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The South Indian Teacher

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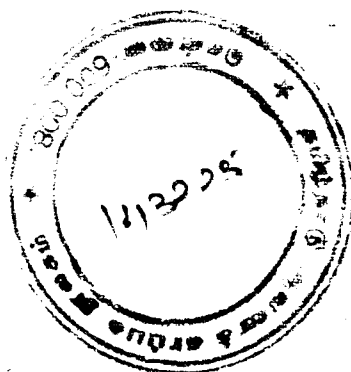
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(The Official Journal of The South India Teachers' Union)

APRIL, 1940

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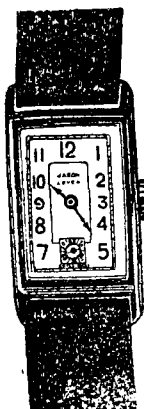
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THE SOUTH INDIAN TEACHER

Vol. XIII

April, 1940

No. 4

AMBASAMUDRAM INVITES YOU

The Thirty First Provincial Educational Conference to be held in the premises of the Thirthapathi High School, Ambasamudram, on the 27th, 28th and 29th May 1940 promises to be quite an eventful session. It also promises to be an attractive session. Ambasamudram is but four miles from the famous Papanasam Falls which, set amidst sylvan surroundings, is a centre of attraction both as a beauty spot and as a holy place. The waterfall is now being harnessed for generating electric power; and the delegates may have the joy and benefit of a visit to the spot specially as the time of the conference is expected to synchronise with the breaking of the monsoon.

Tinnevely abounds in places of interest both to tourists and pilgrims and all these places are easily accessible from Ambasamudram. The neighbouring places of interest such as Trivandrum, Courtallam, Trichendur, Srivaikuntam, Alwarthirunagari, Nanguneri, Cape Comorin and Papanasam are well-worth a visit. Trichendur is about fifty miles from Ambasamudram and is famous for the shrine of Subramanya fronting the sea and is a great centre of pilgrimage.

The Reception Committee is already in touch with the Travancore Government to provide special facilities for the delegates of the Conference to visit important places of interest in Travancore and it is hoped that a large number of delegates will take advantage of the opportunity.

Busses ply from Ambasamudram to Cape Comorin, Papanasam and Courtallam. Courtallam possesses fine waterfalls, a delightful fresh scenery and a temple and it is visited by many people especially from June to August.

Courtallam with the Falls of Chittai is a bathing resort considered no less holy than salubrious and is less than twenty miles from Ambasamudram.

Papanasam about seven miles west of Ambasamudram is famous for its cascade--the Kalyanathirtham by which the Thambraparni, after a

journey of some fifteen miles through the forests finally descends to the plains. Above the falls two dams are being constructed by the Madras Government for the generation of Hydro-Electric power. Three miles above the site of the upper dam is the famous Banathirtham fall which is visited by thousands of pilgrims on the Adi Amavasya day every year.

Ambasamudram where the Conference is to be held is a major Panchayat and is the headquarter of the taluk. It is situated on the left bank of the Thambraparni, half a mile to the north of the river. It is a picturesque village. Of the 8 taluks in the District of Tinnevely Ambasamudram is the most mountainous; and one half of its entire area is composed of ghat forests. The Thambraparni so famous in the whole country for its crystal clear water and many of its most important affluents take their rise in these hills and the sharp contrast so common in the Tinnevely District between the rich green irrigated paddy lands and the dull, brown, dry fields is no where so clearly to be seen as from the hills enclosing this taluk.

In the Siva temple on the bank of the river there are two 'vatteluttu' inscriptions of Maranjadayan, a Pandya ruler of the ninth century A.D. The present name of the place is attributed to a Nayak princess, Amba who had the village built on its present site. The temple contains three other inscriptions; 1. by Vira Pandya (10th century) 2. by Raja Raja Chola (985-1013 A.D.) and 3. by Sundara Chola, the Viceroy of Rajendra Chola (1011-1044 A.D.)

The Thirthapathi High School in which the conference is to be held is named after the late Zamindar of Singampatti who had made an endowment to the school funds. It is built on a spacious ground on the banks of the Nadhiyunni Channel, two furlongs north of the town. The main building was constructed with the help of Public subscriptions in the collection of which the late Rao Sahib R. Subbier took the chief part. East of the main block is the Sethurayar Laboratory for which the Urkad Estate made a decent contribution. This laboratory is provided with gas plant and water taps, and there is provision for practical work for about 40 pupils—West of the main building is the Sadasiva Iyer Hall which was built by the old boys of the high school in commemoration of the services of Sri T. S. Sadasiva Ayyar, B.A., L.T., who was the headmaster of the school for nearly 30 years.

Ambasamudram is a small place and it may be difficult for the visitor to the Conference to make their own arrangements for boarding and lodging. The Reception Committee shall be able to look after all the conveniences that the intending visitors may require, *if only the visitors shall register themselves as such at least ten days prior to the Conference in*

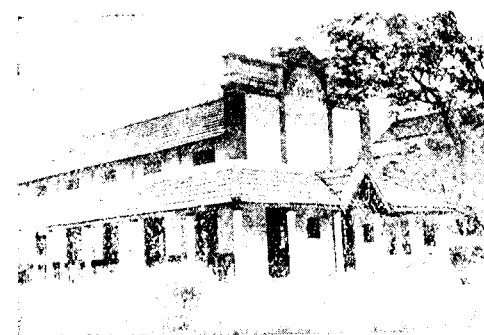
writing to the General Secretary with the registration fee of annas eight per head. It will be a great convenience if such registration is made on or before the 20th of May 1940.

Special arrangements will be made by the Reception Committee for the boarding and lodging of such of the delegates as may choose to stay at Courtallam for the season, which is expected to break early in June, if not less than twenty delegates intimate their desire in writing to the General Secretary at least a week in advance of the dates of the Conference.

The Madras Geographical Association which is holding its Conference at the same time is arranging for an excursion to all important places of Geographical interest in the district and intending delegates may avail themselves of this opportunity as well to tour the district.

Besides the Educational Conference, there will be a meeting of the General Body of the South India Teachers' Union, of the South India Teachers' Union Protection Fund, and the Conferences of the Madras Geographical Association and the South India Pandits' Union.

The reception Committee extends a warm welcome to all delegates and visitors. The more the number, the happier will the Committee be.



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HANDICRAFT IN EDUCATION*

By

SRI S. K. YEGNANARAYANA IYER, M.A.,

Firstly, I shall try to show how handicraft and education do not generally go together in the popular conception of education. Secondly, I shall try to show that the introduction of handicraft as a means of education is psychologically sound and hence its encouragement in our schools is very desirable. Thirdly, I shall give a brief account of how the subject is becoming popular and how even in this country things are moving fast towards this ideal. Let us take the first topic i.e. handicraft and education do not go together in the popular conception of education.

The school has been regarded as a place where children are taught something—the three R's in the elementary stages, mathematics, history, geography, and literature in the high school stage and the same subjects in an advanced form in the collegiate stage. All through the student is but a passive recipient and the teacher is the active information supplier. Secondly, the school was regarded as a place of *correction* and *discipline* where children are to be trained to behave in a correct way and not to give free play to their own instincts. This conception of the function of the school and of the discipline supposed to prevail within is correct so far as most schools are concerned both in the West and in our own country. Shakespeare in his description of the world "as a stage" and all men and women as "players" has described the second stage of man as follows:—

Then the whining Schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school.

Why should the school boy move like a snail unwillingly to school? Why should he not rush into the school with a bright face and loud laughter as he does when he is let out of the school? It is because of this time-honoured conception of the school as a place of learning and of discipline. In our country also the proper way of dealing with the school boy was associated with punishment and cane.

*A translation of a Radio Talk in Tamil with acknowledgment to the A.I.R. Trichy.

It is true that both in India and in England whose example we are following in so many things, the things taught in school were mostly words and knowledge that could be conveyed by words. According to the ancient system of education in our country, learning consisted of proficiency in *Kavya*, *Nataka* and *Alankara*. These preliminary qualifications fitted a person to take up the intensive study of *Sastra* whether it be *Tarka*, *Vyakarna* or *Vedanta*. So also in England, the rudiments of Latin and Greek grammars corresponded to our study of *Amarakosa* and *Siddharoopa* and further on the literary and humanistic course ran almost parallel to ours. That is, in both the places *Pada* was the subject matter for study and not *Padartha*.

It might be said that in the good old days when life was simpler and living in the *Asram* of *Guru* was the recognised way of study, the daily routine of life accepted by the pupil brought him into the contact with things. He had to go to the forest to gather firewood, had to look after the cows of his preceptor, and he had to learn how to make fire and to cook food. So also in ancient England boys were apprenticed to their father and girls to their mothers and what little of education they learnt they had at home. But in recent times education was done in schools and that education was mostly bookish and not practical.

A change in this bookish education was first inaugurated in the last quarter of the 19th century when the study of sciences became more popular and pupils themselves performing experiments came more and more to be recognised as the proper method of teaching science. Side by side with this there was a great change going on in the understanding of the children's mind and its working by the adults. Just as the doctor came to realise that his knowledge and medicines counted for little in effecting cure and that the cure of disease was ultimately the work of nature and that his knowledge only enabled him to co-operate with nature, so also the teacher came to realise that his duty is only to supply proper materials for the childish mind to absorb and assimilate and to enable it to grow according to its own law of development, even as a gardener enables the plant to grow and thrive. The child became the centre of the school activity. He was no longer a passive recipient but an active agent seeking and assimilating knowledge with the help of an elder called the teacher. This fundamental change in the attitude of adults towards children was effected simultaneously with certain other changes brought about by our more accurate knowledge of children's psychology. Pioneers began to perform experiments in various ways. The "play way," "activity school," "interest in the subject" and such other expressions became the warcry of reformers.

We are now concerned with one branch of the regulated activity of school children technically called 'handicraft' and its place in the scheme of education. Man by nature is active, children, more so than adults. How often we use our hands and legs could not be recognised in our normal life unless we deprive ourselves of the use of a particular limb by giving it compulsory rest. If you put either of your arms in a sling and take a vow that for 12 hours you would not use it, you would then realise how indispensable that particular limb is to carry on the normal routine life. If activity is therefore so natural to adult it is more so in the case of children.

In recent times psychological studies have revealed that physical activities are not only necessary for physical development, but they can be utilised under proper direction to develop other faculties of a child. It has been demonstrated by actual tests that well directed activity improves the intellect of a person, makes the boy better behaved and less unruly and even develops his Aesthetic capacity. Therefore well regulated activity as a necessary branch of education has come to be recognised.

Among the earlier enthusiasts who advocated the activity were those who attached importance only for the process and not for the product of activity. The number of graded exercises, in wood work or in any other similar departments was a course through which boys were made to pass as they were taught arithmetic or history. Here again there has been great importance in recent times and people have begun to realise there should be co-ordination between the children's activity and its environment social and physical. It is now being realised that there is nothing wrong in the child being made to make things that would be useful to himself or to the people around him.

Man has been defined in various ways. Most of you would have heard of the famous definition of man as a wingless biped the absurdity of which was demonstrated when a chicken with its wings plucked out was produced as a specimen of man as it conformed to the definition. But among the correct definitions are the following: that man is a laughing animal, that man is a speaking animal and that man is, an animal that makes use of his own hands. We need not argue with some Biologists and try to prove that man alone has got a keen sense of humour and that he alone laughs but there is unanimity among psychologists that man is the only animal that has learnt to speak though there may be a sort of language by gesture prevalent among some other animals. Man and perhaps his cousin monkey alone have learnt the art of using hands. His mastery over language enables him to handle *Pada* or words and his mastery of things enables him to handle *Padartha*

or things. We may say that generally speaking mastery over both these departments must begin simultaneously though in the earlier stages the use of the thing is to predominate. It will in course of time give place to the use of language, until at last at the end of his educational career man must be able to deal with abstract thought. As a result of new educational theories practice is now prevalent in advanced countries for children to start their education by handling things and trying to learn doing. The nature of the substance depends upon the age of children and their capacity to handle them. Card-boards, paper, clay are the materials handled by the children in their earlier days and they go on in course of time to wood, metals and other materials that are more difficult to handle and that require tools also of a more complicated nature. But throughout the course these various handicrafts are looked upon not from any utilitarian point of view but purely from the educational point of view. What boys make may not be worth economically; but that they have learnt to make something is a great achievement. The whole course of handicraft training is well graded and throughout importance is attached to the physical, intellectual and aesthetic development of the child. Moreover in a well organised school co-ordination is established between handicraft and other subjects usually taught in the school namely, literature, mathematics, physical and natural sciences, history and geography.

In November 1937 a small group of educationists belonging to the New Education Fellowship visited India on their way back to Europe from Australia. They were with us in Madras for three or four days and told the teachers of Madras many things about the new education that was becoming more and more popular in the West. One of the party was one Mr. Hankin, an Inspector of Schools in England and he brought a large number of photographs showing what the English boys and girls are being taught to do. It was an eye-opener to most of us. It is true that in certain schools in our country also the Kindergarten section wherein small children before the age of 7 are made to play with things and learn bits of information in a pleasant manner. It is also true that in some schools students in the higher classes are given an opportunity to handle things and perform experiments. But handicraft as a subject organised according to the scientifically planned curriculum going all along the course of education from the lowest class to the highest in the school, that is yet to be done in our country.

Whereas in England at least in the advanced countries and institutions such a complete course of handicraft training has been planned and has been put into operation—that was the lesson which the exhibition taught us.



maximum extent possible with the minimum of knowledge on the part of the pupils, aye, of the command of the mere verbiage clothing that knowledge.

Apparent achievements of Coaching and its defects

When the pupils, parents and teachers lay the flattering unction to their souls that the results have been splendid, a Viva Voce test of the pupils reveals their appalling ignorance and a less difficult written test as that of the Public Service Commission can call the bluff of high marks so skilfully secured in the public examinations through the effective generalship of teachers that can claim the credit of their achievements. How they may be congratulated for their achievements for they have enabled even undeserving pupils to get through the examination! The pupils have not passed through their own ability and cannot claim any real credit though they can get their certificates quite all right. It is doubtful whether even 10% of all the pupils who have secured eligibility in the S. S. L. C. examination can possess the real efficiency in the subjects that must be assumed or presumed for their good marks.

Illustrations of defects of Coaching

Many eligible pupils cannot talk a few sentences of their own in English without making woeful mistakes of grammar, and in writing, abominable spelling mistakes also do abound. They do not have any confidence at all in their own English. Even in their mother tongue, it may be a paradox to say that their powers of expression have become less original and more awkward than those of an illiterate villager or townsman of their age. As for their arithmetic, it is found to be not quite good and quick enough to deal even with the ordinary domestic transactions. As for their general knowledge that can be presumed from their study of Elementary Science, History and Geography, unforgettably delightful howlers can be easily elicited from them for the mere asking.

The mad craze for success in examinations and its consequences

When this is the fact, how can we fail to recognise the patent inefficiency of modern education? But how are the teachers to blame for it? The real reason that stands first and foremost in accounting for it is the mad craze for marks and passes and splendid results that is raging among the pupils and the parents, and consequently among the teachers also who perforce have to snatch good results by unhealthy war tactics. One may make bold to say that the teachers are pandering to the examinations, and yet unfortunately they often miss to get their objects fulfilled. Education has become a sort of gambling in questions

likely to turn up in the examinations and fortunate are they who put their energy on those which really turn up as they who put their money on horses coming first in the horse-races.

Tendency to Coaching to be resisted

So the first measure that a teacher can adopt for improving the real efficiency of education is to resist the temptation of coaching the pupils for examinations, public or otherwise. What a pity it is to find that the same vicious practice has spread to the lowest classes in High Schools! The teacher should really teach his pupils and should never bring himself down to the level of a base private tutor anxious to make the dullboy somehow pass by making him cram answers to expected, or even clandestinely obtained, questions. Let not the teachers allow the schools to degenerate into "cramming institutions whose sole object is to enable the pupil to pass examinations" to quote the words of Mr. John Sargent, the Educational Commissioner with the Government of India. Let not education become more and more "pointless and wasteful" as Sir Radhakrishnan has said in the last All India Educational Conference at Lucknow, and let not its true aims be forgotten in the run for results. The rot which has set in must be resisted by a firm determination on the part of the teachers. It is hard to do so when the public, the management and the educational authorities all want only the impressive show of the passes first and foremost, whatever they may say publicly. Let them remember that real education cannot produce quick and spectacular results, and that no attempt should be made by them to imitate base methods followed by some to get such results. Though the results of good methods of teaching may be at first poor and lead the followers of such methods to troubles, making authorities dub them as inefficient and victimise them for incapacity, it should be their duty to resist the temptation of becoming mere coaches and thus keep above such prostitution of education for successes in the examinations.

Our Heavy Curriculum

A number of other reasons can also be given for the inefficiency of our present day education. First, the curriculum is very heavy; all sorts of subjects are some how brought in; three languages, (now Hindi in addition to English, Sanskrit, and the mother tongue), arithmetic, algebra, geometry, physics, chemistry, biology, physiology, botany, history of India and England, geography of the world and an optional—the list is terrible. Besides these, provision has to be made for Manual Training, Drawing, Drill and such other non-examination subjects. Far more is attempted and taught now-a-days in the S.S.L.C. Scheme than in the previous generations. The pupils are over-dosed and so have lost the power to digest the multifarious dishes served; their heads swim with

the thousand and odd bits of information thrust down their unwilling throats, so to say. Naturally they want to cut short their work to getting by heart the answers to a few questions in each subject. The ambitious character of the scheme has led to an inflation of the studies even in the lowest classes and most of these subjects are found in the courses of even the Fourth and Fifth Classes.

Sports, Politics, Cinemas and Radios

Secondly, as if the heavy curriculum is not enough to affect the efficiency, other diversions and dissipations have been multiplied both within and without the school. Extra-curricular activities claim a lot of the pupils' attention and spoil their concentration on their studies. Victories in the sports field are to be obtained also. Generally those who take to sports keenly do not fare well in studies, notwithstanding theories to the contrary and the oft quoted maxim, 'A sound mind in a sound body.' Of course, sports may make them both sound but the mind of the sportsman very rarely leads him to acquire good distinction in studies. The lure of the Cricket, hockey foot-ball, tennis, etc. does not work for the efficiency of education as narrowly and generally understood. The pouring in of vast crowds of pupils to witness matches of cricket and their wasting of time and even money for mere pleasure of sight-seeing and their eager turning to the pages and columns of sports news in the dailies and hot discussions and talks over them are becoming too much to incline them to a calm and regular course of studies. Thirdly, the lure of politics has led to their puerile imitations of political methods; and strikes and indiscipline are becoming the order of the day. The respect and love for the teacher so universal a generation ago, cannot be found among the pupils now-a-days. The Radio and the Cinema, hailed as the newest and most powerful agencies for bettering the efficiency of education are at present serving as very injurious, distracting and perhaps also somewhat demoralising indulgences, destructive of sound and solid educational progress.

Backward Classes, Loose Promotions, and Physical Handicaps

Fifthly, a great reason for the inefficiency lies in the increasing number of less intellectual and more backward classes of pupils taking to education. The educational institutions at present cannot and do not adopt strict principles of promotion, lest they should lose their strength and income and also get the bad name of discouraging the advance of the backward class pupils. Teachers have no voice in the promotions but are only regarded responsible for the good results of a large proportion of pupils unfit for the class they are placed in charge of. Another serious but very hopelessly irremediable cause of inefficiency lies in the physical drawbacks, ill-health, bad nutrition,

depressing economic and domestic conditions of the pupils, made worse by their having to trudge long distances from their homes to the school and *vice versa*.

The Un-Justice of Blaming the Teachers.

Instead of understanding all these causes, people now-a-days recklessly charge the teachers as the sole cause of the inefficiency of our present education. They now work far harder than those of the previous generation, so far as I can speak from my own experience. They have become a dumb driven race of servants with no voice in the organisation of the school work. Their advice for the improvement of efficiency nobody asks for. The management, the department, and the headmaster can and do issue any orders they like, and the teachers cannot question but simply obey, though such obedience to some of the orders may only affect the efficiency of education prejudicially. A lot of quite unnecessary work is imposed on the teachers, and is exacted in a strict and routine manner, destroying the love the teachers should have for teaching. For instance, a number of examinations, exercises in composition and translation and assignments, too many to be healthy and effective, even weekly tabulations of marks, working out of averages, counting of pupils above and below them and a certain percentage, the collection of school fees, writing the attendance register, and totalling and helping the clerk and the office in this and other ways required of them along with the legitimate and normal work of teaching, preparing notes of lessons and attending to the allotted extra-curricular activities—these may be mentioned to show how the teachers are sweated. After doing all this work as per orders why should the teachers be blamed for bad results? In spite of exacted notes of lessons, the institution of weekly tests and progress reports, and the abundance of examinations and exercises set and corrected, why is the education inefficient? The answer is plain; education is not imparted as it ought to be and by those who are fit for it by aptitude, inclination and the necessary standards of attainment. That is, there is something wrong with the commanders in the field of education directing the activities of the teachers and the soldiers captained by the teachers, and not with the teachers alone. It is therefore extremely unjust to blame only the teachers for the pupils' failures.

Removal of the Causes.

Now let us consider what the teachers can do to remove these causes militating against efficiency of education. They must agitate for the lightening of the curriculum and the shortening of the portions to be covered in each subject that must needs be included in a

new revised scheme of studies for the schools. They must try to restrain the enthusiasm of the headmasters and the authorities in launching on ambitious plans of extra-curricular activities. We do not have Alexanders in education who can proceed to the conquest of every known sphere of activity in the world of education. The duty of the teachers is to cry halt when at least the educational Beas is reached, and convince the aspiring Alexanders of their limitations to follow. If these cannot be convinced to limit their operations to a smaller sphere like Ala-ud-din Khilji when advised by one of his courtiers to give up his schemes of becoming a second Alexander and limit his conquering passion to the subjugation of the Rajputs and other peoples of India, mistakes of the nature of Muhammad Bin Tughlak may be committed. So there should be a lively sense of limitations and handicaps found in the schools on the part of the teachers. When satisfactory results are obtained in the main work of education, there may be justification for doing extra things. Running after many objects and trying too many things should be discouraged. So also the unhealthy lure of the sports and trophies and medals to be won therein and the lure of distracting politics should be discouraged. Though it is wrong to deny admission to the backward classes of pupils, it is not wrong to deny promotion to the backward pupils in all classes, to whatever community they may belong. Let there be no favour or patronage to any pupil on any score, communal or otherwise. The teachers should not recommend the promotion of the unfit but should ever stand against it, and plainly disown responsibility for the results of unfit pupils placed in their classes. The first one or two months of the school year, every teacher should make a careful estimate of the calibre and attainments of his pupils by means of a well devised system of intelligence and scholastic tests for each standard or form and apprise the headmaster, the parents and all concerned of the results of such tests and his own opinions concerning the pupils' efficiency. Then it will be easy for him to show why and how his work has borne fruit or failed to do so.

Other Necessary Measures.

There are a few other things also that the teachers should do—things as important as those already pointed out. Each teacher must think powerfully as to why his work does not succeed in making education efficient. Let him explain to himself at least satisfactorily how it has failed to secure the much desired good result. Let him talk and discuss with his colleagues on such things formally where it is liked or informally at least and write down his views and opinions and try to get an audience for the same through the press. Let teachers be bold in the expression of their views, whatever they are. While being very courteous and duly obedient to the headmasters and higher authorities, let

them speak out their minds upon the orders issued to them for the organisation of school work. Let them not discharge their duties in a sullen mood of resignation and make a show of conformity to a dull dead routine rigidly enforced.

Mere toeing the line and slavish submission to orders not deemed good or necessary should be shunned and a regular dignified constitutional agitation should be started without indulging in personal quarrel and ill-will in opposing the fads, whims and fancies of the headmasters and the higher authorities. Let them try to secure the good-will of the headmasters and impress them with their sincerity in co-operation and opposition alike, and convert the headmasters into their leaders, zealous of their interests, ready to understand their difficulties and to extend sympathy and eager to guide with constructive criticisms. Nothing but healthy and intelligent co-operation between the headmaster and the assistants will succeed in making education efficient; but co-operation cannot mean unquestioning obedience. Suppose a headmaster wants that there should be a newly named examination added to the existing series at a very inconvenient period of the year, the assistants must boldly expose its hollowness. Suppose another gives the assistants unnecessary clerical or other irksome work that cannot be legitimately enforced, then, too, the assistants should protest. Such protests are to be regarded as proper and the teachers should fight for and acquire such rights of opposition and protest.

Conclusion

With the whole-hearted and appreciative co-operation of the headmasters and the assistants, the sympathetic guidance from educational officers, the eager application and requisite standard proficiency of the pupils, the enlightened interest of the parents in schools and children, the readiness of the management to supply all the needs and appliances of teaching promptly, education is bound to be as efficient as far as it can be made efficient. The Teachers alone, by any amount of industry or even drudgery, cannot succeed in bringing about real efficiency of education.

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND.

BY

SRI A. NAGARAJA IYER, B.A., L.T.

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With the advent of the year 1940, the South Indian Teachers' Union Protection Fund has completed twelve years of its very useful existence. The originators of the scheme and the teachers in South India, in general, have very good reason to be proud of this unique institution and its achievement.

Two forward steps taken by the fund recently deserve special mention. And the measure of usefulness of these steps can only be judged by the future generations of the teachers of the Presidency. These steps are:— (i) the conversion of the Fund into a full-fledged Mutual Insurance Society for Teachers and (ii) the creation of the Profession Fund Trust. The ordinary member may not easily realise the potentiality of the second step and may concern himself only with the importance of the first step.

The Scheme, as originally conceived, I believe, was intended not only to serve the economic uplift of the individual teacher but also the safeguarding of the interests of the profession as a whole. As the very name implies, the fund was thought of as a nucleus for the protection of the profession against all other vested interests. Needless to say that in the minds of the originators, the economic uplift of the individual teacher was only secondary in aim and importance. At the time when a handful of teachers of South Arcot assembled in the hall of the Government Training School at Villupuram in 1921 discussed a scheme for safeguarding the interests of teachers, a friend of mine was heard to remark that we were organising a strike fund for teachers. I cannot absolutely deny if even such a motive could not have been in the background of the minds of the teachers who wanted to promote the fund. Though we have gone far away from the second aim, yet the organisation of the Profession Fund creating a separate trust for managing the same is really a step forward in the right direction.

My purpose now is not to discuss the potentiality of the second step viz., the creation of the Profession Fund Trust but to confine myself to a brief enumeration about the importance of the former step taken i.e. the conversion of the Fund into an insurance organisation.

I shall now deal with the salient features of our fund as a first rate insurance society wherefrom the teachers can hope to enjoy the maximum benefits securable.

(i) This Society is constituted as a Mutual Insurance Society i.e., where all the members are the policy holders.

(ii) The Management is by the teachers, for the teachers, the constitution being most democratic.

(iii) The Society is worked with strictest economy and the ratio of working expenses has been very low consistent with efficiency as was pointed out by the Actuary.

(iv) The whole amount paid by the subscriber as call money is taken over to the policy fund and thus the best interests of the subscriber policy holder is fully secured.

(v) The whole of the resources is being very carefully invested on the most favourable terms consistent with safety.

(vi) The premium rates that have been fixed are the lowest with the greatest benefit as is shown in the annexure.

(vii) As all the subscribers come from the same profession, medical examination has been dispensed with before admission.

(viii) The proof of age has been made very easy as this can be done from the records kept by the managements of institutions.

(ix) Payments are allowed monthly to suit the convenience of even the poorest employee and no extra rates are quoted as is done in most other Insurance Societies for monthly premiums.

(x) A table of surrender values is always published and the subscriber knows what he would get under any circumstances.

(xi) Proof of death is rendered very easy, (as all belong to the same profession) and any information for settling claims quickly is readily available.

(xii) The settlement of claims is very speedy without vexatious delay and consequent worry to beneficiaries.

Another very important advantage to the members of the profession is that the Society undertakes risks even for a minimum of Rs. 250 thus enabling the humblest of even the very low paid teachers in elementary schools a chance of insuring their lives. No insurance society ordinarily insures a life for less than Rs. 750.

Now, it is our earnest desire that in the very near future at least the major portion of the Teaching profession would join the fund thus strengthening the bonds of the profession and at the same time securing for the individuals a decent benefit.

ANNEXURE

Statement of comparative benefits accruing by taking 25 years Endowment Policies in Various Insurance Societies.

N.B.—Three Societies quoting low rates of premiums. Namely the Empire of India (Bombay) National Insurance (Calcutta) and South Indian Co-operative Insurance Society (Madras) have been taken for comparison.

Name of Society.	Age at Insurance.	What you pay as premia for 25 years.	What you get at maturity.			Profit or advantage.
			Policy Amount.	Bonus (as per the latest valuation.	Total.	
1 South Indian Teacher's Union Protection Fund...	All ages	Rs. 50 x 25 (4 Units)	1500	225	1725	1725—1250 475
2 Empire of India	25	39 8 0 x 25	1000	350	1350	1350—987 8 0 362 8 0
3 South Indian Co-operative Insurance	30	41 7 0 x 25	1000	350	1350	1350—1035 15 0 314 1 0
	25	40 3 0 x 25	1000	250	1250	1250—1004 11 0 245 5 0
	30	41 15 0 x 25	1000	250	1250	1250—1048 7 0 201 9 0
4 National Insurance Society	25	41 8 0 x 25	1000	400	1400	1400—1037 8 0 362 8 0
	30	43 1 0 x 25	1000	400	1400	1400—1071 9 0 328 7 0

A. NAGARAJAN.

GLEANINGS

ORGANISATION OF SCHOOL HOLIDAYS

"Organisation of School Holidays" is the title of a report presented by G. Lapierre at the 12th Annual Delegates' Conference of the International Federation of Teachers' Associations in July 1939. To-day almost every country has some sort of organisation concerned with school holidays. They are looked upon as an indispensable complement to the work of the school, a corner-stone in the general structure of education. The chief object of Lapierre's report is to find a common denominator for the different formula for use in different countries. The report recommends the following:—

1. Holiday organisations are meant in the first place for children whose parents cannot provide for them or look after them when schools are closed.
2. Holiday organisations are intended to improve the children's general physique.
3. Holiday organisations must be in no way concern with money-making.
4. Holiday organisations should be equally free of all political or religious propaganda.
5. Holiday organisations are not merely concerned with questions of health; more and more their educative value is being recognised.
 - (a) Holidays, especially where several children are together, cannot mean complete idleness; the children's daily life, even their games, must be organised, not in a fussy, interfering way, but tactfully, by people specially prepared to undertake the task.
 - (b) Holidays give town children especially the chance to see vast skylscapes, an introduction to nature and country life.
 - (c) They may also help country children to find out about towns.
 - (d) Both for town and country children, holidays may be the time to find out about their own locality.

THE LAST STRAW IN THE TEACHING LOAD

This is the title of a report by Frank A. Hubbard, Associate Editor, Research Division, National Education Association (published in the *Secondary Education* VIII, Nov. 39, pages 264-266). This is based on a survey of the opinions of nearly 4000 class room teachers. As F. A. Hubbard puts it, "one of the most flagrant and persistent abuses in the field of school management has been, and is, the general expectation that each teacher will do just a little more than any one person can possibly do well. The public has expected this; administra-

tors have expected it; teachers themselves have been forced to expect it. In the name of economy, mounting enrolments have been absorbed as fully as possible by "putting just a few more pupils into each classroom." In the interest of progress, new functions and duties usually have been undertaken by the schools by the convenient method of having each teacher assume temporarily, from time to time, some slight additional responsibility. Relatively few school systems have been able successfully to resist either or both of these temptations to increase teacher-load or to make even a close approach to the solution of load problems." The following are extracts from the report:—

"The source of undue pressure checked most frequently by both elementary and secondary teachers, respectively, was "class interruptions". Other common sources of pressure include (a) adaptation of work to individual differences, (b) adaptation of promotion standards to meet a non-failure ideal, (c) class size, (d) total pupil load, (e) crowded classrooms, and (f) unnecessary clerical work. Among the numerous comments made with respect to some of these problems, the following statement undoubtedly reflects the sentiments of large numbers of teachers:—

IT is not teaching, but a thousand other things that wear one out—selling annuals and activity tickets, homeroom contents, banking campaigns, collecting money at least three times a week, committee reports every six weeks, and ushering at all public events. Give us more time to teach with fewer distractions!

"The teachers' comments were replete with constructive suggestions as to ways and means of equalizing and lightening load assignments. From this source, the following examples have been chosen:—

1. *Classes must be reasonable in size.*

This is a day of individual teaching. Each child is an individual problem. Pupils in large classes suffer from lack of opportunity to participate. Large classes, in which individuals can hide behind the group—doing just enough to "get by"—make for irresponsible pupil attitudes.

2. *Teachers need time and opportunity to live.*

It's the rest of my life I am missing. There is too much of being "just a teacher." How can I teach others how to live unless I have a chance to live myself?

3. *There should be fewer drives and campaigns.*

Too many organised groups come into the schools and use them as a means for conducting drives for funds among children, or as a means of gaining publicity for their particular interest.

4. *Extracurriculum duties should be better co-ordinated.*

We need better planning and organisation of extracurriculum activities. Those of educational value should be given more attention and a place on the regular schedule to avoid interference, interruption, and conflict. Others should be extensively restricted.

5. *Curriculum revision should follow a well-considered plan.*

Why must we be subject to constant harassing with confused methods and ideas? Let's have less fadism in changing curriculum procedures.

6. *Time for relaxation sometime during the day should be provided.*

It's the lack of relaxation during the teaching day that does more than anything else to make our work fatiguing.

7. *Conscientious teachers should not be penalized.*

There is too much tendency to overload the capable and let the vociferous objectors escape.

8. *Useless routine should be eliminated.*

There are too many committee meetings in which nothing is accomplished; too many reports prepared that are never read; too many meetings spent in listening to things already known while taking time from work that must be done.

9. *Teachers should be consulted on teaching load problems.*

Where is democracy among educators? Give us more consultation between teachers and executives in the assignment of loads.

10. *Problems of teaching load should be studied in each locality.*

Let us have opportunities to make studies similar to this in our own systems. Seldom is this question ever investigated so that actual problems can be stated without fear of consequence.

11. *Inform the public as to the importance of reasonable teaching loads.*

Let tax-payers know the extremely fake economy of overcrowded classrooms and overloaded teachers, and that they are paying for educational opportunities which do not exist when these conditions prevail.

If any one fact stands out more clearly than all the rest from this survey of teacher opinion, it probably is the complexity of teacher-load problems, and the variety of sources and the numerous combinations of circumstances which are responsible for unreasonable load pressures. This study makes it abundantly clear that class size and other measurable aspects of teaching—although obviously important—are by no means the only sources of load pressure and that only by careful analysis of a particular situation can all the significant load factors be determined.

ACTIVITY PROGRAMME IN THE PUBLIC ELEMENTARY SCHOOLS OF NEW YORK

Activity programme represents an effort to put into practice progressive principles of teaching curriculum development and class arrangement. This was instituted in a number of New York City Public

Schools. Arthur T. Jersild, Thorndike, and Bernard Coldman of the Columbia University and John T. Loftus, Assistant Superintendent of the New York City Schools, conducted a study designed to evaluate aspects of their New Educational programme. The experiment involves 7000 children in 69 elementary schools and in the course of their interim report the investigators observe:—

The data definitely show that as a result of the opportunities afforded in activity classes, the pupils, while participating considerably less in formal recitation, have shown a decided increase in evidences of initiative and experimentation; have more often assumed the role of leadership; have participated more actively in criticism and appraisal of one another's work without, at the same time, showing a corresponding decline in evidences of co-operation but, rather, while showing a higher quality of co-operation as measured by ratings of anecdotal accounts of classroom behaviour. Further, while the children thus have responded to opportunities for participation and self-expression, and have availed themselves of the greater degree of freedom afforded by the activity programme, they apparently have not abused their opportunities, for the two groups were found to be substantially similar in tallies and ratings relating to classroom conduct and discipline.

To determine the immediate values, or the ultimate benefits, of the various performances in which the activity children surpassed the controls would require more intensive study. More intensive investigation likewise would be required to determine the extent and nature of other learnings and performances that were not measured by the methods so far employed, and to explore the extent to which such learnings might offset, or outweigh, the somewhat greater degree of competence that the control pupils meanwhile had gained in certain academic subjects (notably arithmetic). To the extent, however, that an increase in quality of co-operation and in frequency of performances such as those included under the headings of initiative, experimentation, critical activities and leadership may be regarded as valuable outcomes *per se*, the observational data indicate that important objectives of the activity programme have been achieved to a large degree.

A CURRICULUM FOR COMPLETE LIVING

Mrs. A. E. Harper, M.A., Training School for Village Teachers, Moga, Punjab, writing on "A Curriculum for Complete Living" in the *Education* of March 1940 says of the curricula of studies in our schools:—

The curriculum tends to be fragmentary, un-co-ordinated and utterly unrelated to the needs of life. It ignores important aspects of the child's nature, such as his need for worship, for guidance of his emotional nature, for control of conduct. The curriculum lacks a centre. It is not integrated.

Perhaps the ideal curriculum for complete living will first be made in India. What will it be like? Such a school curriculum will be an organization of suggested experiences which will contribute to personality development and through it to social reconstruction. Now children's experiences are of two kinds; those which relate to material things, and those which relate

to persons, themselves and others. Things and persons are brought together through occupations.

Education which lacks spiritual integration is incomplete. Children's experience is not only of the world of things and the world of people, but also of the spiritual world. Knowledge of the physical and social environment must be enriched and illuminated with knowledge of God.

Admittedly, it is difficult to work out in practice the implications of this ideal of education.

The way is confessedly obscure and dangerous. But the end is worth striving for.

I believe the solution will be along the following lines.

Teachers will be chosen who have themselves a deep religious experience, and whose personalities are integrated through worship, earnest search for truth and devotion to great causes.

Socialised methods of teaching will be used in all school work. The activity programme with its emphasis on group living will be used. Children will learn in school to live and work together, to think of themselves as members of a group, first the family, then the school, then the nation.

The School will be dominated by a sincere search for truth. In this co-operative search, the teacher will join as a member of the group. His own religious certainties (and he should have them, I believe) he will present, as his own contribution to group thinking, not as an imposition required to be memorized. In children's free thinking, wisely guided, truth is sure to prevail.

The habit of the school will be non-violence.

In addition to this teaching of what might be called universal elements of faith, arrangements should be made for pupils to receive special instruction from their own religious leaders, according to their parents' desires.

The specific teaching of religion will be functional. It will be related to life. The method will be that of learning by doing. "He that doeth my will," said Lord Jesus, "will learn of the doctrine." A dynamic religion and a dynamic teaching method are essential in a curriculum for complete living.

OUR GUILDS AND ASSOCIATIONS

S.I.T.U. MEETING

A joint meeting of the Executive Board and the Working Committee of the South India Teachers' Union was held on Saturday, the 30th March 1940, in the office at 3 p.m.

I. Minutes were taken as read and confirmed.

II. The President made a statement about the delay in his review of the work of Guilds and about the arrangement with the S.I. Ry., regarding the Special Train. The Executive Board ratified the action of the President in view of the revised terms offered by the Railway. As Journal Editor, the President expressed his difficulty in view of the new activities undertaken by him in doing the work of the Journal Secretary. The desirability of letting the existing arrangement continue was considered. Resolved finally that the Secretary do consult Sri Sourirajan or Sri Natarajan in regard to the Journal Secretary and in the event of both declining, to choose a suitable person.

III. The Secretary stated that the resolutions of the Provincial Educational Conference with notes on certain resolutions had been communicated to the D.P.I. The resolutions of the Executive Board on Malabar situation had also been communicated. It was brought to the notice of the Board that the Guilds had been informed of the provision under the rules in case they happen to be in arrear. The letters from the Trichy District Teachers' Guild were mentioned and a discussion ensued on the constitutional position in respect of the choosing of the representative by a Guild. It was resolved that in view of the letter of the Trichy District Guild dated 29th March 1940 and in the circumstances stated therein, the choice of Sri S. T. Ramanuja Iyengar in lieu of Sri A. T. Antoniswami be accepted. It was further resolved to lay down for future guidance that intimation of resignation of the place in the Board should be sent by the member of the Board to the Union and that steps should be taken to fill up the interim vacancy as per rules of the S.I.T.U.

IV. The Joint Secretary in his statement referred to the need for a clear indication of the duties of the Joint Secretary.

V. The Treasurer explained the figures in the statement and referred to the Guilds in arrear. The finances of the journals were also explained. The Executive Board suggested that the Working Committee may consider the means of effecting economies in the cost of production and take up in this connection the desirability of going in for cheaper printing. As regards Guilds and Associations in arrear it was resolved that such Guilds and Associations should be declared in-eligible to enjoy any of the privileges including the sending of delegates if at least 50 per cent of the current affiliation fee be not paid before the 20th of April 1940. The Working Committee was authorised to consider the letters from Malabar and Ramnad for Concession regarding arrears and to decide the question with due regard to the difficulties of the situation.

VI. The Secretary of the Vigilance Committee made a statement that six cases of hardship were brought to his notice and that beyond giving informal

advice, nothing could be done. He also felt that in the special circumstances the recommendation for the abolition of the Vigilance Committee be made to the General Body. At this stage the President left the meeting and Mr. Ramachandra Iyer took the chair.

VII. Letter from Mr. Ramachandra Iyer and others regarding delegation were considered, resolved as a special case to authorise the Secretary to recognise individual members of Guilds as delegates if they should apply within the prescribed time.

VIII. Letter from the Provincial Physical Education Association re: official year. Resolved to amend the rules so as to make the maximum number in the previous official year as the basis for the calculation. Resolved that the Provincial Physical Education Association be assessed on this principle for 1940-41.

IX. The Executive Board considered the position of the South India Pandits' Union. Resolved to call upon the Union to pay the affiliation fee on the minimum stipulated at an early date if the Union should desire to enjoy the privileges.

X. The draft Annual Report was considered and the same was approved with alterations here and there. The President returned at this stage and took the Chair.

(The meeting was adjourned to 8 A.M. on Sunday the 31st March 1940).

Members present :—

1. Sri S. K. Yegnanarayana Iyer	.. President (in the chair).
2. Sri M. S. Sabhesan	.. Secretary
3. „ S. T. Ramanuja Iyengar	.. Joint-Secretary.
4. „ V. Bhuvvaraha Murthi	.. Treasurer.
5. „ K. S. Chengalroya Iyer	.. Salem
6. „ S. Natarajan	.. Madras
7. „ S. Ramachandra Iyer	.. Mangalore
8. „ M. Seshachari	.. Nellore
9. „ H. Sundara Rao	.. Madanapalle
	M. S. SABHESAN, Secretary.

The adjourned meeting of the Joint Meeting of the Executive Board and the Working Committee of the S.I.T.U. held on Sunday, the 31st March 1940 at 8 A.M.

Members present :—

1. Sri S. K. Yegnanarayana Iyer	.. President (in the chair).
2. Sri M. S. Sabhesan	.. Secretary
3. „ S. T. Ramanuja Iyengar	.. Joint-Secretary.
4. „ V. Srinivasan	... S.I.T.U. Protection Fund. Secretary
5. „ K. S. Chengalroya Iyer	.. Salem
6. Sri M. Seshachari	.. Nellore
7. „ S. Natarajan	.. Madras

I. Resolved to authorise the Secretary to incorporate in the Annual Report the audited statement.

II. The amendments to the rules suggested by the members of the Executive Board and also by others were considered. It was resolved to place the amendments in the attached list before the General Body Meeting at the time of the Conference. (In the course of considering these amendments it was resolved that the members of the Working Committee present be authorised to consider the amendments of the Executive Board and prepare them for the General Body.)

THE MADRAS TEACHERS' GUILD ANNUAL EDUCATIONAL CONFERENCE

The Conference was held at the Singarachariar Hall, Hindu High School, Triplicane on the 6th April.

A condolence resolution was first passed touching the death of Mr. T. M. Raghavendra Rao.

Mr. K. Kuruvilla Jacob, the President of the Guild, welcoming the teachers, gave a short review of the activities of the Guild during the last year. The main question which agitated the profession during September and October of last year was the reorganisation of secondary education. The place of arts and crafts in the scheme of secondary education formed important sections of the scheme and the Guild had always supported a scheme which would give them the right place. The next question was the place of physical education. A suggestion, put forward in certain quarters that there should be a test in physical education before a pupil was allowed to pass his class examination, had created a mild stir. He thought that it was essential that they should watch the physical progress of the pupils as they watched their intellectual progress. A notable event in the educational sphere last year was the visit of Dr. Montessori. Her visit was fully availed of by the Guild.

President's Address

Rev. T. R. Foulger, in the course of his address, said that although the remuneration and status of teachers were far from being what they deserved, the Guild had always endeavoured to improve that position. The Guild had consistently striven to encourage the dissemination of right knowledge and had enabled the members to tackle both the immediate professional problems and the major problems affecting policies.

Proceeding, Rev. Foulger said that in other countries a satisfactory system of universal and compulsory primary education had been established. But in India they had not yet achieved that. The economic future of the country was also indeterminate. Their politicians and investors had not yet made up their minds in which direction they should improve. The result had been that their administrators were busy in tackling the question of primary education and because of that resources available for secondary education were necessarily limited. Despite this fundamental difference, there was a notable similarity between India and other countries, in the matter of solving the problem of secondary education. They in India had a number of young men and an increasing number of young women who failed to get employment on leaving school. The question of unemployment of the educated youth had received great attention in the past. Various remedies had been suggested. During the last few years, there had

been a cry to give the youth technical training. Even then they had not succeeded to any extent because of the lack of openings for them.

Rev. Foulger added that the whole situation needed to be re-examined in the light of modern circumstances. The important question of the scope of education should first be tackled and then the other questions such as curriculum, method and aim of education could be easily solved. As regards the scope of education, he said that the belief that the school ought to supplement the home and that it should prepare the pupils for jobs was quite unsuitable at the present time. "I believe," he said, "that, in the situation in which we find ourselves to-day, the aim of the school should be to discover the gifts and callings of the individual child. The curriculum should be one that offers many possible variations and one that will not lay mere emphasis on the intellectual development. We need to-day an education to fit our children to face any situation that may turn up to stabilise their lives. We must provide them with a working definition of life, which will enable them to grow up in life and to live happily with their neighbours not only of their own country but of all the countries which make up the brotherhood of man. The recent tendencies in education to emphasise what they call vocation is ill-calculated to meet the needs of the present day. We must train the children for citizenship to be able to think for themselves about the various problems that may confront them and so to shape their course of life that it may bring true contentedness and peace to the world."

Entrance Test for University Course

Mr. S. Natarajan initiated a debate on the proposed entrance examination to be held by the University of Madras as the only test for the selection of pupils for University courses of study.

The Guild, he said, appointed a sub-committee to investigate the relationship that should exist between the School Final course, the S. S. L. C. examination and the proposed entrance test. Replies to a questionnaire issued by the Committee on the subject, revealed that about 75 per cent of the pupils are in secondary schools with the definite object of going in for jobs after completing the course and that only about 25 per cent studied with the object of pursuing their studies in the University classes. Of the latter, a very large percentage did so without any definite plan. The replies also showed that both the Universities and the employers of labour were thoroughly dissatisfied with the education given. It was also pointed out that the artificial means of making students eligible was wrong and that a different method should be adopted. It was felt that two examinations would be a strain on the pupils and the suggestion was put forward that the entrance test of the University should consist of only three papers, composition in English, and in mother-tongue and an optional, and that only students selected to appear for the S. S. L. C. be allowed to appear for the entrance test.

Several teachers participated in the debate and the consensus of opinion at the Conference was that it was not in favour of having two examinations and that the proposal of the University to have its own entrance test should be kept in abeyance till the Government completed their scheme of reorganisation of secondary education.

Rev. D. Thambuswami, Headmaster, Kellett High School, Triplicane, read a paper on "Educational Broadcasts." He said that the Radio had been extensively used in Western countries for educational purposes and its development in this

country should be taken up in all schools. He explained some of the difficulties in arranging for programmes suitable to children of different ages and suggested that educational broadcasts should form a separate function of the Government.

The Conference then adjourned for lunch.

Miss E. H. Rivett, Principal, Women's Christian College, spoke on "Higher Education from the point of view of Women." She said that a decade ago parents did not like their girls to have higher education. But the raising of the marriage age had improved matters considerably and the number of girls' secondary schools and colleges rose. From her experience, she found that girls coming to the college had a higher standard than boys. Girls had more advantages in schools. They came more in contact with their teachers and greater emphasis was laid on the cultural aspects of education. She had also found that girls acquired the habit of thinking for themselves more than boys and this habit stood them in good stead.

Mr. A. N. Schwartz, St. Paul's High School, delivered a lecture on "Hobbies of our pupils." He explained the advantages of having "hobby clubs" in schools and urged that each student must be more or less compelled to have a hobby. In his school a camera club was organised and it was doing useful work. He exhibited some of the work done by the members of the Club.

Mr. J. G. Sabastin, of the Madras Christian College School, read a paper on "Education in Russia." The whole scheme of education in Russia, he said, was based on the economic, social and political system of the land. The students were given unlimited scope for self-expression. The teachers played an important role in Soviet Russia and they were handsomely paid. Everything worked according to plan. The Russian youth was made to believe that he existed for the State and that to the State he owed his first allegiance.

Mr. H. R. Delvi, of the South Indian Railway, announced that a special excursion tour had been arranged for the benefit of teachers under the auspices of the South Indian Teachers' Union in May, during the time of the Provincial Conference. The tour will cover important towns like Chidambaram, Rameswaram, Madura, Thiruchendur, Trichinopoly, Palni and Srirangam.

Mr. S. K. Yegnanarayana Aiyar appealed to the teachers to join the tour. He also said that the All-India Federation of Teachers' Union had written to him to the effect that Madras might have to become the venue of the next All-India Conference.

A portrait of Kulapathi P. A. Subramania Aiyar was then unveiled.

Mr. T. P. Srinivasavaradan read a message from Mr. K. Rangaswami Iyengar, Headmaster of the Hindu Theological High School.

Rev. T. R. Foulger then requested Rao Bahadur K. V. Rangaswami Iyengar to unveil the portrait.

Mr. Rangaswami Iyengar said that it was appropriate that the profession should honour one of its most distinguished members. The portrait would always remind them of his great service to the profession. The speaker was glad to note that the Madras Teachers' Guild was working successfully. Mr. Subramania Aiyar was one of the earliest members of the Guild. It was thought in some quarters when the Guild was formed that it was unprofessional for the teachers to form a guild. But the Guild had faced all criticism and attack and had emerged successfully. Mr P. A. Subramania Aiyar had been a member of the Senate for some time and his outspoken criticism of certain matters was not to the taste of others. It required, the

speaker said, great courage to stand in the Senate for causes which were not favoured by the Syndicate. Mr. Subramania Aiyar was a victim of a snobbery in the profession which distinguished its members on the salary standard. A teacher in a school was doing the same work as a teacher in a college and yet, they had not got over the feeling that the teacher in a college had a higher standard and status. Mr. Rangaswami Iyengar said that he had always struggled to end that snobbery.

Mr. Subramania Aiyar, the speaker continued, had served the school as the Headmaster for a very long time. The Committee system of management had been the cause of difficulties and it must be said that Mr. Subramania Aiyar had faced the committee successfully for over 20 years.

Mr. P. A. Subramania Aiyar, the speaker went on to say, inherited the high traditions of the school and he did not let down the standard which he inherited. He maintained the great reputation in the face of great difficulties. The teachers now did not receive such a measure of appreciation from the public as of old. Teachers of the older generation were looked upon with veneration. Mr. Rangaswami Iyengar said that it was only due to circumstances and not to anything else. The teachers of the present day might be said to be more well-informed and trained than the teachers in the past. Education had progressed and with it the teachers had progressed. But their lot in life had not improved. Mr. Subramania Aiyar had served the institution for more than 20 years. His great seriousness of purpose, his indefatigable industry, his great powers of concentration and public speaking and writing had brought him to the forefront of the profession. Mr. Subramania Aiyar stayed in the institution as a call of duty and at great sacrifice even though he had an inner call to higher things.

Judged both by the modern standards and the traditional way, Mr. Subramania Aiyar was a great teacher and the speaker was glad that the profession was honouring such a person. His Portrait would always be a reminder to them of the great work which Mr. Subramania Aiyar had done.

Mr. T. P. Srinivasavaradan proposed a vote of thanks to the Chairman and Rao Bahadur K. V. Rangaswami Iyengar and to other speakers.

THE MADURA DISTRICT TEACHERS' GUILD

Madura Session—16th March, 1940.

The Guild met at the A. R. High School, Madura, at 2-30 p.m., on the 16th March, 1940, with Sri M. R. Rangaswami Aiyangar, M.A., L.T., the President of the Guild, in the chair. About 100 members representing all the affiliated associations of the Guild were present.

The meeting commenced with a prayer in Sanskrit by Sri V. S. Mahalinga Sastri of Periyakulam, which was followed by a short introductory speech by the Chairman, wherein he made brief survey of the present conditions in Education and of the work before the members.

The Secretary then made a brief statement about the following for the information of the house: (1) The award of the Balraj Memorial Medal to P. Balakrishnan of the V. M. Board High School, Periyakulam, who secured 82 per cent. in English in the last S.S.L.C. Public Examination, with a special donation of Rs. 5 from the President of the Guild, (2) The correspondence between the Guild

and the S.I.T.U. on the question of registration of delegates to the Educational Conference, and (3) The Madura Guild's offer to the Ramnad Guild to form a union in case of a revival of the latter was difficult, and the recent Ramnad Guild Conference at Manamadura.

Amendments to the Constitution of the Guild.—The resolution of the Periyakulam session to have two more Vice-Presidents and one more Joint-Secretary, was ratified, and additional office-bearers were elected. Sri V. Jambunatha Aiyar, B.A., L.T., Headmaster, Board High School, Usilampatti and Miss P. Paranjothi, M.A., L.T., Headmistress of the O. C. P. M. Girls' High School, Chokkikulam, Madura, were elected as Vice-Presidents, and Sri N. Sitaraman, M.A., L.T., V. M. Board High School, Periyakulam, as an additional Jt. Secretary.

Necessary verbal alterations in the rules of the Guild consequent on these changes, Nos. 10, 11 and 17, were approved.

Retirement of Teachers at 55.—After a long discussion, the Guild resolved thus: 'That until the conditions of service, salary and leave rules obtaining in Government institutions are extended to teachers in aided institutions, the Government be requested to keep in abeyance the G.O. retiring teachers at 55.'

The D.E.O., Sri N. Sarangapani Aiyangar, who took part in the discussion, pointed out that the G.O. was the outcome of the policy of the Congress and that nevertheless, deserving cases where extension of service was requested would be sympathetically viewed by the Government.

A Resolution from Bodinayakanur Association.—Requesting the Department to permit Elementary Higher Grade Trained teachers who had appeared for the S.S.L.C. or equivalent examinations to teach English in Stds. IV and V of Elementary schools, was withdrawn, after the D.E.O. had explained the need for more efficient handling of English especially in rural schools.

Addresses.—Prof. A. Srinivasa Raghavan, M.A., Secretary of the 31st Provincial Educational Conference, addressed on the duties and responsibilities of teachers, and invited the hearty co-operation of the members. Prof. C. A. Krishnamurthi Rao, M.A., of the Madura College spoke on 'How far the revival of the Matriculation Examination as an entrance test to the University, to all the candidates from Secondary schools, would meet the needs of the present Secondary Education.' He pointed out that the test would enable High Schools to develop without domination by the University, and the University to admit deserving candidates into its portals.

The Chairman then wound up the proceedings with a few concluding remarks, after thanking the D.E.O. and the lecturers. The Jt. Secretary, Sri K. R. Chandrasekhara Aiyar, proposed a vote of thanks to the President, the lecturers, the Madura College Board and the Headmaster of the A. R. High School. After garlanding, the members were treated to light refreshments, and the meeting terminated at about 6-30 p.m.

N. M. BOARD MIDDLE SCHOOL, TEACHERS' ASSOCIATION,
TIRUPPATHUR

The second anniversary of the above association was celebrated on 11-3-1940 at 5 p.m., along with that of the Manavar Sangam of the N. M. Board Middle School. Sri M. R. Subramania Ayyar, B.A., L.T., District Educational Officer, Ramnad, presided over the celebrations.

A variety entertainment consisting of recitations, dialogues, songs enactments and Kummi-kolattam was afforded to the audience by the pupils and teachers of the school for nearly three hours. A scene from 'Julius Caesar' and a comic farce in Tamil 'Kandupidithal' of Mr. Sambandha Mudaliar were enacted by the members of the staff.

The president, in his concluding remarks congratulated the teachers and the pupils of the school for the high degree of excellence shown in the various demonstrations of the evening. He also appealed to the very large gathering of ladies and gentlemen assembled, to put forth their best endeavours for improving the strength of the school, especially, in Forms I, II, and III with a view to the opening of Form IV and the other higher forms in the school in the shortest period possible.

With the distribution of prizes and a hearty vote of thanks the meeting terminated at about 9 p.m.

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of the undermentioned two members and their nominees were paid the claim amount noted below on the dates specified.

	Age at Death	Date of Death	Claim Amount Rs.	Paid on Rs.
1. Mr. T. M. Ragavendra Rao, Chingleput.	54	29-3-40	321-4-0	17-4-40
2. Mr. G. M. Nagaraja Rao, Mylapore, Madras.	36	27-3-40	510-0-0	23-4-40

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

V. SRINIVASAN,
Hony. Secretary.

THE SOUTH INDIAN RAILWAY CO., LTD.

TRAVEL NEWS—MARCH 1940

The following institutions organised educational excursions during March, 1940:—

1. *St. Joseph's Secondary School, Trichinopoly.* 89 members went on excursion to Tanjore on 7-3-1940.
2. *Raja's High School, Kollangad.* A party of 126 went on excursion to Trichur and Ernakulam between 7 and 10-3-1940.
3. *G. H. M. High School, Salem.* A party of 83 members visited Metur Dam on 9-3-1940.
4. *Board High School, Kuttalam.* 48 members went on excursion to Chidambaram on 9-3-1940.
5. *Sacred Heart School, Ponmalaipatti.* A party of 116 children visited the Cauvery Upper Anicut on 10-3-1940.
6. *Municipal High School, Palni.* A party of 150 members went on excursion to Kaladi, Cochin, Trichur and Madukkarai between 12 and 17-3-1940.
7. *District Board Industrial School, Tanjore.* 34 members visited Golden Rock and Trichinopoly on 14-3-1940.
8. *New Tranquebar Training School, Iringalur.* A party of 40 members went on excursion to Pondicherry between 14 and 17-3-1940.
9. *Rajah's High School, Sivaganga.* A party of 98 members went on excursion to Mandapam, Dhanushkodi and Rameswaram between 16 and 17-3-1940.
10. *St. Mary's Higher Elementary School, Virapandiyampatnam.* A party of 113 visited the Papanasam Electric Works on 31-3-1940.
11. *Board Middle School, Idigarai.* A party of 50 pupils visited the Government Wardha School at Coimbatore. They were later entertained at Tea by the Headmaster, R. S. Puram Municipal Middle School.

THE TEACHERS' BOOKSHELF

Elementary Science, Book II in Tamil by H. R. Mills, M.Sc., Dip. Ed. & E. Raman Menon, M.A., translated by V. Gnanadicam, B.A., L.T. Pp. 376. Rs. 1-4-0.

This is a useful addition to the list of Elementary Science text-books in Tamil for forms V and VI. The topics are dealt with in the order of the S.S.L.C. syllabus. The main difficulty in the preparation of Science books in the mother-tongue of pupils, lies in the choice of suitable Tamil equivalents. While many of the terms given in the list published by the Madras Government are suitable, and make the meanings clear, some are obviously farfetched and do not recall the things named in the mind of the reader. The translator might have with advantage replaced unfamiliar words by words in common usage; for example வலை (fat) by கொழுப்புப் பதார்த்தம்; பேதகர் (bacteria) by கிருமிகள்; விற்றகு உணவு (fuel foods) by உஷ்ணத்தைக்கொடுக்கும் பதார்த்தங்கள் etc. In some cases transliteration is better than words in the Tamil language. For instance பாக்ய கஜங்கள் (nitrites) is hardly intelligible.

The difficult task of finding equivalents, has on the whole been performed with great care, and credit is due to the translator for this. While the English equivalents are given within brackets near the Tamil words to which they refer, the practice might with advantage have been followed in all cases. A glossary at the end of the book will enhance its value.

The book contains descriptions of simple experiments, plenty of diagrams and photographs. The get up of the book is good, and the price is only Rs. 1-4-0.

R. MAHADEVAN.

Elementary Science. Book II. By H. R. Mills and E. Raman Menon, M.A. Translated by C. Bhanumurthi, B.A., L.T. Publishers, Messrs. Macmillan and Co., Ltd. Price Re. 1-4-0.

This is the Telugu Translation of the English Edition. The rendering into Telugu is done with care. One often notices in translations a ruggedness of language due to the translators adhering strictly to the English. This book may be said to be free from such a blemish.

Shag—The Caribou. Wild Life Story Readers. Macmillan & Co., Ltd. Price paper 4d, cloth 5½d., pp. 64.

This is a nice book suitable for extra-reading by pupils of the higher forms. Questions on each chapter are given at the end of the book so that it is easy for the teacher to find out if the boys have understood the story.

R. M.

Macmillans New India Readers, I, II and III, edited by Prof. E. E. Speight B.A., and Prof. Diwan Chand Sharma, M.A., Price As. 6, 7, & 8 respectively.

This series of three neat little books suitable for forms I, II and III of our schools has been prepared for keeping in view as the editors point out in the preface 'the daily life of the children'. The lessons in the series are graded and contain conversations, letters, descriptive pieces and interesting stories. Questions and points in Grammar are given at the end of each lesson.

Though the prose lessons call for words of appreciation, a perusal of the poetical selections leaves the impression that they could easily have been of a better type. Children appreciate short lines full of rhythm and music, words and sounds which linger in their memory, and surely the English language is rich in simple poems of exquisite beauty. It is a pity that no specimen of a beautiful poem is included in the series.

R. M.

Yoga Sadhana (as taught in Conversations with the Mother) published by Kulapathi P. A. Subramania Iyer, B.A., L.T., (84, Big Street), with the approval and sanction of the Holy Mother, Sri Aurobindo's Asram. (English Edition, pp. 28; Tamil Edition, pp. 36, Price 2 as. each).

This, highly useful, little book is divided into 7 sections. In Sec 1 is answered the question 'What do you want the Yoga for?' In Sec. 2 are described the 2 paths of Yoga, Tapasya and Surrender. Sec 3 is an elaboration of the 2nd path of Yoga, Atmasamarpanam. Sec. 4 deals with matters that a Sadak should be careful about. Sec. 5 deals with Yoga Siddhi. In Sec. 6, we have Sri Aurobindo's view of a Siddha Purusha's attitude towards life and the world. Sec. 7 is entitled Guru Bhakti.

A letter from Sri Aurobindo wherein he explains the Yoga of Transformation is printed as an Appendix. The pictures of Sri Aurobindo and the Holy Mother adorn the frontispiece.

The book is highly practical. Going through it, we get not only an insight into the Yoga of Sri Aurobindo but also practical instructions as to what we should do to tread the Higher Path. The book is sure to make an appeal to all students of religion; it contains a large number of references to a number of religious works in Sanskrit, English and Tamil.

The entire sale proceeds of the book go to the Pondicherry Ashram.

V. S.

A Class Book of Elementary Mathematics for High Schools: Part I for Form IV. By B. S. Yagnarama Iyer, M.A., L.T. (Price Re. 1-2-0).

The book under review is a translation in Tamil of the author's text-book in English and is planned to meet the requirements of the Fourth Form standard. The explanations are concise and clear and the exercises are numerous and offer good scope for oral and written work. The examples are well graded and cover general principles also. The book is well-written and bears the stamp of an experienced teacher and it can be adopted as a suitable text for class use.

V. ARUNAJATAI.

Our Presidency and Country by A. N. Schwartz, C. L. S. Geographical Series, Standard V. Publishers, Christian Literature Society for India, Madras, Price Annas Eight only.

This book must be said to be a very carefully planned Text Book on Geography of the Madras Presidency, on the lines of the recently introduced syllabus. The treatment is both instructive and interesting. The language used is simple and clear. The maps are well drawn. The book is full of diagrams and photographs which should help a great deal in sustaining the interest of children who may use the book. Suggestive and stimulating questions and exercises are given at the end of each chapter and the appendix giving suggestions for geographical excursions will be found very useful. It is printed in bold type and the print and get up indicate that the publishers have been as zealous as the author in making the book really good.

Indian Primary Arithmetics—Books I to III (in English). By L. G. Owen, M.A., I.E.S. (Published by Messrs. Macmillan and Co. Price 8as., 8as., 9as.).

The books follow a concentric plan of development and take the pupils through the Four Fundamental Rules as applied to numbers and concrete quantities up to a *lakh*. The examples given are copious and varied with a view to make the pupils learn the results of *Number Combinations* effectively. There is still ample scope for the teacher to supplement the questions of the text-books by questions of his own making, especially in the exercises on Subtraction and Division with zeroes in the numbers involved in the operations.

One would perhaps wish that the introduction to Division and Fractions had been more gradual and based to a great extent on concrete situations and illustrations. One is also struck by the paucity of illustrations in the text-books intended for children of the primary classes.

The printing and the get up of the book leave nothing to be desired. 'Shopping Sums,' 'Practical Work' with the ruler, the importance attached to 'checks' from the beginning form some wholesome features of the book.

V. ARUNAJATAI.

Literacy in India. By R. V. Parulekar, M.A., M.E.D. Published by Messrs. Macmillan & Co.

Very few educated men there are in our Province who are ignorant of the deplorable condition of elementary education throughout India. The percentage of literacy is appallingly low to-day in our country even though the Government have been bestowing their attention upon the problem for over hundred years. The array of statistics employed to bring out the wastage and the estimated expenditure on the programme for the liquidation of illiteracy have created a feeling of pessimism in public men. They are also perplexed by the disquieting features of stagnation, wastage and relapse into illiteracy and the feeling is growing strong that there can be no way out of the difficulty.

Mr. Parulekar's book on "Literacy of India" has appeared in an opportune moment. This deals with all aspects of Mass education and seeks to prove by

relevant statistics that there has been an exaggeration of certain features like low percentage of literacy and relapse into illiteracy. While the author does not choose to minimise the evils of stagnation and wastage he shows that the census definition of literacy in India is of somewhat higher standard than that in many civilised countries. He established by facts and figures that a completion of a course in elementary school for three years can well be regarded as ensuring permanent literacy. A reference to the existence of three standard schools in some Indian provinces and in Travancore (till 1902) where the percentage of literates is higher is made to show that the "three class primary schools are a great asset in promoting literacy." One important point which the author has deemed it necessary to explain is the distinction between "literacy" and "education." The author fears that the mixing up of the two may sometimes be a hindrance to rapid spread of literacy in India. A good deal will in the opinion of the author depend upon a recognition of the due importance of literacy and the following observation of G. K. Gokhale referred to in the book by the author is significant in this connection:—

"Primary purpose of mass education is to banish illiteracy from this land. The quality of education is a matter of importance that comes only after illiteracy has been banished."

The author feels that literacy should be tackled immediately and tries to make out a good case for his view by citing the experience of other countries where an expansion of education with considerable enrolment always preceded measures for the improvement of quality. In Egypt the number of pupils rose from 3 lakhs to about 10 lakhs between 1928 and 1938; and in Japan within the first six years there was a rise of 100 per cent. In England the number rose from about 18 lakhs to 40 lakhs between 1871 and 1881. In Korea the number of pupils rose from 16000 to 89000 between 1909 and 1919 and in 1929 it rose further to 4 lakhs and a half. The author is surprised that at no time in any province in India such a marked increase of enrolment was noticed. For various considerations the view that literacy should be given special attention is maintained throughout by the author and the quotation from the *Times of India* found in this book lends support to it.

The author should be congratulated on the pointed attention he has drawn to this aspect of the problem of elementary education. He has also done service by pointing out the erroneous notions regarding the relapse into illiteracy and by laying special stress on the fact that a scheme of mass education should not ignore the millions of adult semi-literates and illiterates. The chapters on "Schools and Literacy: the Provinces," "lapse into illiteracy," "stagnation," "age of admission," "the single teacher school," "the number of pupils per teacher," "the part-time system" and "adult education and literacy" contain useful information. It is natural that one may not agree with the author in all his views. For instance one is surprised that the author who is out for expansion should show great hesitation in urging compulsion. The arguments advanced in regard to compulsion in the chapter on compulsion and expansion, are, it appears to us, unconvincing.

How can un-economic schools in populous areas get pupils except through compulsion? Other persuasive methods to which a casual reference is made must no doubt be employed but they cannot do away with the need for compulsion if a satisfactory return for the huge expenditure be expected. No half-hearted measures can lead to any worthwhile results.

The book is the best book of the hour, and to workers in our province, it will have a special value since the Government has been advocating quality against quantity. It shows that there is still hope for us and urges that a definite plan of expansion is necessary. The success of an educational policy requires something more than an elaborate machinery and the following statement of the author will be appreciated everywhere. "Of all the evils which afflict the Indian system of education, perhaps the worst has been tutelage of its teaching and administrative staffs. This has had two-fold effect. Firstly, the teachers have not been able to give their best, and secondly, the administrative staff working under the surveillance of the departmental heads have found it impossible to depart from routine and take initiative to explore fresh avenues of reform."

M. S. SABHESAN.

A Stage 'A' Geometry. By L. R. Spensley and E. N. Lawrence. (Published by Messrs. Macmillan & Co. Price 2).

This book of experimental geometry will form a good, practical introduction to the theoretical geometry of the Straight Line, Angles, Triangles and Polygons. The explanations are simple and clear and each piece of bookwork, presented in an informal manner, is followed by exercises abounding in questions of numerical and practical nature. A chapter on 'Solids' is added and it is stated in the Preface that it has been treated in a new and attractive way.

V. ARUNAJATAI.

OTHER ITEMS OF INTEREST IN CURRENT PERIODICALS

The South Indian Railway Magazine, April, 1940.

Diwan Bahadur Sir T. Desikachari writes an interesting article on South Indian coins.

The Progress of Education, Poona, March.

The entire issue for March is devoted to the 'TextBooks' problem.

The Indian Journal of Adult Education, April 1940.

Mr. H. R. Krishnan, I.C.S., contributes an article on The Folk High Schools of Denmark. It is announced that in the June issue, he will put forward a scheme for India based on his experiences of Denmark.

The Indian Journal of Education, March 1940.

Rev. Dr. A. E. Harper M.A., Ed. D., Principal, Village Teacher Training School, Moga, has contributed to this number an article on 'the activity programme in schools.' Dr. C. Narayana Menon, M.A., Ph.D., D.Litt., of the Hindu University, Benares, has written on the Economic Implications of Basic Education—a very thought provoking article

EDITORIAL

1932-37.

The Eleventh Quinquennial Review prepared by Mr. Sargent, the Educational Commissioner with the Government of India, is a review of the progress of education in India for the period 1932-37. The Review follows the traditional plan and brief accounts of the educational efforts of the several provinces are given under suitable sections. The array of statistics and the extract from provincial reports on the action taken by governments are left to speak for themselves. The clear and comprehensive quinquennial Review will prove useful to the public in general and to persons interested in education in particular. Mr. Sargent deserves to be congratulated on his successful attempt to place before the public the several aspects of the educational problem in a clear manner. A detailed reference to the numerous points in the Review is reserved for a later occasion and we shall content ourselves with making a few general observations. We should not be understood as underrating the value of the official Review when we venture to bring a few points to the notice of the Educational Commissioner.

The public will look in vain for any definite answer to the burning topics of the day. Social and political conditions have been rapidly changing and nothing less than a revolution is noticeable in educational outlook and objective. All over the country the cry of re-organisation of education is constantly heard. It is unfortunate that the Review throws no light on any outstanding question.

Secondly, the Review has no constructive suggestions to offer for the benefit of provinces. Low percentage of literacy, stagnation and wastage, inefficient teaching, single teacher schools and low salaries of teachers, are referred to in the Review and all the provinces seem to be more or less in the same boat if one be guided by the short extracts from provincial reports. A comparative and critical study of the efforts made by the different provinces and an indication of the line of action to be followed would give life to the Review and also make it possible for the ministers to chalk out a line of action. As it is, no one can have any definite idea as to the direction in which it may be worthwhile for a province to move. Taking for illustration the number of elementary schools, the Review shows that the largest decrease in the number of elementary schools has been in Madras while in some provinces an increase has taken place in that period. It would be good if the Review had considered the question of "concentration and consolidation" and allied

topics fully in a scientific manner and suggested the best course. This is necessary especially in view of the results of a study made by Mr. Parulekar that a three year course in a primary school can ensure permanent literacy. A careful examination of the policy followed in pursuance of consolidation is worth while since the Madras report for 1938-39 shows that the strength in the 5th standard has nearly doubled itself and that the number of complete elementary schools has increased from 13143 to 25535 through the drive of the department. The following statement in the report which is based on the experience of Madras is apt to be misleading: "Such a policy of concentration and consolidation should be welcomed as, in the words of the Madras report, 'if multiplicity of schools is not in itself a measure of progress, the fall in the number of schools caused by the elimination of inefficient, un-economic and superfluous schools is obviously a satisfactory feature indicating improvement rather than decline in so far as the weeding out of ill-working and unnecessary schools promotes the growth of efficient and satisfactory schools.'" It is unnecessary to point out just now the fallacies in the above statement. But in a report dealing with an important topic an attempt should be made to convince the public by statistics and facts. Neither in the Quinquennial Review nor in Madras Official reports can we get details as to the 5551 schools that ceased to exist. Since these schools should be presumed to be uneconomic, inefficient or superfluous a special table showing the number under each kind, the number of teachers in each of these schools, the population and number of schools in the area, the standard-war strength in each and the amount paid to each as grant would be very necessary to arrive at the right conclusion. We would also like to know what attempts were made in Madras to increase the number of pupils per teacher in the uneconomic schools and how far the schools were helped to improve their efficiency. Again, in respect of single-teacher schools the provinces hold different views. What the correct view is, has to be established beyond all controversy. Bombay feels that there is nothing inherently unsound in single-teacher schools while Madras holds the opposite view. The Review contains the statement that "the only way to save much of the present waste so far as primary education is concerned is to eliminate the single-teacher school wherever possible and to improve the quality and remuneration of the teachers throughout the system". Madras pursues vigorously the policy of elimination of the single-teacher school but has been proverbially slow to move in regard to the improvement in the remuneration of teachers. Who is to convert the inefficient single-teacher school into an efficient multi-teacher school if the school be necessary? This aspect has not been touched at all in the report and

THE SOUTH INDIAN TEACHER

a lead from the Educational Commissioner is necessary in regard to this policy.

Thirdly, the Commissioner prefers to show solicitude to the views of provinces and does not realise the need for the examination of a question on its own merits. In dealing with compulsion which is stated in this Review to be 'the only real way to check wastage' there is an unfortunate proviso. When a measure is found to be the only real way any hesitation to adopt it is indefensible and the Review should, instead of repeating the old unconvincing arguments, place in the forefront the steps for making compulsion effective. It is idle to argue that compulsion can do no good when it is well-known that no serious attempt has ever been made to enforce the rules in areas under compulsion.

We feel strongly that the Review of the Educational Commissioner should be something more than a compilation of the extracts of provincial reports. It will be good if one general chapter containing a critical study of the activities of provinces and suggestions for guidance be included in the Review. We shall go one step further and suggest that the Central Advisory Board should not function on the plane of a debating society. It is essential that its recommendations should be pressed upon the attention of provincial governments so that progress all over India may be possible. Otherwise the present tendency of treating such recommendations as "pious aspirations" will grow and there will be a wide divergence in fundamental principles. Considering that the position is more or less similar in all provinces, it is very desirable that the Central Advisory Board consisting of the representatives of the various provinces should lay down the general policy and plan of action in regard to the problems of education and administration while leaving it to provinces themselves to look to the details. One problem that should engage the immediate attention of the Board is the present state-aided policy of education. The old educational despatches viewed the management of schools by private managers from one angle. Conditions are altogether different to-day and at every stage the efficiency of aided schools is called in question. The education of thousands of children in these schools is tending to be inferior. The Educational Commissioner should not stop with saying that schools under the control of the government are efficient. It is expected of him to examine the ways and means for the efficient instruction of pupils in aided schools which are also public institutions. What should be the conditions under which the private management may be permitted to run schools, what financial help should be given to them and what the conditions of service should be in these schools, are questions which the Central Advisory Board alone is competent to consider. We should like to invite

the attention of our readers to the following significant statement in the Review:—"The main obstacles in the progress towards general literacy are incomplete schools, single-teacher schools, and inefficient schools. Unless these schools are properly organised and compulsion is made more universal and effective, there is little prospect of removing illiteracy in India. It is recognised that a large sum of money is necessary if the necessary improvements are to be effected and this problem must be resolutely faced sooner or later. In the words of the Bengal Report 'after all, nations manage to find the money they need for war. A war against illiteracy has long been overdue!' Will the Educational Commissioner stimulate the provincial governments to face resolutely the problems as they arise?"

Two Hundred and Twenty.

Elementary schools can hardly keep pace with the circulars and rules issued in quick succession. An order has been issued in the course of the year that elementary schools should work for *two hundred and twenty days*! This order might have been issued with the best of motives but in matters of this kind it is expected of the Department to consult beforehand the management and the teaching profession and convince them of the necessity for this change. We are told that the working period has been extended to enable schools to finish the new programme of work. It is stated in certain quarters that the change has been effected to make it possible for the inspecting officers to finish the work of inspection. Other arguments may no doubt be advanced to justify the extension of the working period but it is surprising that the department does not seem to have taken into consideration the consequences of their sudden decision. Schools fix their programme of work in the beginning of the year and considerable dislocation must result if they be told in the middle of the year that they should work for a longer period. The strain that this extended period involves should not be treated as a matter of no consequence. In city areas one can easily imagine the great inconvenience the little children will feel when they are asked to attend school in May. Whether any instruction is at all possible in the trying conditions of the weather in May should have been borne in mind by the authorities while issuing the order.

It is unfortunate that non-compliance with the order should hit hard aided schools in regard to grants; and the management is thus compelled to take steps to keep the schools open and secure the attendance of pupils. Whenever a change is contemplated it will be good if it be made in the beginning of the year. Even good measures can have a chance of bearing fruit if they be introduced with the previous consent or know-

ledge of the management and the teaching profession. The new rule of two hundred and twenty days has, curiously enough, its repercussions elsewhere. We understand that some managers require an additional instalment to be paid now by every pupil. We feel that any such extra demand will prove to be a great strain on the parents who keep their children in aided elementary schools. We who strongly deprecate the decision of the Government to resort to a pro-rata cut in the teaching grant at the eleventh hour should object equally strongly to the sudden levy of an additional instalment. It is not proper for the management to let alone the Government and shift its burden to the parents. What matters is not so much the bigness or the smallness of the amount as the principle underlying the levy of fees in general. Unfortunately parents do not take the trouble to express their disapproval of the action of the authorities and managers but the feeling of disgust they cannot help entertaining is bound to tell on the progress of education. We hope the department will give due consideration to the opinions received from several centres in regard to the extension of the working period and remove the discontent.

S. S. L. C.

The columns of the Press used to be taken up this time of the year with strong adverse criticism of the papers set for the S.S.L.C. public examination. It is a matter for great satisfaction that the criticisms that appeared this year were negligible. We should congratulate the S.S.L.C. Board on the successful efforts they had made to give the hard working S.S.L.C. pupil his chance. It is necessary that the standard of the public examination should be maintained if the public should continue to have confidence in it. A pupil who has done his work well welcomes a paper which tests his capacity and knowledge. A public examination which rests on moderation of some kind at every stage does no one any good. Let our pupils be taught from the beginning to play the game and play up.

Stagnation and Wastage.

Our readers will no doubt be familiar with the two words "stagnation" and "wastage." It may be said that the department has been devoting its attention for the past seven or eight years to the adoption of various measures to counteract the evils of stagnation and wastage. If one should go through the resolutions to be considered at the ensuing Provincial Educational Conference, he will easily be led to conclude that there has been preventible stagnation in the policy and administra-

tion of education in our province and that this has inevitably resulted in considering waste. Among the resolutions published in our March issue some relate to broad questions of policy and some are concerned with the problem of the financing of education. Year after year the same resolutions are brought up for discussion and adopted. These are communicated to the authorities who are, perhaps, inclined to treat them as hardy annuals. That the resolutions have a direct and vital bearing on education in our province, cannot be denied. In other countries the fundamental principles have been settled once for all and the authorities there have begun to take suitable action. A marked revolution has taken place in regard to educational outlook and methods; and there are no two opinions as regards the responsibility that the state should assume. Unfortunately the same old account is being repeated in our administration reports and the same old difficulties in the way of progress such as large size, poverty of the country, multiplicity of languages and ignorance of parents continue to find a place. The busy politician who may sometimes be a red rag to the bureaucrat is easily overpowered by the catalogue of difficulties and he often finds it convenient to indulge in exhortation. Never in the history of our education has there been any attempt either on the part of administrators or politicians to hold the nettle firmly and tackle the problem. This stagnation in the sphere of education leaves no room for anything more than adopting a policy of "carry on" in fat years as well as in lean years while other countries have been forging ahead. Is it not lamentable that we should still go on considering whether compulsory education is necessary or possible? Does the appalling illiteracy stir us up to adopt a programme of expansion? Take the case of grant-in-aid code and teaching grants under elementary education Act. Teacher-manager schools are freely condemned and the Government continue to proceed on the assumption that it is the duty of managers to consider the ways and means for the improvement of schools, elementary or secondary in our province. At the time when the aided policy of education was formulated, it was possible for managers to shoulder the responsibility. Much was not needed by way of equipment and accommodation and managers were able to run their institution more or less efficiently. Nowadays schools are rightly required to employ qualified teachers, and to provide for suitable and adequate accommodation, up-to-date and adequate equipment, and vast playing fields. Can anyone honestly hold that the needs of modern education can be met satisfactorily by the private managers whose resources are by no means ample? Can they always count upon the Government which on grounds of financial stringency deems it necessary to cut down grants? Should not the paragraphs of adverse criticism which find a

place in the inspection report open the eyes of the Government itself to the necessity for reconsidering its policy in respect of the managing agency? We strongly feel that the appointment of a small committee for the study of the managing agency is long overdue. The department is, and should be, aware of the serious discontent among teachers in non-government schools and their demand for placing them on the same footing as teachers in Government schools cannot be regarded as either improper or fantastic. We believe the Government is keen on settling once for all its general policy and we should appeal to the Government to get a committee constituted for the purpose of tackling the study of the managing agency so as to get the benefit of the experience of distinguished gentlemen like Sir P. S. Sivaswamy Iyer, Sri Chidambaram Chettiar, Sri Sivagnana Mudaliar, Rev. Foulger and Dewan Bahadur Ratnasabapathi Mudaliar. The problems that have to be solved are not merely administrative and they present a bewildering variety. They are far too big to be left to be tackled by the department which with its tradition for red tape, can have neither the time nor the frame of mind to keep abreast of the times and give suitable advice to the Government in regard to educational questions as they arise. Whatever decision the Government may choose to adopt finally in the case of any problem under consideration, it should have its ears open and be in a position to know the point of view of persons and bodies directly interested in educational problems. Hence the resolution for the constitution of a Board of Education is not to be treated in a light-hearted manner. The stifling influence of stagnation can be successfully counteracted only if the Government should have a machinery of this type reflecting the opinion of the public.

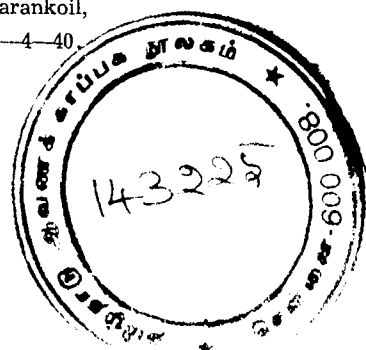
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The short biographical sketch of the author of each poem; analysis of each poem under appropriate headlines which not only helps the pupil to grasp the subject-matter of the poem better, but also teaches him the principles of paragraphing; the addition of explanatory notes, meanings of difficult words and expressions, and a set of helpful questions at the end of each selection—these are the most salient features of this book which we venture to hope will commend themselves to teachers and pupils alike.

OPINIONS

' . . . This anthology has its own merit. As it is meant for students, helps and hints which students need—biographical sketch of the authors of the various poems, analysis of each poem under appropriate head lines which should help the pupils both to grasp the subject-matter and to learn the principles of paragraphing, explanatory notes, meanings of difficult words and expressions and a set of helpful questions at the end of each poem are given'

—*Bombay Teachers Journal*

'The special features of the New Era Story Poems are the Notes at the end of every piece, the hints and suggestions regarding paragraphing and subject-matter and the Questions intended to elicit the contents of the piece.'

—*The Hindu*

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—*The Cochin Argus*

' . . . A faithful study of the poems with the aids given is sure to enable pupils to construe the poems rightly and give creditable answers in their English Second paper.'

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Secretary, S. I. T. U.

Statement of charges per adult and child member joining the Special train at different places.

Members from Stations	Joining the Special at	Total charges			
		Adult		Child	
		Rs.	As.	Rs.	As.
1. Madras Beach	Madras Beach	30	0	21	0
2. Chingleput	Chingleput	29	2	20	10
3. Villupuram	Villupuram	27	8	19	12
4. Cuddalore Jn.	Cuddalore Jn. }	27	8	19	12
5. Chidambaram	Chidambaram	27	2	19	8
6. Mayavaram	Mayavaram	26	14	19	6
7. Kumbakonam	Kumbakonam	25	10	18	8
8. Tanjore	Tanjore	25	4	18	6
9. Trichinopoly Jn.	Trichinopoly Jn.	24	10	18	0
10. Conjeevaram	Chingleput	22	10	16	8
11. Tiruvannamalai	Villupuram	29	12	20	14
12. Vellore (Cantt.)	Villupuram	28	10	20	6
13. Nagapatam	Tanjore Jn.	29	14	21	0
14. Tiruvarur	Tanjore Jn.	25	14	18	10
15. Vriddachalam	Trichinopoly Jn.	25	8	18	8
16. Mangalore	Manamadurai	25	4	18	2
17. Calicut	Manamadurai	29	4	19	12
18. Palghat	Manamadurai	25	14	18	2
19. Coimbatore	Manamadurai	23	4	16	12
20. Erode	Trichinopoly J.	23	4	16	12
21. Salem Town	do	25	12	18	6
		26	14	19	0

Members from Conjeevaram, Vellore Cantt. Tiruvannamalai, Nagapatam, Tiruvarur, Vriddachalam, Mangalore, Calicut, Palghat, Coimbatore, Erode and Salem Town should make their own arrangements for food during their journeys to join the special at the places notified above and from the special to their starting station on the return journey. The rates quoted provide for Catering only from the time they join the Excursion Special, but include the railway fares from the stations noted in column 2 and back to those stations.

N.B.—Last Date for Reservation in the Conference Special—5th May, 1940.
Last Date for Registration of delegates—5th May, 1940.



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THE SOUTH INDIA TEACHERS' UNION

NOTICE

A meeting of the General Body of the South India Teachers' Union will be held at Ambasamudram, Tirunelveli District, at 10 A.M., on Wednesday, 29th May 1940, to consider the following:—

AGENDA:—

1. Presentation of the Annual Report.
2. Adoption of the same.
3. The Why and How of the Re-organisation of the S.I.T. Union —A Discussion.
4. Election of Office-Bearers.
5. Election of the Members of the Vigilance Committee.
6. Resolved that the management of the Official Journals of the Union be transferred to the S.I.T.U. Co-operative Publishing House, when formed.
7. Amendments to the rules.
8. Any other urgent business with the permission of the President.

M. S. SABHESAN,

Secretary,

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

AMENDMENTS TO THE RULES

The following amendments to the Rules of the S.I.T.U. will be considered at the Annual General Body Meeting:—

A. Brought up by the Executive Board:—

(1) Memorandum 1 and 2. Re-arrange the sentences as follows:—

*Name, Jurisdiction and Office:—*The Union shall be called the South India Teachers' Union. Its jurisdiction shall extend over the Presidency of Madras including the Indian States within it. The Office of the Union shall be in the Presidency of Madras and its Headquarters shall be Madras.

(2) Rule 2:—In line 3 of 2(a) and line 3 of 2(b), insert the words "in the prescribed form" after the word "application."

(3) Rule 3.—Re-write 3(a) and (b) as follows:—"The annual affiliation fee or subscription, as the case may be, is payable in advance and it should be paid not later than the 30th September of the year for which it is due.

I. *The Affiliation Fee.*—It should be as under:—

(a) *District Teachers' Guild.*—An amount made up of:—

(i) a sum of two annas per member on the maximum strength in the previous official year of each of its affiliated association in a Secondary School or College subject to a minimum of Rs. 15 and a maximum of Rs. 50 ;

(ii) a sum of one rupee for each of its affiliated Elementary School Teachers' Associations ; and

(iii) a sum of two annas for each 'Individual' member of the Guild.

(b) *Teachers' Associations not attached to any school.*—An amount calculated at the rate of two annas per member on the maximum strength in the previous official year.

(c) *Teachers' Association in a School.*—An amount calculated at the rate of two annas per member on the maximum strength in the previous official year.

II. *Subscription.*—The annual subscription for individual members of the S.I.T.U., shall be as under:—

For a graduate teacher in a College or Secondary School.—One Rupee.

For a teacher in an Elementary School.—Two Annas.

For any other teacher.—Eight Annas.

For non-teachers (under Rule 2(b))—Two Rupees.

(4) In Rule 3(c) insert the words "be liable to" after "shall" in the line preceding the last line.

(5) In Rule 4.—Omit the second sentence.

(6) In Rule 5 in the first para, for "the Secretary of the Journal Committee" substitute "the Journal Secretary."

(b) Add at the end of the first para the following:—"The Office-Bearers of the Union, the members of the Executive Board and the members of the Working Committee shall hold office for one year or until their successors are elected."

(c) In the second line of third para, for the words after 'members' substitute "nominated by the President from among the members of the Executive Board."

(d) In the 4th para put a full stop after the 'union' in the second line and substitute the following for the words after 'Union'—"It shall deal with the teacher-tenure problem and carry on its work subject to the control of the Working Committee"

(7) In the para 'Powers of the Executive Board,'—(a) add after 'circulation' in line 8 the following:—"It shall have power to accept resignations. It shall also have power to take disciplinary action against the members of the Union whenever necessary."

(b) add at the end of the same para the following:—"A member of the Executive Board who fails to attend two consecutive meetings of the Board shall be deemed to have vacated his seat. It shall however be competent for the Board to reinstate the member if he be an ex-officio or co-opted member. But in the case of a guild representative the guild shall be called upon to elect its representative."

(8) Under "Powers of the Working Committee" insert the following as "iv" and re-number the rest: 'iv' to appoint a Journal Secretary."

(9) Insert the following as a new para after the "Powers of the Working Committee."

Duties and Powers of the President.—The President shall preside over the meetings of the General Body, the Executive Board and the Working Committee. He shall fix the programme of work for the year. He shall have the power to distribute work among the Office-bearers and among the members of the Executive Board and the Working Committee."

(10) Re-write the para on "Duties of the Secretary" as follows:—"Duties of the Secretary and the Joint Secretary". They should do such of the undermentioned duties as are specially assigned to them by the President. Their duties shall be (i) to call meetings of the Executive Board and the Working Committee; (ii) to arrange for the transaction of business in circulation and publish the decision; (iii) to record the proceedings of each meeting in books kept for the purpose; (iv) to carry on correspondence; (v) to be in charge of the properties and records of the Union; (vi) and be responsible for the management of the affairs of the Union subject to control of the President and the Executive Board.

(11) Rule 9 (A):—Add the following at the end of (d): "The Executive Board shall have power to choose the President of this Conference, to fix the date and place and to do all other things that may be necessary for the conduct of this Conference. The Provision in Rule (9) D relating to voting at the Conference shall be applicable to the Extraordinary Conference. Notice of an extraordinary Conference should be given at least a fortnight before the date fixed for the Extraordinary Conference."

(12) Rule 9 C (a):—Insert this as the first para: "The Office bearers of the Union and other members of the Executive Board shall be ex-officio delegates of the Conference."

(b) Make the present first para second and insert the following as the second sentence in it, the present second becoming the last. "Every association should send within the time prescribed by the Working Committee, the list of its delegates along with the delegation fee."

(c) Insert the following as the third para:—"Individual members of the Union or of a District Teachers' Guild may, on application to the Union or the concerned District Guild as the case may be, within the time prescribed by the Working Committee for the registration of delegates, be recognised as delegates on the payment of the delegation fee."

(d) The present second para be the last para under this section and the first sentence in it be re-written as follows:—"Members who have not been registered as delegates and persons who are in-eligible to be enrolled as delegates may be admitted to the Conference as visitors on the payment of such fees as may be fixed by the Reception Committee."

(13) 9 E:—In the line 2 top of page 9: (a) Insert "and" between "resolutions" and "to", put a full stop after 'agenda' in line 3, and substitute for "and to be" in line 3 the following, "It shall prepare"

(b) Add "and Balar Kalvi" after the "South Indian Teacher."

(14) Rule 11. Add "and Balar Kalvi" after the "South Indian Teacher."

N.B.—Any delegate who wishes to move an amendment to the amendments proposed above is requested to send a copy of his amendment to the Secretary of the S.I.T. Union not later than 15th May, 1940.

The Thirunelveli District Teachers Guild.

(15) In Rule 9 (A): (e) The Working Committee shall invite, at least six months in advance of the time of the Conference, each of the affiliated associations including the Executive bodies of the guilds affiliated, to forward to it with-in a period of one month from the date of issue of such invitations, a panel of six names for the presidency of the Conference. From among the names so suggested by the affiliated associations and guilds, the Working Committee shall select the first six in the order of votes secured and request the affiliated associations to vote for only one among the six and return the ballot papers within 15 days after the date of their issue.

(16) 9A (f) Notwithstanding anything to the contrary contained in these rules, every association affiliated to the Union directly or indirectly, shall have one vote and a District Teachers' Guild having only individuals as its members shall have five votes, in respect of the election of the President of the Conference. The Working Committee shall arrange for the scrutiny of the voting papers received within the time prescribed by it and declare the person getting the largest number of votes elected as the President of the Conference. The Working Committee shall so time the election that it will be in a position to make such a declaration at least three months in advance by the Conference.

The South India Pandits' Union.

(17) In page 2-4 Control and in page 4 Rule (5) *Office-bearers*: in the place of "a joint Secretary" read as 'three joint secretaries.' In page (5) under the head "Duties of the Secretary" add 'the Joint Secretaries will be in charge of four or five district guilds each.' In page 2-4 Control and in page 4 Rule (5) *Office-bearers* add "In the Executive Board there shall also be one representative from each of the provincial organisations of any section of Teachers."

Sri S. T. Ramanuja Iyengar, B.A. L.T., Trichinopoly.

(18) Rule (3) *Objects f.*

add 'and branches of the S. I. T. U. on a linguistic basis—
Tamilnad, Andhra, Kerala and Kanara.'

(20) Rule (4) *Control*. The Union shall be under the general control of an Executive Board consisting of a President, a Secretary, four Joint Secretaries representing each branch, a Treasurer, a Journal Secretary, and the S. I. T. U. Protection Fund Secretary and one representative for each of the districts in the Madras Presidency elected by the respective guilds.

The Secretary and the Treasurer alone shall be residents of Madras.

(21) Rule 5. Re-write with consequential alterations due to amendment of memorandum 4.

THE THIRTY-FIRST ANNUAL REPORT OF THE SOUTH INDIA TEACHERS' UNION.

(Registered under Act XXI of 1860)

The Executive Board of the South India Teachers' Union has great pleasure in presenting the Thirty-first Annual Report of the Union for the period 1st April 1939 to 31st March 1940.

Strength.—There were 18 District Teachers' Guilds at the beginning of the official year and there was no increase in their number during the year. The number of Teachers' Associations including the Provincial bodies directly affiliated to the Union is 23 against 22 in the previous year. The number of individual members of the Union was 68 against 47 in the previous year.

The Madras Provincial Physical Education Association and the South India Pandits' Union were granted temporary affiliation last year. The former has fulfilled the conditions stipulated by the Executive Board and it has been granted permanent affiliation. The temporary affiliation has been extended by one year in the case of the South India Pandits' Union and it is hoped that pandits will enroll themselves as members of the Pandits' Union in large numbers so as to enable their Union to secure permanent affiliation. An account of the strength of the S. I. T. Union together with the number of the several associations and guilds is given in Appendix A. The Board regrets it has not been possible to give a complete list of the names of members owing to the inability of some affiliated associations and guilds to furnish in time the information as required by the rules of the Union.

Office-bearers.—There was no change in the office-bearers of the Union during the year. The names of the office-bearers of the Union and the names of the members of the Executive Board, the Working Committee and the Vigilance Committee are shown in Appendix B.

The Executive Board.—This Board met six times during the period under review. Some of the meetings were held jointly with the Working Committee and this practice made it possible for the Union to understand the view-point of the guilds in regard to educational and professional questions brought up for consideration. The business transacted at the meetings is briefly stated below (the joint meetings are in asterisk):

Meeting.	Date.	Number present.	Business.
*1.	23 April 1939.	10	Consideration of the Annual Report.
*2.	7 May 1939.	16	Auditor's statement; Letter of Sri Aravamuda Iyengar on the registration of delegates; Replies from guilds re the amendments to the rules; guilds in arrears; urgent resolution on G.Os. 416, 417 and 418; subscription for elementary school teachers as individual members.
3.	9 July 1939	10	Co-optation of members. Constitution of the Working Committee. Education Week.
4.	4 November 1939.	12	Proposal of the Board of Management of the Protection Fund for Profession Fund Trust. Nomination for the Presidentship of the Provincial Educational Conference 1940; Reception to Dr. Montessori. Letter from Sri P. A. Subrahmanya Iyer suggesting the award of titles to some members of the Union.
5.	9 December 1939.	7	Conditions for permanent affiliation of Provincial Associations.
*6.	17 February 1940.	10	Problem of guilds in arrears; Situation in Malabar and resolutions on this question.

While attendance at the meetings of the Board may, on the whole, be regarded as fairly satisfactory in view of the expenditure involved, the Board appeals to District Teachers' Guilds to impress upon their representatives the importance of attending the meetings and to meet their travelling expenses.

The Working Committee.—Apart from the three meetings held jointly with the Executive Committee, the Working Committee met three times during the year. The following is the brief statement of the business done at the meetings of the Working Committee:

Meeting.	Date.	Number present.	Business.
1.	8 May 1939.	6	Action on the speech of the Hon. Mr. Varkey on the opening of the Conference.
2.	9 July 1939.	8	Appointment of the Journal Secretary.
3.	17 September 1939	9	G. O. on Teachers and elections. Amendments to the rules of the Union. Recommendations of the sub-committee of the Secondary Education Conference and discussion. A sub-committee for grant-in-aid Code.

Propaganda.—The Board is glad to report that the workers of the Union found it possible to accept the invitations received from several centres and take part in the proceedings of conferences and special meetings. The President of the Union made it a point in his tours in the various districts to meet teachers and did propaganda work on behalf of the Union and the Protection Fund. He toured the following districts:—Chingleput, Chittoor, Cuddapah, Madura, Ramnad, Coimbatore, Malabar, Tanjore; South Arcot, South Kanara and Trichinopoly. The Secretary, the Joint Secretary and some members of the Board were given opportunities to participate in the Educational Conferences organised by the District Teachers' Guilds and in addition they were able to attend meetings organised by teachers in elementary schools.

Provincial Educational Conference.—The thirtieth Provincial Educational Conference was held in Madras on the 8th, 9th and 10th May 1939. In the unavoidable absence of Mrs. Radhabai Subbarayan, the President-Elect, the Reception Committee was fortunate to secure for the Presidentship, Sri V. P. Audiseshiah, a veteran educationist, who has been actively associating himself with the North Arcot District Teachers' Guild. This Conference was opened by Sri C. J. Varkey, the then Minister for Education. The thanks of the Union are due to the Madras Teachers' Guild for the excellent arrangements it had made. The Board is glad to report that the Reception Committee arranged for printing beforehand the papers on current topics contributed by experts and had copies ready for distribution at the Conference. The Reception Committee reported that copies of the proceedings of the conference had been sent to the authorities and affiliated associations.

The thirty-first Provincial Educational Conference is to be held in May 1940 at Ambasamudram and Rao Bahadur Dr. A. Lakshmanaswamy Mudaliar has kindly consented to preside over the Conference. The Thirunelvely District Teachers' Guild has kindly undertaken the responsibility for the arrangements of this Conference.

The work of the Union.—(a) The resolutions of the 30th Provincial Educational Conference were communicated to the authorities and the attention of the Director of Public Instruction was specially invited to the more important among them, such as the resolutions on the Provident Fund, G.Os. 416, 417 and 418, and Contract (Appendix 28 of the Madras Educational Rules). The opinion of the Union has been placed before the Director and he has been requested to treat these questions as urgent. The view has also been expressed that the department should understand the point of view of teachers as expressed in the resolutions and give them its best consideration.

(b) The opinion of the Union in respect of G. O. on teachers and elections was communicated to the Government with a request that it should be pleased to receive a deputation in this connection. On the resignation of office by the Congress Ministry in whose regime the G.O. was issued, the Adviser in charge of the portfolio has been requested to re-examine the G.O. in the light of the opinion of the Union and to make necessary modifications. It is unfortunate that the Government should have been slow to move in this matter. There are a number of teachers who happen to be members of municipalities and the G.O. is nothing less than a denial of opportunities for public service. Any attempt to enforce the G.O. in the case of sitting members is very surprising especially in view of the assurance by the then Minister that the G.O. will not be made applicable to them.

(c) The President of the Union was appointed a member of the Secondary Education Conference on behalf of the Union. The proposals of the sub-committees were made known to the affiliated guilds whose opinions were of great help to the President of the Union at the time of discussion in the Secondary Education Conference. The final recommendations of the Conference are yet under the consideration of the Government.

(d) The Ninth Education Week was inaugurated on 30th October and the Central Education Week Committee constituted for this purpose consisted of representatives of the department and associations interested in the advancement of education. The central theme for the week was 'Our Schools and Modern Education'. An account of the celebrations had already appeared in the *South Indian Teacher* and *Balar Kalvi*. A number of elementary schools showed considerable enthusiasm this year and the leaflets for parents were through their kindness made available to parents. The Union is indebted to His Excellency the Governor and other distinguished patrons for their inspiring messages.

(e) The union suggested to the Madras Teachers' Guild that a reception might be given to Dr. Montessori and it also associated itself with that guild in the arrangement for reception and the course of lectures in December.

(f) One special activity which the Union deemed it necessary to undertake was in connection with the difficult and unfortunate situation that developed in Malabar. When it was known that the All-Malabar Aided Elementary School Teachers' Union would have recourse to some form of direct action, the S. I. T. Union took steps to study the position independently. An appeal was made to the Malabar Union to stop direct action and the department was also requested to enquire into the conditions in Malabar. The President and the Joint Secretary were good enough to visit the Malabar area and their fact-finding visits helped

the Executive Board to make the position of the Union clear to the Malabar Union and the Government. The opinion of S. I. T. Union has been communicated to the authorities. There will be a feeling of satisfaction that direct action has been abandoned by the Malabar Union. It is understood that the department has begun to restore the certificates and to instruct managers not to send away teachers on account of membership in the Union. Our Union had the co-operation of the members of the committee of public men appointed at Calicut in the presentation of the case of Malabar Teachers to the authorities.

The work of Guilds.—Early in the year the President called upon District Teachers' Guilds to give a brief report of the work done by them. A number of guilds seemed to have been active and they organised District Educational Conferences as usual. The Board appreciates the spirit behind the invitation which guilds extended to the workers of the Union as such visits promote professional solidarity and afford opportunities for exchange of ideas. The guilds also showed interest in the celebration of the Education Week. A few guilds attempted special lines of work outside the routine programme. Mention should be made of the Refresher Course for teachers in elementary schools organised by the Trichinopoly District Teachers' Guild with the co-operation of the Trichy Taluk Elementary Education Committee. The Madras Teachers' Guild took up the suggestion of the Union for a reception to Dr. Maria Montessori and also arranged for a course of three lectures. On the eve of her departure she was also kind enough to take part in a special conference arranged under the auspices of the Madras Teachers' Guild for the discussion of knotty points in the adoption of the Montessori method in the class room. It has also begun to study the proposal for a separate entrance examination. A perusal of the reports received from the District Teachers' Guilds shows that there is still great room for improvement. There is unlimited scope for work at the present time, especially when educational questions have to be considered in relation to local conditions. It is a matter for regret that Secretaries of certain guilds cannot help making a reference to the indifference of teachers or to the lack of co-operation. The financial position seems to be a matter of great concern in the case of some guilds. The Board is anxious that District Guilds and Affiliated Associations which form the main-stay of the Union should realise the need for cent per cent efficiency and co-operation. The Board suggests that the office-bearers of guilds and of the Union should meet together at Ambasamudram, take stock of the situation and adopt suitable measures so that the Union may play its part worthily.

All-India Educational Conference.—The 15th All-India Educational Conference held under the auspices of the All-India Federation of Edu-

educational Associations to which the Union is affiliated was held during Christmas in Lucknow. The names of the five representatives on the Council of the All India Federation are given in Appendix C. Sri N. Subrahmanya Iyer of P. S. High School, one of the members of the Council attended the Conference and was kind enough to give a short account of it for publication in our journal. Sri N. Kuppuswamy Iyengar took part in the deliberations of the Conference.

The Protection Fund.—In view of the New Insurance Act, a reorganisation of the Fund in certain respects became necessary and the Board is glad to report that the Board of Management of the Fund has succeeded in placing it on a sound footing, from legal as well as business point of view. The attention of members is invited to Appendix D containing a statement of the progress of the Fund. In connection with the reorganisation of the Fund, it was deemed desirable to take steps for the efficient administration of the Profession Fund. The Board of Management was advised by its technical experts that a Board of Trust might be constituted for the administration of the amount under the Profession Fund Account. The Secretary of the Fund was good enough to forward to the Union the draft proposal and this was acceptable to the Executive Board. The Protection Fund has been a strong but silent friend of the Union and the Board should congratulate the Board of Management on the good progress the Fund has been making.

Our Journals.—"The South Indian Teacher" and "Balar Kalvi," the official Journals of the Union continue to make slow but steady progress. Ever since Sri S. Natarajan resigned his place as Journal Secretary, Sri S. K. Yegnanarayanaier has been carrying on the work of the South Indian Teacher. Sri Bhuvaramurthy was good enough to be in charge of Balar Kalvi. No journal secretary was appointed and the thanks of the Union are due to Sri S. K. Yegnanarayana Iyer for his kindness in undertaking this strenuous work. The Board places on record its appreciation of the valuable services which Sri S. Natarajan has rendered to S.I.T. as Journal Secretary from its inception. The department was pleased to bring to the notice of school authorities the two official journals of the Union. Balar Kalvi is making its way and the Board is glad that through Balar Kalvi the Union is in a position to render some service to our countrymen in the Federated Malay States and Strait Settlements. Presidents of District Boards have been approached and they are willing to extend their support if teachers in schools under their control should express their desire to get copies. The Board realises that there is room for improvement of the journals in certain directions but any improvement involves expenditure and depends to a considerable extent upon the offer of financial help by teachers and schools. The Board acknow-

ledges with thanks the sum of rupees twenty-five which the Madras Teachers' Guild has been pleased to give this year also as a grant to the journals. The Board ventures to appeal to guilds and associations to undertake a "subscriber campaign" and see that every school gets a copy.

Finance.—The financial position of the Union is a more or less true reflection of the condition of teachers in the Province. Whatever may be the rule, the affiliation fee is slow to come and is in arrear in most cases. In the beginning of the year the new rules regarding the basis of calculation of the affiliation fee was brought to the notice of guilds. It is no pleasant task to take up at every meeting of the Board the non-payment of the affiliation fee. If the amount be paid in advance as required by the rules, the time of the office of the Union will not be taken up with reminders and unnecessary correspondence; and the Union can go ahead with its work in confidence. Appendix E contains the Auditor's statement of receipts and disbursements.

Conclusion.—The teaching profession is passing through critical times. While improvement in the conditions of service of teachers is not worth mentioning, the burden of the teacher, whether in an elementary school or in a high school is becoming heavier. A satisfactory solution of the bread and butter question together with professional efficiency is possible only when the South India Teachers' Union becomes strong and efficient. A feeling prevails among workers of the Union that associations are not what they ought to be. Readiness to comply with the rules, regularity in payment of affiliation fee, quickness of response, willingness to co-operate and act as one man with one mind, general alertness, etc. are the essential characteristics invariably associated with an organisation working on a voluntary basis and setting before itself a difficult but noble task. An organisation will cease to be healthy and its out-turn of work will be poor if these essential characteristics should tend to disappear one after another. Defects in the Union organisation are pointed out by some and attempts are made again and again to minimise them by suitable amendments to the rules. A thorough overhauling of the organisation of the Union so as to make it an effective instrument is considered necessary by some and this is pressed upon the attention of the Board from time to time. The Board hopes that the general body will take a long view of things, realise the danger of mere drift and come to grips with problems confronting the teaching profession.

APPENDIX A.

No.	Name of the Guild.	Number of Associations.
1.	The Anantapur District Teachers' Guild	7
2.	The Chingleput District Teachers' Guild	5
3.	The Chittoor District Teachers' Guild	22
4.	The Coimbatore District Teachers' Guild	23
5.	The Guntur District Teachers' Guild	4
6.	The Kurnool District Teachers' Guild	11
7.	The Madras Teachers' Guild	..
8.	The Madura District Teachers' Guild	10
9.	The Malabar District Teachers' Guild	16
10.	The North Arcot District Teachers' Guild	21
11.	The Ramnad District Teachers' Guild	20
12.	The Salem District Teachers' Guild	14
13.	The South Arcot District Teachers' Guild	12
14.	The South Kanara District Teachers' Guild	14
15.	The Tanjore District Teachers' Guild	20
16.	The Tinnevely District Teachers' Guild	25
17.	The Trichinopoly District Teachers' Guild	10
18.	The West Godavari District Teachers' Guild	15

Note.—The Madras Teachers' Guild has no association affiliated to it.

ASSOCIATIONS DIRECTLY AFFILIATED TO THE UNION

- Teachers' Association, Hindu Theological High School, Sowcarpet, Madras.
- Teachers' Association, Board High School, Kandukur, Nellore District.
- Teachers' Association, Board High School, Yellamanchalli, Vizag.
- Teachers' Association, Wardlaw High School, Bellary.
- Teachers' Association, Municipal High School, Bellary.
- Teachers' Association, Board Middle School, Hadgalli.
- Teachers' Association, Board Middle School, Kampali, Bellary District.
- Teachers' Association, Board High School, Amalapuram, E. Godavari.
- Teachers' Association, V. R. College High School, Nellore.
- Teachers' Association, Board High School, Gudur.
- Teachers' Association, Board High School, Duggirala.
- Teachers' Association, Board High School, Kavali.
- Teachers' Association, Board High School, Bapatla.
- Teachers' Association, Board High School, Pulivendla.
- Teachers' Association, Municipal High School, Bhimlipatam.
- Teachers' Association, Taluk High School, Tenali, Guntur District.
- Teachers' Association, R. K. Middle School, Allur, Nellore District.
- Teachers' Association, Board Middle School, Allur, Bellary District.
- Teachers' Association, Board Middle School, Udayagiri.
- Teachers' Association, P. R. College, Cocanada.
- South India Pandit's Union, Kadayannallur, Tinnevely District.
- Madras Provincial Physical Education Association, Saidapet, Madras.
- Teachers' Association, Board Middle School, Atmakur, Nellore District.

APPENDIX B

THE SOUTH INDIA TEACHERS' UNION

(a) Office-Bearers for the Year 1939-40

- President.*—Prof. S. K. Yegnanarayanaier, M.A., 'Kumari', Mowbray's Road, Mylapore, Madras.
- Secretary.*—Sri M. S. Sabhesan, M.A., Christian College, Tambaram.
- Joint Secretary.*—Sri S. T. Ramanuja Iyengar, B.A., L.T., E. R. High School, Teppukulam, Trichinopoly.
- Treasurer.*—Sri V. Bhuvarahamurthi Rao, M.A., P. S. High School, Mylapore, Madras.
- Journal Secretary.*—Vacant.
- S.I.T.U. Protection Fund Secretary.*—Sri V. Srinivasan, B.A., L.T., Hindu High School, Triplicane, Madras.

(b) Working Committee

- 6. *Ex-officio Members.*
- Sri S. Ramachandra Iyer.—Professor of Mathematics, St. Aloysius College, Mangalore, South Kanara Dt.
- Sri K. S. Chengalroya Iyer.—Board High School, Krishnagiri, Salem Dist.
- Sri N. Kalyanarama Iyer.—Sir P. S. S. High School, Tirukattupalli Tanjore Dist.
- Mr. G. J. John Devadasan.—St. John's College, Palamcottah, Tinnevely Dist.
- Sri H. Sundara Rao.—Theosophical College, Madanapalle, Chittoor Dist.

(c) Executive Board

- 6. *Ex-officio Members.*
- Anantapur.*—Sri S. Vaideeswara Iyer, B.A., L.T., Headmaster, Municipal High School, Tadpatri, Anantapur Dt.
- Chingleput.*—Sri V. V. Doraiswamy Iyer, B.A., L.T., Pachappa's High School, Conjeevaram.
- Chittoor.*—Sri N. Sundara Rao, M.A., Theosophical College, Madanapalle.
- Coimbatore.*—Sri S. K. Subbaraman, B.A., L.T., Municipal High School, R. S. Puram, Coimbatore.
- Guntur.*—Sri M. S. Narasimhayya Chetti, B.A., L.T., Union High School, Sattenapalli, Guntur Dist.
- Kurnool.*—Sri G. Shiva Rao, Municipal High School, Kurnool.
- Madras.*—Sri S. Natarajan, B.A., L.T., St. Gabriel's High School, Broadway, Madras.
- Madura.*—Sri M. R. Rangaswamy Iyengar, V. M. Board High School, Periyaculam.
- Malabar.*—Sri K. S. Sivarama Iyer, M.A., L.T., Native High School, Palghat.
- North Arcot.*—Sri M. S. Kotiswaran, B.A., L.T., S. M. D. High School, Vellore.
- Ramnad.*—Sri N. S. Venkatarama Iyer, S. M. High School, Karaikudi.
- Salem.*—Sri K. S. Chengalroya Iyer, Board High School, Krishnagiri.
- South Arcot.*—Sri V. Jayarama Iyer, Municipal High School, Villupuram.
- South Kanara.*—Sri S. Ramachandra Iyer, St. Aloysius College, Mangalore.
- Tanjore.*—Sri N. Kalyanarama Iyer, B.A., L.T., Sir P. S. S. High School, Tirukattupalli.

22. *Tinnevely.*—Mr. G. J. John Devadossan, M.A., St. John's College, Palamcottah.
23. *Trichinopoly.*—Mr. A. T. Antoniswamy, St. Joseph's High School, Trichinopoly till 30th March and S. T. Ramanuja Aiyangar after 30th March.
24. *West Godavari.*—Mr. M. Samuel, B.A., L.T., U. L. C. M. High School, Bhimavaram.
25. *Bellary.*—Rev. E. D. Martin, Wardlaw High School, Bellary.
26. *Cuddapah.*—Mr. C. Ellisha, B.A., L.T., L. M. Training School, Cuddapah.
27. *Godavari East.*—Sri Satchidanandam, M.A., P. R. College, Cocanada.
28. *Nellore.*—Sri M. Seshacharu, R. K. Middle School, Allur, Nellore Dt.
29. *Krishna.*—Sri P. V. Gangaraju, B.A., L.T., B. R. High School, Chellapalli.
30. *Vizagapatam.*—Sri A. Suryanarayanamurti Pantulu, M.A., L.T., Municipal High School, Anakapalli.

(d) *Vigilance Committee*

1. Sri S. T. Ramanuja Iyengar, B.A., L.T.
2. Sri A. Sundaresan, B.A., L.T.
3. Sri K. S. SivaRama Iyer, M.A., L.T.
4. Sri M. S. Kotiswaran.
5. Sri S. Srinivasan.

APPENDIX C

UNION REPRESENTATIVES ON THE COUNCIL OF THE A.I.F.E.A.

1. Sri M. S. Sabhesan, M.A.
2. Sri S. Natarajan, B.A., L.T.
3. Sri V. Bhuvaraha Murti, M.A.
4. Sri E. N. Subramaniam.
5. Sri N. Subramaniam.

APPENDIX D

THE S. I. T. U. PROTECTION FUND

The Fund is now working as a mutual insurance concern, and is registered under the Insurance Act (No. 167, dated 16-1-40). As a preliminary to this step, it was incorporated on 6-11-1939 as a company under part VIII of the Indian Companies Act. The number of members as on 31st March was 1,160 and the number of units 2,070. The assets of the Fund on that date amounted to Rs. 1,70,000, the amount to the credit of the Benefit Fund was Rs. 1,56,000 and Reserve Fund Rs. 14,000. Rs. 30,500 have been disbursed as loans to members.

The Fund at its extraordinary General Body meeting held on 5-11-39 resolved to transfer at the end of every year the amount at the credit of the Profession Fund to a Trust consisting of the Board of Management of the Fund and the Working Committee of the S. I. T. U.

THE S. I. T. U. PROTECTION FUND

Notice to Members

Notice is hereby given that the Twelfth Annual Ordinary General Meeting of the Fund will be held in the Thirthapathi High School, Ambasamudram (Tinnevely Dt.) on Tuesday the 28th May, 1940 at 2 p.m. to transact the following business:—

1. To receive, consider and adopt the Directors' Report and the audited statement of accounts of the Fund for the year ended 31st December 1939.

2. To elect Office-bearers.

3. To elect Auditor or Auditors for the year 1940 and to fix his or their remuneration.*

The retiring Auditor Sri. V. Soundararajan, B.A., G.D.A., R.A. is eligible for re-election.

4. To consider the following amendments to Rules brought up by the Directors.

RULE 6 ADMISSION: Add after the first sentence 'In the case of a lady member an additional sum of one rupee per year towards call money irrespective of the number of units shall be collected.'

RULE 12: For the heading 'Assignment of Benefit,' read 'Nomination.'

RULE 12 (a) Delete the last sentence.

RULE 12 (b) For 'assign the amount of benefit to' read 'nominate.'

RULE 12: (c) For 'assign the amount of benefit to,' read 'nominate.'

RULE 14 (b) For 'not later than the 15th of January of the year' substitute 'not later than the 15th of the calendar month in which the member was admitted.'

All members are requested to attend the Meeting

520, High Road
Triplicane, Madras
23rd March 1940.

(By Order of the Board)
V. SRINIVASAN
Honorary Secretary

Extract from Section 144 (6) of the Companies Act.

"A person, other than a retiring auditor, shall not be capable of being appointed auditor at an annual general meeting unless notice of an intention to nominate that person to the office of auditor has been given by a member of the Company to the Company not less than fourteen days before such annual general meeting."

Copy of communication dated 24-3-1940 received from the Commissioner, Kodaikanal Municipality.

Sub: Approving of your Insurance Company by the Municipality.

Ref:—Your letter dated 30th January 1940.

"The Municipal Council in its Resolution No. 374 dated 14th March 1940 has resolved to permit its teachers to insure in the S.I.T.U. Protection Fund."

Twelfth Annual Report

The Board of Management and the Directors of the Fund have great pleasure in presenting the following Annual Report for the year ending 31st December, 1939.

Strength: The number of members on the Register on 1st January, 1939 was 999. 19 Members were in arrears for over three months and their were removed. Out of this number two members availed themselves of the provision in the Rules for re-admission, making the net revivals 17. There were ten deaths and six withdrawals during the year. 120 admissions were made during the year and the strength at the close of the year stood at 1086 of whom

105 members contribute 4 Units each

78 members contribute 3 Units each

362 members contribute 2 Units each

541 members contribute 1 Unit each

and the total number of units in force was 1919.

Fifteen members have increased the number of units.

The average age of new admissions during the year was 30.5.

Annual Meeting: The Eleventh Annual Meeting of the General Body of the Fund was held at Madras on the 9th May, 1939 to consider the Annual Report and elect office-bearers.

Extra-ordinary General Meeting: An Extra-ordinary General Meeting was held on 5-11-1939, when it was unanimously resolved to get the Fund registered under the Indian Companies Act (as an unlimited Company under Part VIII) and under the Insurance Act. The necessary amendments to rules to conform to the two Acts were also passed. It was also resolved to transfer at the end of every year the amount at the credit of the Profession Fund to a Trust consisting of the Board of Management of the Fund and the Working Committee of the South India Teachers' Union.

Board Meetings:—The Board of Management met six times in the year, on 26-2-30, 7 5-38, 10-5-39, 23-9-39, 30-9-39 and 4-11-39, besides considering many items of business in circulation.

Award of Benefits:—It was with deep regret that the Board learnt of the death of the following ten members. Their nominees were paid the amounts noted against their names:—

Reg. No.	Units.	Name,	Age at Death.	Call Amt. paid by Member.	Benefit amount paid to nominee	Date of receipt of claim papers.	Date of payment.
				Rs.	Rs.		
1.	9 3	Sri K. Natesa Iyer, Ammapet	... 49	399	948-12-0	28- 1-39	31- 1-39
2.	263 1	„ Bhuvaneswara Pani-grahi, Dharakota	... 53	121	311- 4-0	8- 2-39	13- 2-39
3.	1248 1	„ Md. Abdul Wahab, Madras	... 34	39	269-14-0	17- 2-39	23- 2-39
4.	448 3	„ S. Kuppuswami Iyer, Anantapur	... 46	321	903-12-0	22- 2-39	23- 2-39
5.	840 1	„ S. Devadas Pillai, Shiyali	... 34	72	291- 4-0	12- 6-39	21- 6-39
6.	486 1	„ T. Venkatarama Iyer, Udumalpet	... 39	109	306- 4-0	25- 8-39	28- 8-39
7.	943 1	„ T. S. Subramanya Iyer, Madras	... 40	86	296- 4-0	28- 9-39	30- 9-39
8.	212 1	„ M. P. Sitarama Iyer Tirunalveli	... 53	133	316- 4-0	20-10-39	17-11-39
9.	603 2	„ N. Natesa Iyer, Villupuram	... 47	208	602- 8-0	28-11-39	29-11-39
10.	235 1	„ S. Jayarama, Iyer, Trichinopoly	... 44	133	316- 4-0	27-11-39	1-12-39

Distribution of Assets:—Our total assets are invested as follows:—

	(about)
Government (British India) Loans and Securities	.. 22 %
Madras Land Mortgage Bank Debentures	.. 3 %
Loans to Members (including Directors) on policies	.. 17.5%
Government (Mysore and Travancore) Loans	.. 10 %
Fixed and Recurring Deposits in Banks	.. 29.5%
House Property	.. 8 %
Shares of Joint Stock Companies	.. 5 %
Current and Savings Bank Accounts in Banks, etc.	.. 5 %

General:—New members were not admitted to the Fund after 30th September, 1939, as the Superintendent of Insurance intimated to us on 14-9-1939 that the Fund was doing Life Insurance business and that, to continue its activities, it should get registered under the Insurance Act before 30-9-1939. The Board resolved to recommend to the General Body to register the Fund under Part IV of the Insurance Act as a Mutual Insurance Company, and as a preliminary to it to get the Fund incorporated as an unlimited company under Part VIII of the Indian Companies Act. At the Extra-ordinary General Meeting held on 5-11-1939 the Board's recommendations were accepted unanimously by the General Body. The Fund was incorporated as a Company on 6-11-1939. Immediately, Government of India Securities of the face value of Rs. 33,000 (Market value Rs. 28,640) were sent to the Reserve Bank, Calcutta, as security, and an appli-

cation was sent to the Superintendent of Insurance to register the Fund as an Insurance Company. The Certificate of Registration was received on 16-1-1940.

It is hoped that this step, besides giving greater facilities and security to members, would induce more teachers to take advantage of the benefit the Fund offers them.

Provident Fund for Employees was instituted from 1-1-1939.

The Board offers its thanks to the members of the Fund for their hearty co-operation with the Board in its efforts to re-organise the Fund.

The continued progress of the Fund during the year is due to the propaganda work done on its behalf by the members of the Fund, the hearty co-operation with the Board of the honorary representatives in different centres, the efficient service of the office staff and the help rendered by the Actuary and the Legal Adviser.

520, High Road,

4th March, 1940.

(By Order of the Board)

V. SRINIVASAN,
Honorary Secretary

Educational Exhibition—Bulletin No. 2.

The Exhibition organised in connection with the ensuing Provincial Educational Conference at Ambasamudram will be run on the 27th 28th and 29th of May, 1940.

Exhibits will be received between the 5th and the 22nd of May.

The S. I. R. and the M. S. M. R. have allowed the usual concessions in the railway fare for articles sent to the Exhibition. Those desiring to avail themselves of the concessions must apply to the Exhibition Secretary for the necessary forms.

All Exhibits must be accompanied by a full description of the articles sent in prescribed forms to be had of the Secretary on application. Exhibits must be sent *freight fully paid* to the Joint Secretary, Provincial Educational Exhibition, Ambasamudram.

Exhibitors must make their own arrangements to have the Exhibits removed from the stalls before 1st June, 1940.

Applications for all forms connected with the Exhibition are to be addressed to the Joint Secretary, Provincial Educational Exhibition, Srivaikuntam.

THE XXXI PROVINCIAL EDUCATIONAL CONFERENCE AMBASAMUDRAM

27-5-40 To 29-5-40.

The Thirty-first Provincial Educational Conference will be held in the premises of the Tirthapati High School, Ambasamudram on the 27th, 28th and 29th of May under the presidency of M.R.Ry. Rao Bahadur Dr. A. Lakshmanaswami Mudaliar Avl., M.D., F.R.C.O.C., Principal, Medical College, Madras. The Conference will begin at 9-15 a.m. on the 27th. The detailed programme for the Conference is given on another page. The Educational exhibition will be held in the main building of the Tirthapati High School, and will be opened at 11-30 a.m. on the 15th.

Auxiliary Conferences. The Tenth Madras Geographical Conference will be held along with the Provincial Educational Conference, under the Presidency of M.R.Ry. T. S. Sundaram Iyer, Avl., B.A. The Conference will begin at 3-30 p.m. on Sunday, the 26th May. The Madras Presidency Pandits' Conference will also be held on the above days.

Refresher Courses: The Refresher Course organised by the Reception Committee for the benefit of teachers of Elementary Schools will be held from the 15th May to the 26th both days inclusive. 110 teachers have so far registered their names for the Course. The Director of Public Instruction has been requested to inaugurate the Refresher Course.

The Refresher Course in Geography organised by the Madras Geographical Association will begin on the 13th May and last for two weeks.

CONFERENCE GUIDE BOOK

The Reception Committee has decided to bring out a Guide book at the time of the Educational Conference. The Guide Book will contain chapters on the Geography and History of the district, places of interest in the district, educational progress, the South India Teachers' Union, the South India Teachers' Protection Fund etc.

Excursions: Under the joint auspices of the Provincial Conference and the Geographical Conference, excursions will be arranged to the following places:—

Papanasam-Hydro-Electric Scheme and dam site, Bana Teertham, Courtallum, Cape Comorin, Punalur, Srivaikuntam and Trichendur. Full particulars of the Excursions and the charges for the same can be had from the Excursion Secretary, Provincial Educational Conference.

Boarding and Lodging arrangements:—A strong Reception Committee has been formed with Mr. Roche Victoria, M.L.A., Chairman of the Tuticorin Municipal Council as President and Mr. A. Srinivasa Raghavan as General Secretary. 550 teachers have so far enrolled themselves as members of the Reception Committee. The delegates will be housed in the rooms of the Government Hostel attached to the Tirthapati High School, the Hindu Elementary School and the C.M.S. School. A

few huts are also being erected in the school compound for the accommodation of delegates—Special accommodation has been arranged for lady delegates.

Vegetarian food will be provided to the delegates at the following rates:—

Rs. 2-12-0 for the whole session (2 tiffins and 2 meals a day),

or

Re. 1-0-0 each for the 27th and 29th and Re. 1-2-0 for the 28th.

The Conference is to be held in a small town chosen for its beautiful location near the Papanasam hills and for the facility its situation provides for making all the delegates live as one large family during the days of the Conference. It is hoped that all the delegates to the Conference will have their boarding and lodging in the school compound. Delegates except those coming from the Tenkasi side are requested to alight at Kallidaikurichi Railway station. Volunteers will receive the delegates for all trains and buses have been arranged to take the delegates from the station to the school. Delegates are requested to give information about the date of their arrival to the General Secretary, Provincial Educational Conference, Ambasamudram. Particulars regarding lodging and boarding can be had from the Secretary (Hospitality Section).

Roche Victoria, M.L.A.,
Chairman of the Reception Committee.

A. Srinivasa Raghavan,
General Secretary.

E. H. Parameswaran,
President of the Guild.

V. Venkatakrishnan,
Guild Secretary.

List of Delegates registered as on 20-4-1940

I List

London Mission High School, Gooty

1. Sri C. Ranganatha Iyengar, M.A., L.T.

S.M.D. High School, Vellore

2. Sri. S. Srinivasa Iyer.

South Arcot District Teachers' Guild,
Annamalai University

3. Rao Sahib Sri C. S. Srinivasa-chariar (President)

R. C. T. High School, Chidambaram

4. Sri S. R. Balasubrahmanyam.
5. Sri K. Subburatnam Iyer, M.A., L.T.
6. Sri C. S. Ranganatha Iyengar, B.A., L.T.
7. Sri V. Subburama Iyer.

8. Sri. D. Ramakrishna Iyer.
9. Sri. C. S. Narayanaswami Iyer
10. Sri. C. Tirunavukkarasu Pillay.
11. Sri G. Ramachandra Pillai, B.A., L.T.

12. Sri. N. Vaidyanatha Iyer.
13. Sri. S. Guruswami Iyer.

Municipal High School, Villupuram

14. Sri. A. Nagaraja Iyer, B.A. L.T.
15. Sri. K. Narayanaswamy Iyer.
16. Sri. C. S. Masilamani Mudaliar.
17. Sri. V. Jayarama Iyer.

Pachiappa's High School, Chidambaram

18. 19. 20. Three delegates.

B.Z. School, Chittoor

21. Sri. S. T. Ramaswami Iyer.
22. Sri. A. V. Narasimhaiya.

Board High School Chittoor
23. Sri P. L. Ramanatha Rao.

Municipal Elementary School,
Tirupathi

24. Sri. N. Srinivasachari.

Municipal High School,
Coimbatore

25. Sri V. Govindachariar, Head-master.
26. Sri. K. R. Sadasivam.
27. Sri. E. V. Singaravelu.
28. Sri. Y. Srinivasa Iyer.
29. Sri. R. Armugham.
30. Sri. N. Kavetti Naidu.
31. Sri. S. P. Kailasam Iyer.

Municipal Middle School, R. S. Puram,
Coimbatore

32. Sri. S. K. Subbarama Iyer.

Sarvajana High School, Peelamedu

33. Sri S. Venkatarama Iyer, B.A., L.T.

South Kanara District Teachers' Guild
(Mangalore Teachers' Association)

34. Sri. S. Ramachandra Iyer.
35. Sri. M. S. Ekambara Rao.

Municipal High School, Kurnool

36. K. N. Pasupathi, B.A., L.T.
37. Sri. K. Subrahmanya Rao.

Madras Teachers Guild

38. Mr. A. N. Schwartz.
39. Sri. S. Natarajan.
40. Sri. M. S. Sabhesan.
41. Sri. V. Rangaswamy.
42. Sri. R. Mahadevan.
43. Sri. V. K. Sourirajan.
44. Sri. D. Thambuswami.
45. Sri. N. Subrahmanyam.
46. Sri. K. S. Aiyaswami Iyer.
47. Sri. V. Srinivasan.
48. Sri. S. Swaminathan.
49. Sri. P. S. Vaidyanathaswami.

50. Sri. P. V. Ramaswami.
51. Sri. A. K. Sitaraman.
52. Sri. C. S. Rajagopalan.
53. Sri. V. Bhuvaramurthi Rao.
54. Sri N. Subrahmanya Iyer, M.A., L.T., F.R.G.S.
55. Sri. V. A. Ramachandran.
56. Sri. T. A. Balasundaram.
57. Sri K. S. S. Thathachariar.
58. Sri N. Ganapathy Iyer.
59. Sri T. P. Srinivasavaradan.
60. Sri S. Madhava Rao.
61. Sri S. K. Yegnanarayana Iyer.
62. Sri V. Thyagarajan.
63. Sri E. Bhashyakacharulu.
64. Sri V. Narayanaswamy Iyer.
65. Sri R. Ramakrishnan.
66. Sri A. Subrahmanya Iyer.
67. Sri T. A. Rama Iyer.
68. Sri N. Ramachandran.
69. Sri M. Kanaran.
70. Sri S. J. Devasahayam.

V. M. Board High School, Periyakulam

71. Sri M. R. Rangaswamy Iyengar, M.A., L.T., (Headmaster).
72. Sri E. S. Ramaswamy Iyengar.
73. Sri N. Sitarama Iyer, M.A., L.T.
74. Sri K. R. Suryanarayana Iyer.
75. Sri P. Ayyaswamy Mudaliar.
76. Sri Y. Nagabhushanam Iyer.

Board High School, Melur.

77. Sri P. S. Easwaramurthi Pillai.
78. Sri V. Ramasubba Iyer.

U. C. High School, Madura.

79. Sri V. Aravamuda Iyengar.
80. Sri C. R. Devasahayam.
81. Sri K. S. Swaminathan.
82. Sri C. C. P. Arumainayagam.
83. Mr. Rajiah S. Peter.
84. Sri V. Periyakaruppan.
85. Mr. J. T. James.

St. Mary's High School, Madura.

86. Sri S. Swaminathan, M.A., L.T.
87. Sri K. Ramaswamy Iyer, B.A., L.T.
88. Sri M. S. Subba Rao, B.A., L.T.
89. Sri P. R. Jeevarathnam.

Sethupathi High School, Madura.

90. K. Srinivasa Iyengar.
91. Sri K. R. Chandrasekhara Iyer.
92. Sri S. Subrahmaya Iyer.
93. Sri S. Subrahmanya Iyer.
94. Sri P. R. Naganatha Iyer.
95. Sri K. S. Krishna Iyer.
96. Sri Pandit T. Ramanuja Iyengar.

A. R. High School, Madura.

97. Sri K. Suryanarayana Iyer, B.A., L.T.
98. Sri R. Thirunarayana Iyengar, B.A., L.T.
99. Sri V. S. Subrahmanya Siva, B.A., L.T.
100. Sri S. Ganapathy Iyer.
101. Sri M. S. Venkatasubbier, B.A.
102. Sri P. V. Ramaswamy Iyengar.

Sri Meenakshi Vidyasala, Madura.

103. Sri T. D. Chellappasesha Iyer.
- Individual member*
104. Sri N. Ramaswamy Iyer. (High School, Pasumalai).
105. Rev. G. P. James. B.A., L.T., B.D.
106. Sri M. Somasundaram, B.A., L.T.
107. Sri J. D. Chelliah, B.A., L.T.
108. Mr. D. Stephen, B.A., L.T.
109. Mr. B. H. Soyza.
110. Sri P. Devadosan.
111. Sri N. R. S. Sarma.
112. Sri S. Vedanayagam.

R. K. Middle School, Allur (Nellore Dist.)

113. Sri M. Narasimbachari.
114. Sri M. Seshachari.

Board High School, Kamuthi

115. Sri V. Sankara Iyer.
116. Sri P. Kumaraswami Raju.
117. Sri K. Harihara Iyer.

N. M. B. M. School, Tirupattur (Ramnad Dist.)

119. Sri K. V. Hariharan.

A. C. High School, Pallathur.

119. Sri G. A. Ramachandra Sastrigal.
120. Sri N. Srinivasachariar.

S. B. K. High School, Aruppukottai.

121. Sri A. S. Rajamanickam, M.A., L.T.
122. Mr. C. A. Henry, B.A., L.T.
123. Sri C. Subrahmanya Mudaliar, M.A., L.T.
124. Sri T. Ponnuswamy Iyengar, B.A., L.T.
125. Mr. P. J. Ebenezer, B.A., L.T.
126. Mr. M. Periakaruppan.

Raja's High School, Sivaganga.

127. Sri R. Narayanan Servai, M.A., L.T.
128. Sri S. Viraswami Iyer, B.A., L.T.
129. Sri P. Somasundaram Iyer, B.A., L.T.
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205, 206, and 207. Three delegates.

E. R. High School, Trichy

208 to 213. Six delegates.

Boys' High School, Nazareth

214. Mr. D. James Gnanamuthu.
 215. " C. Sam Mathuram.
 216. " G. P. William.
 217. " T. M. Cheriyan.
 218. " G. George.
 219. " K. G. Vethanayagam.
 220. " M. Abraham.
 221. " T. Vedanayagam Samuel.
 222. " S. Koilpillai.

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 233. " P. R. Paramasiva Mudaliar.

Pope Memorial High School, Sawyerpuram

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 235. " G. I. Manickavasagam.
 236. " Sugirtharaj Joseph.
 237. " Edward A. Samuel.
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 239. " D. Devapitchai.
 240. " D. H. Thomas.
 241. " D. N. Rajanayagam.
 242. " H. T. Solomon.
 243. " A. Gnanakkan Albert.
 244. " D. N. Durairaj.
 245. " D. S. B. Williams.
 246. " R. S. Ponnusami.
 247. " P. Samuel.
 248. " D. Manuel.

Gomathi Edward Board High School, Sankarankoil

249. Sri. A. P. Sivaprasad.
 250. " S. Sankaravinayagam Pillai.

THE THIRTY-FIRST PROVINCIAL EDUCATIONAL CONFERENCE

AMBASAMUDRAM—PROGRAMME

26th May 1940:—(Sunday)

3-30 p.m. to 6 p.m.
 4-00 p.m.

Geographical Conference—Opening Session.
 Joint meeting of the Executive Board and Working Committee of the South India Teachers Union.

27th May 1940:—(Monday)

9-15 a.m. to 12-00 Noon

Conference—Opening Session.

1. Prayer.
2. Address by the Chairman of the Reception Committee.
3. Opening of the Conference.
4. Presidential Address.
5. Formation of the Subjects Committee.
6. Opening of the Exhibition.

Pandits' Conference—Opening Session.

Second Session of the Geographical Conference.

Subjects Committee.

Demonstration of Physical Culture Activities.

Entertainment.

Subjects Committee (continued).

2-00 p.m.

3-00 p.m.

6-00 p.m. to 7-00 p.m.

9-00 p.m.

28th May 1940:—(Tuesday)

8-00 a.m. to 9-00 a.m.

Second Session of the Conference:—Papers.
 "Travel and Education."

9-00 a.m. to 10-00 a.m.

Discussion:—National scheme of education outlined by the All-India Federation of Teachers.

10-00 a.m. to 12-00 Noon

Symposium:—Elementary Education Problems.

2-30 p.m. to 3-00 p.m.

S.I.T.U. Protection Fund General Body Meeting.

3-00 p.m. to 4-00 p.m.

Second Session of the Pandits' Conference.

4-45 p.m. to 6-30 p.m.

Third Session of the Geographical Conference.

Third Session of the Conference:—

Public addresses, papers, Resolutions.

Demonstrations of Physical Activities and Scout Activities.

Entertainment.

S.I.T.U. Workers Meeting.

6-45 p.m.

9-00 p.m.

29th May 1940:—(Wednesday)

8-00 a.m. to 10-00 a.m.

Fourth Session of the Conference:—

Resolutions and Papers.

10-00 a.m. to 12-00 Noon

S.I.T.U. General Body Meeting.

2-00 p.m. to 3-00 p.m.

Concluding Session of the Pandits' Conference.

3-00 p.m. to 4-00 p.m.

Concluding Session of the Geographical Conference.

5-30 p.m.

Concluding Session of the Conference:—
 Resolutions.

Concluding Session of the Conference:—

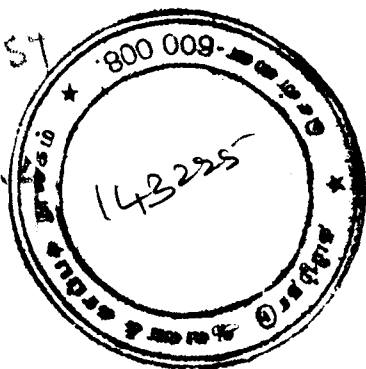
President's concluding address.

Vote of thanks.

9-00 p.m.

Entertainment.

A. SRINIVASARAGHAVAN,
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