional Mathematics?
14. Is it desirable to divide the syllabus in Elementary Mathematics into three parts, one for IV Form, one for V Form and the other for VI Form?
15. Do you consider it desirable for the Educational Department to recommend text books in Elementary Mathematics, as they do in History or in Geography?
16. What alteration or modification will you suggest in the present syllabus with a view to (i) prevent paper setters from setting undesirable or out-of-the-way question papers in the S. S. L. C. Examination, and (ii) discourage text books from being printed, which are most defective and which are written more to get a profit rather than to help the teacher or the pupils.

(B) English Section.

A public meeting of the English Section of the Madras Teachers' Guild was held on Thursday the 23rd February 1939 at 5-30 p.m., in the St. Paul's High School, Vepery, when Miss Sykes, Headmistress of the Bentinck High School for Girls, Vepery, delivered a lecture on the 'Teaching of Poetry' and the Rev. T. R. Foulger, M.A., Principle, Meston Training College, Royapettah, presided. There was a large gathering of masters and mistresses for several schools in the city.

Then Miss Sykes began by giving a practical lesson in poetry to a class of High School pupils of her school; she took up for her lesson the poem 'Vale' from this year's S. S. L. C. Text. Cyclostyled copies of the poem were supplied to all the teachers present. The lecturer, to begin with, elicited from the pupils by questioning them, what they would remember after leaving their school, namely the several parts of their schools, and that they would bid farewell to those from whom they were going away; and she told them that that poem was written by one who was just going to leave the school and contained the ideas cherished by him at that time.

The lesson lasted for 45 minutes and then the lecturer spoke on the Teaching of poetry. She said that Poetry can be made to comprehend instruction in versification, reproduction, expansion of ideas, literary criticisms, aesthetic exercises and elocution but all points can not be illustrated in one lesson. The teacher may bear in mind all the points and illustrate a few of them as opportunity occurs. The poem taught just then, for example, presented no need of instruction in rhyme or versification being in simple verses of 4 lines. Poets should be selected according to the value of the poem. Poetry prescribed for classes must be worth teach-

ing. Some of the text books in Indian schools have bad poetry. Many beautiful poems simple to be understood, are available. The traditional nursery rhymes give the children an insight into the English life. We can not have too many books for India—Poetry must not be too English in its background—The sky and clouds, rain and light, and human emotion being very familiar in every country form good material for poetry.

In the middle schools good poetry, if absolutely narrative can not be straight forward in nature. For example, John Gilpin, though the story be interesting to boys, is far too difficult in the middle schools. In the High school classes such as V and VI Forms, famous English poets may be made familiar to pupils. Pupils in the 5th Form may enjoy a poet like Chaucer. Some stanzas may be chosen from poets like Shelly. Versification should be known to the pupils of V Form. Different forms of poetry such as sonnets and ballads may be chosen. Poetry should not be a mere jingle.

As regards methods of Teaching, Poetry should not be taken as a lesson in Grammar or Analysis or Prose order. Grammar exercises should be done in correlation with Prose. When the poem is in a foreign language it is wrong to read it outright without introduction. There should be a carefully thought-out introduction. Poetry should not be taught without preparation both in the trend of ideas and wording of the poem. Pupils should understand the broad details from a general reading and then go from point to point. It is not possible to try to do much in a single lesson. There may be other ways of expanding the ideas of the poem in later lessons. The pupils should be allowed to express the appreciation of the different stanza in their own way. The teacher should not force his opinion on them. They should develop their own sense of beauty. Certain verses may lend themselves to good pictorial illustration and can be correlated with drawing. Power of elocution can be improved by encouraging group competitions.

A short discussion followed.

The chairman said that the lesson was very enjoyable within 45 minutes and the pupils by employing the methods of appreciation were able to realise the beauty of the poem and the whole demonstration only tended to that point and that was the chief merit of poetry teaching.

Then the meeting came to a close at about 7-15 p.m.

(iv) RAMNAD

A. Beard High School, Kamuthi

1. By the Proceedings of the Director of Public Instruction, Madras, R. C. No. 2789 E/35, dated 7th July, 1933, persons possessing the Gymnastic Instructors' certificates issued prior to 1926 are qualified men. But as per G. O. No. 4619, L. & M., dated the 20th October, 1934, there is a separate scale of pay to Physical Training Instructors with Y.M.C.A. Training (viz., 30—2/2—50) and Gymnastic Instructors possessing the certificates granted by the Secretary to the Commissioner for Government Examinations prior to 1926 are not eligible for this scale of pay though they have put in a service of more than 12 years. Therefore this Association requests the Government to allow these experienced men also, serving in District Board High and Middle Schools, to draw the scale of pay 30—2/2—50 as they were drawing a scale of Rs. 35 to 60 before the issue of the said G.O. No. 4619.

2. As per G. O. No. 4619 L. & M., dated 20th October, 1934, scales of pay for Drawing Masters and Physical Training Instructors have been sanctioned separately, but there is no scale of pay for combined hands. As some teachers of experience in the Board and Municipal Schools are combined hands even now, teaching drawing and physical training, this Association requests the Government to sanction a scale of pay, (30—2/2—50 at least) to these combined hands.

B. Kunnakudi

The second anniversary of the above school was celebrated on the 2nd instant when Sri. A. Thyagaraja Ayyar, B.A., L.T., Deputy Inspector of Schools, Tirupattur presided. Besides a large number of parents, select friends and well wishers of the school from outside were also present.

After light refreshments and tea the function commenced, the Baratha Matha Scout troupe of Siruvayal presenting a guard of honour to the President. Sri V. Sivaramier, correspondent of the school welcomed the President. After prayer, the children entertained the audience with music, action songs, dialogues and put on boards 'Nandanar'. One of the leading nagarathars of the place read a venba composed by him for the occasion and sang a few songs. Sri K. S. Venkatasubramania Ayyar, B.A., L.T., Sri K. Kittu Ayyar and Sri. Subbiah Sastrigal delivered short speeches. Sri. V. Sivaramier garlanded Sri. Kumarappa Chettiar, the manager of the school for princely donation of a building worth Rs. 30,000 to the school and thanked the members of the managing committee. The report of the school was adopted. With the president's concluding speech, the correspondent proposed a hearty vote of thanks and garlanded the president, when the function came to a close. The managers entertained the guests with a sumptuous dinner.

(V) SOUTH ARCOT

Copy of Audit Certificate issued by Sri. T. R. Ranganatha Ayyangar, Deputy Registrar of Co-operative Societies, Cuddalore, of the M. H. S. Students' Co-operative Stores Ltd., Villupuram, for the year ending 31-12-1938.

M. H. S. STUDENTS' CO-OPERATIVE STORES, LTD., VILLUPURAM

This is the first year of the Society's working.

Membership and Share Capital

There are 24 members with a paid up share capital of Rs. 24 and 540 associates on the last day of the year.

Trade

During the year under audit the Society purchased books and stationery to the extent of Rs. 2,301-11-0 and effected sales to the extent of Rs. 2,629-1-0. Taking the stock of goods of Rs. 97-9-0 on hand (which is 10% less due to depreciation), the society earned a gross profit of Rs. 424-15-0.

After allowing for establishment and contingent charges a net profit of Rs. 320 has been declared for the year.

Reserve Fund

The Society is requested to invest Rs. 80 from out of the net profit towards the statutory provisions to Reserve Fund and distribute the remaining amount in accordance with the other provisions in the bylaws.

(Sd.) T. R. RANGANATHAN,
Deputy Registrar.

PROFIT & LOSS ACCOUNT.

Loss.	Rs. A. P.	Profit.	Rs. A. P.
Establishment and Contingent charges paid and due	.. 140 3 0	Gross Profits as per Trading Account	.. 424 15 9
Net profit	.. 320 0 0	Amount realized, Associate Fees & Entrance Fees	.. 35 4 0
Total	.. 460 3 0		460 3 0

BALANCE SHEET AS ON 31ST. DECEMBER 1938.

Liabilities.	Rs. A. P.	Assets.	Rs. A. P.
Share Capital	.. 24 0 0	Cash on hand	.. 2 2 9
Due to Companies	.. 1 5 0	Cash at Bank (Cur. A/c. with the Villupuram Urban Bank.	245 0 0
Reserve for purchases	.. 46 10 9	Value of stock on hand	.. 97 9 0
Net Profit	.. 320 0 0	Due to Society	.. 47 4 0
Total	.. 391 15 0		391 15 0

(True Copy)

N.B.—A rebate of an anna and four pies has been declared on every rupee of purchase made by members and associates.

A. NAGARAJAN,
President.

S. VARADACHARY,
Secretary.

Villupuram,
27—2—1939.

(vi) MADURA

BOARD HIGH SCHOOL, UTTAMAPOLAYAM

Education Week Celebration, 1939.

The Education Week was celebrated for three days, the 10th, 11th, and 12th February 1939. The whole celebration was in the hands of a Sub-committee, composed of prominent men of the locality with M.R.Ry. N. K. Palanichamy Gounder of Cumbam as Chairman and Janab Yakub Khan, Headmaster, as Secretary.

Friday, 10th February was "Mass Literacy Day". It was celebrated in seven rural centres (elementary schools). Sports and games were conducted, processions were taken round the villages and mass meetings were held.

The second day, (11th Saturday) was the 'School Annual Sports' Day'. Sports and games were held for all boys and girls. The finals in some games were held in the evening.

The third day, i.e., 12th Sunday was the 'School Day.' A huge procession with music was taken round the town in the morning with over a hundred placards as 'Visit your schools,' 'The school is the training ground for future citizens.'

At 3 p.m. the evening programme began under the presidentship of Janab K. S. Md. Abdul Kadir Rowther Bahadur, President, District Board, Madura, speeches, dialogues, declamations in English were made. Sri V. N. Ramaswami Iyengar, B.A., L.T., lectured on 'Physical Education, Past and Present.' Then Mr. Venkatachala-pathy, Vice-President, District Board, spoke on 'National Education,' followed by Mr. M. V. Ramachandran Physical director, Madura College on 'Youth rules the world.'

Then, Janab Yakub Khan, Headmaster, presented the school report.

With a vote of thanks proposed by Janab Peer Md. Pavalar of Cumbam, to the several people who co-operated in the successful celebration, the meeting came to a close.

An informal meeting of the gentry of the various villages and of Uttamapolayam was held. An influential committee was formed to make substantial collections from the several villages as a public donation to enable the District Board to construct a High School building at Uttamapolayam.

(vii) VIZAGAPATAM

JUBILEE MESSAGE

In honour of Mrs. A. V. N. College Diamond Jubilee.

THE CLARION CALL.

"It is to the young that the future belongs"

"The students of today are the citizens of tomorrow".

The anxious eyes of millions of parents of this vast country in its present condition of political subjection will be watching with keen interest the progress and

achievements of their younger folk toiling mostly in our schools and colleges during the best and the most impressionable period of their lives. The influence exercised by present-day parents—beyond providing the necessary comforts at home—pales into insignificance before the vast needs of the children demanding the sympathetic care and systematic attention of generous-minded elders of varied information and culture to make of them the best that day deserve to be.

It is here, that the teacher among other factors, contributes his humble mite to lessen the demands on the parents' attention for the child to mould and shape his destinies in a fitting manner. The turbulent spirit of the youth directed aright is bound to foster in our young folk a spirit of comradeship and respect for authority to check their unwary and unruly movements. If students become alive to the sacred task before them it is incumbent on them to catch the spirit of the times and form themselves into unions pledged to wholesome ends.

Organisation is the keynote of success in any walk of life, more so in schools. Where well planned organisation exists, there discipline will automatically follow and instruction imparted in class-rooms will be bound to produce the desired results. It is fervently hoped that the students of every progressive institution with their zeal to uphold the traditions of their alma mater will rise equal to the occasion and do the needful to give effect to the well-meant and timely suggestion of your best well-wishers.

VARKEY'S MESSAGE

Fort St. George,
Madras,
14th December 1938.

Dear Sir,

In acknowledging your letter of the 10th December regarding the clarion call to student, I express my appreciation of your effort to direct the energy of our youth into proper organized channels. The spirit of comradeship and respect for authority are two necessary elements that we should like to see in the life of our students. Each institution, College or High School, should have a students' Union or Society to respectfully bring to the notice of the authorities their disabilities and grievances so that the authorities of the institution might be made aware of their existence. Often misunderstanding arises by not understanding another's point of view. In this important work of organizing the youth, the teachers have a heavy responsibility, and I am sure every teacher who has taken to teaching as a vocation has to teach his boys not only the subject necessary for examination, but also the right conduct in life. I am glad your Jubilee message is a clarion call to the students to organise themselves into unions without turning them into Trade Unions. As you say in your last paragraph, "where well-planned organization exists, there discipline will automatically follow and instruction imparted in class-rooms will be bound to produce the desired results."

I wish you all success in your endeavour which I appreciate very much, and I shall do whatever lies in my power to spread this clarion call.

With best wishes,

Yours sincerely
(Sd.) C. J. VARKEY,
Par. Secy. to H. M. (Edn.).

THE 30TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, MADRAS, 8TH, 9TH AND 10TH OF MAY 1939.

At a meeting of the Executive of the Reception Committee of the 30th Madras Provincial Educational Conference, held on Saturday the 25th inst., Mr. M. S. Sabhesan, M.A., President of the Madras Teachers' Guild and Professor of Botany, The Madras Christian College, has been unanimously elected as the chairman of the Reception Committee.

About 300 delegates have so far been registered. The last date for registration of delegates with the payment of the delegation fee of annas Eight is the 31st March. It is requested that all intending delegates will register themselves in time so as to enable the Reception Committee to make suitable arrangements for accommodation, boarding etc.

The sub-committees in charge of Excursions and entertainments have drawn up attractive programmes.

A special feature of this year's conference will be, two symposia, one on Elementary Education and the other on Adult Education. Distinguished educationists and public men are expected to participate in these discussions.

Visitors to the Conference may be allowed, if accommodation is available on payment of Rs. 2 (Rupees Two only) for the whole session of the Conference.

The Reception Committee list will close on 15th April 1939.

S. I. T. WORKING COMMITTEE MEETING

Proceedings of the meeting of the Working Committee of the S.I.T. Union held at 3 p.m. on Saturday the 25th of February 1939 :—

Members present :—

Messrs. S. K. Yegnanarayana Iyer (in the Chair)
" M. S. Sabhesan
" E. N. Subramaniam
" V. Bhuvareghavamurthi
" V. Srinivasan
" N. Kalyanarama Iyer
" S. T. Ramanuja Iyengar
" S. K. Subbarama Iyer
" S. Natarajan.

I. Minutes of the last meeting were read and confirmed.

II. The Secretary made a statement. The following resolutions were passed on the business arising out of it.

(a) That the Madras Provincial Physical Education Association be affiliated to the S.I.T. Union inasmuch as they have agreed to the conditions of affiliation.

(b) i. That the South India Pandits' Union be informed that conditions regarding permanent affiliation cannot be relaxed.

ii. That the said Union will be permitted to hold their Conference under the auspices of the Provincial Educational Conference only if a copy of the resolutions to be passed at the Conference be sent to the S.I.T. Union for scrutiny and approval before the 20th of March 1939.

iii. That the attention of the Secretary be drawn to the S.I.T. Union Rules No. 7 (d).

(c) i. That the attention of the Secretaries of the Dt. Teachers Guilds be drawn to the S.I.T. Union Rule No. 3 (c).

ii. That the list of official delegates of the constituent associations of the Guild to the coming Conference be sent to the Union before the 31st March 1939, that the attention of the members be drawn to the circular of the Union dated 24-11-38.

iii. That the members be informed that the official delegates whose names are not in the list as contemplated in (ii) above have to take their chance re: attending the Conference as visitors.

iv. That the list of official delegates be published in the April number of the "South Indian Teacher."

(d) That the Teachers' Association, Udipi and Nidubrolu be informed that the refund asked for cannot be granted and that the Secretary be asked to send them a suitable reply in the light of the discussion that took place.

III. The Treasurer made a statement.

(a) i. Resolved to inform the Tinnevely Dt. Guild that the arrears of subscription should be paid up before the 31st of March and that Mr. E. H. Parameswaran be requested to see that the arrears are so paid up so that the Guild may retain the privileges of membership of the S. I. T. Union.

ii. Resolved to accept a part payment of the dues which have been admitted by the Secretary of the Dt. Teachers' Guild, Coimbatore, and he be allowed to send subscriptions from the associations as and when collected.

iii. Resolved to inform the authorities of the Dt. Teachers' Guild, Ramnad, that if the arrears of affiliation fee due to the Union be not paid before the 31st of March 1939, the Guild will lose the privileges of membership of the Union, and that the question of disaffiliation will then have to be considered.

IV. The Secretary of Vigilance Committee made a statement.

V. Resolved that the services of the attender of the Protection Fund be utilised and he be paid Rs. 3 per month.

VI. The resolutions given notice of by Mr. S. T. Ramanuja Iyengar re: the Rules of the S. I. T. Union are referred to the Dt. Guilds for their views which have to be sent before 30-4-1939.

VII. Conference resolutions are referred to a sub-committee consisting of Messrs. E. N. Subrahmaniam, K. S. Chengalroyan, and V. Bhuvarehavamuti with E. N. S. as convenor.

VIII. Meeting stands adjourned to 4 p.m. tomorrow, Sunday 26-2-39.

Proceeding of the adjourned meeting of the Working Committee held at 4 p.m., on Sunday the 26th February 1939, all the members as on the 25th, were present.

IX. Of the two motions given notice of by Mr. S. Natarajan it was resolved to send the I resolution to the Conference recommending the name of Mr. P. A. Subramania Iyer only for the title of Kulapathi being conferred on him.

About the second resolution on Adult Education it was resolved to hold a Symposium on the subject at the time of the Conference and suitable resolution to be passed in the light of the discussion.

X. The resolutions given notice of by Mr. S. T. Ramanuja Iyengar were taken up for discussion.

(a) The first resolution on the Abolition of the Text-Book Committee was dropped as, according to the convention set up, there was no unanimity of opinion on it.

(b) The second resolution on effecting economy in educational expenditure by Government was accepted in a modified form (see resolution I in the draft).

(c) The third resolution was accepted.

(d) About the fourth resolution, it was resolved to hold a Symposium on Elementary Education at the time of the Conference and to pass suitable resolution thereon in the light of the discussion.

XI. The Sub-Committee appointed to scrutinise the draft resolutions given notice of by Associations, reported that they had gone through half the number only. The whole Committee considered the draft resolutions and those in the appended list were accepted as deserving to go before the Conference.

NEWS AND NOTES

(i) WARDHA SCHEME—BOMBAY GOVT'S PLANS

The Wardha Scheme of Education came in for some criticism in the Bombay Legislative Assembly early this month when Mr. Jamnadas Mehta moved a cut motion on the demands for Education.

Analysing the scheme Mr. Mehta said that it was revolutionary in intent and effect. Since Gandhiji laid down the principle in 1937 the scheme had undergone at least five transmigrations in respect of its ideology. The scheme, he declared, was not suited to cope with the requirements of modern scientifically advanced times.

Replying to the criticisms the Premier vigorously defended the Scheme and said that it would take at least 900 years to accomplish universal literacy in India if the present educational policy were to be continued. It was not the policy of the Government to scrap the present system outright and introduce the Wardha Scheme immediately. The proposal was to experiment in three compact areas in different parts of the province. It was quite possible, he said, that the Scheme might have to undergo further evolutions.

The motion was defeated and the demand voted.

(ii) CAMPAIGN AGAINST ILLITERACY

"India is on the point of a mighty educational upheaval, anything this world has ever seen. One-third of the World's illiterates are in India. Only China can equal the number. Literacy has almost been stationary for hundreds of years in all parts of India. It rose less than one per cent in ten years," said Dr. Laubach speaking at an At Home given to him on March 2 by the Bengal Adult Education Association.

"Now the Curve is, however, turning up in many regions" he continued. "One Province, or State or another, is launching literacy campaigns—Government or private. I have travelled in all parts of India and have seen these campaigns in motion. Something titanic is breaking forth in the mighty sub-continent. If mistakes have been made they are being corrected eagerly. India has been under the paralysis of pessimism and needs men with vision and hope and helpful ideas. Keep your eyes on Bihar, Orissa, Hyderabad, Mysore, U.P., Gujerat, Bombay, Assam, C.P. and Madras these coming twelve months."

(iii) SIR TEJ BAHADUR SAPRU ON 'STUDENT STRIKES'

Delivering the Convocation Address of the Osmania University Sir Tej Bahadur Sapru expressed himself as follows on 'Student Strikes':

"The greater the amount of freedom of thought that they enjoy, while their cultural life is in the process of formation, the better it would be for them, but young men have got to recognize—and must be made to recognize that there is no affinity between a University and an industrial concern and a strike against the

University or against the teachers is, in my judgment, a strike against knowledge, culture and good manners.' But even worse than the ordinary strikes are the hunger strikes resorted to by some young men to enforce their will or judgment against the will and judgment of those who are in authority over them."

Speaking about the function of Universities Sir Sapru said: "It was the first and foremost function of our Universities at a critical juncture like this in dealing with our young men, to clarify their ideals, to remove those clouds of doubts and suspicion from their minds which prevent them from realising that life does not consist of a series of theories, but of the capacity to reform, to reconstruct and to readjust. If the Universities have in the past, moulded the minds of our young men so as to create in them a craving for freedom; if they have directly or indirectly been responsible for rescuing them from the degrading influences of sectionalism and communalism, then they should be still able to create that atmosphere and promote these ideals without which neither true freedom nor genuine nationalism can thrive."

(iv) NAGPUR UNIVERSITY AND ADMISSION OF EX-OSMANIANS.

The dispute over the question of the admission of the students expelled from the Osmania University to the Nagpur University for singing the Vande Mataram song attracted the attention of delegates to the Inter University Conference recently held in Bombay. According to Sir Akbar Hydari, a sister University had no right to sit in judgment over the actions of another University.

The Nagpur University in the course of its note pointed out that it "Considers that if a neighbouring State University, under instruction of its Government expels nearly half of its student population for singing a song, which, whether national or religious, is bound up with the deepest sentiments of millions in the territories that surround it, that University has a perfect right to do so but if such students knock at the doors of an autonomous University in the territories where the song is regarded as something very different from an offence, legal or moral, and beg it to help them in completing their interrupted educational career; and if that University is in a position to comply with their requests, then a sympathetic exercise of its undisputed legal authority in their behalf becomes its moral duty."

THE TEACHERS' BOOK-SHELF

Toward a Literate World. By Frank C. Laubach, Columbia University Press, New York City. Price \$1.75.

There is an attraction in any book which sweeps the horizon. Well's outline of History is one such. Dr. Laubach's, "Toward a Literate World" is another though in a more limited field. Formulating and facing a problem in its widest reach is a good start towards its solution.

The charts tell us that only Denmark and Finland have reached 100% adult literacy; that Russia rose from 50% to 90% between 1920 and 1935; that since the turn of the century Mexico rose from 17% to nearly 50%; the Philippine from 45% to 66% and Italy from 50% to 80%. Practically every nation is on the rise. Among the nations for which some kind of literacy records are available the Dutch East Indies stand the lowest. One wonders if the ruling power is doing its duty!

It is well that Laubach does not make literacy a goal but a means, a "dipper" by which the reader can dip from the reservoir of knowledge.

Dr. Laubach has made a real contribution in his analysis of the adult mind. He speaks with the authority of one who knows because he has learned in experience, "Swift progress is necessary. The adult must not be embarrassed. The teacher must get in his way. Adults won't stand for dull repetition. A voice controlled, quiet, pleasant, with a 'Yes' bias, wins."

"Each one teach one," is one of Dr. Laubach's constant slogans. By making a learner into a teacher at once it gives purpose to his learning; fixes it in his mind; gives him a higher status; thrills him with the joy of service rendered; extends learning by geometric progression.

The rest of the book deals with the Literacy Campaign among the Moros of the Philippines and continues with Dr. Laubach's visits to other countries.

The map on the cover which suggests that the drive for literacy began in the Philippines is unfortunate. For many years and in many countries pioneering souls have worked hard at this problem.

For India I believe that Dr. Laubach's great contribution is in laying down the principles and inspiring us with the challenge to move mountains by faith. As for methods these must vary with different countries and languages and should be worked out by local leaders.

But India is deeply grateful for men like Dr. Laubach who refuse to be turned back by the magnitude of the problem; but, giving unstintingly of their experience, see through all methods and principles the goal of reborn men.

L. L. LORBEER,
Pasumalai, India.

School Algebra (Book I for Middle Schools and Book II for High Schools).
By H. S. Hall, M.A. (Macmillan & Co., Price, Re. 1-8 each).

The two books under review are neatly got-up concise volumes following, more or less, the familiar methods of treatment of the subject. Copious exercises with ample scope for mental version work are provided. Graphs are exhaustively dealt with and integrated with algebraic solutions. The books are good for the grades for which they are written and will prove useful to teachers in Secondary Schools.

V.A.

THE S. I. T. U. PROTECTION FUND

List of Names continued.

1516. Mr. S. Sadasivan, Municipal High School, Coimbatore.
1517. " Y. Srinivasa Iyer, Municipal High School, Coimbatore.
1518. Miss. S. Ramanatha, Municipal Elementary School, Coimbatore.
1519. Mr. T. V. Arunachalam, Board High School, Vriddachalam.
1520. " A. Ramanujachari, B. Z. Middle School, Chittoor.
1521. " A. Vedavyasa Rao, Aided Elementary School, Atmakur.
1522. " T. Papaiah, Aided Elementary School, Atmakur.
1523. " M. Rama Rao, Board High School, Atmakur.
1524. " T. M. Sivagnanam Pillai, Raja's High School, Sivaganga.
1525. " M. C. Rajagopalan, N. Sama Rao Higher Elementary School, Triplicane.
1526. " R. Sama Rao, E. R. High School, Elementary Section, Trichinopoly.
1527. " K. Srinivasaraghavan, Hindu High School, Triplicane.
1528. " K. Lakshminarasimhan, Thorayar St. Ele. School, Coimbatore.
1529. " S. V. Ramachandran, Board Higher Elementary School, Karamadai.
1530. Mrs. S. Kangambujam, R. S. Puram Elementary School, Coimbatore.
1531. Mr. C. S. Subbaratnam, Municipal High School, Coimbatore.
1532. " M. Ramachandram, Municipal High School, Coimbatore.
1533. " C. K. Ramaswami Pillai, V. M. Elementary School, Coimbatore.
1534. " S. V. Linganandam, N. Sama Rao Higher Elementary School, Triplicane.
1535. " A. Radhakrishnan, Board Higher Elementary School, Coimbatore.
1536. " G. R. Subbaratnam, Board Higher Elementary School, Karamadai.
1537. " K. Venkateswaran, Sir M.C.T.M. High School, Puraswalkam.
1538. " A. Subramania Servai, Raja's High School, Sivaganga.
1539. Mrs. T. Karthiyayini, Board Hindu Girls School, Tiruchengodu.
1540. Mr. P. V. Venkataramana Rao, Board High School, Krishnagiri.

V. SRINIVASAN,
Hon. Secretary.

LIST OF BOOKS RECEIVED FOR REVIEW FOR MARCH 1939.

50. Indian History, Part I, Tamil.	Messrs. Blackie & Sons.	
51. Longmans' Podu Vignana Nool.	Messrs. Longmans, Green & Co.	
52. Longmans' Aramba Vignana Nool.	do.	do.
53. Longmans' Literary Selection,	do.	do.
54. Books I & II.	do.	do.
55 & 56. New Secondary School Geography, Books I & II, Tamil.	do.	do.
57. Geography of Madras, Tamil.	do.	do.
58. Do. Telugu.	do.	do.
59. Introductory School Mathematics with answers.	Messrs. Macmillan & Co., London.	
60. Prose Selections with Exercises (Third year).	do.	do.
61. Prose Selections with Exercises (Fourth year).	do.	do.
62. Macmillan's New Story Readers : Noah's Ark and the Animals Circus.	do.	do.
63. Larry and His Friends.	do.	do.
64. The Blue Jug and three friends.	do.	do.
65. Seashore Wireless.	do.	do.
66. Arasangam Murai Nool, Tamil.	Chidambaram Publishing House, Madura.	
67. Grama Thondan, Tamil.	do.	do.
68-72. New Model Drawing Note-book. Grades 1-5.	Mr. A. N. Vaidhyathan, Ambasamudram.	

EDITORIAL

Elsewhere* is printed a long resolution passed at the last meeting of the All India Federation of Educational Associations at its last meeting at Bombay during the last Christmas season. The charge is levelled against the Wardha Scheme that it is only a glorified Elementary Education scheme, or even if we take it at the value put upon it by its advocates it is only a Secondary Education minus English. It does not solve the problem of pre-Wardha Education nor does it attempt to tackle the problem of post-Wardha Education.

National Education should be viewed as a comprehensive whole with inter-connected parts and it is only after the scheme has been visualised as an organic whole that any details of any particular section may be worked out. We, therefore, invite the kind co-operation of our readers about the framing of the all comprehensive educational scheme for the country on modern and upto-date lines, and we shall always find room in our journal for thoughtful contributions on the subject.

* * * * *

A few weeks back the Hon'ble Mr. V. V. Giri inaugurated the formation of a Provincial co-operative Stationery Society for our Presidency. Our readers are aware of the fact that many schools and colleges in our province are running co-operative institutions for the supply of books and stationery articles for the use of students. Each of these 80 and odd co-operative stationery societies is working independently and there has been no attempt hitherto to pool all their resources in men and money in a central organisation. The formation of a central book store at the provincial head-quarters has, therefore, met a long-felt want and it is hoped that the various co-operative societies working in schools and colleges will put themselves into touch with the central organisation and avail themselves of its services.

As it is a recently formed society, the then Registrar Rao Bahadur M. Giriappa nominated its first directors for three years, and it may not be a pure accident that four out of five happen to be teachers. The President Mr. S. V. Venkateswara Iyer, M.A., L.T. was responsible for making Tellicherry College Co-operative Society what it is to-day, namely, the best of its kind in the Province. He has now retired and has practically settled in Madras and his services, therefore, would be very valuable. The Vice-President happens to be Prof. S. K. Yagnanarayana Iyer who has long been connected with co-operative movement in various ways. The Secretary is Prof. Rajasekaran of the

* See p. 109.

Christian College, Tambaram, who has been running for the past few years a small society of this kind for the benefit of the students of the Christian College. Prof. K. C. Ramakrishnan of the Economics Department of the University is the fourth Director and Mr. R. Suryanarayana Rao of the Servants of India Society, a well-known social worker is the fifth Director. If the character and experience of the Directors is at all an indication of the work which is likely to be turned out, it augurs well for the future of the Society. We hope that the various Co-operative Societies in Schools and Colleges of this Presidency will join the Central Society in large numbers and make it possible for the Central organisation to function usefully and efficiently. We wish the new Society all success.

The January number of the *New Era* contained the names of the followings books* as being worthy of study by those who want to keep themselves abreast of the times. From our own knowledge of some of the authors we are in a position to assure our readers that a perusal of these books would very well repay the labour. We request our readers to read these books and send us brief summaries so that every reader of our Journal may have the benefit of knowing the main ideas of these inspiring books. We expect no criticism of the views of the author, which if the reader thinks necessary to send, might be sent as a separate article. In the first place we invite the study of these books.

* LIST OF BOOKS.

Books.	Publishers.	Authors.
1. Education as a Social Factor.	Kegan Paul.	M. L. Jacks.
2. Education and the Social Order.	Allen & Unwin.	Bertrand Russell.
3. Creative Education and the Future.	University of London Press.	O. Wheeler.
4. Education and Modern Needs.	Ivor Nicholson & Watson.	Nicholson.
5. Full Stature.	James Nisbet.	H. G. Stead.
6. Straight and Crooked Thinking.	Hodder & Stoughton.	R. H. Thouless.
7. Clear Thinking.	Longmans.	R. W. Jenson.
8. The British Approach to Politics.	Allen & Unwin.	M. Stewart.
9. Bias and Education for Democracy.	Oxford University Press.	M. Stewart.
10. Manhood in the Making.	Peter Davies.	T. F. Coade.
11. Problems of Modern Education.	Cambridge University Press.	

Just Ready!

Just Ready!!

TAMIL EDITION

of
M. S. Ramaswami Aiyengar's
SCHOOL HISTORY OF INDIA

By M. S. Sundareswara Aiyar, M.A., L.T.,
Headmaster, Govt. Training School for Masters, Tanjore
Cr. 8vo.. over 560 pages

Re. 1-12.

MALAYALAM EDITION

of
ELEMENTARY SCIENCE

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