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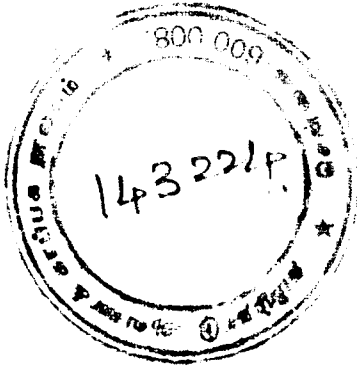
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(The Official Journal of The South India Teachers' Union)

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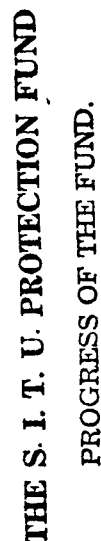
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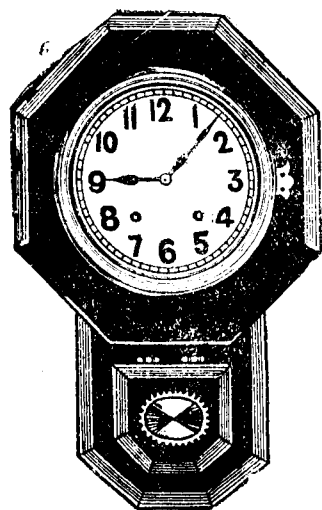
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THE SOUTH INDIAN TEACHER

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March, 1940

No. 3

FUNDAMENTALS OF EDUCATIONAL REORGANISATION *

By

S. R. RANGANATHAN, M.A., L.T., F.L.A.,
University Librarian, Madras.

and

Secretary, Madras Library Association

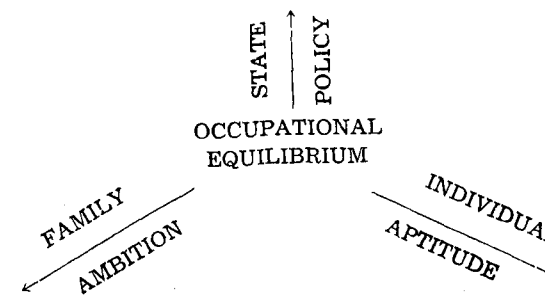
OCCUPATIONAL EQUILIBRIUM

Indeed one of the sociological functions of educational system is to help in the maintenance of occupational equilibrium in the community. This need not however be taken to imply any distraction from the function of education to help every individual to become himself fully and its obligation to regard the specific requirements of the due development of each individual as prepotential. It will be shown later that so far from working at cross-purposes, the sociological and individualistic functions of education are really helpful to one another.

THE TRIANGLE SOCIAL FORCES

The occupational equilibrium of a community has to be the resultant of three social forces:

- (1) State policy;
- (2) Family ambition; and
- (3) Individual aptitude.



* Continued from page 12.

DISTRIBUTION OF APTITUDE

Of these, individual aptitude is largely a matter of nature's endowment, though it can be sharpened or blunted or scotched out by the circumstances of one's life. Witness for example the Sufi saying: Every being has a definite vocation, and his vocation is the light which illuminates his life; the man, who misses his vocation, is a lamp unlit. In so far as it is a gift of nature, its distribution among the members of a closed community may be taken to be that which is possible, beneficial and the most economical to the community. For it may be assumed that in every unhampered arrangement of nature the Law of Parsimony reigns supreme. Some of the forms in which the incidence of this Law is a natural phenomenon have been recognised and stated as the Law of Least Action, the Law of Least Time and the Law of Least Path. In all these, the 'least' is found by nature not in the absolute or abstract sense but in relation to the minutest concrete details of the context of each situation. Those, that had lacked the penetration and the sharpness to recognise and calculate every such detail at whatever depths or in whatever disguised form it might occur, had either regarded nature as a freak to be meddled with or had gone unimpressed by the highest pitch of economy that prevails in her.

CLIMACTICAL DISTRIBUTION

In the world of vegetation, the phenomenon of climactical distribution illustrates the way in which nature would work in a community unmolested by human will. In the body of any living organism we see the wonderful proportion in which nature endows aptitude, distributes function and provides for co-ordination, compensation and resilience among its parts. Each part is so sensitive and responsive to what happens elsewhere, however remote it may be, that the most penetrating observers, whose experience is gained through intuition or direct insight and not through mere intellect or mediated apprehension, have noticed such delicate and intimately balanced interrelation not only in any single organism, not only in colonies of organisms, but also in the spatio-temporal continuum taken as a whole. How unmistakable and direct is their discription of cosmic interrelation!

1. All things by immortal power,
Near or far,
Hiddenly
To each other linked are,
That thou canst not stir a flower,
Without troubling of a star—*Francis Thompson.*

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2. All things are mutually intertwined and the tie is sacred and scarcely anything is alien the one to the other.—*Marcus Aurelius.*
3. It seems more than certain, as the cells or an immense organism, we are connected with everything that exists.

—*Maurice Materlinck.*

AUTONOMY OF HUMAN WILL.

In the social world, human will has been allowed autonomy. It may exercise this freedom either to co-operate with nature or to work at cross-purposes with it. Its autonomy may be worked either on the basis of the laws of nature or according to laws improvised independently. As nature appears to have put on her statute book every conceivable helpful and enduring law, the autonomous social will often, under the urge to demonstrate its autonomy as it were, prefers to regulate itself with unhelpful and unstable laws. It deliberately ignores the law of intimate inter-relation that nature fully recognises. It constructs barriers of all sorts—national, communal, political, religious, economical and colour barriers. As nature works on the basis of a unity of the entire cosmic extension, the social world cuts itself up into groups down to the size of a tiny family. One result of such propensities is the development of tension which sometimes brings society to the verge of self-destruction. Then the social world learns by experience. For some time it recognises that secession from the empire of nature is not a necessary concomitant of autonomy, that it is conducive to conservation if all the tried laws of nature are recognised and adopted and, that there is no detraction from the sovereignty of human will in the voluntary recognition and conscious use of the settlement bequeathed by nature. So long as the social world lives on such participative terms with nature it makes happy progress, its devastating tensions get released, and everything goes well.

Here is the testimony of holistic observers:

1. The injunction of the *Theologica Germanica* is:
"Put off thine own will and there will be no hell."
2. Angelus Silesius sings:
Thy will 'tis makes thee demand,
Thy will that makes thee saved;
Thy will that sets thee free,
Thy will makes thee enslaved.
3. Alfred Tennyson goes a step further and prescribes in the introduction to the *In memoriam*:
Our wills are ours, we know not how;
Our wills are ours, to make them thine.

EPOCHS OF HAPPY PROGRESS

Epochs do occur in a community's history when the human will is exercised to understand the economy of nature's distribution of aptitude among its members and to sharpen the aptitude of each individual. At such times educational organisation, which falls largely in the sphere of State-policy, seeks to forge techniques to assess individual's fitness and find out his specific sphere of usefulness. The general policy of the State also is so shaped that each is retained in his specific occupation without the feeling of any undue pinch of sacrifice or the necessity to surrender oneself more than anybody else. Families are then fired with such high loyalties that their ambition is directed away from near and narrow selfish ends. They are so sublimated that they work in unison with individual aptitudes and the ultimate general interests of the community. Indeed the will of every social unit beginning with the family and ending with the State is exercised in the direction of occupational equilibrium.

THE APEX OF HUMAN WILL

The refractoriness of the will of individuals, families, sects, sub-communities and groups of all sorts has to be minimised as far as possible by State policy; For the apex of the exercise of human will is State policy. As the extent of human aggregation within a State increases, the more complex becomes the formulation of State policy in any sphere and particularly in education. The chance for this force to work in unison with that of individual aptitude and to tone up the other force of family ambition in a harmonious way depends on the existence of individuals at the head of affairs with a personality and awareness equal to the task. In some communities, the collective human will or the apex as we have termed it, is not dependant on the guidance, direction, and compulsion from a ministry of education. It depends largely on the emergence of leaders outside the government machinery. Let us now examine the manner in which the collective human will has striven in some countries to take advantage of the optimum distribution of individual aptitude among its members by nature and so shape educational organisation that occupational equilibrium is maintained in co-operation with nature.

UNITED STATES

There is an advantage in beginning with the United States. It is a country with a short history. Within a short span of three centuries it has seen most of the typical stages through which the autonomy of human will passes in a community. The unlimited scope for expansion and the

consequent facility for human will to go its own way unmindful of nature's indication has been progressively diminishing with the increase of population. It is just reaching the stage when thought has to be devoted to the question of occupational equilibrium, and educational organisation has to take cognisance of this need. Human will has finished wandering in the woods and is just beginning to come to terms with nature and to federate itself with her.

HUMAN WILL RUNNING COUNTER TO NATURE

The colonies of New England were established as a haven of refuge for those who sought to worship as they pleased and to set up governments founded on the principles of liberty. Life in early frontier developed a spirit of rebellion as much against nature as against conventions, customs and traditions. By 1750 it might almost be said a large part of the population had already been prepared to welcome the doctrines of the French Revolution. Rationalism ran rampant. Equalitarianism of the extreme crude variety was asserted by the collective will of the community in order to expunge outright all possibility for the persistence of the principle of petrified privileged classes. The principle of division of labour which is indicated everywhere in nature was thrown overboard along with the privileged classes in the belief that it was that principle which created them. Human will exercised its autonomous powers in asserting that man was intrinsically a Jack-of-all trades and that there was no such thing as individual aptitude. This readily led to the adoption of the spoils system in politics and the principle of rotation in office. It led to a readiness to change from one occupation to another and to a lack of confidence in the expert in any field. Thomas Jefferson, Andrew Jackson and Abraham Lincoln were among the leaders who formulated this attitude of human will against nature's ways. Educational organisation based on such principles could not help occupational equilibrium of a lasting kind.

AN EARLY WARNING

One of the first to see through the instability of such an attitude, though it was inevitable in a process of violent reaction against some social ills, was Walt Whitman. He sounded a warning in his *Democratic vistas*:

"For to democracy, the leveler, the unyielding principle of the average, is surely join'd another principle, equally unyielding, closely tracking the first indispensable to it, opposite (as the sexes are opposite), and whose existence confronting and ever modifying the other, often clashing, paradoxical, yet neither of highest avail without the other, plainly

supplies to these grand cosmic politics of ours, and to be launch'd forth mortal dangers of republicanism, today or any day, the counterpart and offset whereby Nature restrains the deadly original relentlessness of all her first-class laws. This second principle is individuality, the pride and centripetal isolation of a human being in himself—identity—personalism. Whatever the name, its acceptance and thorough infusion through the organisations of political commonalty now shooting Auroralike about the world, are of utmost importance, as the principle itself is needed for very life's sake. It forms, in a sort, or is to form the compensating balance-wheel of the successful working machinery of aggregate America....."

The present day educational organisation of the United States reflects this prophetic insight of Whitman. It is here that we can find an explanation of the irreconcilable paradox, found in the United States to-day, of an educational system founded on individuality and seeking to assess exactly and harness appropriately the specific aptitudes of individuals and a society in which conformity and standardisation are the most striking characteristics.

Although it took several decades for Walt Whitman's prophetic idea to be implemented in its details by the educational system of the country, it had been anticipated and incorporated in general terms in the American theory of education even as early as the last decade of the eighteenth century, when plans for a national system of education were drawn up in response to the prize offered by the American Philosophical Society, "For the best system of liberal education and literary instruction, adapted to the genius of the Government of the United States; comprehending also a plan for instituting and conducting public schools in this country, on principles of the most extensive utility." The prize was divided between Samuel Knox and Samuel Harrison Smith. Knox's essay (1797) emphasised the following points:

(1) The aim of liberal education is "the improvement of mind and the attainment of those arts on which the welfare, prosperity and happiness of society depend."

(2) The content of such an education must be practical, for "it is certainly laudable to pay due regard to those sciences that tend to enlarge the sphere of worldly interest and without which the varied and complicated business of human life cannot be transacted."

(3) "A general national system of instruction ought.....to be well accommodated to every different genius."

(4) By adaptation "to the various natural endowments and genius" leadership might be trusted to emerge.

The first two points imply the necessity for the occupational equilibrium of a community being one of the primary concerns of educational organisation; while the two latter prescriptions emphasise the desirability of respecting nature's distribution of aptitude among the individuals of the community.

Smith's *Remarks on education* (1798) equally advocates working with and on nature rather than against it. It enunciates the principle "that the crude wisdom which nature bestows is unequal to the production and government of virtue, such as man in his pursuit of happiness discovers it to be his interest to practice; and that to insure this desirable object, it is necessary that the original faculties of the mind should be vigorously exercised, extended and strengthened" by the educational system of a community.

A century later after these principles had been translated into practice to a considerable extent, we find Herbert Hoover stating (before he became President):

"The first ideal of our democracy is to maintain a state where each individual shall have an equality of opportunity to take that position in the community to which his intelligence, ability and ambition entitle him we must stimulate and assist each individual in this attainment".

This aspect of the foundation of educational organisation in the United States is put in a more arresting way by Ralph Waldo Emerson. He wrote:

"We have already taken.... (for aught I know for the first time in the world), the initial step, which for its importance might have been resisted as the most radical of revolutions, thus deciding at the start the destiny of this country—this, namely, that the poor man, whom the law does not allow to take an ear of corn when starving, nor a pair of shoes for his freezing feet, is allowed to put his hand into the pocket of the rich, and say, you shall educate me, not as you will, but as I will: not alone in the elements, but by further provision, in the languages, in sciences, in the useful and elegant arts."

While the older countries have stressed the spiritual and cultural aspects and have subordinated practical education to them, American education has from the start accepted the principle that all education must be purposive and shaped to suit the current needs of the community social, political and economic—to contribute to the maintenance of occupational equilibrium of the most helpful sort, which harnesses the individual aptitudes of the members and thus turn to advantage the aptitude equilibrium provided by nature.

(To be continued)

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Health of children in Schools based on a study of (1) The school health series by N. U. T. (2) The health of the school child (1936). (3) The health of the school child (1937).

Introductory

These three booklets deal with the physiological basis of modern education. The reports are the work of many hands (expert) guided by one head accepting the responsibility for the entire production. The reports are utilised in "the school health services", making the reviewer's task easy.

Complex Problems.

We cannot do better than quote Dr. Brewer as cited in the report. "As we progress, our problems become more complex." We read of the Society for the prevention of Cruelty to children. The very name is tell-tale. It takes us back to the days of the Industrial revolution and the factory system. Only "the cry of the children" is not so patent. Another expert is quoted as saying, "Are we doing all that is practicable? I fear we are not." It is more an indictment than a confession. According to still another expert "defects of speech" form another reflection on the Educational system." Our lads grumble when the S.S.L.C. report says that "girls do better than boys." What shall we say of the following? "Speech defects are three times more common among boys than among girls." The physical education expert (not to be left out) will have his fling too. He advocates "light and little clothing (a principle as old as Kalidasa's Malvikagnimitra) and ends by saying "girls come suitably clad." All this is about the progressive west! We in the east are still further back.

Pre-School Child.

The reports rightly emphasise the problem of the health of the *pre-school child*. That neglected, health-work in the school (Elementary and Secondary) is much hampered. Thanks to the Child Welfare movement, the pre-school child is now given "better training and improved facilities." Child guidance clinics with their system of *following up*,

have made Bernard Shaw's note of warning "Be careful to go to your school where there is a school clinic" almost superfluous. Parents, teachers and Doctors must co-operate to produce more healthy future citizenship.

The School-Doctor

The *Doctor* comes first. When talking of school clinics, we include nurses also when we mention Doctors. All this is new to us, but "There it is". The report is right in preferring Doctors attached to Hospitals. Experience justified the preference. It is also advisable for schools to employ general physicians instead of experts wedded to some one speciality (ophthalmia and allied disorders of sight and dentistry stand on a different footing, no doubt). The school doctor can, on the average devote only something, over five minutes for each child. To say "ten" would be too ambitious.

Frequency of Medical Inspection

The next important question dealt with in the report is the *frequency* of medical inspections. How frequent should medical inspections be? It is claimed that early detection of the defects is possible only if the medical inspection is fairly frequent. It is also indicated that the inspection period must not vary often, lest, longer gaps should let diseases take root in children. This applies specially to the Department of Dentistry. The medical report is to be signed by the inspecting doctor. Notice to parents is given, where treatment is necessary.

Equipment

A persuasive nurse can easily go one step further and interview the parent. The question of *privacy* during medical examination is also to be considered. The report advises inviting parents. Naturally most schools cannot afford to set apart a room for no purpose other than medical examination. It is suggested that the room may be used as a rest room on other days. But if the Doctor needs the room, his need should be deemed paramount. Hot water and other such accessories must be supplied by the school. The "Save-the children" fund has nursery schools in special areas. Children attending school are now safe. "The nursery school teacher" says the report, "should possess a well modulated voice, be able to speak clearly and have a gift for telling stories. The ability to sing simple songs and an aptitude for drawing are desirable. She (or he) should be healthy and should establish cordial relations with parents." When the report goes on to say that it is the special duty of that teacher, to exercise "skilled neglect," one is reminded of the policy of "masterly inactivity." It should be noted that the nursery school only *supplements but does not supplant parental*

care. What Sir John Hanington is reported to have said in the 17th century still holds good. The best doctors for children still continue to be "Doctor Diet, Doctor Quiet and Doctor Merryman."

E. N. T. and Eyes

It is really not surprising that *E.N.T.* and *eyes* receive special attention in the report. The incidence of faults in teeth, throat and eyes is really great. It is interesting to read, "that few of the Anglo-Saxon race can accommodate all the thirty two teeth properly." They say "the reports affirm "that while a Dentist can seldom be popular, a high percentage of complete cures serves as the best propaganda." We are advised to pick out children whose parents appreciate what is done. The influence of diet on teeth will be presently considered. When the report goes on to mention Treacle, a teacher, wonders if the much caricatured Squeers was not after all right in dosing his victims with that.

Tonsils, adenoids and other throat troubles come next for 'treatment.' This part of the report is really refreshing. One of the safest Physicians of Madras tries to avoid as far as possible sending his patients to his cooperating surgeon for tonsils. Our expert's report goes further and compares removed tonsils to martyrdom Beth Gelert. Tonsils wage "*immuno logical warfare*." Certainly there should be no operations during winter months. Indications are elaborated as a warning against, "routine prophylactic ritual for no particular reason." Before and after operation the patient should be under the surgeon's observation.

Eyes.

Probably few of us would fall into the classic error of punishing a short-sighted child for failing to tell us the correct time of the day by looking at a distant dial. But there are still bad cases. In a recent half-yearly examination some "Poor Parents" permitted their child to sit for the examination. His squinting eyes were so red that the section-superintendent remarked that it was cruel to make the poor mite undergo the ordeal. It was in vain to try to bring the parents over to that point of view. The principal difficulty is that most children and parents are "glass-shy". This defect of mentality should first be remedied. They have now got new methods of testing vision. In America blind children are reported to be trained in schools for the seeing. (By the way, one misses pictures—like the one they exhibited during the education week-in the booklets.) What shall we do with the *mentally defective blind child*. We have asylums for the mentally defective seeing. The advance of civilisation makes it necessary that one's power of seeing should be all right even to cross a road. So, even a squint has to be corrected. There, the co-operation of the "subject" himself is quite

necessary. The surgeon is warned here also to stop and consider before operating for squint.

Nutrition

Meals and Malnutrition, receive the rich, ripe consideration that they deserve, in the report. Nutrition surveys have now dropped ambiguous terms like Malnutrition and assess values on a surer basis. It is said that economy in meals was practised during the Great War. The present war is sure also to have bearings on the matter. Surely schools that hesitate to supplement the boys' midday fare from their own funds will plead the war as a good excuse, government restrictions on the rise of prices notwithstanding. It is better for the school-going child to have a midday meal at school. He would not then have to walk home and run back. But there are other difficulties. A supplementary meal to be effective, should vary according to the vitamin-needs of the eater. Will it not then become too various for a school to handle? And then, what part of the responsibility shall the parent-with-income bear? The corporation standard cannot apply to schools patronised by the richer middle classes. We read with interest in the papers that at Coimbatore the educational officers of the Government have taken to supplementary nutrition. The success of the experiment, will surely lead other schools to follow their example.

Milk

A generous fraction of a pint of *milk* is said to be a great nourishing supplement. One is permitted to suppose that the term milk includes buttermilk also. It should be cow's milk—not the richer but certainly less clean buffalo milk. In the India of the future it may, by creating a taste for this sober liquid, establish prohibition. Certainly Miss Mayo's unpalatable advice to destroy the cows may then be discarded. But if as the report says even clean milk is not "safe" milk, what shall we say of the quality of the milk to which we and our children are accustomed?

Cleanliness.

This ushers in the question of *cleanliness*. The report gives statistics of parents prosecuted because they persisted in keeping their children *unclean*. Nurses play a great part in keeping the children clean. Museums, broadcasting and the *Red-cross* help to carry on this campaign of cleanliness. Skin diseases of children receive extra treatment. Cases of other infectious diseases are isolated. "For children" so says Dr. Watson, "catch infectious diseases easily" Camps with greater spacing between beds and proper ventilation are among the chief remedies. They have discovered dangerous periods like Christmas and Lent for certain diseases. Our old headmaster used to say that boys should beware of

small pox during February and take nothing but boiled and cooled water after the 15th of July for fear of succumbing to stomach troubles. Camps also make the handicapped boys happiest.

As for physical education more allotment of time and better accommodation are recommended. It rests with the Heads of schools to see whether this is possible. Under school hygiene, they say that a good deal of correlation is possible. It is easy to see that a history lesson on how the great fire of London was a blessing in disguise after the Great Plague would fit in. But the report would indicate that our geography masters should take their boys on excursion to places like the Red Hills.

All this entails much of extra work. The report says that teachers most willingly co-operated with Doctors. One turn that this co-operation may take is in the production of books of really good type for childrens' eyes.

It may not be possible for us to introduce in our schools all that the report advocates. Excursions are our nearest approach to camps. Our school has started a crusade against uncleanness in the primary child. In our Guild we have something like the national Union of teachers. It may shape a not too rigid policy for our schools to follow. Milk can certainly be tried as a supplementary food. But they say that milk alone would not do to make the vegetarians and others to take kindly to a common midday school meal. What shall stuff be? While it is impossible to have school doctors and nurses, medical inspection might be more thorough and more frequent. But what of the powers that be? Even in the reports we read of schools "Efficient but not for purposes of grant." When even our libraries have become non-grant subjects, it is not very much that the school, unaided, can do to further the school health in children.

A GREAT SCHOOLMASTER

BY

SRI K. S. NARAYANA AIYAR, B.A., L.T.

The District of South Kanara—and particularly the town of Mangalore and its immediate suburbs—has always enjoyed the reputation of having a high percentage in literacy and brain-power in administrative capacity and character. The subject of this short sketch comes from Bentwal, a suburb of this capital town of South Kanara.

Srijit B. V. Baliga comes of a distinguished family of teachers. All his brothers, both his elder and younger, were—and some still are—members of the teaching profession; and without any exception whatever they have all been unique successes there. Almost all of them had been—and some are even now—actively connected with that great school at Mangalore, the Kanara High school.

B. V. Baliga was born of very respectable parents. He used to recall one great trait of his father, and that is infinite faith in man's goodness however bad and vicious a particular individual might be driven to be by force of circumstances. This attitude of "sympathy" was eminently inherited by B. V. Baliga from his great father. He often spoke of his mother too with great love and reverence and even tears in his eyes.

After graduating from the Presidency College, Madras, with a first class in Biology B. V. Baliga joined the Kanara High school as a teacher. Soon afterwards he joined the Teachers' College, Saidapet for his L.T. There he had as his class-master several people who distinguished themselves later on in life. One such person is the Rt. Hon. V. S. Srinivasa Sastri.

Mr. Hall, the then principal of the Training College was greatly struck with the teaching capacity of B. V. Baliga. Once Mr. Baliga had to give a criticism lesson in Geography on "seasons." By sheer audacity he went to the class with the least quantity of Geographical equipments necessary for a criticism lesson on such a difficult subject. The lesson was simply brilliant. The real teacher is, of course, born, and cannot be a 'made-up' figure.

Yet, as custom would have it, a L.T., student stood up to criticise the lesson. Mr. Hall simply said from his chair, "well, Mr. Critic, you

had better sit down. If every L.T. student here were capable of giving a lesson in his special subject with only half the effect that has characterised this present one, I would simply ask the Madras Government to close down this Training College at Saidapet, and procure me first class passage to England, for, that is one of the terms of my covenant in case my services should abruptly terminate." Mr. Critic had to sit down quite confounded.

"Effectiveness" was always the characteristic of B. V. Baliga's classroom teaching. For 38 years he taught. Perhaps scores of thousands of students passed through his hands. Many hundreds of his 'old boys'—rather 'dear' boys—are now either retired from active service after occupying some of the very highest places in all departments of Government Service, or are still in harness. From distant Rawalpindi down to Nagercoil in the south his 'dear boys' can be seen, almost everywhere. There is one just now adorning the High Court Bench at Calcutta. Several are in the I.C.S. And many more are in similar high ranks. To one and all of those who have to slave on Rs. 15 or Rs. 20 a month the name of B. V. Baliga is one of 'beloved' memory.

For a short period he taught in a Government College. But the entire remaining period he spent only in High schools. English and Mathematics, History and Physiology—and for a year or two Botany and allied things too—he taught and handled; and all in a masterly manner. In his case, the subject was the 'personality' of the 'teacher' and vice versa.

During all the 38 years, he was as fresh in his teaching as any teacher could be. No indication of feeling the monotony, no tiresomeness, no commonplace no slackening.

"The Sun and the Moon" are not tired out. The 'Seasons' are not tired out. Even so should be a teachers' attitude towards his work. This was what he always believed in, and acted up to.

One day—after 38 years of teaching—he felt somewhat tired during the 4th hour of his work. The next morning, the school knew that B. V. Baliga had resigned.

The great masters of English Literature could be handled and taught by B. V. Baliga in a manner that is simply astonishing. You could sometimes see him in such raptures over a stanza in Byron's *Ocean* or Tennyson's *Dora* or Wordsworth's *Michael*, that neither he nor his class could hear the ringing of the bell; and it was a common thing that the teacher of the next hour had to wait long at the doorway before B. V. Baliga could be made to realise the situation. And then

he would suddenly close the book, and profusely apologise to the junior colleague perhaps old enough to be his son—and may "Oh! Is the bell gone? Very sorry. But Byron, you see! His *Ocean*! Oh! What a piece! What grandeur! Yet critics say that he was impure! I wonder whether it be possible! For impurity and majesty or grandeur ill go together! Of course, I bow to critics like Morley. The authors of the E. M. L. series. What giants! They must know. But I have my own doubts." And in this manner he would still forgetfully detain the junior teacher at the door for another 10 or 15 minutes dangerously heedless of the fact that his own next hour class was waiting impatiently for him!

Of Shakespeare and Milton, of the lake poets, of Byron, Shelly, Keats, Browning and Tennyson, and of the Great Masters of English Prose and above all of 'poor Lamb' the most delightful of English humourists, Mr. B. V. Baliga was immensely fond; and he always said that only a free country like England could produce such giants.

His love for English Literature was simply profound. A person who could easily have done more than ample justice to any chair of English Poetry in a University was earmarked by a merciful Fate to grind in an ordinary High school for the later period of 22 years of his pedagogic life! And yet discontent was a thing quite unknown to him in life. He had heavy sacrifices to make both in emoluments and in status; and he could have retired as the Director of Public Instruction in a Native state if he was so minded. But the pinpricks of Government Service were too much for him. And much later in life, when he was asked by the writer of this sketch as to why he kicked up Government Service he simply said, without bitterness, "Oh! I felt I had had enough of Government Service."

Space will not permit me to describe in greater details his unique qualities as a teacher. He would always say, "Respect the child; that is the secret of sound pedagogics," a maxim that is drawn from Rousseau and Froebel and Pestalozzi. On education theories and sound pedagogics Mr. Baliga is a profound scholar and no less an original thinker. Sympathy, as already described, is the real keynote of his success as a class-room teacher. In all his life he had to punish students only on 3 or 4 occasions. No small achievement this, as every schoolmaster who has striven to be earnest can easily see.

His views on Religion, religious instruction in schools, and in politics have not been less unique or less original. He would speak with equal warmth and fervour on Theosophy—of course, only certain aspects of it—and Ramakrishna Mission, on Brahmo Samaj and Arya Samaj. Of the Christian scripture he is a great admirer and ardent

student. The result is, he has been little understood by most people, because he can never be narrow in his interpretations.

A great admirer of Tilak and Gandhi, he can quite appreciate the greatness of the leaders of other political sections in the country. His views on life can best be described by one word "eclectic."

He always had very strong views on the necessity of imparting sound religious instruction in our schools and Colleges. Of course, it would always be difficult to find teachers competent enough to do this work. B. V. Baliga's religious lessons would be a unique combination of all kinds of things; no dogmatism, no sectarianism, no didactic discourse, no sham shibboleths. It is always a pleasure to listen to him on religion and allied subjects. One must have known him sufficiently long to understand his mind completely on these matters.

Of sorrows and calamities he had his own share to bear. But, even in the midst of them, he always said that God was more kind to him than he actually deserved.

He could always appreciate the "other man's point of view" and would always try to be as charitable as possible in his interpretations of the motives of other people. Yet, when satisfied that the 'other man' is a snob and a prig, he would never care—perhaps not so now, because his present purely 'homeward' living would not justify it—for the consequences of his replies and retorts.

A person of very few wants, no axe of his own to grind at any time in his life, no respecter of persons however high, yet like a child in his simplicity, an intense believer in God and in Righteousness, a no less profound believer in the cause of the education of the child, a loving father and a dutiful householder, Mr. B. V. Baliga still represents in these benighted days of our country an old generation of "Gurus" whose ideals in life are quite different from those of the followers of a purely materialistic civilisation.

May his example too—along with that of others of the same type—and there are not many of them in these iron days—enable many a youthful pedagogue to walk in the same footsteps and to realise the high purpose of their great calling, which is, indeed noble in itself, but full of griefs and sorrows as a trade!

PHILOSOPHY OF COMMERCE*

BY

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The present situation in Europe, generating forces resulting in the enormity of destruction of wealth both in men and material, is intolerable in the extreme. It is very plain that this stupendous waste does not derive its source and strength in the mad man's whim of the type of a despotic ruler. History does not give any analogy for such a state of things. There should be something wrong in the structure of the society. The society should have helped much to perpetuate the system that produced the disastrous war where the most valuable of possessions, man, was sacrificed on a scale unheard of, for no apparent motive. We have heard of wars between kings for fame and name. No such thing is possible in the countries at war at present, for one has a popular government and the other equally so and this is apparent by the way in which the war is carried on so vigorously that is possible only in a country which enjoys the full popular support. The cause which brought about this state should have been overlooked in the glamour of civilization—a name used to cover so many faults, or wilfully neglected by the people concerned with all the boast of knowledge that they claim to possess. Thinking people with a detached spirit looking at this state of Europe in the grip of destruction, can easily trace this struggle to the desire of man obsessed with the idea of possession—I may say to the inordinate love of man to material things and the enjoyments they brought. Perhaps the sacrifice the Western societies make now is the just price, they have to pay for the unrestricted, and uncontrolled desire to possess materials. Wise men of our country foresaw in time to warn man that his desire to possess things should have a limit merely because that things produced even on so large a scale could not completely satisfy the desire to possess, because the desire to possess, feeds on materials and materials in turn strengthen desire more and more without end. Love of materials is a creative force and it helps production of materials on a large scale.

*Read at the Presidency Commercial Education Conference, Madras.

Excessive production again results in the search for consumer. A distributor class is formed to serve as a connecting link between the producer and the consumer. Now commerce implies, producer, distributor, and consumer. The history of Commerce, is the history of production, the history of distribution, and the history of consumption.

Commerce grew and it contributed in no mean measure to production of articles both of necessity and luxury. Facilities of transport made the work of the distributor easy. Inventions helped to a great extent the factors of production as also the factors of distribution. All this entailed work on the part of man. Producer produced and in so doing he had to be in conflict with a rival producer. Rivalry as a force can produce, where it could not destroy. The same may be said of rivalry in distribution also. Production resulted in the desire to possess. It created a spirit of rivalry, this again produced all the other concomitant evils like greed, anger, deception etc. Yet man finds in his nature to work, to produce for consumption.

It is better to see how man conducted himself in the act of production. An illustration will make this clear. Take a man in a village. His work on the land, say, gives him a sackful of apples. His neighbour has a good number of oranges. Let us see how they will act. The man would consume as much as he could and would part with the remaining to his neighbour, which otherwise would become useless to him. So perhaps his neighbour would. This state would continue indefinitely while they lived peacefully. Now let us introduce another factor. A man from a neighbouring village brings shoes with him to the village of the above two men and exchanges these shoes for apples, the article he has a taste for. Now the man who produced apples enjoys the luxury of shoes. His neighbour comes to know of this and finds that he could not have the use of that luxury merely because the foreigner does not want his oranges. This state of things affected the man who had oranges in two ways. Not only he could not have the use of apples his neighbour spared before and for no fault of his, he could not have the use of shoes. Now it would be a lesson for study, how these three would conduct themselves in such circumstances. Perhaps the man with apples may find that he lost some of his produce of labour without an apparent cause. Afterwards in a short time he finds his neighbour using the shoes like himself. Evidently what nature of man worked, can easily be guessed. The other alternative for the orange man, if he wants to have the use of shoes is to cultivate in the man of shoes the desire to consume oranges, if the man cannot otherwise be persuaded to part with his shoes. Perhaps in his eager desire to persuade where force cannot avail, if he descends to have recourse to claim virtues to his oranges which they did not possess—a form of lying, mis-

called advertisement his conduct may be excused in the society constituted as it is at present where high morals are not given the place of honour.

Now suppose the above three persons live near a town. These three will exchange their articles for what is called 'Money' an invention the use of which did facilitate commerce—a term used to denote exchanges on a large scale. In the circumstances in which they were placed, each enjoyed the use of all these articles and even more of what they could get in a town, and none had to have recourse to any sort of questionable practice. We should say that these people acquitted themselves very honourably so far as morals went. In my idea in depicting the things I have said so far in such details, I cannot overlook to draw attention to the aspect of the invention of money in the field of commerce. I want to deal only with the human aspect of the problem. Again the very same three in course of time got more and more of money, of course, the money earned out of the products of hard labour. Thus it was possible to accumulate wealth or in other words, the means to acquire wealth, and the three began to realize that money would get them anything. The power it had over men and things was surprising for a person who studies human nature as it is. By this time the agency that created the money was beset with the various problems in connection with money. Certainly it would be interesting to follow the history of money and how man reacted to money. Times out of number and every time the man was dispossessed of money by the greed of other men, it brought untold misery on the dispossessed. The shock felt by the man in such circumstances was in proportion to the love he had created for it by long possession. Sufficient to say that if money helped production, this in turn helped to get more money, not a little harm it did to the society owing to the bad uses to which it was put. Money was made of gold a very attractive material. It increased in man the desire to possess it in large quantities. In our country often it did not do the work of money. It was also used for ornaments. Perhaps the better West used it only for purpose of money. The history tells us that gold did not rise equal to the demand made of it—if it is a human being it will be charged with inefficiency. Paper money first rested on gold, then supplemented and supplanted it subsequently, while gold was confined to solitary cells and guarded very safely so that it may not escape under any circumstances. We should pity gold for all the faithful services it did in its time. It received that treatment for none of its fault. Its master and creator thought that his paper backed with his credit and power could be made to do the work of gold. After all, paper can have its sway only in the places where its master ruled. It did not matter much for the people so long paper representing credit

of the people and that of the government, did its work. People were assured that they would be given gold in exchange for paper where it cannot be used to obtain credit. Meanwhile the theory that gold was not at all necessary for liquidating international transactions was given much prominence by currency experts. There was every reason for believing that gold would be absolutely dispensed with as currency. It was also suggested that currency problem could be solved satisfactorily, if dealt with on an international basis, and that the people need not worry about the gold. This led to the belief of simpletons like myself that gold would be released from its confines and its rule established over simpler hearts—not civilized enough to use it for ornaments. But actual state of affairs proved otherwise. What gold was left outside was courted by forcible means and confined in vaults darker than the previous ones. In the way in which it was confined with all the rigours of a rigorous imprisonment it could not be out of love for it. The recent history of currency of Western countries shows that under no circumstances the gold would be released. A prominent country that boasted for centuries that gold served them well, suddenly went 'Off the gold standard' thus breaking its faith with its people. Perhaps that is nothing for us situated as we are at present. 'Cash and carry system' adopted in America to finance their commerce tells the tell-tale story that commerce is one-sided. The natural result of this will be to transfer all gold from belligerent countries to U.S.A. Fortunately U.S.A. came to the rescue of gold. And the belligerent countries will be depleted of their gold. After the cessation of war, it would not surprise the thinking people, if all the European countries or a major portion of them, finding it difficult to find gold for financing their trade, throw out suggestions to measure the value of imports and exports with credit alone with a view to deprive America indirectly of the fruits of their hard labour. Virtues of the credit paper may be extolled to the detriment of gold money. It will be a wonder of wonders if two abstract things, credit and value, having completely severed their connection with materials on the one hand or of production on the other, measure each other making the problem of currency still more complicated. Now the countries that boasted of much wealth are at war. We were assured that credit would facilitate commerce on a large scale. This is true when countries engaged in commerce exported the surplus of their produce equivalent in value of their imports. In other terms, production and consumption were equal in those countries. Taking a man as unit of production, as long as man produced for his own consumption, he was content, self satisfied, had no fear as he had nothing to protect nor anything left to get possessed with. What is true in the case of one individual will also hold good in the case of a society or a

country so long production and consumption were in a state of equilibrium, with this difference of conflict among the various agents of production—capital and labour—in the division of the products of their labour. This spirit of conflict is apparent in the producer trying to absorb the middleman or the distributor thereby giving rise to big combines in the shape of manufacturers having their own branch organisations for distribution on the one hand and the consumer trying to get the articles for his consumption directly without the intervention of the middleman, a development reducing the forces of conflict from three to two. The pain in this destruction and elimination of the distributor class could naturally be represented in the increase of the unemployed till such time that the society was in a position to adjust itself to altered circumstances. This conflict is inherent in the process of production and especially in mass production where the forces of conflict gather strength and assume at time huge proportions. The victory of one party over another was not always of a fair and just type, the power party, right or wrong, winning. Thus a temporary equilibrium is attained. The magnitude of the conflict is always in proportion to the number of men engaged in it and the intensity with which they advocated their cause. The conflict is prolonged if the parties are equally powerful and well versed in the arts of war. In all conflicts both parties use all artifices, vices, masquerading as virtues. Lying and dishonesty play their part in the guise of diplomacy and hypocrisy. Means justify the end. Weaker party poses to be just. Yet they speak of dharma in war. The only dharma these people practised in their life was the dharma of acquisition of materials. In war, both parties require materials to prosecute it and gold plays its part to do the work of money. It is significant that the U.S.A. insists on gold now in their transactions. It speaks volumes how the European countries conducted themselves in their dealings with U.S.A. during the post war period of the last Great War. After all is said, it is not very difficult to see the real cause of war. It can be traced to the purely commercial spirit with which both the belligerent parties were imbued. They seemed to have neglected completely human aspects in all their commercial activities.

It would be interesting to note how in such similar circumstances our society shaped itself, when man engages himself as an agent of production. Man has to live. To live he has to work. Work results in production. Articles produced are consumed. Excess products are bargained for. Profits of excess products remain in the society itself where man is the agent of production. When these are allowed to accumulate in the shape of materials, the society grows wealthy. Thus the society divided itself into essentially as a class of producers and distributors. This class was called Vaisya, one who combined in him-

self both the functions of the producer and the distributor. This class became rich in course of time. Their wealth had to be safe-guarded. Incidentally a class was formed to which was entrusted the protection of both the wealth and the individuals constituting the society.

It consisted of elements of society imbued with martial spirit having a greater love for fame. Individuals who worked and consumed the products of their labour formed the working class. Thus three distinctive classes with complete different temperaments began to shape themselves in the society. Martial spirit was the distinctive feature of the Kshatriya class, whose main theme in life was love of fame. Love to create wealth and possess it was the main theme of a Vaisya. Love to work and eat the products of their labour was the main theme of the working class. In the above three classes the main theme was the love towards materials and the things of life. There was the fourth class who discerned clearly the virtues and the vices born of the sole love of materials. This class undertook to educate the other classes that love of materials alone could not bring peace and harmony without their counterparts conflict and discord, in the society, and that love of spirit should be cultivated to avoid conflict in the society. Each class was appealed to preserve its dharma at any cost—dharma being the Nature's laws. Love of spirit, the spirit that controls the mind, the spirit that cannot come in conflict with any other, because of the absense of any other, the spirit that indwells in the hearts of all, and only that love of spirit could create absolute peace and harmony in the society. This love was preached and understood by all classes, and the whole society consisting of the four classes worked for a long time harmoniously in peace. If this love for man and not for materials was understood in all its implications by the West in all their activities, we would be spared this sorry spectacle and the miserable plight of the Western nations.

RECENT UTTERANCES

TRAVANCORE UNIVERSITY, FIRST ANNUAL CONVOCATION ADDRESS

By

LIEUT. COL. G. P. MURPHY

Resident, Madras States.

Your Highnesses, Mr. Vice-Chancellor, Ladies and Gentlemen,

You have chosen a happy day for this First Convocation of the University of Travancore, coinciding as it does with the Birthday Celebrations of His Highness the Maharaja, and I regard it as a compliment to have been asked to come here and say a few words.

Travancore has been endowed by nature with a wealth of resources. Its lands are fertile, suitable for widely diverse forms of agricultural development; its forests are extensive and valuable; the full possibilities of its mineral deposits are perhaps not yet realized; it is felt that more can be done with the fishing industry than at present.

Travancore is served internally by an excellent system of roads and backwaters. It has its own ports, and access to the railway. Not the least of its advantages, from the point of view of future development, is the Hydro-electric scheme which will provide cheap power and electricity.

Those of you who have been born and have spent your lives here in Travancore, may be inclined to take these advantages entirely for granted, and may even be asking yourselves at the moment why I should be calling to your attention such well-known facts. But to me, after only a few months' residence, the resources and future prospects of Travancore seem noteworthy.

During my service in other parts of India I have had to deal with States faced with problems non-existent here in Travancore; States whose prosperity depended entirely on agriculture, but where the rainfall was scanty, and irrigation schemes impossible; States consisting mainly of dense forest tracts, but so far from the Railway that the timber could not be exported profitably; States with valuable mineral deposits which were being exploited by outsiders with little benefit to the local inhabitants; States with natural resources, without finances to develop them; and what is more ironical—States with sufficient finances, but no natural resources to develop.

Travancore, however, possesses a problem of its own—an enormous and ever increasing population which is already above the average of other parts of India in educational qualifications. It is the combination of this highly educated population, with the great opportunities of further development of State resources which, I understand, underlies the inauguration of the University of Travancore.

To you students who are today receiving degrees I would say—above all—do not consider your degree as ends in themselves. A degree, to your prospective employers, means merely that you have reached a certain standard in certain subjects and if you regard it yourselves as merely the first step in your careers, you will avoid many disappointments. Your future will depend on your own initia-

tive, on the interest you take in increasing your own special subject, on your ability to correlate your knowledge with the demands of everyday life.

The intensely practical side of scientific research has been demonstrated with amazing results in recent years. The production of substitute materials in Germany has been carried to an extreme that few people would care to imitate willingly; but it proves beyond a doubt that with the aid of science, you can convert an unwanted surplus, or material hitherto considered useless, into products necessary to the life of the community.

As conditions vary according to localities, the possibilities of such an idea are endless. The Japanese, in their search for new food stuffs, have treated various roots, plants, grasses, even seaweed, never before considered edible, in such a way as to provide nutritious food for their hungry millions. A chemical expert in America, pondering the problem of surplus of groundnuts, found literally dozens of commercially profitable uses to which it could be converted, including such unexpected products as varnish, paint, and plastic wood. Nor need you say to yourselves that undoubtedly these practical applications of scientific theory were made by men on great experience, with years of research behind them for the principles involved in the manufacture of the electrolux refrigerator were worked out by two Swedish students while they were still at the University in Stockholm.

There would seem, at the present time, to be great opportunities for specialists in some practical, or technical line, but you will not have derived the maximum benefit from whatever course of study you may have followed in this University, if you have not trained your minds to think logically and independently. Clear thinking is particularly necessary in this troubled world, where whole nations are being led astray by catchwords, slogans, and lying propaganda. The newspapers and the wireless seem at times to hinder rather than help the searcher after truth, but if you read widely enough, and listen long enough to realise that there are two sides to every disputed question, you should be able to draw your own conclusions; conclusions that will be completely satisfactory to you, since you have worked them out yourselves.

You have no weapons to combat this modern propaganda except the clarity and power of your thought process and a balanced emotional outlook. Let nothing else divert you from using your mind, however painful and prosaic its use at times may seem.

And now, to those of you who are about to start your careers as the first graduates of the University of Travancore, I offer my hearty congratulations, with good wishes for a successful future. It is an unsettled, exciting world into which you are venturing, but for that very reason, your opportunities may be unique.

SOME OBSERVATIONS ON THE PRESENT DAY EDUCATIONAL SYSTEM

By

REV. B. J. ROCKWOOD,

President, District Teachers' Guild, Kurnool.

Ladies and Gentlemen,

It seems to be a common belief that the pursuit of education implies the learning of facts, the study of books and class attendance. I once heard an educated

person say, "Am I not fit to be Governor of Madras Presidency? I am a B.A. so is he." The implications of such a statement are that all that is required of an educated man is that he possesses degrees. Experience, capacity to do things, execution of ability are qualifications essential to the pursuit of success and these qualities are not necessarily obtained through formal education. Abraham Lincoln never attended college nor even a high school, yet he had all the characteristics necessary for success and no B.A., B.L. of his day was his equal.

Men are not being educated when they are merely cramming. The end of education is not the accumulation of facts; an encyclopedia contains about all known facts. An educated man may be one who is skilful in using an encyclopedia. He is one skilful in searching out and applying knowledge. We may go further and say that he is one who lives happily in his environment in spite of his so-called education. An unhappy, idle, discontented man is not an educated man.

Another misconception is that all boys have a right to be educated at least through the high school. This might be admitted as true if the education involved was suited to the life which most boys must live. About 75% of the inhabitants of India must farm or do coolie work. An education which tends to draw their sons away from farming and coolie work is doing a dis-service to India. There must be drawers of water and hewers of wood in this world and anything that upsets the balance of labour tends to bring about discontent and revolution. There must be some way of adjusting education to life. It is essential that the manual labour of the world be properly done and anything that tends to make the labourer happy in the execution of his labour has great educative value. I fear that present day education throughout this world is tending to make the masses unhappy in the execution of the problems which involve their very existence. However, we must remember that labour has rights and our education ought to develop employers who are considerate of the rights of the employee. This balance is required in a happy people.

Another misconception is that time-honoured and age-long methods must not be altered. Thus the Dictation method of teaching and the Lecture system of imparting instruction prevail in our schools. The teacher is developing his own capacity to use his knowledge but the pupils whom the teacher is paid to educate are being neglected. I feel that this method of teaching must be changed even though it involves a radical readjustment of ideas and ideals. Owing to the Lecture system, boys do not prepare their lessons. What is the necessity of so preparing if they get no opportunity of displaying their knowledge? Thus the ability to acquire knowledge from books is not being developed in our schools. This will explain why our libraries are not used. Even teachers are content to study the same text book as the pupil and pass out to the pupils the outlines of the text. Education is futile if it does not impart a love of books and if it does not create ability to read a book and acquire capacity for applying in life the knowledge so required.

I think that it is wrong to expect a pupil to sit seven periods a day while the teacher lectures to him. There ought to be periods of study in each class under the supervision of a teacher. 3 periods of study and 4 periods of recitation is the ideal in my opinion. But this system would have no value unless the pupil actually recited what he has prepared.

Another misconception is that pupils should be given a rounded-out view of every subject. My greatest complaint is against Mathematics as taught in the

lower forms. Much useless material is crammed down the throats of our pupils only to be undigested and unassimilated. There is no need in actual life of a pupil knowing Sq. root, Cube root, Longitude and Time and Complex fractions etc. If the pupil is taught to use books he can acquire the ability to work any problem involving these skills in after life. I would like to ask my audience how many of you have ever used Sq. root, Cube root, Complex fractions, Longitude and Time, etc.? What is the use of compelling mere boys to learn stuff that they would never again use in life? I realise that culture involves many things that are not used in actual life, but culture is not created by learning unless material which cause unhappiness and resentment when taught. One of the essentials for cultural education is a happy mind. The boy who enjoys Mathematics derives culture from the pursuit of his hobby. The boy who resents his Mathematics develops no culture nor is he being educated. I realise that this treatment of my subject is hopelessly inadequate. My purpose in so mentioning it is to direct attention to the problem and to inspire discussion pro and con.

There are also several other aspects of our school life that need attention. For example, our libraries are not used by either teachers or pupils except as lounging places. A love for books has not been a characteristic of educated Indian life as any time in the past. There are several notable exceptions. When I speak of using a library I do not refer to the reading of novels etc., but I do think that meeting a demand for books of reference is a most essential function of a library. We do not teach boys to use books of reference and this is largely due to our methods of teaching in which the teacher does all the preparations for the class room recitation. I also think that attention should be paid to the function of literary societies. This is a difficult subject and one that is worthy of study. Extra-curricular activities are important for developing the capacity of our students. These activities are not adequately emphasised in most schools as it is very difficult to get teachers to understand that their duties and obligations extend to extra-curricular activities.

In closing I would say that this talk seems critical. There are many aspects of school life that might be praised but we have not time to cover the whole subject in an acceptable manner. I thank you for your attention thus far and crave your forgiveness if in this rapid survey of some of our problems I have not pleased you.

NOTICE

It is proposed to issue a complete list of members of all associations affiliated directly or indirectly to the South India Teachers' Union. Guilds that have not yet sent the list of members of their affiliated associations should send the same by the 15th of April 1940.

M. S. SABHESAN,
Secretary,
S.I.T.U., 520, High Road,
Triplicane, Madras.

OUR GUILDS AND ASSOCIATIONS

TRICHY DISTRICT EDUCATIONAL CONFERENCE,
ARIYALUR SESSION, 9TH MARCH, 1940.

From the Secretary, Trichy District Teachers' Guild.

The Ariyalur Session of the Trichy District Educational Conference was held under the auspices of the Trichy District Teachers' Guild at the Board High School, Ariyalur, on 9—3—1940, under the presidency of Sri M. S. Kotiswaran, Member, of the S.I.T.U. Executive, and Headmaster of the Sri Mahant Devasthanam High School, Vellore. Nearly 300 delegates attended the session.

Welcome Address

The Conference was welcomed on behalf of the Udayarpalayam Samasthanam by Sri. S. M. Swaminatha Ayyar. Sri. B. Venkatachalam Pillai, B.A., B.L., M.L.A., as Chairman of the Reception Committee welcomed the Conference and in so doing, referred to the educational problems of the day and the educational work of the Congress Ministry. He pleaded for immediate adoption of compulsion, for the abolition of distinctions between teacher and teacher under different agencies, for the formation of education panchayats, and for the guilds becoming effective and parallel non-official educational departments. Sri S. A. Muthuratnam Ayyar, B.A. L.T., on behalf of the teachers of Udayarpalayam Taluq, pleaded for teachers getting and retaining the organisation sense, and put in a plea for making teachers public servants, with effective statutory protection.

Opening Address

Sri N. Halasyam, B.A., B.L., M.L.A., opened the Conference and in the course of his speech dwelt at length on the need for teachers living up with national trends and doing national service in the realm of school life by effective use of the mother tongue, by helping to avoid cramming and by working with an objective and plan.

Presidential Address

Sri M. S. Kotiswaran, in the course of his address, referred to the great dissatisfaction, genuinely felt and widely expressed, with the present system of education and the need for educationists in conference canalising the same. Outlining the task ahead of educationists, he pleaded for educationists shaping the youth for sound citizenship so that the democratic enterprise in the country might succeed against all the array of reaction which was manifesting itself under foreign rule. Next he pleaded for the curriculum being adjusted to the needs of the child and society. Teaching, he said, should not degenerate to the level of animal training and the primary objective of the curriculum had to be not merely the transmission of tradition and the perpetuation of social ideals but the fitting of children into a new dynamic society where each for all and all for each should be the motto. The medium of instruction had to be the mother tongue of the child and not the tragic handicap of a foreign language. Far from reverting to the foreign medium on account of fancied difficulties, as suggested by the *Madras Mail* on 6—3—'40, he wanted the mother tongue

medium to be extended to the University also, and congratulated the late Ministry on its having initiated the belated reform. He commended the Wardha Scheme as a scheme which has purpose, significance, interest and spontaneity and as a plan of school life worth living and working for. Next, he pleaded for the examination system being purified. The Reorganisation of Education was urgent and it would be a sad commentary on the administration if the data available for reorganisation was not utilised in time to tackle this national problem. But for reorganisation of education to succeed, Mr. Kotiswaran concluded, by saying that teachers' organisations had to be effective power in the land, with cent per cent organisation and speaking with one voice, under a common banner.

Lectures

Sri S. T. Ramanuja Ayyangar, speaking on Teachers' organisations, stressed the need for teachers actively exhibiting the organisation sense and demonstrating their sense of duties to achieve their rights and to redress their grievances. He outlined the plan of the Guild to form Taluq branches of the Guild, instead of carrying on with moribund associations, and pleaded for effective support to the Golden Jubilee of the Guild in June 1940.

Dr. M. S. Krishnan and Dr. N. K. Narasimha Ayyangar of the Survey Department delivered lectures on the Geology and Geography of the Ariyalur area, and referred to the specimens of fossils in the area.

Sri J. T. Rajanayagam of the Erode Training School gave a talk on "the Activity method in Education," and showed how the Wardha Scheme was a synthesis of craft and project method.

Pandit M. Natesa Mudaliar, Lecturer, St. Joseph's College, delivered a lecture on "Tamil for Elementary Schools", and paid a tribute to Ariyalur as the home of Dr. Swaminatha Ayyar.

Guild Branches

The Guild Branch of the Trichy District Board Secondary Schools was inaugurated with Sri M. Thiruvengadam Pillai, as President and Sri M. S. Paul as Secretary. The Guild branch for the Udayarpalayam Taluq was inaugurated with Sri Nagamangalam G. Subramaniam as Branch Secretary.

The following Resolutions were then passed:—

The Conference requested the reduction from 20 to 15 of the average attendance of pupils per teacher and the percentage of girls from 25 to 10 in an Elementary School. It pleaded for relaxation wherever necessary, of the rules relating to the appointment of Secondary grade teachers and the teaching of English in Elementary Schools by secondary grade teachers. It requested the Department to publish a monthly bulletin of educational government orders and circulars. It protested against the raising of working days and hours under existing conditions. It wanted the Department to supply to Schools all forms of periodical returns required from schools. Pending an enquiry with a view to reorganise Elementary Education, it wanted the stay of all orders relating to higher elementary schools. It protested against the unhelpful attitude of the Director in refusing to supply circulars for publication in the S.I.T.U. journals. It requested the Government to revise the policy behind G.O. No. 4610 of 1934 and redress the grievances of Local Board teachers in terms of G.O. 811. It resolved to request the Trichy District Board to provide for contingent expenditure to teach handi-

crafts under the new syllabus. It requested the Guild Executive to prepare a Memorandum on the grievances of District Board Elementary Teachers.

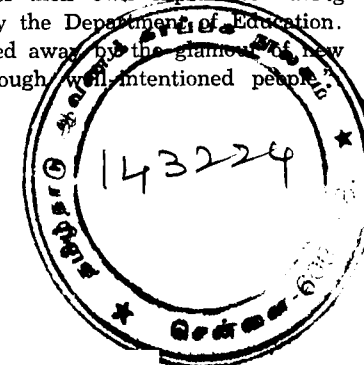
After the President's concluding address, the Conference terminated, with a vote of thanks by Sri S. T. Ramanuja Ayyangar.

A SUMMARY OF THE PROCEEDINGS OF THE HALF-YEARLY CONFERENCE OF THE KURNOOL DISTRICT TEACHERS' GUILD HELD ON 27-1-'40

"The struggle of the Elementary School Teachers in Malabar is well known to you all. Their sufferings became so acute that they were forced to resort to direct action. The Government are partially responsible for this by not taking prompt action, on the representation of the grievances by the Teachers' Unions. Malabar is not the only district where such conditions prevail. It will be no wonder if the Malabar example becomes contagious," remarked Mr. C. Ranganatha Ayyangar, M.A., L.T., of London High School, Gooty, presiding over the Conference of the District Teachers' Guild, Kurnool, held at the Coles' Memorial Hall. There were present 120 delegates, including 40 ladies, representing various Teachers' Associations affiliated to the Guild.

The Rev. B. J. Rockwood, President of the Guild, extended a hearty welcome to the delegates and the President. Extracts from his speech are printed elsewhere.

In declaring the Conference open, Mr. G. Damodara Mudaliyar, District Educational Officer, paid a glowing tribute to the members of the Kurnool Guild on their being abreast of the times and acquainting themselves with the reforms contemplated in the scheme of education, both elementary and secondary. It was noteworthy that with the exception of a few schools, the languages of the District, Telugu and Urdu, had been introduced as the media of instruction with beneficial results. He stressed that the introduction of the mother tongue as the medium of instruction should not in any way belittle the study of English which was the key that unlocked the treasure of modern knowledge and literature. The bifurcation of studies at the end of Fourth Form was now engaging the attention of educationists. Opinion was divided on this subject and it was considered to be a mechanical division sought to be made at a premature stage of a student's life. It might not be possible to rightly put in one for technical education and another for literary studies. A mechanical division of studies might prevent the growth of the future social workers, reformers and the intelligentsia of the country in general. Boys and girls in schools had only to be trained to use fully and properly their senses which were gateways of knowledge. The moral, cultural and aesthetic aspects of education should predominate secondary education. It would seem therefore that the manual training now in practice was sufficient to meet the requirements of hand and eye training. Continuing, he said: "I do not wish to answer the criticisms made against our system of education; but I would only caution you to continue to be conservative and trust that the teaching profession will have the required strength and independence to carry on education in the light of their own experience having faith and confidence in the schemes introduced by the Department of Education. Do not for a moment be vacillating and be carried away by the glamour of new fangled and untested ideas of inexperienced though well-intentioned people."



Continuing he said that it was their duty as teachers to create in their pupils a taste and desire for learning and an appreciation of the sublime and the beautiful. No education was worth the name if it did not produce awe and reverence for the Almighty. Special attention was needed to be paid to moral instruction. More than abstract instruction, the teaching might be based on the lives of eminent personages described in the sacred books, the Epics, the Quoran, the Bible, etc. Concluding he said that it should be borne in mind that the duty of teachers was to implant in the minds of the young by example and precept a high sense of duty and a spirit of service besides training them to be efficient members of the society. *To expect the teachers of elementary and secondary schools to turn out wage-earners through training in manual occupations appeared incompatible with the true and lofty aims of education.* He wished the Conference all success.

In his Presidential Address Mr. Ranganatha Ayyangar deplored the resignation of the Congress Ministry before it could have brought into operation several schemes beneficial for the advancement of education in the Province. He hoped with the beginning of the official year the popular Ministry would be restored. Referring to the anti-Hindi agitation that was prevailing in Madras, the Speaker said that the Congress Government had blundered in straightaway introducing Hindi without including it in a regular scheme as part of educational reform. A popular Ministry, he continued, should consult and respect the opinions of bodies that were affected by the measures it initiated. He complained against the three orders issued by the defunct Ministry and said "they are shabbily conceived and bear the stamp of being inspired by vested interests. The Government had encroached upon the fundamental rights of the private school teachers when they restricted their rights to compete for elections to local bodies and legislatures. Teachers should not be viewed like other class of workers or servants who served the state in return for a remuneration. Referring to the secondary education reorganisation scheme, Mr. Ranganatha Ayyangar said that the standard of English was deteriorating in the schools. Their attention should be directed to suitable changes so that the pupils might be enabled to possess a working knowledge of English by the time they left the School. He appealed to them to strengthen the S.I.T.U. and organise themselves so that they might be a powerful factor in shaping the educational opinion. The Government should also welcome their organisations and encourage them and not distrust them as rivals likely to undermine the influence of District Educational authorities. The official authorities and the unofficial bodies should be linked together, if necessary, by a statute as supplementary agencies in the advancement of education in the District. In conclusion he referred to the situation in Malabar and said that the Government themselves were responsible partially for the situation. The teachers there had suffered much and most of them had been put in prison. He hoped that the teachers who were suffering incarceration would be released and no punishment of vindictive nature should be inflicted on them.

The Presidential Address over, the Conference adjourned for tea. When the Conference reassembled Mr. K. N. Pasupathi, Secretary of the Guild, presented the report on the work of the Guild. The report reviewed the activities of the Guild and stated that there were eleven associations affiliated to the Guild. He also stressed the need for strengthening the District Organisation in view of the invitation to the S.I.T.U. to hold the Provincial Educational Conference in Kurnool next year.

Resolutions

The Conference requested the S.S.L.C. Board to revive the study of non-detailed texts in the High Forms allotting one period in the week to it in addition to the library periods in view of the fall in the standard of English in the High School classes since the abolition of the non-detailed study and in view of the decreasing acquaintance of pupils with English diction consequent on the introduction of the mother-tongue as the medium of instruction. The Conference requested the Government to remove the hardship caused to young men by the insistence of 40 per cent minimum in English and Second Language for eligibility for Public Service Commission Examination and throws open the Service Commission Examination to all holders of S.S.L.C., as it was a great anomaly that all candidates eligible for S.S.L.C. were not allowed to compete for Services Commission. The Conference requested the Madras University to prescribe 35 per cent minimum in English and Second Language for S.S.L.C. eligibility as is the case in the Andhra University. Another resolution requested the Government to admit Secondary Grade trained teachers who had taken their B.A. degree by private study to L.T. Class without the payment of the fees of Rs. 160 now insisted upon as it was unreasonable and invidious. Another resolution requested the Education Department to extend the study of Hindi to 100 more schools next year in view of the importance of the language and as pupils evinced great interest in the study of the same. The Conference requested the President, District Board, Kurnool, to restore the cut of 6¼ per cent on the salary of the Board Elementary School teachers. Another resolution requested the Government to withdraw the Order, raising the number of working days for elementary schools from 200 to 220 days as it would be a strain on the teachers and the taught. The Conference adopted a condolence resolution on the death of K. Ramamurthy Pantulu and P. Lakshminarasimham, Telugu scholars.

Mr. K. Nilakanta Rao, Joint-Secretary, proposed a vote of thanks.

THE RAMNAD DISTRICT TEACHERS' GUILD

Annual Meeting Held at Manamadura on 2nd March 1940

The Annual Meeting of the Guild was held at Manamadura on 2-3-1940. Eighty-nine delegates representing the Associations of Ramnad, Sivaganga, Karai-kudi, Pallathur, Paramakkudi, Manamadura, Devakottai, Aruppukottai, Kamuthi, Sattur, Srivilliputhur, Sivakasi and Tiruppathur were present.

The report of the work and the accounts of the previous year were read and adopted.

The offer of the Sivaganga Teachers to have the Headquarters at Sivaganga was accepted. The following Office-Bearers were elected.

President:—Mr. R. Narayanan Servai, M.A., L.T.

Secretaries:—Mr. S. Somasundaram Pillai, B.A., L.T.; Mr. G. V. Nataraja Aiyar, B.A., L.T.

The following resolutions were passed:—

1. That in view of the fact that educational progress is only possible if the teaching profession is well cared for in the matter of their security of tenure, fixed scale of pay, regular increment and regular disbursement of salary, this guild

reiterates in emphatic terms its former resolutions on the subject and requests the Government to take immediate steps on the matter.

2. This guild requests the Government to lift the ban on aided school teachers from participating or contesting in the elections to local bodies, etc.

3. This Guild requests the Government to see that the text books for the S.S.L.C. Examination are made available before June every year.

4. This Guild requests the Educational Department to issue model answers in the Mother Tongue for the questions in "C" Group Algebra and Geometry and Science subjects.

5. This Guild requests the Government to fix 60 years as the age of retirement of teachers from service.

6. This Guild requests the primary associations to send delegates to the Ambasamudram Conference through the Guild.

7. This Guild points out to the Director that in view of the overburdened curriculum and of the time and energy it absorbs in the case of crowded Urban Elementary Schools, the task of maintaining the Census Register and supplying up-to-date educational statistics to the department thrust upon the overworked Elementary school teachers, impairs the efficiency of teaching in those schools and requests that Elementary school teachers may be exempted from statistical works unconnected with the school.

8. This Guild requests the Director to clarify the G. O. No. 416, Education, dated 24-2-1939 regarding Elementary School Teachers' Unions, as to their position in the Guild.

9. This Guild protests against the proposed increase in the number of working days of the Elementary schools to 220 days as it will involve very great strain on the pupils.

10. This Guild requests the Director to help in the maintenance of efficiency in Elementary education by circularising inspecting officers not to impose on Elementary schools the maintenance of any register or any record not mentioned in rule 21 of the rule made under the Elementary Education Act, published in G.O. No. 1903, dated 21-8-1939.

11. (a) This Guild requests the S.I.T.U. to waive the subscription for the year 1938-39.

(b) That no subscription for 1938-39 may be collected from the primary Associations.

(c) Subscriptions collected for 1938-39 be adjusted for the subsequent year.

12. That the S.S.L.C. Board be requested to drop at once the recently adopted practice of clubbing different schools together in one centre for the purpose of the S.S.L.C. Public Examination.

With a vote of thanks to the outgoing Office-bearers and to the Manamadura Teachers' Association, who played the host the meeting terminated.

BANOLA BAPIAH HINDU MIDDLE SCHOOL, VETAPALAYAM, GUNTUR DT.

The Education Week was celebrated in the above school on the 7th, 8th, and 9th February 1940 and there were sports, scout display, public meetings, enacting of dramas in Telugu and English and lectures.

It is gratifying to note that the local public, official and non-official took keen interest in the matter and co-operated with the school authorities to make the Education Week celebration a great success.

THE MAYAVARAM TALUQ AIDED ELEMENTARY TEACHERS' UNION

Teachers from various Aided Elementary Schools in Mayavaram Taluq met at Mayavaram on Saturday the 2nd March 1940 in the Municipal Park Elementary School. Mr. T. P. Sreenivasan, B.A., L.T., Senior Deputy Inspector of Schools presided. A Union of Aided Elementary School teachers for the Taluq of Mayavaram was formed and Office-bearers were chosen. The Union appeals to all Aided Elementary Teachers in the taluq to join it and strengthen it. All communications may be addressed to: The Secretary, Mayavaram Taluq Aided Elementary Teachers Union, Akkur Post, Tanjore Dt.

HINDU HIGH SCHOOL ANNUAL EXCURSION

The excursion party which consisted of teachers and pupils numbering together 320 was led by Sri M. A. J. Tirumalai Iyengar and Sri S. K. Krishnamoorthi Iyer. The party left for Egmore Station. The special train, arranged by the authorities of the South Indian Railway, left Egmore station at 10-50 p.m. on Saturday the 3rd instant and reached Chidambaram the next morning.

The party was comfortably lodged in the Annamalai University buildings. The authorities of the University were kind enough to undertake boarding arrangements. The members worshipped Lord Nataraja and Govinda. At the temple premises Prof. C. S. Srinivasachariar of the Annamalai University was kind enough to explain to the party the history of the temple, its many architectural beauties and sculptural representations. At the temple the members formed themselves into a Bhajana party led by Sri T. V. Sitaraman Iyer. In the afternoon the school cricket team played a friendly match with that of the Annamalai University. Thanks to the arrangements made by the University, the party was able to visit the Science laboratories, and other buildings of the University. In the evening, at the Srinivasa Sastri Hall, the members of the Music College entertained the party, and the party also gave a variety entertainment, which included physical demonstrations by Sri M. N. Vencoba Rao and his party and select scenes from "Nandanar" by Sri T. V. Sitarama Iyer and his party. Prof. C. S. Srinivasachariar delivered a very instructive lecture on the historical importance of Chidambaram. Rt. Hon'ble Srinivasa Sastriar presided over the function. After the variety entertainment, the Vice-Chancellor who is also the President of the Hindu High School Committee, welcomed the party, blessed it, and bade fare-well. He spoke very highly of the variety entertainment. On their way to the station, the party paid their respects to the Vice-chancellor and once again received his blessings.

The special train took the party next morning to Nellikuppam. After prayer the party divided into groups. The authorities of the East India Distilleries and Sugar Factories were kind enough to take the members in batches and show them how sugar and alcohol are manufactured by the company. This visit had a high educative value. That evening the party arrived at Tiruvannamalai. Lord Arunachala was worshipped that night. Here again Sri T. V. Sitarama

Iyer led the Bhajana party. After supper, scout camp-fire was held under the chairmanship of Sri K. Srinivasaraghavan, Vice-chairman of the Tiruvannamalai municipality. Next morning, the party went to Ramana Maharishi Ashramam to receive his blessings. The boys sat quietly in the presence of the Rishi, and Sri T. V. Sitarama Iyer sang soul-stirring songs. The swami silently blessed the party. The leave-taking was a touching one. That evening the party arrived at Vellore. At the station it was received by Sri M. S. Koteswaran, Headmaster of the Mahant High School. The boys marched in order to the school and there the party was presented with a welcome address by the boys of the Sri M. D. H. School. The party was greatly helped by the students of the school who took them to the different parts of the city. Sri M. S. Koteswaran spoke on the importance of Vellore City and its history. Thanks to the unsparing efforts of Sri M. S. Koteswaran, our stay at Vellore, though short, was very comfortable. That night the party reached Katpadi by the special train and then it was taken to Madras the next morning by a special train by the M. & S. M. Railway. The members marched straight to the Hindu High School and after prayer for the successful termination of the excursion, they dispersed.

The arrangements made by the South Indian Railway were excellent. Their catering was good. The success of the tour was partly due to them. The railway officials richly deserve the thanks of the party.

T. P. SRINIVASAVARADAN.

EXCURSION PARTY OF THE BOARD HIGH SCHOOL: KODAVASAL, TANJORE.

Mr. P. Swaminatha Pillai, B.A., L.T., Headmaster, Board High School, Kodavasal, Tanjore District, led a party of 25 members (teachers and students) to Mettur visiting on the way Tanjore, Golden Rock and Trichinopoly. They had a successful tour.

The above school celebrated its Education week last October and November and every day they had some function in accordance with the programme chalked out by the Central Education Week Committee.

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of Mr. A. K. Varadharajulu Naidu, Municipal High School, Kurnool, on 10-3-1940 at the early age of 40. His nominee was paid the benefit amount of Rs. 296-4-0 on 21-3-1940.

520, High Road,
Triplicane,
20-3-1940.

V. SRINIVASAN,
Hony. Secretary.

RESOLUTIONS TO BE TAKEN UP BY THE CONFERENCE

I. Provident Fund:

1. From several Associations.

(a) This Conference requests the Provincial Government to increase the rate of contribution by the Government to the Provident Fund of Teachers in aided schools from 1/3 to 1/2 of the amount to the credit of the subscriber at the time of closure of his account.

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

II. Local Body Employees:

2. Tanjore District Teachers Guild.

This Conference invites the attention of the Government that the omission of Rule 22 of Section 1 and Rule 23 of Section 2 of the G. O. No. 5062 L. & M. dated 23rd November 1934 and in sections 1 and 2 of the subsequent G. O. No. 2342 L. S. G. dated 2-6-1936 regarding the re-entertainment of retrenched hands counting broken periods of service for all purposes of service affects adversely the prospects of many Municipal and Local Board Employees, though they have put in long periods of service, permanent or temporary and requests the Government that the said Rules No. 22 of section 1 and No. 23 of section 2 of G. O. No. 5062 L. and M. dated 23-11-1934 may be added to G. O. No. 2342 L.S.G. dated 2-6-1936 with effect from the date of the coming into operation of G. O. No. 2342 L. S. G. dated 2-6-1936.

III. Elementary Education:

3, 4, 5 & 6. E. R. High School Teachers' Association, Trichinopoly.

This Conference considers that the Service Register for Elementary school teachers is no solvent for security of tenure and therefore urges that it should be so modified as to provide for termination only on specific grounds.

This Conference is against the proposed increase of the number of working days for Elementary Teachers from 200 to 220 with five working hours as it will cause undue strain on pupils and teachers alike.

This Conference considers that an enquiry should be instituted into the working of Elementary Education Policy.

This Conference requests the Government to revise the Elementary Education Grant Rules to remove the complexity of the Grant formula and to assure teachers and managements alike their respective quota.

7. The Madras Teachers' Guild.

In view of the difficulties experienced by the Teacher-managers in the running of elementary schools and in view of the need for a better understanding and co-operation between teacher-managers and the elementary school teachers, this Conference appeals to the teacher-managers to consider the desirability of converting their schools into co-operative Teacher Committee schools.

IV. *Educational Policy :*

8. The Madras Teachers' Guild.

This Conference is of opinion that the public should urge upon the attention of the Government the necessity for the immediate consideration of its present policy in regard to the management of Elementary and Secondary Schools and for the formulation of a new educational policy suited to the modern requirements of Education in this Presidency.

V. *Grant-in-aid :*

9. Madras Teachers' Guild.

This Conference is of opinion that the Managers of aided schools should press upon the Government the necessity for the revision of the grant-in-aid code so as to improve the equipment and condition of service in schools and also to ensure security of tenure of teachers.

VI. *Board of Education :*

10. Madras Teachers' Guild.

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 on matters educational and professional.

VII. *Service Condition :*

11. Madras Teachers' Guild.

In view of the growing discontent among the teachers in aided elementary and secondary schools, this Conference requests the Government to amend the Contract (Appendix 28 M.E.R.) between the teachers and managements in aided secondary schools on the lines of the resolution of the Executive Board of the Union of the 18th December 1939.

VIII. *G. O. on Elections :*

12. Malabar District Teachers Guild.

This Guild requests the Government to withdraw the G. O. banning teachers in private aided institutions from seeking election to seats in Local Board and Municipalities and Legislatures.

IX. *Admission to L. T. Course :*

13. Kurnool Municipal High School Teachers' Association.

That the Government be requested to admit for the L.T. Course Secondary Grade teachers who have passed the B.A. by private study without demanding the fee of Rs. 160 as is done now.

X. *Text Books :—*

14. The Salem District Teachers' Guild.

This Conference resolves to request the Government to cancel the existing G. O. relating to the prescription of text-books and issue instructions leaving the choice of suitable text-books entirely to individual institutions.

GAZETTE EXTRACTS

AMENDMENT TO THE RULES UNDER THE MADRAS ELEMENTARY EDUCATION ACT REGARDING THE AGENCY FOR SERVICE OF NOTICES AND ORDERS ON DEFAULTING GUARDIANS.

Fort St. George, February 1, 1940
(G. O. No. 185, Education).

No. 64.

In exercise of the powers conferred by section 56 of the Madras Elementary Education Act, 1920 (Madras Act VIII of 1920), His Excellency the Governor of Madras is hereby pleased to make the following amendments to the rules published with Law (Education) Department Notification No. 45, dated the 21st February 1922, at pages 146—178 of Part I-B of the *Fort St. George Gazette*, dated the 21st February 1922, as subsequently amended :—

AMENDMENT.

In the said rules, for rule 5 of the rules under the heading "Section 51 (1)—Enforcement of compulsion,"—the following rule shall be substituted, namely:—

"5. Every notice issued by the Commissioner, Corporation of Madras, the chairman of a municipal council, or the president of a district board, to a guardian and every order imposing any penalty on a guardian, shall be served on him by a suitable municipal employee in municipal area and by the village munsif in non-municipal areas. The municipal employee or the village munsif shall return the counterfoil to the Commissioner, chairman, or president as the case may be, specifying the date on which the notice or order has been served, with the signature of the guardian. The notice or order to be served by the village munsif shall be forwarded to him through the head teacher of the school concerned and a copy of the memorandum forwarding the notice or order to the head teacher shall be sent to the Tahsildar concerned for information."

DRAFT AMENDMENT TO THE RULES UNDER THE MADRAS ELEMENTARY EDUCATION ACT

Fort St. George, January 26, 1940
(G. O. No. 139, Education).

No. 67.

The following draft of an amendment to the rules published with Law (Education) Department Notification No. 45, dated the 21st February 1922, at pages 146—178 of Part I-B of the *Fort St. George Gazette*, dated the 21st February 1922, which it is proposed to make in exercise of the powers as subsequently amended, which it is proposed to make in exercise of the powers conferred by section 56 of the Madras Elementary Education Act, 1920 (Madras Act VIII of 1920), is hereby published as required by sub-section (1) of the said section for the information of all persons likely to be affected thereby.

Notice is hereby given that the draft will be taken into consideration after two weeks from the date of publication of this notification and that any objection or suggestion which may be received from any person with respect thereto before the expiry of the period aforesaid will be considered by the Government of Madras.

DRAFT AMENDMENT

In the said rules, in the proviso to the rule under the heading "Section 3 (xiii) —School Age," for the words "Local Government," the words "Government of Madras" shall be substituted.

G. H. COOKE,
Secretary to Government.

AMENDMENTS TO THE MADRAS EDUCATIONAL RULES AND
THE GRANT-IN-AID CODE.

Fort St. George, March 6, 1940
(G. O. Ms. No. 368, Education).

No. 71.

The following amendments to the Madras Educational Rules and the Grant-in-Aid Code is published:—

I

THE MADRAS EDUCATIONAL RULES.

AMENDMENT.

For rule 10-A, introduced by Notification No. 327, dated the 4th November 1939, published at page 724 of Part I-B of the *Fort St. George Gazette*, dated the 14th November, 1939, the following shall be substituted:—

"10-A. No teacher shall be appointed to, or allowed to continue in a school after the completion of his or her fifty-fifth year. The Director may, however, relax this rule for sufficient reasons in the case of teachers in schools under private management up to the age of sixty. In exceptional cases, he may permit a teacher over sixty to work in a school.

This rule shall come into force from the 1st July 1940."

II

THE GRANT-IN-AID CODE

AMENDMENT.

For rule 16, introduced by Notification No. 327, dated the 4th November 1939, published at page 724 of Part I-B of the *Fort St. George Gazette*, dated the 14th November 1939, the following shall be substituted:—

"Rule 16.—No grant will ordinarily be paid on behalf of members of the teaching staff who have completed their fifty-fifth year. The Director, may, however, relax this rule in special cases up to the age of sixty. No grant will be paid on behalf of teachers who are retained in service beyond 60 years of age.

This rule shall come into force from the 1st July 1940."

AMENDMENTS TO THE RULES RELATING TO RECOGNITION
AND AID TO ELEMENTARY SCHOOLS

Fort St. George, March 13, 1940
(G. O. Ms. No. 415, Education).

No. 72.

The following amendment shall be made to the rules relating to recognition and aid to elementary schools published with Education Department Notification No. 243, dated the 21st August 1939, at pages 556-568 of Part I-B of the *Fort St. George Gazette*, dated the 29th August 1939, as subsequently amended:—

AMENDMENT.

Chapter II—Rules for Aid.

In the proviso to rule 2 (i) (a), for the words "the 1st April of the year in which he passed the Training-School Leaving Certificate Examination," the words "the day following the last day of the Training-School Leaving Certificate examination which he passed" shall be substituted.

Fort St. George, March 13, 1940
(G. O. Ms. No. 419, Education).

No. 73.

The following amendment shall be made to the rules relating to recognition and aid to elementary schools published with Education Department Notification No. 243, dated the 21st August 1939, at pages 556 to 568 of Part I-B of the *Fort St. George Gazette*, dated the 29th August, 1939, as subsequently amended:—

AMENDMENT.

Chapter II—Rules for Aid.

In sub-rule (2) of the rule 4, the following clause shall be added to the proviso as clause (iii):—

"(iii) grant for two teachers may be assessed in a complete school with standards I to V if the average attendance therein is 30 or over but is less than 40."

Note.—This amendment will come into force from 1st June 1940.

G. H. COOKE,
Secretary to Government.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND

INFORMATION TO MEMBERS.

The Fund has intimated to all Local Bodies in the Province that they are now registered under the Insurance Act, 1938. We quote below a few of the replies received:—

1. *From President, District Board, Ramnad:—*"You are at liberty to canvas life business in this District Board."
2. *Commissioner, Municipal Council, Coimbatore:—*"The South Indian Teachers' Union Protection Fund is recognised and General permission is granted."

Members who are employed under Local Bodies may apply to their employers to permit them to take advantage of Rule 10 of the Provident Fund Rules regarding payment of premia (call money) out of the P. F. amount.

Members are requested to bring this to the notice of their colleagues employed under Local Bodies and induce such of them as are not already in the Fund to join the Fund.

520, High Road,
Triplicane,
20—3—1940.

V. SRINIVASAN,
Hony. Secretary.

(Registered under the Indian Companies Act and the Insurance Act, 1938)

Proceedings of the Extraordinary General Meeting held on the 3rd March 1940

at 3 p.m. in the Office of the Fund, 520, High Road, Triplicane, Madras.

An Extraordinary General Meeting of the Fund was held on Sunday the 3rd March 1940 at 3 p.m. in the Office of the Fund, with Sri. M. S. Sabhesan, the President, in the chair.

27 Members were present.

Sri. V. Srinivasan, the Honorary Secretary, read the notice of the meeting dated 12th February 1940.

The following resolutions recommended by the Board were passed unanimously:—

- (1) "That the South Indian Teachers' Union Protection Fund, Madras, now registered under Part VIII of the Indian Companies Act as an unlimited Company be registered as a Company limited by guarantee under the same part of the Act."
- (2) "It is hereby resolved and declared that each member undertakes to contribute to the assets of the Fund in the event of its being wound

up while he is a member, or within one year afterwards, for payment of the debts and liabilities of the Fund contracted before he ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves, such amount as may be required, not exceeding a sum of rupee one."

The Secretary proposed a vote of thanks to the President and the meeting terminated at about 3-45 p.m.

520, High Road,
Triplicane,
4th March 1940.

M. S. SABHESAN,
President.

V. SRINIVASAN,
Hony. Secretary.

PRELIMINARY NOTICE

A General Body Meeting of the S.I.T.U. will be held on the occasion of the Conference to be held in the last week of May, '40 at Ambasamudram. The time and date of the meeting will be announced later.

AGENDA:—

1. Presentation of the Annual Report.
2. Adoption of the same.
3. The Why and How of the Reorganisation of the S.I.T.U. Union—
A Discussion.
4. Election of Officer-Bearers.
5. Election of the Members of the Vigilance Committee.
6. Amendments to the rules (will be notified later).
7. Any other urgent business with the permission of the President.

M. S. SABHESAN,
Secretary,

S.I.T.U., 520, High Road,
Triplicane, Madras.

THE S. I. T. U. PROTECTION FUND

List of Names (Continued).

Name and Address.

1674. Mrs. R. Rajammal, Municipal Elementary School, Coimbatore.
1675. Mr. G. Nagappa Chetty, Board Elementary School, Dharmapuri.
1676. " C. V. Venkataswamy Naidu, Municipal Elementary School, Anupparpalayam, Coimbatore.
1677. " C. Varadhachari, S.M.D.H. High School, Vellore.
1678. " C. Subbaraya Pillay, Aided Elementary School, Kollapuram, Ariyalur Taluq.
1679. " S. Muruhesa Padayachi, Aided Elementary School, Kollapuram, Ariyalur Taluq.
1680. " T. R. Arumuga Mudaliar, Board Higher Elementary Girls' School, Namakkal.
1681. " Y. K. Sastry, *The School*, Rishi Valley.
1682. Mrs. M. Subbalakshmi, Board Higher Elementary Girls' School, Bhavani.
1683. Miss N. P. Vetham, Board Girls' School, Velur, Salem.
1684. Mr. R. Viswanathan, Muslim High School, Triplicane.
1685. " K. Veeraswamy Naidu, T.T.V. High School, Madras.
1686. " S. Natarajan, Hindu High School, Triplicane.
1687. " A. C. Arunachalam, Hindu Theological High School, Madras.
1688. " S. Sampath Aiyangar do. do. do.
1689. " T. S. Ramaswamy do. do. do.
1690. " T. Ramachandran do. do. do.
1691. " V. Narasiah do. do. do.
1692. " C. Gurunathiah do. do. do.
1693. " R. Krishnamurthy, Hindu High School, Triplicane.
1694. " A. Nagaraja Rao, Board High School, Chittoor.
1695. " A. Veeraswamy, Board High School, Chittoor.
1696. " V. Vaidyalingam, Muslim High School, Triplicane.
1697. " A. N. Sethuramiah, Municipal High School Villupuram.
1698. " T. Ranganatha Iyengar, National High School, Negapatam.
1699. " A. Namasivaya Mudaliar, St. Joseph's High School Chingleput.

520, High Road,
Triplicane,
20-3-1940.

V. SRINIVASAN,
Hon'y. Secretary.

THE SOUTH INDIAN RAILWAY CO., LTD.

TRAVEL NEWS

The following Institutions organised educational excursions during February, 1940:—

- (1) *Board High School, Vriddhachalam*.—35 members went on excursion to Thirukkalikkundram, Mahabalipuram and Conjeeveram between 3 and 5-2-'40.
- (2) *Central Primary Mixed School, Rock Fort, Trichinopoly*.—A party of 38 children visited the Upper Cauvery Anicut on 4th February, 1940.
- (3) *Chengalvaraya Naicker's Technical Institute, Madras*.—A party of 31 members made an extensive tour of Mysore, Ootacamund, Coimbatore, Madukkarai, Erode and Metur Dam between 9 and 24-2-'40.
- (4) *Municipal High School, Salem*.—64 members went on excursion to Metur Dam on 10-2-'40.
- (5) *Government Training School for Women, Coimbatore*.—38 members went on excursion to Cochin between 14 and 17-2-'40.
- (6) *St. Peter's High School, Tanjore*.—A party of 88 members went on excursion to Trichinopoly between 16 and 18-2-'40. Another party of 43 went on excursion to Negapatam on 17 and 18-2-40.
- (7) *Municipal High School, Karur*.—A party of 102 members visited Trichinopoly on 17 and 18-2-'40.
- (8) *Sri Harikripa Higher Elementary School, Salem*.—71 children went to see the Metur Dam on 25-2-'40.

LIST OF PUBLICATIONS RECEIVED FROM THE DEPARTMENT OF PUBLIC EDUCATION, U.S.A.

1. Know your Modern Elementary School. Leaflet No. 52.
2. Hospital Schools in the United States.
3. Related Instruction for Plumber Apprentices.
4. Farm Forestry.
5. The School Auditorium as the Theatre.
6. Conference Topics for the Retail Grocery Business.
7. Research in the United States Office of Education.
8. The Land-Grant Colleges.
9. Special Problems of Negro Education.
10. Educational Service for Indians.
11. State Personnel Administration.
12. Local Unit Organisation in Ten States.
13. Biennial Survey of Education, 1934-1936.

EDITORIAL

Nine Months' Wonder.

The Wardha Scheme of Basic Education is what the Congress-minded ministers are naturally expected to introduce and foster. While, in other provinces, the ministries were keen on framing a programme of expansion, the Ministry in our Province preferred to strike out a new line. The then Minister for Education took credit for the Congress Ministry and himself regarding the original idea of paving the way for the Wardha Scheme through the newly started Wardha Training School at Coimbatore. This was perhaps intended to be taken more as a token of its appreciation of the soundness of the scheme. Many were the persons who had grave doubts about the very conservative and cautious out-look of the Congress Ministry in regard to education. The public were not aware of the special or peculiar circumstances in our province justifying the halting pace. At the time of the starting of the Wardha Training School, nothing was officially stated against the soundness of the scheme. That is what may be expected since the fundamental principles of the Basic Education had been approved by the Central Advisory Education Committee. This Committee left it to the provinces to give effect to the several recommendations.

The chief difficulty in the way of the country-wide introduction of the Wardha Scheme was declared to be the supply of qualified teachers. The Minister for Education claimed that the Training School at Coimbatore was intended to tackle this question of the supply of teachers. The period for which temporary provision for the Wardha School was made in the budget is almost over and we understand it has been decided to close the school. This decision of the Government is unwise and causes us no little surprise. The public are curious to know why an institution started with a flourish of trumpets has after all proved to be a *nine months' wonder*. Can it be that experience of the working of the school does not hold out any distinct promise? But we understand that many visitors who can be credited with the capacity to think for themselves have been impressed with the line of work undertaken by the Wardha School. It is really sad that this unfortunate step should have been taken in regard to a scheme which has been in the forefront for some years and which has been thoroughly discussed by the Central Advisory Committee. If the public be really interested in education, it should call upon the Government to explain its attitude. It may be a Wardha School this time and the starting or the closing of such a school does not matter perhaps! But the public has a right to know from the

Government what its educational policy is and whether it rests on firm ground. We cannot help mentioning that such a quick change attitude is detrimental to national progress. It will be possible to check this tendency and prevent stagnation if there be a Board of Education to take a long range view of things and advise the Government on broad questions of educational policy.

Conference Special.

The response to our note about the Conference Special in January number of our Journal was not very encouraging and therefore the S. I. T. U. thought of dropping the matter of the Special Train. We are glad to inform our readers that the South Indian Railway Company has revised their offer.

If 200 persons were to join the train at the start at Madras and another hundred were to join it at intermediate stations between Madras and Trichinopoly the Company is willing to run the Special.

Our readers are also aware of the fact that with effect from 1-3-'40 all railway fares have been increased at the rate of one anna per rupee; yet the S.I.Ry., is willing to stick to the old offer of Rs. 31 per member for the trip from Madras and back to Madras including the bus charges from Trivandrum to Cape Comorin and back. This we consider to be a real concession.

We hope therefore that this offer of the S. I. Ry., would be availed of by delegates to the Conference. They will co-operate with the S.I.T.U. and the S.I.Ry., by giving wide publicity to the Special Train and try to bring in as many of their friends and relations as possible as this is a unique opportunity and such facilities cannot be secured by ordinary passengers if they travel in the usual way.

 Approved for class use for schools in the Madras Presidency. (Vide "Fort St. George Gazette," dated 2nd May 1939.)

 Grammar text books suitable for Middle School classes are rare : here are four of them, written in easy English and on modern lines. The author is P. C. Wren, known to every Indian teacher.

1. FIRST LESSONS IN ENGLISH GRAMMAR. Fifth Edition. Price, As. 6.
2. THE BEGINNER'S ENGLISH GRAMMAR. Fifth Edition. Price, As. 8.
3. A SIMPLE ENGLISH GRAMMAR ON MODERN LINES, with 143 Exercises in Grammar and Composition. Tenth Edition. Price, As. 12.
4. ELEMENTARY GRAMMAR ON MODERN LINES, Fifteenth Edition. Price, Re. 1-2.

The above four books supply a *graded* course of English Grammar on the *concentric* plan, each book being complete in itself. The method adopted is such as to interest children in the essentials of English Grammar and Usage. The exercises form a notable feature of each book, and serve as a help in writing correct English. It is confidently claimed that this new series is *unique* in many respects.

K. & J. COOPER—PUBLISHERS—BOMBAY, 4

Sole Selling-Agents for the Madras Presidency :

**THE CHRISTIAN LITERATURE SOCIETY FOR INDIA,
PARK TOWN, MADRAS.**

THE NINTH ANNUAL CONFERENCE OF THE ANANTAPUR DISTRICT TEACHERS' GUILD

BRIEF REPORT

The Ninth Annual Conference and General Meeting of the Anantapur District Teachers' Guild was held on Sunday, the 25th February 1940 in the Municipal High School, Tadpatri, which was tastefully decorated for the occasion. 24 delegates representing five out of seven of the affiliated associations were present.

After prayer, Mr. J. Venkatesam, B.A., L.T., welcomed the delegates.

Sri. S. Raghunathan, B.A., L.T., the District Educational Officer opened the Conference with an address.

President's Speech.

In the absence of Sri. S. K. Yegnanarayana Aiyar, Sri. S. Vaideeswara Aiyar the President of the Guild occupied the chair and delivered the Presidential Address.

After presentation of the Ninth Annual Report by the Secretary, Mr. C. Ranganatha Aiyengar's resolutions were passed. (Published elsewhere in this issue).

Mr. V. Koprachar then delivered a short address on 'Adult Literacy' and this was followed by one in Telugu on the 'Need for the inclusion of Vernacular Translation in the present second language group' by the Telugu Pandit of the Tadpatri High School.

The next Conference of the Guild was invited to Penukonda.

The Tadpatri Municipal High School Teachers' Association was *At Home* to the delegates.

Goofy,
26-2-40.

C. RANGANATHA AIYENGAR,
Secretary.

Welcome Address delivered by Mr. P. Venkatesam, B.A., L.T., at the Ninth Annual Conference of the Anantapur District Teachers' Guild held at Tadpatri on 25-2-1940 :—

BROTHER TEACHERS,

I have been given an opportunity to welcome you all, brother teachers, on behalf of the Municipal High School Teachers' Association, Tadpatri and on behalf of the Anantapur District Teachers' Guild, to take part in the deliberations of the Guild this year. Though our Guild does not contain as many associations as those in other districts, yet I am proud to say that our Teachers' Guild has been doing most solid work in perfect silence.

In spite of the poor attendance at the last annual conference the year passed on smoothly and silently. We may say that this is mostly due to the fact that our pro-

fession is such that, guided by the Educational Department, we cannot have any individual say against the instructions of the department. So smoothly the work went on. But we, teachers of the Municipal High School, Tadpatri, felt our pride touched to the quick, when we found that the teachers of the Municipal High School, Tadpatri and Sri. C. Ranganatha Aiyengar alone constituted the General Body of the Teachers' Guild last year. We wanted our presence felt by our brother teachers in our sister institutions in the districts and so declined to vote offices to teachers *in absentia* and also invited the Guild to hold its deliberations this year here itself. We are glad that this had its desired effect. We note with delight that the call to attend the Conference is better responded to this year than last year.

Times are changing. Reforms after reforms are introduced month after month, nay, day after day. What appeared two years ago to take a decade for its introduction, have become realised facts during the short regime of the Congress Ministry. Years of Persuasion of Mahatma Gandhi to make Hindi the *lingua franca* of India could not make people take to it so speedily as the few appointments created by the Congress Ministry during their short regime. Despite the agitation against the introduction of Hindi in the various schools, we are glad that the present Government have not interfered with the introduction of Hindi but have made it an optional subject.

Another reform which has been speedily introduced during the Congress Ministry is the teaching of the non-language subjects through the mother tongue. As I have felt, I hope that my brother teachers would also have felt, that by its introduction the language difficulties in the study of the subjects, in the understanding and answering of the question papers in the examinations are very greatly removed. But I regret to point out that the standard in English, a subject in which there are a greater number of failures than in any other, would in course of time become lower still. I regret to point out also an other defect in the system. Owing to the situation of the districts near the borders of the districts talking various other languages, pupils of a particular part do not use the same dialect as those of other parts. The bad effects of this system were keenly felt by our S.S.L.C. students who appeared for the last Public Examination. We hear with regret that there were students who got marks in single digits in the mother tongue.

I do not want to dilate upon the Wardha Scheme or the introduction of Basic English into the schools and detain you from taking part in the more serious deliberations of the Conference. I once more welcome you, on behalf of the Municipal High School Teachers' Association, Tadpatri and the Anantapur District Teachers' Guild to take part in the deliberations of the Guild.

Opening Address of Sri C. Raghunathan, B.A., L.T., District Educational Officer, Anantapur, at the Nineth Annual Conference of the Anantapur District Teachers' Guild held at Tadpatri on 25-2-1940:—

FRIENDS,

Last year in March, before I had taken charge of the District, I had the privilege to attend the Annual Conference of your Guild. I won't be true to myself if I were to express my feeling that it was all satisfactory. And some of my

friends here may be aware of the humble part that I have been playing in bringing to the notice of the teachers the need for making the Guild a live thing.

These parts are backward in many respects. Consequently probably it is not a matter for surprise that even such Guild Meetings are not in such forward position as one would like them to be. However it is never too late. Times are changing, and great upheavals are taking place around us and it is up to us to do our bit to shape things for the better. There is one redeeming feature—though the whole District is not active, you find here Mr. C. R. who is all activity in the cause of the profession. Probably this is also in conformity with what we see all over. Though the mass of the people are indifferent and sceptic as to what is the net result and gain to them, a few individuals make up for the loss in the other directions. Their whole-hearted devotion to the cause and ceaseless activity is a thing which every one has to admire. And nothing would give persons like me greater pleasure than to see that this spirit is injected into every member of the teaching profession.

Gentlemen, it has become more or less the cry—I won't say fashion—of the day that all is wrong with our educational system. I challenge the statement. Was there any time or will there be any time when people will say that our Educational system is perfect and that all is well with it? Education is a dynamic thing. It is living and so as in life it has to fully adjust itself to the changing times. We forget that education is a social factor. When the attitudes, ideas, emotions and feelings of society change, automatically the school which is only a reflection of society will change. It is not enough if you and I, say, simply indict the system. As responsible people, we should not be carried away by emotions or stunt ideas but should be able to weigh things in a cool, intellectual and academic atmosphere. I feel that, as true educationists, we ought to have the moral courage to face problems and assess them without fear or favour. If we are true to our profession we should not allow ourselves to be dominated by people outside the profession. It does not mean that we should reject ideas simply because they come from a layman; but I only mean there is a limit to it. And hence I believe that educational system has not been and is not so bad as it is depicted to be now. I do grant there are defects here and there. It is a huge building. Petty repairs and constructions have to take place to keep it in a state of repair. Whitewashings' colour-washings have to be done; but to demolish the whole thing in the hope of building a concrete structure—these structures you all know are so bleak and inartistic—is not wise. It is this system of education you want to condemn that has given to our country some of the great men who have made a mark in the world. After all the system is not everything. You and I have plenty of opportunities to make the education that we impart real, and useful. The human element that is involved must make its appeal in any system of education. Nothing prevents us from striking that appeal in the work that we do day by day. The system does not prevent a teacher from knowing the names of the pupils of his class, his home life, his games, his hobbies—it does not prevent us in participating in the pupil's joys and sorrows. If only we could rise up to the heights of our profession in all humility and sincerity, no system can be a bar to progress.

It is more or less agreed by many people that our secondary education is not all that is expected of it. I take it that secondary education is that which follows 'primary'. It is only next to primary. Unfortunately education has come to

mean in the present day topics as something that must give a return in values of rupees, annas, pies. It is a matter for regret that such a low opinion should be attached to education. We should not forget that employment is only an end sought by an individual and education should not and need not be synonymous with employment. If then you assess the worth of a pupil in the Sixth Form in modern days and the one who was in the Matriculation class, you will find the modern boy much more enlightened, much more informed, much more imbued with ideas of social service. Some of you may differ. It is my honest opinion. It may be he cannot recite *Paradise Lost* or *Pilgrims' Progress* as well and as efficiently as some of you did. But consider the number of pupils in these days in each form, how many appeared for the Matriculation Examination and the modern days. I am just touching the point for you to think over. It is true that in the craze for employment pupils have left off their latent talents and capacities and have taken to mere literary learning for which they are least fitted and the result is they are neither fish or flesh. And the public and the Government have realised the need to rectify this defect and they have been at it—but unfortunately the state of affairs has come to a standstill. Gentlemen, when the diversification does take place, you will see what amount of opposition you will get from the public, because the public have not yet got out of the rut. Anyway, when the thing comes up, I hope we will be able to stand true to our profession and do what is right for the individual, for the parent and the country. Connected with this, you have the various problems, like medium of instruction—this is now a problem for administration, especially when communities speaking different languages are found in a unit—the teaching of Hindustani, the Wardha scheme of education, new Elementary Education syllabus, the attitude to be taken by teachers to redress their grievances, etc.

These are matters to be discussed at Conferences like this.

I declare the Conference open.

Presidential Address by Sri S. Vaideeswara Aiyar, B.A., L.T., at the Ninth Conference of the Anantapur District Teachers' Guild.

FELLOW DELEGATES, AND GENTLEMEN,

Since last we assembled here, two things of great importance have occurred, which have indirectly affected our department. I refer to the war in Europe just now and the consequent resignation of the party in power. Though we are not directly concerned with their resignation, and though as an organisation we owe no allegiance to any particular political party, still the resignation has brought about a stagnation in the field of education also.

You are all aware that in September last a Conference was held in Fort St. George for the purpose of considering the reorganisation proposals and that the various sub-committees had submitted their reports by the middle of October last. Before the Government could come to final conclusions, it had resigned, and we do not know what the fate of these proposals will be. Though the Government as a body could not have deliberated on these proposals, still the views of the then Minister of Education were well known. On the basis of these, it appears to me that it would be better if the Government came to some conclusion and published their views and invited criticisms from affected parties and the public. In the light of the criticism, the Government may formulate their final proposals, in-

stead of waiting for the solution of the political question, which seems to be receding backward. With the announcement of "Dominion Status" as the political goal, the existing Governments may easily work up towards the ideal of a "Dominion Status" in Education, taking the phrase to mean the preparation of the child for a thorough citizenship of the future State. The reforms are already overdue, and years have been spent in criticising and examining the various schemes, and it seems to be highly desirable to take up the work of reorganisation without further delay. We are all agreed on the broad lines of reform. The middle school stage to consist of 4 years, including the present V standard; a craft biased curriculum throughout the course; a preparatory course in the IV Form common to those who go to the pre-University course and those who go to the technical course; bifurcation at the beginning of the V Form and courses to cover the V and VI Forms for those who would go to the University and for those who may wish to appear for the Public school final examination. All of us are agreed on these broad lines of reform. There is to be elasticity for enabling those who make mistakes and wish to change their courses. The S.I.T.U. has also blessed the scheme. Under these circumstances, it remains for the Government only to look into the financial aspect of the scheme and sanction the same.

The question of instruction in the Hindi has been finally solved and the Government has set at rest the agitation against it by making the study optional. It has served the purpose of a conscience clause, and parents can now ask their children to learn the language with the consciousness that it would be useful to them later in life. The Government communique is useful in one respect that it has brought out the opinion of an impartial Government like the present one about the usefulness of learning the language for all India purposes and for the extension of facilities for learning the same in the higher forms also.

Next there is the question of Elementary Education, and the several measures adopted by the Government for improving the same. The problem is sensational because there are about 21,000 aided schools for boys and 1,500 schools for girls with a school strength of 13 lakhs out of a total of 24 lakhs, and the number of teachers employed is about a lakh. Under such circumstances, it is no wonder that the problem is colossal both from a financial and administrative point of view. Under such circumstances, it seems to be a little overshooting the mark if we begin to criticise the creation of posts of Divisional Inspectors of schools and departmental officers, as the joint secretary of the S.I.T.U. did in a recent conference in Chengam in North Arcot.

Next there is the Wardha scheme, and many are not satisfied with the arrangements made to carry out the principles underlying the scheme. We have seen in the papers how the Madras Corporation wished to have English even in the III Standards. With such a glamour for English and with people, I mean parents, who look askance at the whole Wardha scheme, it is hardly possible for the Government to go on rapidly with the scheme, and our work should also consist of some propaganda in favour of Wardha scheme and thus create an atmosphere favourable for its reception, before we ask the Government to hurry on.

The proposals of the Government regarding the formation of teachers associations, elections of aided school teachers to local bodies and the ban on private school managements from employing them when they are more than 55 years are some of the questions that have disturbed us, and we have to come to some solutions on these topics. In the opinion of the Government there is good reason for putting forth these restrictions, we may try to understand their points of view and

suggest some reasonable alternatives or amendments regarding the first two subjects. Regarding the third, the question is asked whether the Government is fair in preventing the teachers in aided schools serving after they had attained 55 years, when their emoluments and conditions of service had not been made equal to those in local bodies or in Government service. Many a teacher might have become one at a late stage in life and would not have had any great accumulation and P. Fund to his credit, and it would be reducing him to difficulties if he is asked to quit service at 55, when he had not been protected previously with suitable grades. At any rate, it will be better, if this rule is made applicable to new entrants or to those whose age is below 30.

The present policy of the Government in the matter of increasing the number of complete schools and weeding out inefficient schools, is bearing fruit, and within these three years, the number of pupils in V standard has more than doubled itself, and the number of single teacher schools become reduced to 60%. In this struggle for the spread of Elementary education, the real chief weapon required is money and the willingness of local bodies to shoulder the responsibilities both financial and administrative. There is so much smoke about the allocation of income tax to provinces in the coming years, though the complaint is that it is curtailed. May we hope that in the din of cannon and preparation for war, we would neither be forgotten nor be starved.

Experience goes to show that even the Taluk Committees, could not effectively tackle the question. A small number of educated men living in the various firkas and villages, would be better able to discharge the functions allotted to these committees, in my opinion, as these members do not have a full idea of the needs of the whole Taluk and they are unable to travel to the interior.

The Malabar agitation has shown that it is not safe for us to copy leftist methods which even the Congress hesitates to adopt. We hope good sense will prevail hereafter atleast. Whatever might be the hopes with which the Malabar teachers launched on this agitation, it is now clear that the whole province is against their method.

Closely connected with the problem of Elementary education is the problem of mass literacy or adult education. The problem is stupendous and no Government could ever tackle it out of its own resources. However, it seems to be desirable that the scheme must be taken up under Government or local body auspices as in the provinces of Bombay, Bihar, or U.P., and mobilise all available resources for tackling the problem. It is easily said that the existing teachers should take up the work, but whether they have the time for the purpose and whether we could count upon the little time that a few enthusiastic teachers could here and there spare, should be considered. Teachers, could at best, guide those engaged in the work and direct their activities into suitable channels.

(True Copy)

C. RANGANATHA AIYANGAR.

Secretary's Ninth Annual Report on the Working of the Anantapur District Teachers' Guild for the year 1939-1940.

The Eighth Annual Conference and General Meeting of the Guild was held at Tadpatri on 11th March 1939.

Copies of the proceedings were duly communicated to the authorities and persons concerned and to affiliated associations. The Director of Public Instruction has acknowledged the receipt in his letter L. Dis. 787 E dated 18-4-39.

With regard to the resolution on the Reorganisation of Secondary Education the Congress Minister in charge of Education convened a conference of representatives of educational interests; and the recommendations of the committee, on the basis of the reports of the reports of the different sub-committees, had hardly reached the Government, when the Ministry resigned. The whole matter is therefore undecided. The reply of our Guild to the reference made by the President of the S.I.T.U., as Convener of the Sub-Committee on the Middle School Course and the Literary Part of the Vocational Course in the High School, was based on the recommendations of the affiliated associations and forwarded to him.

The President, Secretary and the Joint Secretary of the Guild attended the 30th Provincial Educational Conference at Madras in May 1939. Mr. C. J. Varkey, Minister of Education visited Gooty on 27-7-39 and received the representations of the L. M. High School Teachers' Association, Gooty on some of the outstanding questions. The points raised in the course of the representation and the reply of the Minister thereto were published in the newspapers and, in detail, in the South Indian Teacher for August. The opinions of the Affiliated Associations on the Government order restricting the liberty of the teacher in the aided school in regard to elections to Local Bodies and Legislature were obtained and considered at the Guild Executive Committee Meeting on 26-8-39 and the decision was communicated to the S.I.T.U. for further action before the Government. There are no reports of any of the Affiliated Associations having celebrated the Ninth South Indian Education Week.

An appeal dated 12-10-39 by the S.I.T.U. for subscription towards the setting up of a Reference Library on Education at the Central Office, Madras for the use of Union workers, was circulated to affiliated Associations. A sum of Rs. 7 was subscribed of which Rs. 3 was paid (one rupee direct to S.I.T.U.) Rs. 4 is yet to be realised.

There is another appeal from the Secretary of the S.I.T.U. for a contribution towards the cost of a portrait of Sri S. K. Yegnanarayana Aiyar, who has been the President of the Union for over 15 years. A sum of Rs. 10 to 15 is asked for from each Guild.

Three delegates from the L. M. High School Teachers' Association, Gooty attended the All-India Educational Conference at Lucknow in December 39. Affiliated Associations of the Guild might have received by this time notices and bulletins re. the 31st Madras Provincial Educational Conference to be held at Ambasamudram in the Tinnevely District under the Presidency of Dr. A. Lakshmanaswami Mudaliar. An Educational Exhibition also is to be held then. It is hoped that the teachers in the District will take advantage of the Special Train facilities offered by the South Indian Railway Company authorities. The cost of the whole trip from Madras to Cape Comorin via Trivendrum touching important places of pilgrimage including 3 days halt at Ambasamudram for the Conference is stated to be Rs. 30 per head for 12 days, inclusive of food, medical attendance, etc. Teachers are allowed to take their families too. The last day for the registration of delegates to the Conference is 31st March 40. The delegation fee

of 8 annas is to be paid along with registration. Coming to the affiliated associations of the Guild, some of them are not showing any interest at all. The Uravakonda Board High School Teachers' Association does not reply to any of the communications from the Guild Office and the affiliation fee has fallen into arrears for 2 years. Repeated reminders were all in vain and the affiliation had to be cancelled. The Kalyandrug Board High School Teachers' Association was removed from the rolls of the Guild even last year. A few reminders for payment of arrears and reaffiliation were sent this year too and they have elicited no response.

The Elementary School Teachers' Associations of which 5 were affiliated to the Guild, have ceased to be with us owing to the prohibitory nature of the G.O's relating to the organization of Elementary Teachers' Associations. Appeals to them to be with us have had no sympathetic considerations. Perhaps they are afraid of the G.O's though the D. P. I. has declared that there is no objection to Elementary Teachers' Unions affiliating themselves to District Teachers' Guilds.

There are thus only seven (7) Secondary School Teachers' Associations now as members of the Guild, including the Madakasira Middle School Teachers' Association. You will see therefore how poor our financial resources are and this is the reason why the Executive Committee of the Guild was not able to meet oftener. While in other districts, particularly in the South, the Guilds meet half-yearly and quarterly, our Guild finds even an Annual Conference not warmly supported.

Even among the seven associations affiliated to the Guild, one or two go into sleep and fall into arrears of affiliation fee. But when they wake up or are awakened, they want the arrears to be written off and to be reaffiliated. Members should realise that the Guild work and its obligations to the S.I.T.U. are continuous and cannot be by fits and starts and this explains the deficit side of the Guild finance as will be seen from the statement of Receipts and charges made upto 25-2-1940.

Receipts			Charges		
	RS.	A. P.		RS.	A. P.
Affiliation fees received ..	63	0 0	Opening Deficit ..	27	0 10
Affiliation fees due and likely to be received ..	18	0 0	Postage ..	6	2 6
			Contingencies ..	0	11 0
			Printing ..	5	0 0
			Travelling Expense ..	2	4 0
			Affiliation fee paid to S.I.T.U.	15	0 0
			Paid to S.I.T. for printing (old dues) ..	10	0 0
			Due to S.I.T.U. ..	15	0 0
Expected Deficit ..	28	6 4	Due to S.I.T. ..	20	0 0
			Due to Printing ..	8	4 0
Total ..	109	6 4	Total ..	109	6 4

I regret to report the death of Mr. S. Ratnasekhar, Drawing Master, L. M. High School, Gooty, who was a member of our Guild on 22-1-1940. He was a young man and a good artist. He became a member of the Protection Fund in July last

holding 4 units. His wife was paid Rs. 1,000 by the Fund. This was the only saving he had left to the bereaved wife and child.

Lastly, I appeal to all of you to show greater interest in the work of the Guild and thus strengthen the South India Teachers' Union which is and is bound to be recognised as the only Provincial Organization of teachers with the growth of popular Government in our country.

C. RANGANATHA AIYANGAR.

Secretary.

Resolutions Passed

1. This Conference expresses its deep sorrow at the untimely death of Mr. S. Ratnasekhar, Drawing Master, L. M. High School, Gooty and member of the Anantapur District Teachers' Guild, and conveys its condolence to the members of the bereaved family.
2. This Conference is of opinion that Educational Reorganization or reform need not be held up, that the present is the best time to consider the pending educational reform, and that an *ad hoc* committee consisting mostly of educationists and representatives of educational interests be immediately set up to advise the Government from time to time on the issues arising out of the recommendations of the reorganization Committee.
3. This Conference requests the Government to cancel the G.O. prohibiting teachers in aided schools from standing for elections to Local Bodies and Legislature.
4. This Conference requests the Government to respect the recommendations of an organized Educational Body like the S.I.T.U. and restore Hindi to its original status and further introduce it in all the remaining Secondary Schools.
5. This Conference urges upon the Government the immediate need for the provincialisation of the services of the teachers in Local Board and Municipal High Schools, and for the revision of scales of pay of Pandits, L.T's, and Secondary Grade teachers on a par with those prevailing in Government schools.
6. This Conference resolves to request the Government to bring the scales of salary for Drawing Masters and Physical Training Instructors into line with the scales for Pandits.
7. This Conference urges upon the President District Board, Anantapur not to retain teachers in secondary schools in one and the same place for more than three years, but to pursue a system of rotation for all schools under his management.
8. While not approving the direct action resorted to by the teachers of Malabar, this Conference prays that the Director of Public Instruction be pleased to view the teachers' agitation sympathetically and urges upon him the necessity of introducing reforms immediately to ensure that the aided Elementary School teacher gets his salary monthly as per the calculated grant.
9. This Conference appeals to all Elementary Teachers' Associations in the District to organise themselves into Taluk Unions and affiliate them to the District Teachers' Guild.

10. This Conference requests the Teachers' Associations of the Board High Schools at Uravakonda and Kalyandrug to pay their arrears of affiliation fee to the Guild and get themselves reaffiliated.

11. This Conference requests the Government and the Management of Local Bodies to restore the old scales of pay to teachers who have been adversely affected by the adoption of new Government scales in 1934.

12. This Conference requests the S.S.L.C. Board to change the centre for the S.S.L.C. Public Examination year after year so as to allow each High School, to be a centre at least in 3 or 4 years by a system of rotation.

13. This Conference requests the Government to see that even Pandits get the maximum of their salaries in a period of 15 years like others instead of 30 years as it exists to-day.

14. Resolved to accept the invitation of Mr. P. Raghavendrachar to hold the next Annual Conference at Penukonda.

(True Copy)

C. RANGANATHA AIYANGAR.

Proceedings of the Ninth Annual General Body Meeting held at Tadpatri on
-2-1940.

1. Read appeal of the S.I.T.U. Secretary asking for a contribution towards meeting the cost of a portrait of Sri S. K. Yegnanarayana Aiyar, President, S.I.T.U..

Resolved to contribute Rs. 10 towards this by raising Re. 1 from each Association and Rs. 3 from the Guild.

2. Read copy of the letter of the Secretary, Madura District Teachers' Guild to the Secretary, S.I.T.U. re. extension of time for registration of delegates to the ensuing Provincial Educational Conference at Ambasamudram in May next.

Resolved to abide by the resolution of the S.I.T.U.

3. The following office bearers be elected for the year 1940-41.

1. *President*: Sri S. Vaideeswara Aiyar, B.A., L.T., Headmaster, Municipal High School, Tadpatri.

2. Vice-President:—T. S. Rajagopala Aiyar, B.A., L.T., Headmaster, Municipal High School, Anantapur.

3. *Secretary*: C. Ranganatha Aiyengar, M.A., L.T.; London Mission High School, Gooty.

4. *Joint Secretary:* V. Ramaswami, B.A., B.Ed., Municipal High School, Hindupur.

5. Auditor: P. Raghavendrachar, B.A., L.T., Headmaster, Board High School, Penukonda.

6. Other members of the Executive Committee:

V. Ramanathan, B.A., L.T., Municipal High School, Anantapur.

T. Chidambarayya, Municipal High School, Tadpatri.

Guild Representative on the Executive Board of the S.I.T.U. for 1940-41;

C. Ranganatha Aiyengar, M.A., L.T., London Mission High School,
Gooty.

(True Copy)

C. RANGANATHA AIYANGAR.

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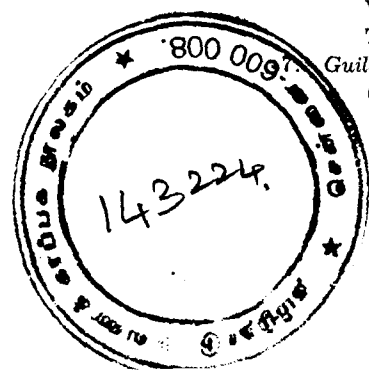
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