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JULY, 1940

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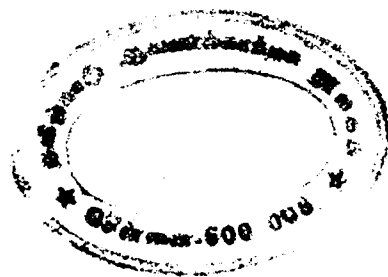
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THE SOUTH INDIAN TEACHER

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CHILD TRAINING IN INDIA*

By

DR. R. H. GRACEFIELD, H.S.L., F.R.D.L. (U.S.A.),
(Late British Educational Service)

Outstanding among the topics of national reconstruction is that of child education. In spite of undoubted progress made by the Department of Public Instruction in India, there are a large number of spoiled children. The parent and the teacher are both faced with this grave subject of national welfare. Comparatively child-training is a much more complicated task than adult education and calls for a very careful handling.

TRAINING IN SCHOOLS

Since the duty of teachers begins with the child's admittance to the school, it is the job of the parents alone to ascertain the standard and reputation of the school to which their boy is to be sent. Enquiries should be conducted concerning the type of teachers and their qualifications, the social standard of the school candidates and the institution's record of games and gymnastic. Predetermination of this information is essential in view of the ignored physical standard of the average child in India.

The first duty of the teacher is to realise his position of scholastic fatherhood and combine foresight and moderation with his instruction. Teaching by cane, impositions and humiliation which is common in almost all the primary schools of South India calls for urgent psycho-

* Extract from my public speech delivered at Mysore on 8th November 1939.

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analytic investigation and solution. As Dr. Eugene Seignmund affirms, such severe and rigid forms of guidance are futile and denote a misunderstanding of the young brain on the teacher's part. The futility of cane-instruction is also recognised by Nurse Edna Murphy, the trainer of infants in Great Britain who confirms that the cane instils fear into the juvenile brain and its regular use impairs the faculty of independent thinking. Secondly, the pupil's concentration is always on the whip than on the teacher's question. Punishments and impositions are humiliating in their character according to Professor Jung. For instance, asking the boy to stand up on the bench before his colleagues compels the rising lad to protest against all outward authority and leads to mental perversion in adult age. One of the latest methods of teaching which India can introduce is the Italian method of primary instruction. Teachers in Rome teach by example rather than by precept and this method lies in addressing and instructing a doll in the pupil's presence which is emulated by the child at home, by himself becoming the teacher of the doll.

Teachers, a great many of them who get into the vain habits of smoking in the classroom during instruction are consciously teaching smoking to their pupils. The young mind which is like a blotting paper absorbs all external impressions and accepts the teacher's actions as valid. And after the tobacco habit is cultivated, we reprimand the child for no fault of his, regardless of our direct suggestion imparted previously. A boy of 15, who had contracted the opium habit grew worse on being threatened. Psychoanalysis showed that the impulse was given by a teacher who was a constant opium-victim. If a grown-up boy was detected to be incorrigibly unclean and unpunctual, it is because there had been too severe and persistent a warning on cleanliness and punctuality in early stage. A teacher who is himself unpunctual and untidy cannot teach these heroic qualities. Too austere and rigid scruples concerning prohibition of bad habits develop a spirit of rivalry in the pupil who resents his master's appearance. The duty of the teaching profession here is to cut down the antagonism of the pupil by taking him into their confidence, love and sympathy. If the attitude of the master is that of fatherhood, he is bound to find in the pupil, his hero-worshipper. It is needless to stress that the first impression of truth about any infantile inquiry given by the master counts in the transformation of future juvenile character. If this first impression be far from truth, the pupil is bound to lose his confidence in the master's word, sooner or later. Truth-speaking is therefore indispensable to all teachers and parents.

(Continued in page 275.)

TEACHERS' MANY RESPONSIBILITIES

By

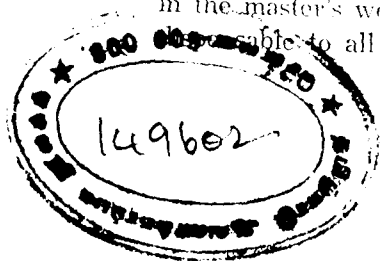
K. VENKATA RAO, M.A., B.T.,

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Teachers are realising that education is always conditioned by the life of the child outside of the school building. No one can fail to recognise the fact that the responsibilities and the activities of the school have very greatly augmented during the past few decades. Changed industrial conditions and life in cities have made it impossible for the home to continue any longer to hold the important place which it once occupied in preparing its members for efficient participation in the productive activities. The Church too or any other religious institute worth the name no longer exerts the power over the lives and conduct of the men that it once did. As these changes have taken place, men have looked to the schools and they have to rightly respond to the demand. Hence the duty of the teachers to the curriculum is no longer confined to the four walls of a school.

Accordingly education is looked upon not as a preparation for any vocation in life but as life itself. Education is experience and if a child is more educated it automatically means he is more experienced in life. Therefore every child should get sufficient experience in the school alone which is an idealised epitome of the world in order to fully participate in the activities and responsibilities of life in a democracy. The school is no longer a mere learning laboratory but a working house where we see every child engaged actively. What is the significance of these changes for a teacher? He should rise at once to the occasion and create an all-round environment to train the child not in the 3 R's as commonly understood but in the 3-H's corresponding to the education of the Head, Heart and Hand respectively. In other words, his object should be to develop in a child, the heart of Buddha, the head of Sankara and the hand of Arjuna. To fulfil such an onerous duty imposed on the teacher, he should act as a friend, a guide, a participator and a loco-parentis of the child and prepare a suitable environment for its natural growth.

Twentieth Century has been rightly hailed the Century of the Child. The child is regarded as an organism to be developed, not as a receptacle to be stuffed. The teacher should not content himself



merely to produce "a big-headed dwarf or a hollow-headed animal" to hang on society as a parasite. The harmonious development of all the faculties of the child is to be aimed at. Education is not solely instruction and development is not achieved by imparting miscellaneous information. He should not make the child an encyclopaedia but should equip him with the power to search and sort out whatever information he requires from the encyclopaedia. In other words the teacher should create an environment for the child so as to cultivate the habit of literary browsing and in this environment the teacher should see that the child fishes out knowledge from all the recesses of the world. To achieve this, he should see that the child works by himself at his books, being provided with definite instruction so as to proceed with the lessons progressively and at its own speed. Of course it is not suggested here that a huge catalogue of books should be placed before the child. The teacher should remember that he cannot pour a quart into a pint pot and that "too much learning stifles the soul just as plants are stifled by too much moisture and lamps by too much oil." He should see that the child assimilates right knowledge, understands right books and comes across useful and helpful literature suitable for his age and class. His position is that of a "gardener" to see that children are developed by education just as plants are developed by cultivation. Even in such literary atmosphere the teacher should encourage group study or study circles among senior pupils. The American Socialised Recitation Method should be given full swing in the school. This has many social values. Pupils acquire many social skills and attitudes which cannot be developed under the formal discussion led by the teacher. Even in this sphere the teacher should only be a guide and a spectator in their discussions. This Socialised Recitation is a democratic substitute for the ordinary autocratic situation in the schoolroom. In short the teacher should create such an environment as in the Gary System or the Winnetka Plan where school is like real life with its needs to be met and problems to be solved not in symbol but in reality.

Physical development of the child forms the next important duty of the teacher. The creation of a healthy environment for the child to grow physiologically has been recognised as an integral part of the school programme. This demands the necessity of a spacious playground and a gymnasium which are to-day as important features of the school equipment as are the classrooms and the laboratories. They are laboratories for citizenship, for the development of the qualities that will make the individual a leader and yet a follower. The teacher should remember that a fine child is better than a fine certificate. The child in the school room is on the reserve. On the playground the child is open to impressions far more than he is in the school.

In this aroused condition of body and mind, psychology feels that the child is more or less under the influence of his instincts. The habits which through play may become fixed, in his brain and nervous system, are many. Courage, championship, fairness, fidelity, truthfulness, fellowship, leadership, initiative, attention and persistence are some of the chief powers that play establishes, thus unconsciously developing the powers of the mind and muscle. Acquisition of these powers is a very important factor in modern education and in modern life. It is beyond doubt that the two European games are valuable and suitable though costly, because they require mutual co-operation, union, obedience and subordination of the individual to those of the team. Hockey and Foot-ball are some of the games which Indian schools may easily afford and practise without incurring large sums. Who doubts the statement of Wellington when he said that: "Waterloo was won on the playing fields of Eton."

Besides creating "a sound mind in a sound body" for the child, play also has very high moral value. Physical education is no longer mere perspiration. If a child for instance has strong selfish instincts, the fact will come on the playground in the form of snobbishness, clamorousness and a tendency to take what he wants without very much consideration as to the right he has thereto. If there is a watchful, intelligent and an observing eye, studying him at this time, such tendencies will easily be arrested. Thus the playground affords a golden opportunity for the wise teacher to implant in the child a strong impulse to tell the truth, to stand for the right, to play fair, to co-operate, to share and to keep cool. Democracy has its full scope to be practised by the pupils in the playground. The division and distinction of classes and castes—rich or poor, Hindu or Mussalman, Christian or Parsee—all are thrown into the melting pot of play. A good sportsman will make a good Indian, and therefore a good citizen. Loyalty to the group in play leads to loyalty to the school and then to the community. The teacher by creating such an environment, who has succeeded in bringing children to feel they are only different organs in an organism, has more fitly earned his salary than the one who has taught the children much about mathematics, algebra, grammar and what not.

Last but not the least important environment is democratic atmosphere which a teacher ought to create for his children to practise if they are to live in a democratic government of the world. This can be achieved by the introduction of Pupil self government, the Prefect System of Dr. Arnold, the Honour System, the School City or the Pupil City Systems of America. In addition, literary associations and class debates help the pupils to realise the full benefits of a democratic school.

The growth in power and extent of democracy requires that pupils should as early as possible be led along the path of duty and responsibility towards the community and themselves. So it necessitates that pupils should take some active part in the administration and good government of the school. Psychology tells that boys and girls have an instinctive desire to serve and to acquire respect and authority among their fellows. For instance the monitorial system makes the pupil responsible for maintaining order and tidiness in the class-room. To cite another example, in the Prefect System senior pupils elected under certain conditions are empowered to check disorderly behaviour of the juniors either within the school or outside it and to undertake roll-call in the school games. In fact the prefects represent the eyes and ears of the school. In the mock parliamentary sessions of the school, pupils may learn how to introduce a new bill for governing their institution and to discuss its merits and demerits. These systems throw much responsibility on the young shoulders, by way of arguments and debates and so prepare them for life. The Public Schools of England are worthy of imitation. Tolerant understanding, creative self expression, points of order, obedience, good manners, good behaviour and rational defence by arguments—are all easily and naturally learnt by pupils in such activities. The teacher too can preside over the school Cabinets, can debate coolly, argue calmly and with a watchful and wakeful eye assist his pupils in correct procedure. They become gradually adapted to rules and regulations and thus become law-abiding pupils of to-day, the Citizens of to-morrow.

Hail to the teacher who remembers that the capital of a country does not consist in paper currency or in palatial buildings but in the brains and bodies of the people who inhabit it. Keeping this in mind he should create such environments as to produce angels for holding the reins and responsibilities of a nation. The Public Schools of England are world famous because they aim at a full man and not a part or a parcel of him. The teacher himself should be a model in dress, manners and behaviour for the great hero-worshippers to copy and to imitate in all walks of life. Mere environment will have no meaning if the heart of the school—the teacher—does not act himself in every field with the pupils in thought, word and deed. “As is the teacher so is the pupil” is a maxim to be ever remembered by every individual teacher.

THE TEACHING OF THE MOTHER-TONGUE*

By

T. P. SRINIVASA VARADAN

The mother-tongue is taking its rightful place in our schools as a medium of instruction. If real education is to be had by our pupils, then the mother-tongue should occupy the supreme position. Recognising its importance, as a medium of instruction and as a means of culture, *The South India Teachers' Union*, at its Annual Conferences till two years back, pressed the Department of Education to compel schools to teach non-language subjects through the medium of the mother-tongue in the High School classes. Fortunately for us, the Education Department have taken action and are forcing unwilling schools to adopt the mother-tongue as the medium of instruction. There are still teachers and parents who lay more emphasis on English than on the mother-tongue, inspite of the fact for a great many pupils the time given to English is largely wasted. We are looking forward eagerly to the day when English will be dethroned from its present high position and occupy the position of a second language, no longer vitiating the whole curriculum. It is a colossal waste of national energy and time on the part of our pupils to learn non-language subjects through the medium of English. More matter could be taught within the specified time if mother-tongue is the medium of instruction. If the attainments of an average English student are compared with those of an average student of our Presidency, it is no wonder that the former beats the latter.

Mere recognition of the importance of the mother-tongue will not carry us far. At present it is taught by teachers, the majority of whom are not so well educated in the methods of teaching as the teacher of many other subjects. The teachers of the mother-tongue are great scholars, but had not the advantage of training. The teaching is not based upon any well-known method. It is no wonder that the failure in the mother tongue is out of all proportion to the time given and to other favourable circumstances. Students who are good at History, Geography and Science fare badly in mother-tongue. Besides most of the students who pass the Intermediate Examination prefer B.Sc. Course to B.A., for in the former they

* A paper presented to the 31st Provincial Educational Conference held at Ambasamudram.

can avoid the study of the mother-tongue. Various reasons are given for the neglect of this subject. But there is one main reason which we teachers should recognise. It is high time that we teachers pay more attention to the methods of teaching the mother-tongue in the Primary, Middle and High School classes. As the mother-tongue has been adopted as the medium of instruction, teachers of non-language subjects also should learn the methods of teaching the mother-tongue. It is not the concern solely of the particular teacher who teaches it. Of course in primary schools, separation of subjects does not arise, as the same teacher teaches all subjects to one class. But in the higher classes, where we have specialist teachers, this has to be watched. Where mother-tongue is the medium of instruction, it is the basis of all work that is done in all classes. It is the condition of School life.

At present books on educational subjects are written in English and the material available in the mother-tongue is very meagre. Hence it is necessary that an effort should be made for some time to encourage graduates to study the mother-tongue in order to qualify themselves for teaching it. This is suggested only as a temporary measure. Training Colleges to train teachers of mother-tongue should be started or a branch in the present training Colleges should be opened to train teachers of mother-tongue. In South India, there is only one training college and that is the Sri Minakshi Oriental Training College, Chidambaram. Those who are aged must be asked to undergo refresher courses.

The most important person in the Educational scale is the teacher of Class I. Many of them have the lowest educational qualifications. A very low salary is paid, but much is expected from such teachers. The more help we give them in the matter of the teaching of the mother-tongue, the more we are doing for the cause of education in India.

The mother-tongue is important for a number of reasons:—

- (1) Thought and language are inextricably linked together.
- (2) It is the medium by which we communicate thought both by speaking and writing.
- (3) Growth in the intellectual life, in knowledge, in ability to express, in creative and productive ability and in emotional life, depends on the mother-tongue.

Our aims when teaching the mother-tongue should be to teach our pupils to express themselves clearly and simply, to express their thoughts, feelings and experiences, to read for information and for pleasure, to help them to develop their creative faculties and to give them training in logical thought and expression.

To achieve these objects in the class room there are four main ways—Oral work, Written Work, Teaching of Grammar and Teaching of Poetry.

ORAL WORK

Oral work should aim at helping our children to 'learn to speak correctly, to express their meaning clearly and simply and to speak interestingly.' The children should be helped to speak naturally about their experiences and about things which interest them. Very often there is a class-room tone or a school-tone which is unnatural. We should aim at preventing this from appearing. There is a natural tone in non-language classes whereas there is an artificial atmosphere in mother-tongue classes, completely out of touch with the life outside. This is one of the reasons why pupils do not take so much interest in the study of the mother-tongue. At first much attention must not be paid to correctness, polish and grammar. We must strive for force, vividness and life in oral work.

Oral work and speech training are the best ways of teaching writing. If children can express themselves well when they talk, they will, in the majority of cases, be able to write well. Pupils should be persuaded to write just as they speak. Oral expression is one of the best means for the development of personality. Most people realise themselves more through speech than through writing. Oral work should be carried on systematically right from the first class to the Sixth Form. In the higher classes, unfortunately, we completely neglect this as we are pre-occupied with the examinations. But from the point of view of true education and the development of the personality this is a big mistake. For the great majority of men, to speak well is more important than to write. Hence oral exercises are more important than written ones.

In the primary school, the first step in oral work is to get the children to talk to one another, to the teacher and to the class in the conversation periods. While the children talk, the teacher should not worry at all about correctness or any formal language work. The language used by the pupils may be colloquial or slangy as long as it really expresses the thought of the child and conveys genuine feeling. The teacher will of course be noting points which have to be dealt with later on. Attention should be paid to force, naturalness and life. The oral work may be profitably correlated with the craft work and hand-work which children do. They will be willing to talk about what they are doing and if they are working in groups they should be trained to discuss what they are to do and how they are to do it.

As most children are fond of singing, singing should form a regular part of oral work in the primary classes. Children are fond of dramatising their home experiences in play. They play at house or cooking or at other things they play at school. Such games can very advantageously be used for oral work. Stories have a fascination for young and old. Children must be encouraged to tell something of the story they have heard or to tell one of their own. The story is the most useful form of oral work. Here again everything must be kept as natural and as informal as possible. Pictures can be used for oral work, but pictures that we use should be of things which children know and which appeal to them. If in the first four classes conversation periods are properly used, then by the time the pupils reach the fifth class, it is quite possible for them to give little speeches on any subject of interest to them. These speeches will no doubt start in an informal way but gradually they may become more and more formal. Improvization gives excellent practice in oral work. The pupils after reading or hearing a story, immediately without any preparation or practice, dramatize the story. To sum up, we have these methods for oral work.

- (1) Talks and Conversation.
- (2) Singing.
- (3) Telling Stories.
- (4) Using Pictures.
- (5) Games and Acting Plays.
- (6) Improvization.
- (7) Speech making.

WRITTEN WORK

In the early stages, oral work should always precede written work. As already referred to, the best way to teach children to write is to encourage them to write as they speak. When they speak there is naturalness and spontaneity, but when it comes to writing, the naturalness and spontaneity are lost. The pupils should be encouraged to write in their natural style. They should be introduced to models of good writing but they should not be trained to imitate consciously tricks of the style of their teacher or any one else. Special attention should be paid to save pupils from all insincerity. They should be trained to express their real thoughts and feelings. Our aim in the written work should be to teach our pupils to write their mother-tongue 'simply, straightforwardly and correctly.' They should be taught to avoid the habit of using unnecessary words and to learn to say what they want simply and clearly in as few words as possible. They should be helped to master gradually an increasing vocabulary and to use it easily and readily.

Ample opportunities should be given to develop and exercise their imagination. In written work we must make sure that the pupil has something to say and that he has ideas. The pupils should be asked to write on subjects in which they are interested. It follows from this that quite often everybody in the class will not be writing about the same thing. What interests one will not interest another and therefore, if we, teachers, have to achieve our object, there will have to be a good deal of individual work. Written work should always aim at developing the power of logical thinking and the pupils should be trained to express their thoughts in logical sequence. Children should be trained from the beginning to observe things. In the Middle and High School Classes what pupils are asked to write about should have some connection with their lives and should be interesting to them. Abstract subjects should be avoided at any rate in the Middle classes.

Correction work should always be done in a positive way and never so as to discourage the child. In all written work, it is very important that what a pupil does should be seen by the teacher. The correction work should mostly be of an individual matter, if the pupil is to derive any benefit. When classes are large, the correction work becomes a heavy burden. In that case, the teacher must find out how much written work he can correct comfortably and he should give no more. It is far better to have less written work and have it corrected than to give a lot of written work and leave it uncorrected. The only exception to this is in the case of imaginative and creative work. This needs a different treatment.

THE TEACHING OF GRAMMAR

This subject is controversial. Diverse opinions are held on the teaching of Grammar. One set of enthusiasts will have nothing to do with it and will not touch it even with a pair of tongs. Some others think that a language cannot be perfectly studied unless all the intricacies of grammar are thoroughly understood. Some favour practical grammar.

It may be admitted by all that grammar must be our servant and the servant of the pupils and not the master. Formal grammar teaching should have no place so far as the primary school is concerned. We are glad to note that text-books are now so written that teaching of practical grammar is made possible. With children of primary school age the best way of teaching them to use their mother-tongue correctly and clearly is not through dissecting it and trying to pull it to pieces and putting it together again. It is through suggestion and imitation that they learn their language. It is no doubt true that children coming from homes whose parents are uneducated speak in-

correctly, but the remedy is not to teach grammar. They may learn grammar, but they will not use it in practice. To counteract the influence at home, he must be trained to adopt the speech habits that he finds in school. It means that the teacher must be very careful in his speech. Dropping formal grammar does not lessen the work of the teacher or the child. There must be plenty of opportunities for the child to read books of a grade suitable for the age, plenty of guided oral work where mistakes are unobtrusively put right and plenty of oral drill where usage and idiom are taught. In the first form in my opinion a beginning may be made with some very simple grammar. Only in the middle classes the pupils can begin to understand that there are certain rules according to which they should speak and write. When teaching grammar, what is done should be done thoroughly. It is far better to do a small amount of grammar and do it thoroughly than to cover a large field with only a few of the pupils understanding. It is a meaningless task imposed upon pupils to get by heart *Nannool*.

Only the essentials of grammar should be taught in the middle school. The aim should be to write correctly and clearly. Much of the dislike to the study of mother-tongue is due to the faulty teaching of grammar.

THE TEACHING OF POETRY

In teaching poetry our main object should not be to teach meanings of individual words or phrases, nor in any direct manner to increase the vocabulary and enlarge the pupils' powers of expression, nor to consider poetry as a sort of exercise in rendering ideas that have been expressed in beautiful language, into language that is certainly not, as a rule, beautiful. It should not be made an excuse for teaching language in a formal way nor should it be made an excuse for teaching biography, history or morals. This must be observed in the primary and middle schools. Our main task is to try to enable the pupils to catch something of what the poet felt and of what he was trying to express. The poetry that is taught in school should be related to life. We cannot expect children to appreciate poems that are out of all relation to their ordinary life. They should not get the impression that poetry is artificially attached to real life.

In selecting a text book care should be taken to see that it contains poems. Unfortunately in many schools, text-books are chosen by persons who are incompetent for that work. Other unhealthy factors creep in. Children should not be compelled to learn by heart all that is taught. Paraphrasing should never be given. We cannot test appre-

ciation of poetry in a formal way. We must observe the following rules in teaching poetry.

"Don'ts" in teaching Poetry.

1. Don't make poetry work formal and exacting.
2. Don't impose adult standards of appreciation and understanding.
3. Don't repress genuine tastes and preferences.
4. Don't over-emphasise formal aspects of expression.
5. Don't carry analysis beyond the degree which contributes to appreciation.
6. Don't insist on memorization.

Lastly a word about the reader and the reading. An interest in reading should be created before we embark upon the actual teaching of the mechanics of the subject. There are many ways in which this can be done. By using project method interest can be created. The reader chosen for a class for intensive study should not contain material that is too difficult for children. It is far better to err on the side of easiness, especially in the lower primary classes. Oral work should always precede the use of the reader. Silent reading should precede reading aloud. The teacher should always find out by questioning or in some other way whether the pupils have grasped the meaning of what they have read. In the lower classes the lessons should always be short. Nothing is so discouraging to a beginner as to go on and on without coming to an end of anything. Progress is quicker with short lessons and short books. The books we supply should not be difficult. We must remember that the text book is only a means to gain a proper mastery of the mother-tongue. The material in the reader should be related to the lives of the pupils and it should be of such a nature as to create in the pupils a desire to read. We know that in many cases the teachers are helpless in the choice of text books. It is high time that teachers should raise their voice in favour of interesting readers, particularly readers which deal with subjects which are closely related to the ordinary lives of the pupils.

There are two ways at present by which the teaching of the mother-tongue can be improved. One by persuading graduates to get the necessary qualification for teaching the mother-tongue. The other is by giving a number of model lessons by teachers trained in other subjects to teachers of mother-tongue who have not had the advantage of training. I would request every teacher to go through the Book "Suggestions for the teaching of the mother-tongue in India" by W. M. Ryburn, published by the Oxford University Press. Many of the suggestions given above are taken from that book.

SECONDARY EDUCATION AND THE EXAMINATION OBSESSION *

By

K. N. PASUPATHI OF KURNOOL

"Unless the habit of working and teaching for examinations before everything else is abjured, I see little hope of the type of education which alone can save democracy and bring up a race of free men and women"—thus observed Dr. A. W. Pickard of Cambridge while addressing an English audience of educationists the other day. •

The truth of this observation remarkably applies with even greater force to the conditions of Secondary Education in India to-day. Our schools are more or less coaching establishments: they neither seek nor achieve any training of the mind in discipline, leadership and corporate action. The energies of pupils are almost entirely absorbed in cramming for the public examination, and in trying to pass through it by the easiest and quickest methods available.

It was this state of affairs that made Diwan Bahadur S. E. Rungathan remark thus in his Presidential Address at the Salem Provincial Educational Conference: "Secondary Education will become really effective with the removal of the incubus of the public examination largely controlled by the Universities. The present position is so bad that some critics have seriously questioned whether the schools give any education at all."

Examinations do have their place in the educational system. Their usefulness is undoubted. They are meant to test at convenient points the work of both teachers and pupils and stimulate their efforts. They afford a training to the young mind to bring whatever knowledge and resource it may possess, to bear on a particular point at a given moment, and in this task both intellectual and moral qualities are involved.

While one grants all this, one also holds strongly that examinations are merely an incident in the work of schools. They must follow and not direct the curriculum. Unfortunately, however, examinations, as they are treated in most schools to-day, are among the worst enemies of education in freedom of thought and independence of judgment. The whole work of schools is planned to cover the syllabus of some

particular examination; every subject seems to be studied at a rush in order to cram into pupils' heads what are virtually prescribed answers to questions; the teacher does not dare speaking generally, encourage the pupils to think, nor go at his own pace and cover in his own way the ground which he can effectively cover: the one great ambition of teachers is to produce what are called good results in public examinations. Under these circumstances, is it wrong for us to consider examinations to be a very mischievous thing indeed in the educational system?

There is no one with considerable acquaintance with our Secondary schools, who has not heard the predominant emphasis on the results of examinations. The teacher, the pupil, the parent, the departmental officer, the manager—every one seems to be obsessed with examination results. This deplorable attitude towards examinations is wholly wrong and is certainly an obstacle to true education. If the chief aim of Secondary Education is to produce men and women of alert and independent minds, proof against ready-made answers to any problems, adaptable and originitive and with critical powers and understanding vision, then examinations are a serious handicap to the attainment of these ends. True education consists more in the spirit it conveys than in the instruction it imparts. The success of teaching must be judged not by the results in examinations, but by the intellectual and moral qualities it helps to foster, qualities such as patriotism, courage, argumentative capacity, a sense of proportion, originality of thought and independence of judgment.

It is for us teachers as well as others interested in Secondary Education to consider how far these ideals are realised in the examination-ridden schools of to-day. The S.S.L.C. Examination dominates the curriculum and adversely affects it. It vitiates the methods of teaching and cramps the mental outlook of pupils. The unnatural and exaggerated emphasis on the results of this examination has led to ruinous effects. It has strangled real education. The whole worship of "results"—as Prof. Henry Martin well put it—is vicious and makes a sound system of education impossible. "This sort of idolatry has expelled the true god of education from his temple and set up in his place the trumpery idol—results." This false worship is unfortunately too wide-spread in our country. It is indeed tragic to contemplate the fact that managers of schools, inspecting officers, the general public, headmasters and teachers, indeed all seem to bow down before the false idol. According to them the best school is the one that secures the highest pass percentages!

* Paper read at the Provincial Educational Conference held at Ambasamudram on 29-6-'40.

In an article contributed to *Educational India* edited by Prof. M. Venkatarangiah, Mr. H. Martin draws a vivid picture of the evil. There is thunder in the air, he says, if results are bad. Headmasters and teachers are asked to give an explanation. Whatever these may say, they are considered to be obviously at fault. The annual increments of the members of the staff handling the Sixth Form are ordered to be stopped. Once a Municipal Council in the Ceded Districts, backed up by the Educational Officer seriously proposed to dismiss all L.T. teachers in the High School because of poor results in the S.S.L.C. Examination, and replace them by better people—better in the sense, more capable of coaching for examinations and manufacturing results. Luckily, better sense prevailed and the poor teachers narrowly escaped getting the sack, though they were warned for poor results.

Under these chilling circumstances, even the best teacher imbued with true educational ideals, descends to all sorts of tricks and devices known to the crammer to get his pupils through. He has apparently no time for real education, real teaching. Real educative process does not apparently pay him. So, he ransacks old examination papers, racks his own brains for every conceivable question, dictates answers, stuffs his pupils' heads with notes and treats them like dumb-driven cattle. And teachers adopt too another method for manipulating results—the 'detention' system, which Mr. M. S. Srinivasa Sarma of Trichinopoly once rightly characterised as the most ignoble trickery. And when teachers are so corrupted by examinations and made to deviate from the right paths of education, the wretched pupils who resort to bazaar cram-books and notes and load their memory with examination stuff, simply deserve our pity. They are certainly not to blame at all. It is we teachers who are to blame. If "notes-dictation has percolated down through the schools to the depths of the Second Form" as Dr. Cousins said the other day, it is the saddest comment on the teacher's work. No teacher is worthy of his profession if he encourages short cuts—educationally and spiritually demoralising short-cuts—to spurious success.

Now, what is the remedy for all this evil in our educational system? To suggest remedies is not easy. One evil has begotten another evil. The chain of evils can be cut only if public opinion becomes more enlightened and if people learn what true education really means. The best school is not the one that produces merely the best examination results, but the one that best draws out the pupil's faculties and develops in him true culture, teaches him to think for himself and fits him physically, mentally and morally to play his part nobly in life. That is the task of real education, and examination results and pass-percentages

have precious little to do with it. 'Education' is a word derived from "Educare," that is to make a plant grow. In schools, teachers, like gardeners who help plants to grow, must help pupils grow. To educate, says Prof. Jacks, is not an action so much as a transaction. "Education is not an operation but a co-operation." The true teacher remains in the background and stimulates the activities of children and encourage them to explore and learn everything. Here the demands of examinations and the weight of traditions are serious handicaps to the process of true education.

Preparation for examination may not be an evil in all cases. But it is certainly an evil when it tends to sterilise interest in a subject which teachers must aim at encouraging. Hence the evil tendencies of external examinations in the Secondary Educational System have to be curbed. If that is done, Secondary Education would become more efficient, more stimulating and more useful. In this connection, one wonders what the reactions of the proposed re-introduction of University Matriculation examination will be on Secondary Education. If it proves a greater danger than the present S.S.L.C. Examination and if it brings in to a great degree all the evil effects arising from a rigid, uniform, external examination dominating school courses, it will prove once more the bane of Secondary Education.

CHILD TRAINING IN INDIA

(Continued from page 260.)

HOME TRAINING

The formation of character depends on the co-operation between teachers and parents. The sooner Indian parents realise the urgency of this step, the better will be the fate of their lads. But so far, there has been a rivalry between the opinions of these two factors. If teachers encourage sports, parents discourage them. Parents, if they are wise enough, will accept all school invitations and attend the schoolday celebration, see the sports activities of their boys and strike a harmony between themselves and the teachers. All infantile characteristics should be recorded for right guidance on juvenile instinct which will simplify the training task for character-formation.

KULAPATHY V. V. PARAMESWARA IYER

OF PALGHAT

(From An Esteemed Correspondent.)

With the promulgation of the new age rules regarding entertainment of teachers in public institutions, one of the veteran educationists of the Presidency, Sri. Kulapathy V. V. Parameswara Iyer, Headmaster of the Native High School, Palghat, has retired from his headmastership after a long and distinguished record of work in the cause of education.

Fifty-five years ago, early in 1886, Mr. Parameswara Iyer, then fresh from his collegiate course in the Presidency College, Madras, founded the Native High School, Palghat, simultaneously with Mr. D. Ganpat Rao's founding of the Calicut Native High School and a few years after the late Rao Bahadur S. Appu Sastriar's founding of the Kumbakonam Native High School. All along Mr. Parameswara Iyer has been the sole Manager and Proprietor of the school he founded, and for the last forty-four years the Headmaster too. To have been a teacher for more than half a century, and a Headmaster of one of the oldest and most flourishing of schools for nearly forty-five years, and to have managed a school founded by himself for such a long period unaided either by the public in the form of donations or endowments or by the Government until recently in the shape of grants-in-aid, are things rarely achieved by a single individual; that he has successfully achieved all these and more bespeak of his high mental courage, ability, perseverance and an indomitable confidence in self. Though now seventy-six, he is still hale and healthy, and it would be a welcome news to thousands of his former students to hear that he is still preserving his old robust health. But for the recent G.O. amending the rules regarding the employment of over-aged teachers, Mr. Parameswara Iyer would have continued to be in active service. His retirement is indeed a great loss to the field of education.

Mr. Parameswara Iyer's services to the cause of education have been recognised by the conferment of the titles of 'Kulapathy' and 'Vidyavinoda' by the Madras Provincial Educational Conference and the Sanatan Dharma Mahamandal respectively. He was the Chairman of the Reception Committee of one of the sessions of the Provincial Educational Conference at Palghat, and the first President of the Provincial Teacher-Managers' Conference in Madras. It might be

remembered by many that it was he who first mooted the question of bifurcation of the High School courses at the end of the Fourth Form course by means of a Public Examination, which he vigorously urged; and it is gratifying to note that after a lapse of over a dozen years the



Government have now recognised the need for bifurcation and are proposing to introduce changes in the Secondary school curricula in 1944. Mr. Parameswara Iyer was the first to agitate for a First Grade College at Palghat, and he even attempted to found such a college by raising

his High School to collegiate grade ; but want of adequate public support and the heavy restrictions placed by the University on such private enterprise made him give up the task for the time being. However his idea has been fructified by the raising of the Government Victoria College from Second Grade to First Grade—an institution which is now functioning superbly. Years before any one had any idea of the Wardha scheme of education, Mr. Parameswara Iyer often expressed his views regarding the necessity for opening trade and craft schools in every town in every district in the Presidency. In fact he has left no aspect of education untouched, and his rich experience has been a source of great usefulness not merely to his own school but to the field of education as a whole.

Mr. Parameswara Iyer has laid down his office as Headmaster from 1st July 1940, installing his son, Mr. V. P. Natarajan, M.A., the First Assistant of the school, as Headmaster in his place. Though no longer the Headmaster, Mr. Parameswara Iyer retains the management of the Native High School, with its two branch institutions. He has always been a believer in the need for training up young boys on high Hindu and nationalist ideals, and that he has been able to accomplish this is evidenced by the fact that thousands of his Old Boys are now occupying decent positions in life and are ever cherishing the fondest memory of their *alma mater* and its presiding genius—their revered Guru. May Mr. Parameswara Iyer enjoy many more years of life and prosperity and find in the solitude of his retired life the charms of a well-earned and well-deserved rest !

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REORGANISATION OF SECONDARY EDUCATION

EXTRACTS FROM THE GOVERNMENT COMMUNIQUE

For several years past, there has been widespread demand for a reform of our system of secondary education and numerous suggestions have from time to time been made for such reform. The main defects in the present system which have been universally recognised are: (1) that it merely prepares students for admission to University courses and does not lay sufficient emphasis on utilitarian or vocational aspects of education; (2) that large numbers of students are mostly unfit for higher studies and, not caring for such studies, are after completing their secondary education, forced to join colleges with the sole object of qualifying themselves for clerical services of Government or of private bodies and institutions; (3) that while the cause of higher education thereby suffers, these young men themselves are unable to get employment in the only class of appointments for which they are fit, namely, clerical appointments, and they and their families are put to great expense and suffering.

BIFURCATED COURSES OF STUDIES

The communique next sets out the resolutions passed by the Indian Universities Conference in 1934 and by the Central Advisory Board of Education in 1935 and the proposals published by Government in 1937 for the reform of secondary education. Most of the proposals in the Government scheme, the communique declares, found general acceptance. One which was most criticised was that relating to the holding of a public examination at the end of the post-primary course, that is to say, corresponding to the fourth form. The object of this proposal was to sift pupils who were fit for higher academic studies from those who were not with a view to turning away the latter from the pre-university classes into the proposed bifurcated courses leading to a vocation. Public examination is however, not essential to this scheme, provided that there is sufficient inducement to the pupils to take the vocational course. The proposal for elimination of intermediate classes with a compensating increase of one year to the pre-University secondary course and a full three years for the degree course did not find favour with the University.

In November 1938, the Director of Public Instruction was asked to prepare a fresh scheme of reorganisation. But, before this was received, the communique states, the late Minister for Education convened a conference in September 1939 one of whose resolutions endorsed the vital principle of the scheme of 1937, namely, of the bifurcated courses of

studies one leading to the university and the other to the clerical services and other vocations. The Director of Public Instruction, in commenting on the resolution, stressed the importance of reducing the age-limit for the entry to the lower ranks of the Government services.

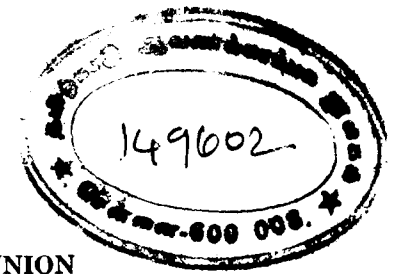
GOVERNMENT EMPLOYMENT AND EDUCATION

The communique then continues, "This question of Government employment in relation to education is under present conditions of more importance to the reorganisation of the educational system than it really ought to be. At present many young men take to a University course with the sole hope that possession of a degree will improve their chances of selection for clerical posts in the Government service. So long as the age-limit for such posts is maintained at the level of 25, all those who aspire for them will naturally spend their years upto 25 in trying to get a University degree of some sort with the consequent result that the colleges are overcrowded with students, many of whom are not really fit for such higher academic studies. It is true that by the institution by the Public Service Commission of a competitive examination for recruitment to clerical posts the importance of the possession of a degree for such posts has become reduced but this has had no material effect on the crowding of students into colleges. It has also not lessened the growth of a band of discontented unemployed. Some further remedy must, therefore, be found. In this connection it is necessary to remember that a degree course by itself does not necessarily make a young man better fitted for the clerical and other subordinate posts in the Government services, business firms and other private institutions. On the other hand, a carefully designed course of studies in the school may better fit young men for clerical posts and a reduction in the upper age-limit for recruitment to such posts is quite possible. At present the minimum age for sitting for the S.S.L.C. examination is 15. If the limit for the lower division of clerkships is fixed between 18 and 20, with a corresponding upper limit for specially treated classes, there may be no hardship for anybody, while many families who wish to educate their children to the Government service or to some other vocation will be saved the trouble and expense of a University course for them and hundreds of young men the tragedy of wasted efforts and disappointed hopes.

REDUCTION OF AGE-LIMIT

Two criticisms have been levelled against this proposed reduction of the age-limit for the Government services. They are: (1) that these young men will not have any incentive to good work as they will have to remain

(Continued in page 288.)



THE SOUTH INDIA TEACHERS' UNION

S. K. YEGNANARAYANA IYER'S PORTRAIT UNVEILED

Under the auspices of the South India Teachers' Union, a meeting to unveil the portrait of Upadhyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Iyer, M.A., was held at 5 p.m., on Saturday the 13th July 1940 at the Singarachariar Hall, Hindu High School, Triplicane, Prof. K. A. Nilakanta Sastri presiding.

Welcoming the members, M. S. Sabhesan said it was very appropriate that Prof. K. A. Nilakanta Sastri should unveil the portrait of Sri Yegnanarayana Iyer. Referring to the work of Sri Yegnanarayana Iyer as President of the South India Teachers' Union, Sri Sabhesan said that his kindness, sympathy, courtesy and tact which he had often used to 'pour oil on troubled waters' were responsible for the development of the South India Teachers' Union. The Guilds and Associations had hit upon the happy idea of having a portrait of Sri Yegnanarayana Iyer to whom must be attributed much of their work, though it must be said that it did not adequately convey the expression of their feelings. It was only a token of their appreciation of the services rendered by him to the teaching profession.

Sri T. P. Srinivasavaradan, Secretary, South India Teachers' Union then read messages from Kulapathy P. A. Subramania Iyer, Kulapathi R. Swaminatha Iyer, Sri Guruswami Sastrigal, The Masters' Association, Hindu Theological High School, the Teachers' Association, Pachaiappas High School, Chidambaram and Sri S. Srinivasa Iyer, Vellore. He made a statement with regard to the getting up of the portrait. He said that Rs. 81-8-0 was collected out of which a sum of Rs. 60 was spent for the portrait and the function. The balance would be utilized as per the suggestion of Sri Yegnanarayana Iyer for Reference Library of the South India Teachers' Union.

Sri M. S. Kotiswaran who was the first to speak about the services rendered by Sri Yegnanarayana Iyer to the cause of teachers referred to the long period of his office and the work done by him. He said, "The great achievement of the South India Teachers' Union was due to him. He was responsible for the awakening of teachers to the realization of their position in society. The Education Department was giving the Union more and more recognition, though all might not see it, and for this Sri Yegnanarayana Iyer was responsible. The Portrait was only a modest manifestation acknowledging the work of Sri Yegnanarayana Iyer." He appealed to the teachers to take up the greater work, the holding aloft of the banner of the work of national reconstruction.

Sri C. Ranganatha Iyengar of Gooty spoke about the work done by Sri Yegnanarayana Iyer in the Telugu speaking areas. The existence and functioning of Teachers' associations and guilds in those areas were all due to his services. Sri Yegnanarayana Iyer possessed many valuable gifts in abundance. In him was found the synthesis of eastern and western cultures though his liberal outlook was not apparent under his outward orthodox appearance. Sri Ranganatha Iyengar



Upadhyaya Sangha Karya Praveena
Sri S. K. Yegnanarayana Iyer, M.A.

then referred to his sympathy for the sufferings of teachers in the lower ranks and expressed the hope that Sri Yegnanarayana Iyer would continue his service for the cause of teachers.

Prof. K. A. Nilakanta Sastri unveiling the portrait said that he considered it a great honour to associate himself with the function. Though he was not a pupil or a colleague of Sri Yegnanarayana Iyer, he had often met him in educational gatherings. Recalling his work, in various educational institutions Sri Nilakanta Sastri said that in one capacity or another Sri Yegnanarayana Iyer taught for ten years at Trivandrum. The first three years were spent in a school and the rest in the great College of Arts. During the five following years, he was the Principal of the Municipal College, Salem. It was on his way from Trivandrum to Salem that Sri Yegnanarayana Iyer was good enough to halt at Tinnevely and meet the speaker who was then working in the Hindu College as one of a number of people who had taken up work on somewhat special terms. From 1922 till the other day when he retired, Prof. Yegnanarayana Iyer safely guided the English Work of the largest of our own Colleges if he might say so.

Sri Yegnanarayana Iyer's association with teachers' organisation was creditable. From 1917, he had been a member of the South India Teachers' Union, and for fifteen years he served on the Guild Council of the Madras Teachers' Guild. For a period of sixteen years he was president of the South India Teachers' Union. He laid down office in May 1940 and the teachers suitably honoured him by conferring on him the title of Upadhyaya Sangha Karya Praveena. The word 'Praveena' connoted efficiency and everybody would agree that Sri Yegnanarayana Iyer was extremely efficient in the work to which he was wedded in life.

The journal of the South India Teachers' Union owed a great deal to Sri Yegnanarayana Iyer. Speaking about the South India Teachers' Union Protection Fund, the speaker said that he remembered well the time when the idea of the Teachers' Protection Fund was started. He would not go into details, but he thought he was right in saying that the strong business basis of the Fund was due not a little to the energy, foresight and application of Sri Yegnanarayana Iyer.

In the sphere of Co-operation Sri Yegnanarayana Iyer was almost a household word. Co-operative societies of one kind and another, consumer's and credit had depended on him. As a member of the Madras University he was a shrewd and fitting critic of University administration. His questions had to be handled with some care. Everybody would be glad to know that Sri Yegnanarayana Iyer was still having opportunities of giving the benefit of his great experience to the proper conduct of educational institutions. 'One of the strongest points of Sri Yegnanarayana Iyer' continued Prof. Sastri, 'is that he is very sober. He is a teacher first, but he is not so much of a teacher as to be unable to see that there may be another point of view to questions that are agitating our minds.' The success of the South India Teachers' Union was due to the fact that Sri Yegnanarayana Iyer was able to 'size up' the situation, that was a great gift in a leader. He thought that it was to that quality in Sri Yegnanarayana Iyer's leadership that the teachers of the Presidency owed the measure of success which they had achieved so far. He did not say that everything had been done. Far from it. He only said that it was necessary to bear in mind some of the qualities that guided a successful leader. The conducting of teachers' associations was not altogether a very easy job. He did not blame the teachers, but he wished to state that Sri Yegnanarayana Iyer's extreme suavity must have been very useful to him. That he should have

been able to abolish the distinction between College teachers and elementary school teachers, between the Andhra Desa and the Tamil Nadu, was, the speaker thought, a great achievement of which teachers must be proud. Concluding, Prof. Nilakanta Sastri congratulated the teachers on having secured the services of an artist who had produced so fine a portrait of Sri Yegnanarayana Iyer as the one he was privileged to unveil.

Sri S. T. Ramanuja Iyengar, Joint Secretary of the South India Teachers' Union speaking in Tamil proposed a vote of thanks to Prof. Nilakanta Sastri for having been kind enough to unveil the portrait. He also thanked the authorities of the Hindu High School, Triplicane for lending the hall for the function.

THE SOUTH INDIA TEACHERS' UNION EXECUTIVE BOARD

Minutes of the Executive Board Meeting held on Saturday the 13th, 1940, at 8 a.m.

1. The following members were present :—

Sri M. S. Sabhesan, (*President*) ; Sri T. P. Sreenivasa Varadan (*Secretary*) ; Sri S. T. Ramanuja Iyengar, (*Jt. Secretary*) ; Sri S. Natarajan, (*Madras*) ; Sri C. Ranganatha Iyengar, (*Anantapur*) ; Sri K. S. Chengalroya Iyer, (*Salem*) ; Sri N. Kalyana Rama Iyer, (*Tanjore*) ; Sri S. Ramachandra Iyer, (*Mangalore*) ; Sri M. S. Kotiswaran, (*North Arcot*) ; Sri V. Sreenivasan, (*Secretary, S.I.T.U. Fund*) ; Sri V. Jaya Rama Iyer, (*South Arcot*) ; Sri Narayana Servai, (*Ramnad*).

1. The minutes of the last meeting were read and approved.

2. The following members were co-opted to the Executive Board to represent the districts noted against each :—

Vizagapatam	..	Sri A. Suryanarayana Murthi, Anakapalli.
E. Godavari	..	„ Satchidanandam, Cocanada.
Kistna	..	„ P. V. Gangaraju, Chellapalli.
Bellary	..	Rev. E. D. Martin, Bellary.
Nellore	..	Sri M. Seshacharlu, Allur.
W. Godavari	..	„ M. Samuel, Bhimavaram.
Cuddapah	..	„ Elisah.

3. The following members were elected to the Working Committee for 1940-41.

1. Sri S. Ramachandra Iyer, 2. K. S. Chengalroya Iyer, 3. C. Ranganatha Iyengar, 4. Sri N. Kalyana Rama Iyer, and 5. V. Jayarama Iyer.

4. Resolved to celebrate the Education Week as usual after Dasara in October 1940. Resolved that a sum not exceeding Rs. 50 be spent from the Union Funds. It was also resolved to request the guilds to officially contribute Rs. 3 each for the same.

Topics suggested :

1. Educational Reconstruction.
2. Education for peace.

5. The Secretary made a statement and said that he had already communicated the resolutions passed at the Provincial Educational Conference to the authorities concerned.

He suggested that Sri R. Mahadevan who supplied the Union with a report of the proceedings of the Provincial Educational Conference be paid Rs. 10. The Board resolved that Sri R. Mahadevan be paid Rs. 10 from the Union Funds under contingencies. He also stated that he had communicated the decision of the Workers' meeting to the guilds. The chief points are : 1. The guild secretaries are requested to get from their respective associations all particulars regarding membership, strength and affiliation fee in time. 2. To communicate to the office all particulars re : their Conferences and to avail themselves of the services of the Executive Board members for Propaganda, and 3. To request the Executive Board members to interest themselves in the work of the Union.

The following Donations was received towards the Portrait account,

	Rs.	A.	P.
1. Chittoor District Teachers' Guild	..	7	0 0
2. Tirunelveli Dist. Teachers' Guild	..	7	8 0
3. South Arcot Dist. Teachers' Guild	..	5	0 0
4. Kurnool Dist. Teachers' Guild	..	5	0 0
5. Salem Dist. Teachers' Guild	..	15	0 0
6. South Canara Dist. Teachers' Guild	..	10	0 0
7. Madras Dist. Teachers' Guild	..	15	0 0
8. S. I. T. U. Protection Fund	..	15	0 0
9. Anantapur Dist. Teachers' Guild	..	1	0 0
10. Allur R. K. Middle School Teachers' Association	..	1	0 0
Total	..	81	8 0

6. The Journal Secretary presented the Balance Sheets prepared by Mr. V. Srinivasan, till 30th June 1940. Resolved that the Secretary be authorised to take further action in connection with the registration of the Co-op. Pub. House and to incur the necessary expenditure in order to place them before the Department.

7. In the absence of the Treasurer, a statement by him was read out by Sri S. Natarajan. It was resolved that Mr. K. V. Sivaraman be confirmed as clerk with effect from the 1st August 1940 and that he be paid Rs. 27 per month from that date on the grade Rs. 25—2—Rs. 35.

8. Resolved that the Accounts of the Union be operated as follows:

1. S. I. T. Union .. Treasurer and Secretary.
2. Journals .. Treasurer and Journal Secretary.

9. Resolved that Mr. M. S. Sabhesan, President of the Union, be the editor of the journals, *South Indian Teacher* and *Balar Kalvi* and that he be requested to be the publisher on behalf of the Union.

10. The Secretary read out the letter of Mr. N. D. Varadachariar. Mr. M. S. Kotiswaran suggested the following: The Executive Board views with favour the idea contained in the letter of Sri N. D. Varadachariar in regard to the need for military training. The resolution was put to vote and was carried by a majority.

11. The letters received from the Joint Secretary, Sri S. T. Ramanuja Iyengar were read out. In this connection the note of the president was read. The letter from the Convener, Mr. E. N. Subramaniam, of the Vigilance Committee was read by the Secretary.

At this time the meeting was adjourned to 2 o'clock the same evening.

The adjourned meeting of the Executive Board was held at 2 p.m. with the President of the Union in the chair.

All the members that were present in the morning were present except Messrs N. Kalyanarama Iyer of Tanjore and S. Ramachandra Iyer of Mangalore.

Sri V. Jayarama Iyer resigned his membership of the Working Committee. The Board accepted the resignation. Sri M. S. Kotiswaran was proposed by Sri V. Jayarama Iyer and seconded by Sri V. Srinivasan. As there was no other nomination, Sri M. S. Kotiswaran was declared elected as a member of the Working Committee.

The President read Sri S. T. Ramanuja Iyengar's latest letter to the President re: President's note about the functions of office-bearers. The Board approved of the suggestions contained in the President's note re: the functions of Office-bearers.

The Board considered the letter of the Convener, Vigilance Committee. Resolved to inform the Convener, Vigilance Committee that he would be officially invited to attend the meetings of the Working Committee if his presence was felt necessary. Resolved to request the convener to refer his proposals to the members of the Vigilance Committee and forward final proposals to the Working Committee so that they might be published for the guidance of the members of the Union.

Resolved to refer the memorandum on Elementary Education to the Working Committee.

Resolved to request the guilds to have their representatives on the Executive Board on the managing committee of the District Guilds.

Programme of Work for the Year:—

After considerable discussion the Board decided to request the guilds to study the following problems during the year:

1. The adoption of the mother tongue as the medium of instruction in schools.
2. Vocational courses to be introduced in the reorganised scheme of Secondary Education, with particular reference to each District.
3. Reorganisation of Secondary Education.
4. Higher Elementary Schools.

(Sd.) M. S. SABHESAN,
President.

(Sd.) T. P. S. VARADHAN,
Secretary.

WORKING COMMITTEE

Minutes of the Working Committee Meeting held at 8 a.m. on 14th July 1940

1. The following members were present:—

Sri M. S. Sabhesan, Sri T. P. Sreenivasavaradan, Sri S. T. Ramanuja Iyengar, Sri V. Bhuvaramurthi Rao, Sri V. Srinivasan, Sri M. S. Kotiswaran, Sri C. Ranganatha Iyengar, Sri K. S. Chengalroya Iyer.

2. Minutes of the last meeting were read and recorded.

3. *Election of Journal Secretary.*—Sri M. S. Kotiswaran proposed and Sri C. Ranganatha Iyengar seconded that Sri S. Natarajan be elected journal secretary. As there was no other nomination, he was declared elected.

4. *Conferment of title.*—Resolved to authorise the Secretary to prepare a document following the lines followed by the University, and the Government when titles are conferred.

5. *Memorandum on Elementary Education.*—The memorandum prepared by the sub-committee was approved.

6. Resolved to request the Board of Management of the South India Teachers' Union Protection Fund to arrange for the publication of abstract of monthly financial statements.

7. It was decided after discussion that members of the Working Committee should do propaganda work on behalf of the Union and the journals and the Protection Fund.

In this connection the following regional allotments were made:—

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|---|--|
| 1. Andhra Coastal districts | .. The President and the Secretary. |
| 2. Chinglepet District | .. Treasurer and Sri V. Srinivasan. |
| 3. Ceded Districts | .. Sri C. Ranganatha Iyengar with Sri K. N. Pasupathi. |
| 4. North Arcot, Salem, Chittoor, Coimbatore, and Nilgiris | .. Sri M. S. Kotiswaran and Sri K. S. Chengalroya Iyer with the members on the Executive Board of the respective guilds. |
| 5. Tanjore and South Arcot | .. Sri N. Kalyanarama Iyer with Sri V. Jayarama Iyer. |
| 6. Madura, Trichinopoly, Ramnad Tinnevely and Malabar | .. Sri S. T. Ramanuja Iyengar with members on the Executive Board of the respective guilds. |
| 7. South Kanara | .. Sri S. Ramachandra Iyer. |

M. S. SABHESAN,
President.

T. P. S. VARADHAN,
Secretary.

REORGANISATION OF SECONDARY EDUCATION

(Continued from page 280.)

as clerks throughout life: (2) that in certain special services promotions are made from clerkships to selected higher posts and that a higher qualification is, therefore, essential. As regards (1) even now most persons recruited as lower division clerks have to remain as such till retirement. In exceptional cases of merit rules may provide for promotions. As regards (2) an exception may be made in regard to services where recruitment is made from clerkships to higher selected posts. Examples of such clerkships are those in the Revenue Department from which recruitment is made to Deputy Tahsildars and others and those in the Secretariat. These may be continued to be recruited partially from among graduates, if necessary by means of a separate examination.

A TRAVEL LETTER

On Board
S.S. Nitta Maru
Nearing Honolulu
25th May 1940.

Dear Friends,

Day by day as we are nearing American waters, our thoughts turn back to the folks in India. Until now this trip has been a most interesting one. There are some who might like to hear something of the trip.

Farewells in India were very difficult. The Madras Mail in its reporting did justice to the many events which led up to our departure on furlough after another 7½ years in India, the end of 16½ years service for India. The last farewell on the Ambur station platform with all the missionary friends, the school friends, the civilian friends, was like pulling heart strings. And friends were at the various stations, Mailpatti, Katpadi, Walajah, etc., to say farewell.

At Madras we were met by Mr. S. Natarajan of the S.I.T.U., and Mr. Govindarajan of the Physical Education Association besides teachers and students of Ambur. It was indeed pleasant to be able to have tea with the friends of the *Union* in their new building, the first chance I had had to visit it. And as we left Madras that night though the number of friends were few, they were representative:—Dr. Andrews for Government and Physical Education Association, a friend of civilian Madras, Mr. Balraj of our High School staff and a student of the school.

It was our good fortune to spend a few days in the coolth of the Kodaikanal, a trip made to get our three children studying there packed and prepared for the trip to America. Studying schedules had to be fixed up with their teachers as they would have to study on the boat in order not to lose time on entering school in America. So with a final farewell to the friends there we were off on the train for Colombo.

At Madura station we were joined by Rev. and Mrs. Ed. Nolting of the American College also going on leave.

Dhanushkodi with a threatening sky was left behind. Talaimanar received us with a light sprinkle. At 4-30 the next morning my son Milton and I broke journey to see Kandy in Ceylon. It was a beautiful trip on the railway. Kandy is not high in altitude, but at times beauty beyond description meets the eye. What a glorious sight to look down from the high train to the fertile fields and mountains below! And mindful of the fact that Ceylon is careful about the health of its people it was necessary for us to report our presence at once to the Health Officer.

Historically, this old capital city of Ceylon has much to offer, and much we saw. The Botanical Garden also showed forth its beauty. All in all it reminded me of a combination of the hills of Kodaikanal, the tropical growth of Travancore, and the people of Burma. But the visit was a disappointment. So much to see in so short a time; so many pictures one would like to have taken that one was confused; but what a wonderful lasting impression!

Thirty six hours in Colombo offered just enough time to make final preparations for the journey, put tickets and visas in order and catch the boat.

India was now left behind. The journey to the boat reminded us of all the happy times in Madras; through Trichy I got out at 3-30 in the morning to remember my last lecture there and the excursion two months before made pleasant through the help of friend S. T. Ramanujan; happy memories of good times in Kodaikanal. The only joy that could result from all these farewells and remembrances was that we hope to meet all again and relive many of the happy scenes again.

But on to the trip. The Pacific crossing had been planned 5 years before in contrast to our three Atlantic crossings. It was to give us a birds-eye-view of new territories; it was to give us a chance to visit mission fields and relatives in China; it was to give us a chance to visit the vast west of our own country where we had never been. However, since original plans were made to cross on two Japanese steamers, two wars had broken. The unfortunate China 'Incident' meant that the visit with relatives in China was out as our work was pushed to the interior. It meant that with the outbreak of World War II Jap steamers on the India side could not be depended upon. Consequently we boarded the Italian Liner, *Conte Rosa*, at Colombo.

This was a fine large ship of 16,000 tons with every comfort possible in 1st and 2nd class. Such comforts were not to be found in crowded Economic Class where in the interest of economy we decided to travel. This class was filled to overflowing with refugees of Central Europe. There were many more than 300 where less than 300 should have been. With few exceptions all of the people were running away from Hitler, and indeed, glad to be free though poor. Limited deck space, limited lounge accommodation, double shifts at meal times; overworked crew; all these did not make for much comfort. We were consoled in the idea that there would be but ten days with 2 stops in between.

We covered about 400 miles a day. The weather was as one might desire save for a day or two of rocking due to great swells rather than rough weather. Clocks were set ahead 30 minutes a day as we were opposing the sun. There were daily lessons with the children in their school work. There were the conversations with the refugees. Some, a few spoke English. Nearly all of them were studying English, French, other languages and aids to employment such as short-hand. My own knowledge of German made it possible to carry on many interesting conversations and get much information. Here were people from Germany, Austria, Poland, Danzig, Czecho-Slovakia. Some had been on concentration camps from 2 to 5 years for reasons unknown to them, pitiable sights indeed. With property and business confiscated in their homeland, they were able to buy passage and take a little money out of the country with the help of friends in America and elsewhere at 8 times the normal exchange in Germany, the other 7 parts going to the Government in Germany. The crime of which many were guilty was to have had a Jewish Grandfather or Grandmother, whereas these refugees in many cases were second generation Christians. Some were as godless as the new German State. Few were orthodox Jews. Almost without exception they were bound for Shanghai where there are no passport restrictions and where thousands have gone before. A doctor of engineering, a doctor of law, and many others of high education were among the number of unfortunates.

Preparations to get off and visit Singapore gave us a pleasant surprise. We found Mr. Ramanathan, ex-minister of Information in the recent Congress Cabinet

was on the same boat with us, a guest of the Japanese Government to visit that country on economic grounds. It had been our good fortune to become friends with Mr. Ramanathan in India already. So a breath of India was following us.

Singapore is truly a great city when compared with Madras. Modern, up-to-date, clean, progressive; these adjectives help only to a degree to describe this great centre. From here a visit to the State of Johore took us past the endless rubber and pineapple plantations into one of the most modern little States of the East. Heavy rain fell but passed away as quickly. This experience which we learned was a daily affair at once gave the key to the wonderful green condition of the country about. And in this port as later on in Honk Kong, Shanghai, and Kobe we were surprised to find the large number of north India merchants carrying on important business.

Though stepping off the boat in Manila meant that we once more, after 7½ years enjoyed the protection of the American flag, it was not an easy thing to do. Due to very strict health rules it took 5 hours to pass quarantine and passport inspection. But once tied up we were greeted by a friend, Captain Schroder, Chaplain of the U. S. Air Force base in Nichols Field near Manila. Though it was a Sunday he was able to meet us in his car, show us the relics of Spanish domination in the Islands, and take us out to his home for lunch. Manila was hot, as hot as India. Manila was modern and thoroughly American in many ways. But save from the nationals of the island, I heard none of the American friends in favour of the United States remaining in the Islands. Political graft on the part of the nationals and expense to the American Government were their reasons for wanting to fall out. The invasion of Holland had not yet taken place when we were in Manila. No doubt the presence of America in the Islands at this time will help to stabilize conditions in these eastern waters.

Our approach to Hong Kong a few days later was in the very early morning. Before anything of a city was in sight the land began to close in on us on either side. High mountains rose up on the shores; and those placid waters in the midst of these surroundings reminded one of some of the beautiful lakes which you see in the Swiss mountains. It was not long, however before you noticed the side of the mountains concealing the fortifications for which Hong Kong is famous.

Soon we had passed the narrows, well guarded, and got into the midst of the hustle and bustle of the busy inner harbour. By the time we were tied up at the pier it was blowing cold and there was a mean drizzle. Just that morning there had been a new customs order which made it necessary to examine all incoming baggage as examined never before, though Hong Kong is called a free port. And though tobacco and scents were asked for, when the things were opened the officials seemed more interested in the personal papers of the passengers. Evidently there was some suspicion about some of our passengers.

A morning was wasted before we got located at a hotel for in this port we left the *Conte Rosso* to take a Pacific liner. Among friends who met us at the boat was the wife of one of our missionaries who has had to move with our Seminary more than a thousand miles inland due to the Japs who took Hankow. It was that that formerly we had hoped to go into Hankow and later meet a boat in Shanghai. One of the three days in port we visited with our 3 missionary families who are awaiting opportunity to get into the interior and back to their work. Their temporary residence is on an island reached by boat, a trip which usually takes an hour, but now takes 2 hours because the whole harbour and its surroundings is mined. Often have the people of the island heard the explosion

of the mines which have let loose from the bottom of the sea in a storm, failed to shut off automatically and explode on the sides of the rocky shore. Many have been shaken in their beds. We have pictures and a piece of shrapnel from one mine that floated in, was seen by some of the American boys of the island, opened and examined before any authorities were aware of what happened. Little did these boys know what their danger was.

After the necessary alien registration, shopping, converting of tickets and money for the Pacific crossing, we boarded the S. S. Nitta Maru, a Jap steamer of the N. Y. K. service on her maiden voyage to America. Originally built for the European service these people have thought better to save the boat than risk it to the mines of European waters where they recently lost one of their best boats on the shores of England. This boat is also slightly over 16,000 tons with appointments even more beautiful than the Conte Rosso. Here we have the opportunity to travel second class with the comfort which one requires on a 20 or 22 day ocean trip.

Shanghai was reached soon after Hong Kong. One could not help but notice and lament over the great destruction apparent on both shores of the water way into Shanghai. This is where the Japs made their entry into China at the time of the incident, bombing the country by aero plane and battle ship. Here it was that they landed their troops to enter China.

Since this vessel was on its maiden voyage a rousing welcome was given her. This was possible in Shanghai as we tied up at a pier. She had been tied up at a buoy in Hong Kong. It was Sunday afternoon and our first attempt was to reach one of our missionaries who was waiting transportation to Hankow, held up at present with a daughter in the isolation hospital of Shanghai. We located him later in the evening and had a pleasant stay with them, looking over the great city of the East which in many respects reminds one of New York City. But may New York City never have building after building blown up by bombs as we saw them in whole sections of Shanghai. As for city life it was a foretaste of what we would soon see in America.

The matter of currency in these cities is of interest at present, especially since the foreign traveller is able to get many things very cheaply. Money in Hong Kong, Shanghai, and Japan at present is very cheap, and bought with American dollars makes shopping very cheap. Of all these the most remarkable is the Jap Yen. In Hong Kong the exchange was 11½ for a dollar. In Shanghai it was 16½. And the official rate in Japan is 4 to a dollar. No one is able to give a satisfactory explanation for it all. Americans in Japan have been known to go to Shanghai by steamer, cash an American draft, purchase all supplies on the depreciated Shanghai dollar, take back to Japan the amount of Yen permitted on their persons and money orders, return to Japan with their goods and have more money left in Yen than they started with in dollars although they had spent money for the trip and their purchases.

With the 400 Yen permitted for a couple we too went to Japan and tied up on Kobe where a rousing welcome was given the arrival of our boat. Friends in the newspaper business from America met us at the boat. Notes of Yen 100 denomination are forbidden entry or exit though legal tender in the country. The reason is that these notes are too easily taken in unseen. I was informed that some travellers on the ship were lined with thousands of Yen taken in illegally. One can easily see the temptation to increase Rs. 1,000 to Rs. 4,000 by a simple and cheap trip to Japan if you do not get caught. But people are caught and fined heavily.

The interest of Mrs. Kuolt in Kobe was a set of dishes for use in America. A set for 12 people, nearly 100 pieces was finally found neatly decorated with gold which is hard to get now. The cost was Yen 120. By normal exchange that would have been about Rs. 90. At the Shanghai exchange the cost would have been, or rather was, Rs. 22. And it is at this exchange that most of the people on the boat bought their wares in Japan.

One of the most interesting points of our whole trip took place when our friends asked us to stay with them in their little Japanese home between Kobe and Osaka. It was a tiny little home, in regular Jap style, newly built, room just large enough to turn around in, sliding mat doors, soft mat cushion floors. When we awoke in the morning it seemed as if we were in fairyland in a doll house.

In spite of war, business in Japan is thriving, trains are all filled. But there are reasons for it all. The Government cannot build more trains so the ones they have must do. Besides, the people do not trust their money any longer and many are having a good time while it lasts. Others are buying up all kinds of gadgets and trinkets so that when the crash comes, if it does, they will have something to barter for useful goods. People are complaining about the war in which they are spending everything and getting nothing. It is rumoured that they would gladly get out of China if they only had an excuse. They want no more of it. They might even use the Dutch East Indies situation in order to be rid of China. Sweets in Japan are tasteless; substitutes of all kinds are used; sugar is being rationed as is also the match box. When I told my friend that he was looking rather thinner than when he was in India he remarked that there was no longer nourishment in the food; and how he longed for another trip through India where we had enjoyed the food thoroughly.

After a rousing farewell in Kobe we reached Yokohama where we were given a rousing welcome. As for our own party we were satisfied to make an excursion to see Tokyo, a 30 minute ride on fast electric cars. In three hours a friendly Japanese business man who saw we needed help, showed us the whole city in a taxi cab, explaining things to us in a way in which no guide could have done it. Here were the grounds of the Imperial Palace, where every Jap returning to Japan comes first to bow before the gate; where all soldiers going to or returning from the war come in formation to bow, as we saw them do when we were there; there was a great Shinto Shrine symbolising the religious belief of the people of Japan; where there is a spirit worship and a worship of nationalism rather than what is usually called religion, the relation between God and man; there was also the great Buddhist temple, a religion very different from the Buddhism of India, claiming a great proportion of the people of Japan, in fact there is mutual worship in the temple and shrines of Japan; there is the shrine to the late grandfather of the present ruler, who is worshipped, rather his spirit is worshipped because he raised Japan to a first class nation. At this place people come daily, clap their hands, to arouse the spirits to their particular prayer and then throw a coin which at the end of the day is distributed to the poor. On festival days when throngs of people cannot get near to the great sheets in which the money is cast, the people throw their money so that today if you go there you will see coins on the thatched roof, coins stuck in the rafters and all over the top part of the building, and you will also see the building all full of marks where coins have hit the doors. Truly a great tribute to the power of the Jap to throw things as learned in American baseball which is the national sport in Japan now. Here also we saw an indoor ice skating rink, beautiful government buildings, great department

stores the like of which can be found only in America. Mind you, buildings are not more than so high, 8 storeys as a rule; this for two reasons, the frequent earthquakes, the fact that no one may be higher than the Emperor whose palace is higher than all these buildings.

Tokyo is now the 3rd largest city in the world, 20 by 12 miles large, and in this vast city is one of the most rustic and beautiful parks I have ever seen.

But the next day arrives and we must leave Japan. This boat is the pride of Japan and one of 3, the 2 others to follow soon. And hundreds of school children are marching to the boat to see it before it sails. They are here for that, but not for that only for aboard this beautiful boat is a Mexican Economic delegation which has been a guest of the Government of Japan for a month, dined and wined, and what else. Their mission was put to me as follows:—Japan wants to exchange her fish for Mexico's oil, but Mexico does not want fish and Japan cannot get American dollars. Surely if Japan could get oil a month's visit would be cheap, what with all the flattering send-off and a school children singing which they threw into the bargain. It was a rousing send-off.

Though we left Japan last Saturday we have been a week and a day on the trip, and today is only Saturday. We passed the meridian of Thursday so we had 2 Thursdays this week. If you will remember your geography you will know how this happened. The captain has given each of us a certificate granting an extra day of life.

On one night this week all of the Americans of India put on Indian clothes and had a pleasant evening singing songs in the tongues of India and playing records of India on the gramophone. On another night we all sat on deck and ate a Japanese Sukiyaki, dinner which is prepared before you as you eat. This is a national institution in Japan, supposed to have come from the old Japanese labourers who cooked their meals on the plough-share; that is what Sukiyaki means.

In token of our arrival in Honolulu tomorrow morning at sunrise, we will have an Aloha dinner. A number of our passengers in second class gifted in playing and singing will give a concert in first class after that.

Pleasant weather throughout has made it possible to play deck games and enjoy the cold weather which we never get in India. The food is excellent with a French Chef teaching the kitchen how to prepare new dishes all the time. He is the only person on the staff of the boat who is not a Japanese.

In the midst of all these nice things we are constantly reminded of the Jap reputation to put things together cheaply. Bulbs burn out quickly, water systems get out of order, things do not work or fit properly, with a shut down of the engines one day it was reported unofficially that there was a defect in the engines. Having come so far we expect to get through the last week to San Francisco without trouble.

We will be happy, however, to get to San Francisco for the international situation is not bright. Since we left India many nations have been invaded, Japan insists America wants to fight her, Germany today is pushing towards the sea. Being on the sea these days causes many anxieties. But when we do reach America safe and sound I may be able to bring this travel letter to a close. Until that time, my salaams to all friends and kindest greetings to you all.

(Sd.) REV. MILTON G. KUOLT.

THE AMBASAMUDRAM CONFERENCE—SOME REFLECTIONS

DELEGATION

Ambasamudram invited and there was response. But representation seemed to be territorially more extended than numerically large. Delegates from such far off places as Nellore, Chittoor and Mangalore attended. But district-war delegation was neither complete nor strong. While delegates did not come from certain districts, those which had sent their delegation, had their representatives drawn from one or two centres. To ensure full representation which alone can secure to our conference proceedings the weighty authority that they should command, it should be made an article of affiliation that each district should send at least ten delegates.

VENUE

The first impression is that of the venue of the Conference. The choice of Ambasamudram was unexceptionable. The river was a daily attraction to one and all. The town had a rural aspect in its quietness and absence of diversions. More than all these, the Lodge, the Board and the Conference were all comfortably housed in one compound the Thirithapathi High School. This naturally kept the delegates together all the days, promoting the much-looked-forward-to social contact leading to the deepening of old acquaintances and the founding of new ones. Besides, the simplicity of the place and the solitude of the school sufficiently remote as it is from town, lent the gathering the friendly and active aspect of the retreat of a group of missionary workers. It is devoutly, therefore, wished that future venues will be fixed up in such places.

CONFERENCE: BOARD AND ACCOMMODATION

The next feature of the Conference to make an impression is the arrangements made by the Reception Committee. The foremost are three aspects which in the order of experience are lodging, boarding and Conference Hall. Lodging was perfect with its electric fitting. But the Boarding was open to criticism. The contract basis on which it was run made it impersonal and brought in much disappointment to delegates at least in the direction of rates and qualities of the meal. Better is this given up in future. Direct arrangements may prove more economical and satisfactory. If need be, a registration fee of annas four may be demanded along with the delegation fees. A day's rate may be one rupee for the unregistered but for the registered it should never exceed 12 annas. There may be effected a reform in the idea of meals-hospitality as well. Breakfast or lunch should be light and except on the dinner night, the night meal must be simple. The third element is the Hall. Ambasamudram followed Tanjore but went one better with its oriental mode of seating arrangement and occidental device of megaphone and loud speakers.

CONFERENCE DISCUSSIONS SUBJECT COMMITTEE AND OPEN CONFERENCE

The third impression is in regard to the Conference discussions. These divide themselves into two parts, resolutions and papers. Resolutions naturally

claim more attention and Ambasamudram was no exception. The list of draft resolutions made it appear that the Subjects Committee would have to devote only one short session, but to keep up the tradition, luckily there came in a good number of urgent resolutions necessitating a second session in the night. This apart, the year's Subject Committee meeting was remarkable for the personal interest the president evinced in the Subjects' Committee discussions, as did Sri C. Rajagopalachariar. Many were his valuable suggestions. One at least should go into record. He laid down at the outset the wholesome principle that each resolution should be sponsored at the open Conference by a representative of the association that had given notice of it. Pity it is that one member took a rather ill-considered exception to this principle. But luckily the other members did not see eye to eye with him and the suggestion was accepted. One more reflection that was induced by the discussions was that members should only refer to the points to be urged for or against in brief and not deal at length with them during the Subjects Committee discussions. Following this procedure, the Committee could finish up its business within the scheduled time, however long the draft list may be. At the open conference, the discussion on resolutions was generally brief and to the point. The fact that there was no notice of any amendment at the conference and that there were no other than the listed speakers brought out the thoroughness of the work of the Subjects Committee and the reasonableness of the argument advanced by the listed speakers. The other part of the Conference work was the papers. In this connection, I have to remind the readers of the suggestion of Sri C. Rajagopalachariar, at Tanjore, that talking should be preferred to reading and that every talk should be invariably followed by discussion. This ideal suggestion was more honoured in its breach almost completely in the matter of discussion and with one or two exceptions in regard to papers. Further the delegates were kept in the dark till the time set apart for papers as to what the papers were about. I wish the practice started at Chidambaram and revived at Madras of calling for papers on a certain subject and printing them after careful editing, in booklets, be systematically followed year after year instead of its being left to the sweet will and pleasure of each Reception Committee to do as it pleased. However, even this year, the Tanjore Conference Presidents' suggestion was adhered to in regard to the discussion on Elementary Education. The one defect in this was that there was overlapping of reference to one and the same point by more than one speaker. Here, too, an arrangement could have been made in regard to the fixing up of speakers and distribution of points amongst them. Had this been done, there would not have been either any disproportion in point of time taken up by speakers or any repetition causing delay.

EXTRA CONFERENCE ACTIVITIES

These reflections would be incomplete if the other activities associated with the Conference are not passed in review. Let me group them all together and name it as Extra Conference Activities. They are the usual Exhibition, Entertainment and Excursions.

EXHIBITION

Exhibition this year was more an apologia. An Exhibition of the real educational educative type was got up at Madras in 1939. This can serve as a model exhibition arrangements. Book-sellers' collections should be kept apart in separate stalls. It is here only that textile or other goods from industrial concerns

should be housed and not in the exhibition hall. An approach to the ideal can be possible every year if only the various educational institutions do proceed to carry on the work of research basis and keep a record of the same. Let each Exhibition Committee set about gathering up exhibits though few in number, but annually include this as a part of its annual conferences. I hope it will be done.

ENTERTAINMENT

All the nights we had music. It could not be anything else in that musically charged district. The delightful feature of it was that a lady delegate participated in this arrangement. It would have been better if, instead of declamation, a play had been got up.

EXCURSION

This year's experience is no new one. History repeated itself. Conference circulars spoke of excursion attractions in and around and made promise of arrangement provided names were entered. Only this proviso had never all these years been fulfilled. Apart from the pleasure derived, the historical sense developed and the spiritual power obtained from these excursion trips, they have a social value all their own and for its realization, these trips should be unfailingly organised as a part of the conference activities. Here I like to offer a tip that this arrangement be left to the Geographical Association. Besides, these should be made to precede or succeed the conference days. Then, alone the Conference gathering will be twice benefitted, benefitting the proceedings and benefitting itself. Then alone the excursion would be lively and useful.

RECEPTION COMMITTEE

Lastly, a word has to be put in regard to the Reception Committee. The President of the Tirunelveli Guild had to be in evidence all the days, the conference being held in his place and he introduced a good social feature of bringing the president of the Conference in personal contact with the delegates by introducing them to the president after the dinner. I wish he had with him one member of the Working Committee or a representative of each Guild to go along with him. The introduction would have served its purpose in full in the direction of giving the President not only the designation of each delegate but what is more important, his special work and interest both on behalf of education and the educationists' organisation, the union. It is to be hoped that, this practice will develop into a good social convention of the conference.

THE PRESIDENTS' CHIEF UTTERANCES

The S.I.T.U. should be really thankful to the President for leaving his stamp on the conference with his intensely personal interest in the delegates and discussions. More than this, his service in his presidential address with its stress on the charter for Teachers is unparalleled alike in its sympathetic conception and courageous utterances. Our debt of gratitude to him is indeed great. Let us only try to repay it in making ourselves the most deserved for this public recognition which the president had envisaged in his appeal for a charter. A reference to one individual worker, the General Secretary is needed. It may be invidious to single out one from the group who had singly and collectively exerted themselves so untiringly all the days. But Mr. A. Srinivasaraghavan in his per-

vasive attention, cheerful look and promptness of service even to the extent of attending on the indisposed among delegates, deserves a special word of praise.

THE OTHERS

It was a unique feature of Ambasamudram Conference that the chief functions of Opening, Welcoming and Presiding over the conference and declaring the Exhibition open were all performed by public men, really imbued with love for the teachers and sincere interest in their uplift. They all deserve our thanks in practical directions. Interest in Adult Education work, would, I am sure gratify the Lord Bishop of Tirunelveli and the Chairman of Tuticorin, who laid special emphasis on this aspect of educational service. The Lord Bishop of Tuticorin should ever remain in our grateful memory for his refreshing and scholarly exhortation in the language of the land.

May our future conferences grow from year to year in educational utility and social solidarity and secure for the profession and its participants the honour due to the real makers of the NATION that they are.

Villupuram,
2-7-40.

V. JAYARAMAN.

FROM OUR ASSOCIATIONS

The 17th Annual Conference of the Kurnool District Teachers' Guild was held on Saturday the 29th June in the Coles Memorial High School, Kurnool. About 100 women and men teachers attended it. Sri P. Raju, Headmaster, Coles High School and Vice-President of the Guild, welcomed the delegates. Sri K. N. Pasupathi, Secretary, read messages wishing the Conference success from Messrs. (1) T. H. M. Sadasivayya, District Munsif, Kurnool; (2) Deshpande Subba Rao, Pleader, Nandyal; (3) S. K. Yegnanarayanaier, Ex-President, S.I.T.U.; (4) T. P. Srinivasa Varadan, Secretary, S.I.T.U.; (5) V. Srinivasan, Secretary, Protection Fund; (6) S. Natarajan, Journal Secretary; (7) R. Ramakrishnan, Secretary, Teachers' Guild, Coimbatore and Nilgiris; (8) Sri C. Ranganatha Aiyangar, Secretary, Anantapur Guild, and (9) P. L. Ramanadha Rao, Secretary, Chittoor Teachers' Guild.

Proposed by Sri G. Siva Rao and seconded by Sri K. N. Pasupathi, Sri M. Ramaiya, Headmaster, Board High School, Atmakur, was installed in the Chair. He next delivered the Presidential Address.

In the course of his address he pleaded for effective Home and School Co-operation. He said, "There is a deplorable lack of co-operation between the parents and the teacher. The co-operation of the teacher or the headmaster is eagerly sought at the time of the promotions or the selections sufficiently early by the divining parent and a day after the fair by the unknowing. He meets the teacher only once a year. The result is that the boy, left adrift, very often imbibes habits that are not conducive to the healthy growth of the mind and the body. The moral precepts, the health maxims and the good ideals taught at school are wasted on him. How many youths have we not seen in costly vestments, cut to the latest sartorial perfection, smoking and indulging in such prodigal ways of living; while his father toils hard in the fields in poor loin cloth. Life at school seems to lead the boy to extravagant ways of living and that is perhaps the reason why parents feel it so costly to educate their children. There must be proper control at home. A proper blending of the influence of the home and that of the school will make the boy an ideal youth. Parents' Associations should be formed and the parents should be told what they are to do at home to train the boy on the right lines. There should be periodical consultations between the parents and the teacher and any swerving on the part of the boy from the right path should be immediately checked. Such frequent contacts between the parent and the teacher will be of immense benefit to the boy, not only in moulding his character and systematising his work but also in his appreciation of the value of plain living and high thinking.

Referring to Physical Education the President said: "In the present system of education no stress is laid on the physical wellbeing of the boy. The mania for success in the examination has led to greater concentration on the subjects of study for the examination to the great detriment to the development of the child in other directions. We are training imbeciles who are unable to defend themselves against aggression of any kind. This year an attempt is being made by the authorities to give greater prominence to physical instruction but it may

lead to mere filling of the additional sheet in the S.S.L.C. if proper attention is not paid to the subject. And in schools having a number of sections in each class the filling up of these pages will be a very formal affair. The eagerness for such development should come from within. If the schools are to train the future citizens, it is their duty as well to make them healthy citizens who can defend themselves, their property and their country against the cruel aggression of a greedy foe. It is the duty of the schools to improve the physique of every boy as much as it is its duty to improve his intellect. To this end, the pupils should be told the need for physical culture and they must be induced to take proper steps to develop their bodies by giving up bad habits and by taking physical exercise every day. The department prescribes the minimum requirements but let us attain the maximum development in this direction by affording greater facilities for the students to participate in games and sports, in drill and gymnastics. Medical inspection of the pupils can also be arranged. I am strongly in favour of reverting to gymnastics and other such harder forms of exercise for the body than the easy and simple exercises of this day. If the classroom trains a boy to enter the portals of the university or for public life, the playground and the gymnasium should befit him to join the University Training Corps or the Territorial Force, so that the country may not be lacking in manpower to maintain its independence. Non-violence and such non-militant principles can be used against a foe who can appreciate the force and significance of such a creed. Brute force may have to be met with brute force. And when a crisis occurs, when the very existence of the person or the nation is in peril, he is no son of the nation who cannot lift his arm of resistance against the aggressor and cannot save his country from annihilation. To be able to be violent in action when the need arises, and to observe non-violence at other times is the quality that ennobles the mind of the citizen.

The Draft Resolutions were then discussed and the following amendments were adopted.

(1) The Conference expressed its sympathy with Britain in the war against German aggression she had been fighting and prayed to the Almighty for her success.

(2) The Guild requested the Madras University to annul the age ordinances governing the admission of pupils into the Intermediate Class as they caused great hardship to the successful pupils in the S.S.L.C. Examination affected by the ordinances, and drove them to other Universities.

(3) The Guild expressed its deep concern at the low presidency average in Telugu and Sanskrit in the last S.S.L.C. Examination when compared with the average in English, a foreign language, and was constrained to think that something might be wrong with the examination methods in those languages. It requested the S.S.L.C. Board to enquire into the matter and take suitable steps for effecting improvement in paper-setting and marking in those subjects in future years.

(4) The Conference requested the Madras, Andhra and Annamalai Universities to adopt the mother tongue as the medium of instruction in the College classes with effect from July 1941, in view of the hardship that will inevitably be otherwise caused to the present VI Form pupils joining colleges next year.

(5) The Guild reiterated its request to the S.S.L.C. Board to introduce the study of English non-detailed texts in V and VI Forms and set questions

on them at the S.S.L.C. Public Examination, as it felt convinced of the place of Non-Detailed texts in the scheme of High School English.

(6) The Guild respectfully urged the S.S.L.C. Board to give adequate representation to teachers in the Kurnool District while choosing Examiners and Assistant Examiners for the S.S.L.C. Examination. It regretted that the claims of this district had been rather overlooked last year.

(7) The Guild appealed to the Teachers' Associations in Cumbum, Pattikonda, Giddalore and Allagadda to affiliate themselves to it in the interest of professional solidarity in the District.

(8) The Guild brought to the notice of all teachers in the district the great progress in stability and service made by the S.I.T.U. Protection Fund and appealed to such teachers as had not joined it to enlist themselves as members in their personal and family interest as well as in the interest of professional solidarity.

(9) The Guild requested every Teachers' Association to encourage the journal, *The South Indian Teacher*, by subscribing for two or more copies, in view of the financial deficit the journal was facing.

A business meeting was then held with Rev. B. J. Rockwood in the Chair. Mr. K. N. Pasupathi read the Annual Report for 1930-40, which was adopted. The recommendations of the Sub-Committee appointed by the Managing Council in regard to the amendments to the S. I. T. U. Rules were approved by the General Body. The following office-bearers were then elected:—(1) Rev. B. J. Rockwood, *President*; (2) Messrs. M. Ramaiya and P. Raju, *Vice-Presidents*; (3) Sri. K. N. Pasupathi, *Secretary* and Guild's Representative on the S.I.T.U. Executive Board; (4) Sri K. Neelakanta Rao, *Joint-Secretary*; and (5) Mrs. P. S. Raju, Sri. M. P. Rajam Aiyar; Sri. Deshpande Subba Rao; Sri N. Sundaresa Aiyar; and Sri. J. A. Peters: *Members of the Managing Council*.

Pupils Treasury of Wit and Humour: Vol. IX, No. 3, April 1940.

We congratulate the Editorial Board on this very attractive number. The magazine is issued by the Tondaimandalam T. V. High School Library Society. Its title is very appropriate. It is a true pupils' Treasury of Knowledge, Wit and Humour. Besides chronicling the various important school items—and they are many and varied, the Journal contains a large number of contributions from its pupil members in English, Tamil and Telugu.

EDITORIAL

The School Text-Book Prescription Mess :

A short note appeared some days back in the press to the effect that the Bombay Government had ordered the deletion of books written by the inspecting officers from the list of text-books intended for use in schools. We are not aware of the reasons which prompted the Bombay Government to take this unfortunate step. It is not our intention to hold a brief for the inspecting officers but we should point out that the order under reference is highly detrimental to the cause of sound education. It amounts to a deprivation of the benefit of good books written by efficient and experienced officers. If there had been a suspicion of undue influence or objectionable methods, it was competent for the Government to deal with the concerned individual in an appropriate manner. A general order of the kind passed in Bombay is a restrictive measure and it is a pity that sincere and competent officers are denied opportunities of serving their country.

There have been several strange rumours about the prescription of text-books in schools this year in our province. This prescription mess is a serious disquieting feature. No one seems to be satisfied with the way in which the present rules for the selection of text-books in schools have been working. Apart from the publishers' tale of woe, one can easily perceive a widespread feeling of dissatisfaction with the procedure prescribed for the prescription of text-books. We learn that a demand for the supply of free copies for the use of teachers in schools is often made. The publishers have, we are told, been asked whether they will be prepared to supply free copies to the Harijan pupils in schools under local bodies. Again, there is the rumour that several schools make a request amounting to demand for a higher rate of commission. We fail to see why these points should be raised at all when the book-prescription agency is called upon to undertake the responsible task of selecting books suitable for the pupils in a locality. Can anybody feel happy under such conditions? Should not the system lend itself to abuse of any kind to be scrapped?

The idea that the selection of books should be viewed primarily from the standpoint of the pupil seems to have been more or less ignored. May we ask whether it is educationally sound to prescribe one reader in a series for one standard and a reader in another series for the higher standard in the same school? We are told that this anomalous method has been adopted in some areas even though a graded series of readers is

available. Here and there a view is expressed that it is not open to teachers to prefer one book to another when both books are included in the list of approved books in a subject. There is no harm if teachers should exercise a choice. It is difficult to understand what advantage the pupil gets if the selection committee be allowed to have its own choice. Books included in the list of approved books are not, and need not be, of the same quality and it is uneducational to deny teachers the freedom to choose the books which they consider very suitable. A question that is sometimes asked in this connection is whether the departmental officers have approved of the principles followed by the prescription committees. It is unnecessary to discuss this point. The officers also are human beings and book-selection is not the only thing to engage their attention.

We are not keen on apportioning the blame for the mess year after year in May and June but we feel strongly that the time has come for the Government to review the whole position and to set things right. We hold that no scheme of book-prescription can prove satisfactory if the teacher be not trusted and called upon to bear the responsibility which is undoubtedly his. One complaint which used to be heard in regard to the old practice of book-prescription by teachers was the frequent change of text-books. This is a question which it is not difficult to solve; nor are teachers so perverse as to pay no heed to the feeling of the public. A definite suggestion from the Department of Public Instruction would surely solve the difficulty. But the scheme or rule adopted by the Government as a remedy has proved worse than the disease. It has really gone much further and created a complicated situation, especially in the case of some local bodies. It will be difficult to defend the present scheme which tends to degenerate into distribution of patronage. It is strange that there is no provision in the rule either for effective control or for competent expert opinion. For instance, there is no place in the book prescription committees of local bodies for teachers as such. Constituted as they are, the committees of local bodies can hardly be expected to do justice to their work, however sincere the members may be. Taking all facts into consideration, we think it is necessary to leave book-prescription to teachers themselves while the Government may reserve power to themselves for permitting a change of books when necessary. If there be any abuse or mistake under this scheme, it will affect just a few schools and teachers can be easily dealt with by the Department. As it is, the Government finds it very difficult to take action against the book-selection committees of local bodies and the work of schools is likely to be hampered by their vagaries. There is much to be said for freedom to schools in respect of book-prescription. If a slight modification of this wholesome principle be deemed necessary in respect

of elementary schools, it may be a good thing to empower the Taluq Elementary Education Committees to suggest four or five books in each subject for use in schools in their respective areas; and schools should be given the privilege of making their own choice from the groups of books. We hope the Government will move quickly in regard to this matter.

Our Organisation :

We understand that the Executive Board of the South India Teachers' Union has been considering the ways and means of strengthening the Union with a view to promote a feeling of professional solidarity and equip the teaching profession better for the work ahead of it. An intensive programme of publicity work has been chalked out and the suggestion has been made to the affiliated Guilds to take up current educational topics for careful study. The guilds, we understand, have been called upon to express their opinion on the several amendments to the Rules of the Union which had been referred to them by the General Body of the Union. We have no doubt that the guilds will consider the amendments with a full sense of responsibility; and any decision which is likely to be reached on the basis of their opinion should be helpful in bringing about a proper understanding between the Executive Board and the affiliated associations and making the Union an organisation fit to represent truly the teaching profession and safeguard its interests.

1944 :

The Press Communique on the Reorganisation of Secondary Education is published elsewhere in this issue and we invite the attention of teachers to the same. We are glad that the Government have made up their mind to give effect to their scheme from 1944. The scheme with all details has not been published and there will certainly be several points that may look obscure. But the scheme outlined in the communique follows more or less the lines indicated by the Government in their previous communique. However, it is a matter for surprise that the scheme should have raised a flutter in the ranks of some public men. They seem to be under the impression that the scheme is quite new and that the Government have sprung a surprise. Our readers will be aware that the main lines on which the re-organisation of Secondary Education is now proposed to be effected have been under discussion for some years. The statement that responsible leaders have not had an opportunity to study the scheme and have not been consulted in its formulation is not quite accurate. It was during the regime of the Congress ministry that a Secondary Education Conference was convened with Sri C. J. Varkey as the Chairman. The main principles of reorganisation were approved and

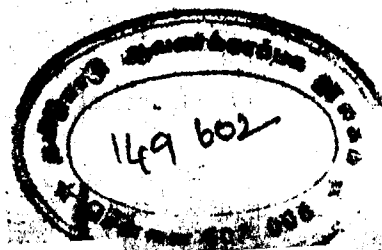
sub-committees were appointed to go into the details of courses and syllabus.

It is not for us to say anything about the desirability of the Government taking the public men into their confidence. The essential point in the reorganisation scheme is the bifurcation of the courses; and in all the discussions that have taken place all these years the soundness of this principle was admitted by all sections. It is natural that there may be some difference of opinion with regard to details. While criticism on such points will be helpful, it will be a great mistake to attempt to restart the old controversy in respect of bifurcation. The arguments advanced by critics like Sri Satyamurthi show that they are keen on having further discussion on the desirability of bifurcation. The reorganisation proposed by the Government need not be construed as either an attempt to discourage University Education or a device to force pupils to take up vocational courses. Nor is it to be understood that the technical and pre-university courses are pitted one against another, the technical line being treated as an inferior course. Those who think that the reorganisation scheme seeks to force pupils to take up vocational courses are under a misapprehension. A clear understanding of the position as it is to-day is necessary and it should not be forgotten that the vocational or technical course does not exclude the humanities. Nothing is gained by continuing the discussion in respect of the essential principle of bifurcation. The Government should, however, be glad to welcome suggestions which are likely to minimise the difficulties that may be felt by pupils. The argument that the pupil will not be in a position to make his choice at 13 or 14 does not help critics of the reorganisation scheme and this can be used against them effectively. Among the critics of the Reorganisation scheme is a section holding the view that it is no good to start vocational courses when there are no industries. This is really arguing in a vicious circle and the Government may be expected to be aware of the implications of the bifurcation idea. Another section of critics tries to torpedo the idea of bifurcation by arguing that technical education will not create jobs and that there will be unemployed technically qualified men. Such arguments may be ingenious but they really disclose the conservative attitude of the critics in regard to education. They should remember that Secondary education is not intended for any specially privileged class, and that it should be diversified so as to give full scope to the aptitude of the pupil and to equip him for life. The critics who are keen on pre-university education need not be alarmed. They can rest assured that this side is not losing an iota of its importance. As a matter of fact, it may be possible for the pre-university students to carry on their studies more efficiently hereafter. What is needed to-day is not talk of reorganisation but immediate action.

Our readers will be glad to note that the Government have made one or two important changes in their original scheme. From the very beginning the Union has been urging that the idea of an examination at the end of IV Form should be dropped and that a proper distribution of pupils should be secured through a clear understanding between Home and School. We are glad that the government have accepted the force of this contention and we hope schools and teachers will devise a scheme of school record to give proper advice to parents. Another modification relates to the extension of the secondary school course by one year. The Union as well as the Universities in our province were opposed to this idea of extension and the Government do not propose to extend the period. If the volume of criticism against bifurcation should become negligible, it is necessary that the Government should indicate clearly how they propose to move in respect of the provision of vocational courses. There is an impression that the Government is not serious with regard to vocational courses and this is due to the plea of want of funds constantly raised by the authorities.

The scheme of reorganisation should not be a mere paper scheme. The public will have no doubt in their mind if the Government should get into touch with the management and formulate a comprehensive policy. It may be possible to make only a humble beginning immediately but this may have its own advantage since serious dislocation in the existing system of schools is not desirable and they should be given time to readjust themselves. The public will be impressed with the earnestness of the Government in regard to reorganisation if the latter should prepare a definite programme and make the necessary financial provision. We appeal to teachers and teachers' associations to consider the proposals of the Government in all their aspects. While making their suggestions, they should pay special attention to the resolutions adopted at the Provincial Educational Conferences from 1937 onwards. The Union expects its affiliated associations to explain to parents the proposals for the reorganisation of Education and the bearing they have on the future career of their children.

The South Indian Education Week is a good occasion for teachers to point out the necessity for reorganisation in view of the rapidly changing conditions of the society and the world. When leaders are busy with political and economic problems, it is essential that teachers should of their own accord tackle educational problems and be prepared to bear their legitimate burden.



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