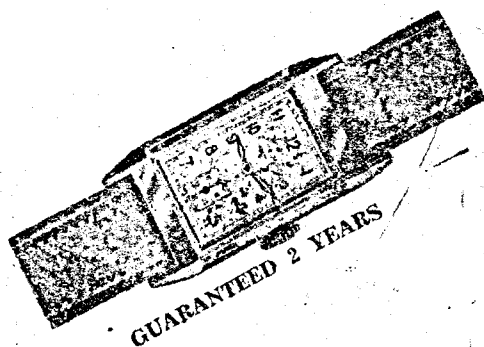




PRE-WAR Price "JASON"

The 15, Jewelled
Lever Watch
at a clear-cut Price
Chromium Rs. 15/-
Rolled Gold Rs. 20/-

Postage extra.

We are offering our famous JASON 8 1/4 15 Jewelled Watches at a sacrificial price in view of the very large stock on hand.

JALAL & SONS

(Contractors to Govts. of India, Hyderabad and Mysore.)

Head Office
RATTAN BAZZAR,
MADRAS.

Branches
Mount Road Madras
Abid Road, Hyderabad (Dn)

Tamil Series

HISTORY OF INDIA

BY

katarangaiya, M.A.,
University, Waltair.

iyengar, M.A., L.T.,
Cool, Triplicane, Madras.

V: As. 12.

Two Parts: @ As. 12 each

George Gazette p. 646 D/ 10-10-39

ns by the same Editor
or Forms IV, V & VI.

CHALAM & CO.,
CHETTY ST., G. T. MADRAS.

CONTENTS

ARTICLES

Lecture II. Sensory Education—By Dr. Montessori	.. 1
Fundamentals of Educational Reorganisation— By S. R. Ranganathan	.. 4
President's Statement regarding Malabar	.. 13
The XV All-India Educational Conference	.. 16
Letter to Members (S. I. T. U. Protection Fund)	.. 18

S. I. T. U. PROTECTION FUND (List of names contd.)	.. 19
--	-------

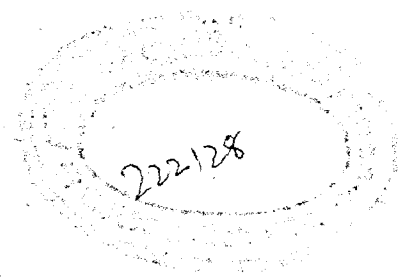
THE TEACHERS' BOOKSHELF	.. 20
-------------------------	-------

THE SOUTH INDIAN RAILWAY CO., LTD.	.. 23
------------------------------------	-------

EDITORIAL	.. 24
-----------	-------

Chittoor District Teachers' Guild	.. i
North Arcot District Teachers' Guild	.. v

32
T2021/22/15
M421/1





NEW PUBLICATIONS IN GEOGRAPHY

MACMILLAN'S NEW GEOGRAPHY SERIES

Numerous Maps & Illustrations and a few Coloured Maps

TAMIL : Book I For First Form As. 8
Book II For Second Form As. 10
Book III For Third Form As. 14

GENERAL GEOGRAPHY FOR HIGH SCHOOLS

By Eva D. Birdseye, B. Sc. (Lond.), Geog. Dip. (Lond.)

ENGLISH : Book I Introductory, Australia, Africa, South America & North America.
For Form IV. As. 12

Book II Eurasia and India. For Forms V & VI.
Rs. 1

TAMIL : Translated by M. Shunmugasundara Mudaliar, M.A., L.T.,
Headmaster, Pachaiyappa's High School, Madras.

Book I Introductory, Australia, Africa, South America, North America.
For Form IV.

Book II Eurasia
Book III India.

TELUGU : Translated by C. Bhimas
R.R.Bh. R. High School.

Book I Introductory
America.

Book II Eurasia
Book III India

MACMILLAN &

(INCORPORATED IN INDIA)
MADRAS—BOMBAY—CALCUTTA



Approved and widely used Books.

TAMIL EDITION
of

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

By M. S. Sundareswara Aiyar, M.A., L.T.,
Headmaster, Govt. Training School for Masters, Tanjore
Cr. 8vo., over 560 pages Re. 1-12.

MALAYALAM EDITION
of
ELEMENTARY SCIENCE

By C. S. Venkatarama Aiyar, B.A., L.T.,
Science Assistant, Board High School, Perintalmanna.
Physics & Chemistry Re. 1-4. Natural Science Re. 1.

MADRAS S. S. L. C. EXAMINATION, 1940.
"C" Group History of India from 1605 to 1805.
By Rao Sahib C. S. Srinivasachariar, M.A.,
Professor of History, Annamalai University
and the late M. S. Ramaswami Aiyangar, M.A.,
Rs. 2.

SRINIVASA VARADACHARI & CO.,

2/16, Mount Road, Madras.

The Journal of
The Madras Geographical
Association

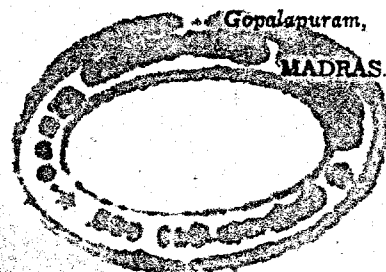
is a valuable Companion to

the Teacher.

Apply to:—THE SECRETARY,

MADRAS GEOGRAPHICAL

ASSOCIATION,



THE SCHOLAR.
ANNUAL 1938

Price As. 12.

NOTE.—One year subscribers will get
the Annual copy free.

Subscription Rs. 3, a year.

Apply to—THE MANAGER,
"THE SCHOLAR," Palghat.

THE INDIAN EDUCATOR,

An Illustrated High Class Cheap Monthly.

Editor: V. Aravamuda Iyengar, B.A., L.T.

Annual Subscription Rs. 2 only. Sample
Copy, As. 3.

Controlled by an influential Editorial Board.
Recommended by District Educational
Officers for use in Schools, Colleges, Clubs
and Libraries. Best Advertising Medium.

Send M. O. to the Manager:

THE INDIAN EDUCATOR,
MADURA

THE SOUTH INDIAN TEACHER

Vol. XIII

January, 1940

No. 1

LECTURE II. SENSORY EDUCATION

By

DR. MONTESSORI

The programme of lectures indicated that we must illustrate the principles of child education with the sensorial apparatus of the Montessori method at least partly. What is of interest is the effort of the child in its formative activity. Not any kind of activity or movement, but the special movement by which the child arrives at its inner construction. The child must be active, but it must be active *alone*. That is, the child must obey the inner laws and not something which is imposed upon him. The more this inner guidance is active, the more difficult it is for the child to obey an exterior command. This fact may be expressed in simple language by saying that the child must do his construction by himself. The instinct of the child is to be active and to take from the external environment images. It is clear that the small child does not like to be helped, and therefore when the adult tries to help him, he rebels. This is because the child can acquire these qualities only by doing these things himself. This is a very important thing which everybody has noticed, and yet it is surprising to see the adult trying to do everything for the child such as washing and doing other things. Thus arises the problem. The child cannot do things himself, because he has not acquired the qualities to do the things properly and the adult should not help him. Herein lies the ability of the teacher; he has to give the child just sufficient help and no more, and there is a limit to be observed. A study of the question therefore becomes necessary.

THE SOUTH INDIAN TEACHER

SENSORIAL IMAGES

Doctors and biologists have noticed that the child at certain periods more than at any other takes images from its environment. The images are not merely taken in through the senses, but they pass on into the mind. In other words, the child taking his images from the external world constructs the internal mental world. It is impossible for the adult to make these internal images for the child. That is why it has been recognized by psychologists that the child cannot go to the ordinary school before the age of five years. The child is not to be put in an environment of the ordinary school. If we see how the child without any teaching from anybody notes so many things, we can understand how the child has an enormous capacity for taking things and organizing them. This means that he has a great urge towards achieving development. Another interesting fact is that the child carries out a real mental construction and derives abstractions. For instance, if when a child recognizes a form when the name is mentioned, he has been able to abstract the form or the colour from the object.

THE CHILD'S ENVIRONMENT

Under ordinary conditions, we must realize that the child has been placed under many obstacles in getting these abstractions. If the child asks us for help, let us give it, but the child must do the work of abstraction himself. What we can do is to prepare the environment in which the child can choose and at the same time put things in the environment in the logical order, as also the impressions he has stored in his mind. We must give the child that which is not found in the ordinary environment, and these in a scientific order. We take the images, classify them, and we put them in a special environment, and under these conditions, the child can choose and work alone. No doubt abstraction is a complex process, but it is also true that although the objects may be in millions, these qualities are few in number. We may have hundreds of millions of coloured objects, yet the colours are limited. We may have millions of objects and flowers which give out smell, but the scents are also limited. Here we are confronted with a technical difficulty. We wish to have only one quality, either of colour, or of weight at a time. The way of doing this is to make objects which are all alike except in one quality. It is something like having one black sheep among hundreds of white sheep. The black sheep at once comes into prominence. Similarly we have to prepare materials for sounds, smells, tastes, and the three dimensions. Then there is also the psychological preparation to help the child to recognize the different qualities. At first the contrasts are marked, and gradually they must become less

and less. In the end, the child comes to the most difficult part, the realization of the identity of qualities among material objects.

Another part of the psychological technique is to isolate the organ of sense. Everyone knows that the blind person has better acuteness of hearing than the ordinary person. It is also well known that the deaf people have the capacity of recognizing very fine movements that ordinary people cannot recognize. This may be due to the fact that these people have exercised in a special fashion one of their senses. It is possible that by suppressing one perception the other becomes more acute. For instance, if you touch two surfaces, one rough and the other smooth, the first time with your eyes closed and then with the eyes open, in the latter case, the perception becomes more clear. Let us take another example. The feeling when touching a cloth with eyes open is different from what it is when touching it with the eyes closed. We use this fact and make the child close his eyes in order to appreciate better certain sense and things are put in the mind of the child in the path of clear impressions. This is based on the fundamental fact of use. Another aid we may give is to analyse these impressions in the finest possible fashion, and therefore to analyse the qualities of the bodies. This would be the analysis of something which is an abstraction. Therefore we say that the materials represent the realization of the abstractions. By means of these materials which are in a series and in gradation, one can teach the child an order by which he can order his sensorial images.

VISUAL IMPRESSIONS.

The visual impressions of the child can also be classified. Objects may differ in colour, form, and size. Therefore different materials have been chosen to isolate each one of these abstractions. Then there are materials for the recognition of differences in the three dimensions, length, breadth and height. Again there are materials to distinguish geometrical forms. In the same way all the senses of the child, the sense of touch, feeling, (hot and cold), the different tastes, and the smells can be trained. The physical environment and the psychological process, these form the preparation for the proper education of the child.

FUNDAMENTALS OF EDUCATIONAL REORGANISATION

Lecture delivered at Madras on the fourth of November, the Guild Day of the Education Week, 1939.

By

S. R. RANGANATHAN, M.A., L.T., F.L.A.,
University Librarian, Madras,
and Secretary, Madras Library Association

The efforts of Mahatma Gandhi has brought educational reforms to the forefront. We have on the anvil an All-India reorganisation of which we have heard a good deal during the last two years. Recently educational re-organisation has gained some prominence in our own province. On the inauguration day we had a clear analysis of the findings of the Reorganisation Committee. We were given a picture of the anatomy of the proposed scheme, though a note of despair was struck towards the end about the feasibility of putting life into it.

Formal Reforms

One great danger in the history of educational reform in our province has been that reform ultimately ended in reformation of nomenclature. Inspectors of schools become educational officers; a sub-assistant becomes a deputy; matriculation becomes S.S.L.C. It looks as if the S.S.L.C. will again become matriculation. Nobody is to be blamed for this condition of affairs. I take it that this is an unavoidable phenomenon in the present state of our society. We do not gain anything by using hard words against this. But what may be helpful is an exploration of the reasons for well-intended reforms degenerating into something purely formal.

Gulf between Conviction and Conduct

To do so we have to recognise that education is a sociological phenomenon. While it has to do no doubt with the individuals, its roots run deep into society. It appears to me that it would be impossible to effect any substantial reform in education unless steps are taken to bring to prominence those sociological peculiarities which are favourable to the reform contemplated. Under normal conditions this may not be a difficult task. This will become an automatical

affair. It has been so in most countries. But in our country however, an artificial sociological end has dominated our educational aims and methods since the last century. Although it had been outgrown the sheer weight of social habit induced by it still continues to militate against the realisation of many reforms whose necessity we all perceive with great clarity on the intellectual level. It is again and again the same old story of the gulf between conduct and intellectual conviction.

Aetiological Approach

Hence it seems to me that if educational reform should be effective we have to begin at a far distant end. You know that if there is malaria the Public Health Department begins with filling up pits and cut-outs. Yes. To cure the educational ills of to-day we must begin with aetiology. It seems to me, however, that our educational reformers imagine that their own common sense view of the aetiology is quite adequate. At any rate, there seems to be no evidence that the Educational Reform Committee which has been sitting during the last few weeks had gone into the aetiology objectively and at a conscious level. This is all the more regrettable as the Government had at a cost of lakhs of rupees collected the necessary sociological data and published them in huge tomes known as the *Census report*. Further the educational data in that report are being continuously brought up-to-date by the Department of Public Instruction. One small evidence that these data are not put to educational use is that the columns in the *Educational reports* do not correspond to those in the *Census reports*. The terms in the former are left undefined. My main purpose to-day is to emphasise the need for what I have called a socio-aetiological investigation preceding and forming the basis for any educational reform.

A Trivial Illustration

At the outset I shall illustrate the danger of overlooking social facts by referring to a trivial educational problem which was unfortunately made to loom large on the inauguration day. I refer to the question of minimum age for admission to the University. The problem was enunciated as five issues presented in the form of a sandwich. The meat in the sandwich was the truism. "Does 5 plus 11 make anything but 16?" Our thought was all made to be carried away by this trivial meat to such an extent that we could not pay any attention to the hard-crust on either side. But it is seldom that rhetoric solves educational problems. Let us examine it in the correct sociological way. If we do so it becomes doubtful if any problem exists at all. Consider the following figures taken from the report of the Director

of Public Instruction for 1936-37 when no artificial control was effected in the matter.

Age.	Number of Pupils in the		
	First University Class.	First Form	First Standard
13—14	10	13,584	3,724
14—15	96	8,431	1,857
15—16	503	4,138	1,375
16—17	995	1,917	934
17—18	978	873	702
18—19	777	409	614
19—20	514	169	461
20—	545	216	1,784
Total	4,418	77,881	13,13,773

Straining at a gnat

There are various issues raised by these figures. First what is the number of candidates that are involved? It is 106 out of 4,418—about one in four hundred. The seriousness with which this problem is trotted out and the firmness with which it is faced had made us expect that the number involved was something so big that the whole educational and social structure would topple down but for the unyielding stand adopted by the authorities. But if we examine the figures they yield but a negligible quarter per cent.

Message of Normal Curve

Secondly we notice that the mode for the first university class is the age 16—17. The candidates are found scattered on either side of this mode. It is claimed that because the psychological age is ahead of the physiological age, the mental progress of these 106 students should be artificially arrested to equalise the two ages. Surely symmetry requires that we should examine the other side of the mode. Examine the ages above 19. We find that not one hundred but one thousand candidates lie there. Look at the other appalling figures. 13,000 whose physical age corresponds to the end of the high school are just entering the high school. A hundred thousand adolescents

are in the first standard of the elementary school. In their case the physiological age is far in advance of the psychological age. Why is it that there is no movement afoot to equalise the two ages in their case? Why should not their physical development be arrested, with equal propriety, until their mental development overtakes it? It may be said that we could not explain this partial treatment or apparent solicitude for all vagaries of physical age and almost cruel attitude towards mental age except by ascribing a sinister motive to the reformers. But I know that there is no such motive. I take it that the trouble is due to the neglect of the statistical data in the matter and of the message of the normal curve.

Precocity versus Physique

I am well aware of the argument of puny stunted children flooding the corridors of colleges. The data have shown that there is no flooding at all. There may be atmost two such under-aged students in each college. That is all. One may harangue "Number is not the issue here. I don't want even one child of our land to be injured." But one should question even this assertion about injury to physique. The correlation between mental precocity and physical sub-normality is not at all positive. The incidence of poor physique among the precocious has not been shown to be anything significantly more pronounced than among the normal and subnormal. Thanks to Professor Gaulton's lead, we have now a good volume of data on precocious children. They will disprove all misgivings in the matter.

Some Specimens

Though stray cases do not constitute a scientifically valid proof, I mention to you for what it may be worth the names of some precocious persons who lived or live a long and healthy life. Lagrange, the famous mathematician whose collected works range through dozens of volumes and who lived beyond three score and ten, finished his university course and became a professor at the age of eighteen. When the great Euler recommended him to be appointed as his successor, Frederick the Great accepted the recommendation with the remark that "the greatest King of Europe" should have "the greatest mathematician of Europe in his court". Let us not speculate what would have happened if Lagrange had been repressed by rigid rules. Again the versatile George Fordyce the Scottish Physician who also lived beyond three score and ten took the M.A. of Aberdeen in his fourteenth year. He was the first to treat digestion as a physiological process. He was the most eminent collaborator in the compilation of the *Pharmacopeia Londinensis*. He worked hard throughout his long

life. He held that man ought to eat only once in a day and he practised it. I mention these to show what a freak he was. How much poorer Scotland would have been if the University of Aberdeen had repressed this long-lived Fordyce by its age seive. Who knows! The inner tension which would have been produced by such a repression might have even wrecked his physique and shortened his life. In our own land and among our own contemporaries we have an international figure who is second to none in his physical condition although he finished his University career before the age which is now insisted upon for entrance to the University. What is eugenically more significant, his son is equally well-built.

A Sociological Finding

As I said stray cases cannot give conclusive proof. We must invoke the aid of social statistics and here is a significant opinion based on medical examination given to 591 children of the various gifted groups "to secure a basis for generalisations with respect to the health conditions of gifted children in general". "Physically, also, the gifted child ranked above the average child of the community The greater number of the defects recorded in my report were minor in degree and such as are found in all civilised peoples.*

Secondary Education and Its Past

I said I took up this problem of age exemption as a trivial example of the dangers of overlooking sociological facts. Let us next take the more serious question of the reorganisation of secondary education. Secondary education has been occupying the centre of attention in at least nine important countries during the last ten years. For a long time secondary education has been taken to be essentially pre-university education. It was particularly so in our country; the universities were given a free hand in the affair. To-day we have reached a state of impasse. There is now throughout India increasing dissatisfaction with the system of secondary education especially in its relation to unemployment among the educated classes and to its adverse effect on rural well-being which is synonymous in our country with national wellbeing.

Secondary Education and Its Importance

The diagnosis of the disease was started from the top. In the words of Sir Tej Bahadur Sapru who is said to have probed deeper into

*Terman (Lewis, M.), *Genetic studies of genius*. V. I, *Mental and physical traits of a thousand gifted children*, 1926. P. 251.

HANDBOOK OF THE XXX PROVINCIAL EDUCATIONAL CONFERENCE

At the suggestion of the President S.I.T.U.

COPIES OF THE 'HAND-BOOK' CONTAINING
PAPERS READ AT THE CONFERENCE ARE AVAILABLE

Only to

AFFILIATED ASSOCIATIONS
AND DISTRICT GUILDS

AT 12 ANNAS PER COPY INCLUDING POSTAGE

The General Secretary of the
Reception Committee
OF THE

XXX PROVINCIAL EDUCATIONAL CONFERENCE

Appeals to the Associations and Guilds
to Extend their Cooperation.

General Secretary,
30th Provincial Educational Conference
41, Singarachari St., Triplicane.

situation if he should think that the Union need not be consulted on such matters. We appeal to him to take a more liberal view of the role of the professional organisation. He should not imagine that the Union is interested merely in salaries and conditions of service. Its ideal is to serve the public and it will be able to discharge its duty if it should be in a position to receive the willing co-operation and support of the Government. A clear understanding of the contribution expected of each partner in the sphere of education is necessary if our educational system should make rapid progress.

the malady than anybody else "it is only when the State has reorganised the system of secondary education and has made it more fruitful—that Universities may be expected to fill their places in the life of the country."

Let us confine ourselves to our province and look at the social data. We find from the *Census report* that the number of persons that are employed in liberal arts and administration is about 600,000. This implies that this channel of employment requires about 20,000 recruits per annum. But from the Director's report for the year 1936-37 we find that the number of male pupils in secondary schools is 175,990. This means that about 30,000 persons may come out of our secondary schools, every year. But due to stagnation the number is only 20,000. Remembering that our secondary schools virtually prepared men only for ultimate employment in the liberal arts and administration either directly or through and after a university course, we can easily realise that the supply has just begun to exceed the demand, as a result of the influx of recruits from the South Indian States; but the discrepancy has not yet reached fearful dimensions.

Release Secondary Education

Hereafter either secondary education should be discouraged or it should be diversified if it is not to disturb social equilibrium. The former alternative is certainly unnatural. We have only one correct way out of the difficulty and that is to diversify the secondary school course. It should no longer be attached to the tail of the University. It should be released.

Gulf between England and India

But how to diversify is the question. In this matter we cannot but land ourselves in a pit-fall if we imitate the conditions in an industrial country like England which has got nearly one-fifth of the population of the world as a mild submissive market. I think many of our educational ills are traceable to our educational system being modelled on mid-nineteenth century English system. To import the present day English system would make the matter even worse as the gulf between the social and educational conditions of England and those of our province has become even wider.

Helpful Models

The countries whose recent educational reforms can be a reliable help to us are France and Denmark—Denmark because it is as highly rural as our own country and France because in addition to its being

S. I. T. U. PROTECTION FUND

THE ATTENTION OF MEMBERS IS DRAWN TO RULE 6
AS AMENDED:

"A member may be allowed to increase the number of units held by him subject to Rules 6 and 9. Such member shall be treated as a new member with respect to the increased number of units and a fresh certificate of membership shall be issued. Every time he increases the number of units, he shall be treated as a new member for purposes of initial payment of registration fee, and over-age fee (if any). But no member can claim any increase in the number of units as a matter of right nor shall he be entitled to more than one vote in any case."

MAXIMUM NUMBER OF UNITS ALLOWED TO A
MEMBER (Including the number of units already held):

Below the age of 36	..	4
Between 36 and 38	..	3
Between 38 and 40	..	3

ARE YOU ELIGIBLE FOR MORE UNITS?

APPLY AT ONCE

520, High Road,
Triplicane,
15th June, 1939.

V. SRINIVASAN,
Hony. Secretary.

PRINTED BY G. SRINIVASACHARI, B.A., AT THE G. S. PRESS, MOUNT ROAD, MADRAS AND
EDITED AND PUBLISHED BY S. K. YEGNANARAYANA IYER, M.A., FOR THE S. I. T. U., AT
520, HIGH ROAD, TRIPPLICANE, MADRAS.

be enabled to become cultured, independent, able-bodied and self-reliant individuals, able to earn their bread themselves and to play their part as worthy citizens. Reorganisation of Secondary Education will have to be considered primarily from this standpoint. It is hoped that the members of the Committee will resist the temptation to air their own views of education and try to pull together. It should examine the problem of reorganisation with the single and sole aim of giving suitable facilities for sound secondary education to the Secondary School population in the presidency so as to enable it to prove a valuable asset to the country. Let there be no antipathy between University Education and Secondary Education. But at the same time Secondary Education should be broad-based so as to meet the varied needs of a large number of pupils who may not think of University Education.

THE DUTY OF THE UNION:

Our readers know that the Hon'ble Minister for Education is anxious to enlist the support and co-operation of the Union. The teaching profession feels grateful to him for his kind attitude towards the professional organisation. The Union deems it its duty to represent to the public and the Government the opinion of the teaching profession on all educational and professional questions. If it should expect the Government to consult it, it is because of the sincere feeling that the cause of public education stands to gain and that better understanding will prevail through this convention of consultation. More than once the Hon'ble Minister has expressed the view that he cannot be expected to consult the Union on all matters. Quite recently in his speech at Ambasamudram he is reported to have said that the recent G.O. on Teachers and Politics is one in regard to which he cannot consult the Union. We are sorry we have to differ from the Hon'ble Mr. Varkey. The Union has never stated that it should be consulted on all questions but those who are interested in efficient and just administration will concede that the Union should be consulted on all those questions affecting teachers as a whole. The G. O. referred to by the Hon'ble Minister is just the question in regard to which previous consultation is necessary if misunderstanding should be avoided. There will be no need for elaborate explanation on several platforms if the Union had been taken into confidence. The Executive of the Union consists of persons with a sense of responsibility and it may be trusted to understand the delicate position of the Hon'ble Minister and extend to him its co-operation. Broad questions of policy, such as the managing agency, the administration of the school and the financing of education, have to be tackled by the Government and the Minister will be taking a narrow view of the

fairly rural it had like ourselves based its education upon the abstract or intellectual side and had allowed cramming and the pressure of examinations to grow excessive. In these countries a new term "Problem unit" has been coined to describe a group of conditions produced by modern developments, insoluble by traditional educational systems and demanding new measures. It would take me far beyond my allotted time to give you a full description of the recent educational developments in these two countries. But I have them at the back of my mind in what I shall be saying with regard to educational reform in our own country.

Direction for Diversion

First with regard to the diversification of the secondary course, what hint does the *Census report* give? It furnishes the following figures:—

Male Earners

Total	..	13,819,500.
Workers on land	..	8,942,227
Engaged in industries	..	2,106,200
Engaged in liberal arts and administration	..	600,000
Rest, i.e., engaged in trade, transport domestic service, begging etc.	..	2,400,000

I am using round figures for convenience. Out of 14,000,000 employed 9,000,000 work on the land. Only 2,000,000 are employed in industries. The other are employed in trade, transport, administration, liberal arts, domestic service, begging, etc. With these figures before us it is futile to think of the polytechnic schools of Great Britain and lose our hearts in despair whether we can ever hope to have them. The 9,000,000 shown against agriculturists clearly indicates that diversion towards agricultural education is what is demanded. Denmark has nearly 50 agricultural colleges, but we have just one which appears to turn out more of agricultural administrators than farmers. These 9,000,000 farmers need hundreds of agricultural secondary schools scattered throughout the province. The 2,000,000 persons employed in the industries are concentrated in a few centres. Hence their case will be met by the establishment of a few industrial schools in those centres.

I have already shown that the existing secondary schools which are all of a literary nature are only very slightly in excess of the

requirements. Hence educational reform will be real not if the existing secondary schools are disturbed or transformed but only if new schools with an agricultural or industrial bias as the case may be are established in proper proportion.

We do want the present outturn by secondary schools of persons fit for absorption in the liberal and administrative professions either directly or through a university course. Any diminution in that quantity will be equally disturbing. Hence the reform that is needed is to bring those still keeping to the soil under the influence of education, not of a nature that will take them away from the soil but one that will supplement them and make them more creative in the pursuit of their vocations. In other words, the main task of the reformers is to come to terms with the farmers. Let us therefore spend some thought on this problem.

Will the Farmer Respond?

The next issue to be examined is therefore one which will come from the conservative farmer. He has been seeing that all children that go through the mill of secondary education become unfit and unwilling to work in the fields. So he may say "Save me from education, leave me alone to my traditional ways." Ninety years ago the attitude of the Danish farmers was exactly similar. But the folk high school and the associated reforms made education acceptable to them. A poor country became rich and contented. The wonderful resilience which this agricultural community acquired through its reformed schools was put to a severe test and came out wonderfully successful in the unprecedented crisis of 1931. The interest on invested agricultural capital which was plus 5% in 1929 went down to minus 0.5% in 1932. But the correct attitude and participation of the rightly educated farming community helped the state to meet the situation by special measures and raise the interest before 1936 to plus 3½%. This historical occurrence shows that the sure way to win over the farmer to the side of education is to give him the right kind of education with the right kind of bias.

Skimming off the Creative

Thirdly apart from the content of the present day secondary course repulsing the sympathy of the generality of the farmers, the special treatment given to liberal arts and administration—such as higher wages, greater security of tenure, lighter taxation, and disproportionate political influence—results in impoverishing all other occupations of all thinking men. The following figures taken from the Director's report will prove this:

In	Number of children of					
	Officials	Petty officials	land holders.	Artisans	Traders	Coolie
University ..	3,615	1,935	3,447	124	1,133	104
Secy. Schools ..	30,294	33,192	53,264	6,250	30,115	12,353
Elementary schools ..	45,275	108,575	503,050	231,922	204,907	808,103
Industrial schools ..	2,458	3,002	3,997	1,067	1,443	2,634
Training schools ..	414	1,681	4,382	223	790	1,625

The official class, which is literary minded, sends most of its promising children through the secondary school to liberal arts and administration. The small fraction of about 2,500 who are subnormal are sent to other occupations. Of the working class, the 12,000 who are the most intelligent are skimmed off and transferred to administrative pursuits. The net result of this profit and loss is that the other occupational groups become less and less fit for creative work and adaptability. This accounts for the unprogressive state of our farmers and artisans, which paralyses the productive activity of the nation.

Do not over-channalise

The world-famous Rothemstead Agricultural Station, the Soho-foundary and the Perkins Chemical works revolutionised the respective industries because some of the best brains were retained in the respective occupations and were not distilled over to administrative and liberal arts by the furnace of state policy fed by considerations incommensurable and even positively inimical to the sociological needs. Hence if educational reform is to succeed special methods should be adopted to secure that all the creative elements are not channalised in one direction but are distributed in due proportion over all the occupations found in the country.

(To be contd.)

PRESIDENT'S STATEMENT REGARDING MALABAR

I went to Calicut together with my colleague, Mr. S. T. Ramanuja Iyengar, Joint Secretary of the S.I.T.U. to obtain first hand knowledge of the situation in Malabar regarding Aided Elementary School teachers and place the S.I.T.U.'s view before the public and the authorities. Mr. Srinivasa Kini, Secretary of the South Kanara District Teachers' Guild was also present by invitation. We interviewed the representative of the Union of Teachers and of some managements as well as some prominent local citizens and Departmental officers.

THE PRESENT CONDITION

We found that the agitation is now well under control, thanks to the Malabar Teachers having suspended direct action, boycott, picketing, etc., in response to the Calicut Public Committee's request and the Government's communique. The Malabar Teachers' Union has been advised by the S.I.T.U. to give up direct action completely and affiliate themselves to the S. I. T. U. which stands for constitutional action only.

THE GRIEVANCES OF MALABAR TEACHERS

The grievances of the Malabar Teachers are not peculiar to Malabar, but are true of the whole province. Some of them are real and need immediate attention. The S.I.T.U. has taken steps to collect authentic information for formulating demands and to have the grievances redressed.

THEIR GENESIS

These grievances have grown out of the Elementary Education system. Teachers have been kept in a very low economic condition especially in Malabar owing to a number of causes. It is alleged that the Managers have been exploiting the situation. It appears to us that the Department while conscious of these defects have in the past been not as vigilant as they could have been. Unfortunately the public also have been thoroughly indifferent to the whole problem.

SOME COMPLICATING FACTORS

Teachers in Malabar have been foremost in forming Unions, and trying to work them not according to the S.I.T.U. plan but according to their own plan. As individuals and in their conferences they have

THE SOUTH INDIAN TEACHER

been mixing Education and Politics presumably under the influence of socialistic ideology. They have come to believe, rightly or wrongly, that direct action alone in the absence of quick redress of grievances, will draw public attention to their demands. The managements have been trying their best to evade rules and circumvent them. In Malabar, it is alleged, they have been sending teachers in view of the introduction of the new Service Register scheme. The Department, it is true, has brought forward new measures to improve the lot of teachers but they have been delaying the pace of the introduction of effective measures. Mr. Statham has attempted to do more for Elementary Education than perhaps any of his predecessors. But rules introduced especially regarding the calculation of grants due to schools are somewhat complex. They have aggravated evasions in and subterfuges and exasperated the teachers. It is time they are revised.

THE MOTIVE OF THE S.I.T.U.

The S.I.T.U.'s intervention in this affair is certainly not to make capital out of the situation to increase its own prestige and strength, but it is due to the Union's duty to Education in general and to teachers in particular.

WHAT WE DID AT CALICUT

We have therefore unequivocally asked teachers to permanently give up direct action. We have asked the Malabar Union to give up political shibboleths and political methods and seek redress of their grievances only by constitutional methods.

WHAT THE S.I.T.U. EXPECTS OF OTHERS

The S.I.T.U. is equally anxious that the Department should in its own right, step in and remove abuses and be the natural guide and champion of teachers, instead of contenting themselves as they do at present, with mere inspection and assessment of grants. Managements have to give up exploitation.

OUR SUGGESTIONS.

(a) *For Immediate Action*—(i) The Malabar teachers have to unconditionally renounce their faith in direct action and express regret for having had recourse to it,

(ii) The Government have to be pleased to release the teachers in jail and under arrest and the Department have to take steps to restore certificates cancelled and bring all things to what they were before teachers began the direct action.

(b) *For Action in the Near Future* :—(i) The grant rules have to be amended so that the whole of the assigned grant may be given to the teachers, managements securing special grants for rent, contingencies, etc., based on actual expenditure.

(ii) Monthly payments of grants have to be arranged at the treasury as in the case of Panchayat Schools by suitable administrative modifications the cost of which we know, the teachers would gladly agree to meet out of the grant.

(iii) This has to be followed by the sympathetic examination by the Department and the Government of specific grievances of teachers.

(iv) To secure lasting educational peace, the G.O.'s 416, 417, 418 have to be withdrawn and regional associations have to be formed as in the past for academic as well as for professional purposes.

(v) Finally, the Government may be pleased to appoint an impartial and representative committee to go into the question of rules governing grants, leave rules, service conditions, etc., of teachers in aided schools and make definite suggestions for the consideration of Government. We hope that these steps when taken will not only ease the situation considerably, but remove most of the root causes of the trouble as well.

THE XV ALL-INDIA EDUCATIONAL CONFERENCE, LUCKNOW, 1939

[Report by N. Subrahmanyam, B.A., L.T., P. S. High School, Mylapore.]

The annual conference under the auspices of the All India Federation of Educational Associations was held at Lucknow for six days during the Christmas holidays commencing on the 26th December, 1939. The Reception Committee centralised most of the functions in one locality *viz.*, within the neighbourhood of the Lucknow Christian College. It published a Handbook of Lucknow which contains brief descriptions of interesting places. Lucknow is a beautiful city presenting a picture of fine palaces, stately mansions, minarets and arches. A new feature was the publication of Daily Bulletins under the editorship of Rajendra Narayan Bhargava. To help the delegates, who were new to the place, a litho plan of the L.C.C. and the various halls wherein the sectional meetings took place was supplied to the delegates.

In the hostels near the L. C. C. arrangements were made for the boarding and lodging of delegates. The contractors supplied wholesome food but the cost was a bit high. The arrangements for the delegates were very satisfactory. The weather was rather cold; so warm clothing and blankets were absolutely necessary. The volunteers were of great help to the delegates.

The delegates from the South were only a few in number. Messrs. P. A. Subramania Aiyar of Annamalai University, N. Kuppuswami Aiyangar of Trivandrum, Sargunam of the London Mission High School, Coimbatore, Venkatarangayya of Waltair, S. Dhandapani Aiyar of the National High School, Negapatam, N. Subrahmanyam of the P. S. High School, Mylapore and three delegates from Cochin two of whom were ladies. The total number of delegates, who had come from all parts of India, was about 450. Mr. S. Dhandapani Aiyar gave a few recitals from Shakespeare and his performance was very much appreciated by the audience.

The main theme of the Conference was 'A National Scheme of Education for India' but as the programme was a crowded one—the usual feature of most of the annual conferences—it was not possible to discuss it in detail either in the Council or in the open session of the Conference.

The conference worked in sections as follows: (1) Childhood and Home Education, (2) Primary and Rural Education, (3) Secondary Education, (4) University Education, (5) Adult Education, (6) Vocational Education, (7) Examinations, (8) Educational Experiments and Training of Teachers, (9) Health and Physical Education, (10) Internationalism and Peace Section, (11) Women's Section and (12) New Education Fellowship.

Bhopal or Cochin may be the venue of the Conference for 1940.

The Educational Exhibition was opened on the 26th by Mrs. S. G. Thomas, wife of Mr. Justice Thomas. As usual it included charts, diagrams, models, handwork, educational aids and handicrafts. Exhibits collected from British Elementary Schools also found a place. Exhibits from Basic centres were found in abundance. The work done in Adult education is worthy of mention.

There was the Physical Education Demonstration at Well Ground, Lucknow Christian College. The items were varied and interesting.

Pandit Jawaharlal Nehru and the President-elect Dr. Sir Sarvapalli Radhakrishnan were received and welcomed by the members of the Working Committee. Dr. Rai Rajeshwar Bali in a brief speech welcomed Pandit Nehru and requested him to inaugurate the Conference.

The Chairman of the Reception Committee welcomed and formally proposed the President-elect and he was seconded by Principal Seshadri and the representatives of the different Educational Associations. Mr. D. P. Khattri, the Secretary, then read out the messages from important persons all over India.

The President rose amidst cheers and delivered his address in a charming and impressive manner. That same evening a civic address was presented to him in silver casket by the members of the Lucknow Municipal Board. He made a suitable reply stressing the need for all citizens to work as one body.

At the end of each day there were Variety Entertainments got up for the delegates in the Fairfield Hall.

The President and the Secretary of the Federation were elected. Sri S. K. Yegnanarayana Ayyar continues to be one of the Vice-Presidents, and Sri S. Natara-
jan one of the Assistant Secretaries.

LETTER TO MEMBERS

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND

520, High Road, Triplicane,

17-1-1940.

DEAR FRIEND,

I am glad to inform you that we have received from the Superintendent of Insurance the certificate of Registration, and we stand registered as a MUTUAL INSURANCE COMPANY.

The change does not in any way affect the advantages and benefits you have hitherto enjoyed. On the other hand, it gives our Fund an added status and our members greater advantages and security. A part of our assets will always be with the Reserve Bank of India, and our work will be subject to the supervision of the Superintendent of Insurance. Members of the Fund who pay income-tax will get abatement in respect of call-money paid by them up to 1/6 of the taxable income.

I take this opportunity to thank you for your co-operation in making the Fund what it is today, and I am sure that with your continued help the Fund will be enabled to serve the Profession, still more and in newer directions, in the coming years.

Our aim should be to see that every member of the profession, high and low, is in OUR Fund. I request you to induce at least half a dozen of your friends to join the Fund this year. You will be helping your friends and in a sense yourself also. The larger the number of members, the higher will be the bonus that we shall earn and distribute among ourselves.

It is likely that some of your friends have already insured their lives in other companies and may feel unable to put by much more. But I am confident that they will not grudge to pay the small sum of Re. 1 per month and take just one unit in our Fund, as a mark of professional solidarity, *if only you interest yourself in the matter.*

I hope you have sent to us the name of your nominee. If you have not done so, I would suggest you do it at once. Kindly intimate any change in the nominee to us. This will save future trouble.

I do not know if you have taken advantage of the provision for the increase in the number of units? If you are eligible, please apply before it is too late.

Ever at your service,
Yours sincerely,
V. SRINIVASAN,
Honorary Secretary

THE S.I.T.U. PROTECTION FUND

(List of Names continued.)

Reg. No.	Name & Address.
1627.	Mr. S. Devasagayam, Asst., Methodist Mission H. E. School, Karur.
1628.	„ K. Paul Manickam, Asst. Methodist Mission, H. E. School, Karur.
1629.	„ J. A. Wilson, Asst., Methodist Mission H. E. School, Karur.
1630.	Mrs. Esther Edward, Asst., Methodist Mission H. E. School, Karur.
1631.	Mr. E. R. Krishnamurthy, Asst., Municipal High School, Karur.
1632.	Mrs. D. Mercy Bagyam, Asst., Municipal Ele. School, Tirumanilayur.
1633.	Mr. S. Gopalan, Asst., Municipal High School, Karur.
1634.	„ P. S. Krishnamurthy, Asst., Municipal High School, Karur.
1635.	„ R. Venkatanarayana Rao, Asst., Municipal High School, Karur.
1636.	„ D. A. Subramania Iyer, Asst., Bd. H. Ele. Boys School, Dharmapuri.
1637.	„ D. P. Muthuswami Gounder, Asst., Bd. H. Ele. Boys School, Dharmapuri.
1638.	„ N. S. Nagasubba Rao, Asst., Board High School, Dharmapuri.
1639.	„ N. M. Rajagopalan, Asst., Bd. Ele. School, Krishnarayapuram.
1640.	„ V. G. Krishnaswamy, Asst., Bd. H. Ele. School, Mohanur.
1641.	Miss A. Kamalam, Asst. Mistress, Bd. H. Ele. Girls School, Namakkal.
1642.	Mr. T. R. Arumugam Mudaliar, Asst., Bd. H. Ele. Girls School, Namakkal.
1643.	„ G. Gopalakrishnan, Eng. Tutor, St. Joseph's College, Trichinopoly.
1644.	„ S. Seetharama Iyer, Lecturer, National College, Trichinopoly.
1645.	„ P. Narasimham, Pandit, Board High School, Markapur.
1646.	„ S. Adamsa, Asst., R. S. Puram Mid. School, Coimbatore.
1647.	„ T. S. Vaidyanathan, Asst., Hindu High School, Triplicane, Madras.
1648.	„ E. Shanmugam, Asst., Nadar Town High School, Virudhunagar.
1649.	„ D. George, Asst., Nadar Town High School, Virudhunagar.
1650.	„ M. K. Natarajan, Asst., Nadar Town High School, Virudhunagar.
1651.	Mrs. S. K. Sunderam Ammal, Corporation Girls School, Triplicane.
1652.	Mr. O. Rangaswami Iyengar, Pandit, Board High School, Wandiwash.
1653.	„ Shaikh Ahmad, Drawing Master, Municipal High School, Kurnool.
1654.	„ S. Ramanatha Iyer, Asst., Municipal High School, Karur.
1655.	„ M. Veerappa Pillai, Asst., M. Ele. School, Nicholsonpet, Karur.
1656.	„ C. V. Pichu Iyer, Asst., Municipal High School, Villupuram.
1657.	„ T. V. Doraiswami Iyer, Asst., Municipal High School, Villupuram.

Dated 23-1-1940,
520, Triplicane, Madras.

Hony. Secretary.
V. SRINIVASAN,

THE TEACHERS' BOOKSHELF

Ancient India—Vols. I and II: By Dr. Tribhuvanadas L. Shah. Published by Shashikant & Co., Baroda. Price Rs. 7 and 10 respectively.

'Ancient India' by Dr. T. L. Shah is planned to cover the period 900 B.C. to 100 A.D. and is to be in four volumes, of which the first two are reviewed here. The first volume treats of the history of India from about the time of Parsvanatha (about 877 B.C., according to the author) to the fall of the Nanda dynasty and Vol. II is taken up with the history of the Mauryas. Each of the volumes is more than four hundred pages.

'Ancient India' is verily a remarkable book. It is highly provocative. Though one may not accept everyone of the conclusions and theories of the author, one must admit that it is a vast store-house of valuable information, much of it practically unknown to the workers in the field of Indian history. Up till now Jain literature has not been drawn upon as much as Buddhist and Vedic literature. That deficiency has been made good by the author. He has devoted more than a quarter of a century to the subject and quarried a vast amount of promising material. Indeed Dr. Shah has opened up a long vista of rich possibilities and we may hope that Indian scholars will be forthcoming in large numbers to work on the lines that he had indicated.

In fairness to the author we must admit that he has anticipated all the likely criticisms and answered them in his own way. We agree with the criticisms but not fully with the replies. Considerations of space forbid the inclusion of nothing more than the criticisms. The author says, "It is probable that readers may be inclined to find the following faults (may be many others) with the writer:—(1) What the author had to say could have been said more precisely and forcefully, had he avoided giving too many unnecessary details, quotations and stories. (2) Ornate style should have been adopted in place of simple, (3) Too much importance is given to Indian scriptures and Nature. (4) Religious anecdotes have been unnecessarily and profusely introduced. (5) Only bright side of his own religion is presented. (6) Instances and episodes from scriptures of his own religion have been given in support of the genuineness of various historical events. (7) He has solely devoted himself to criticising destructively opinions of other experts and other religions. (8) Buddhism has been given specially unfair treatment."

We must content ourselves with but a few general remarks and specimens of the work of the author. Dr. Shah is out to prove that Jainism was the religion of the land down to the dawn of the Christian era, that almost all the rulers were Jains, that gross injustice has been done to Jainism and to history by wrongly attributing everything Jain to Buddhism. To quote Dr. S. Krishnaswamy Iyengar from his foreword to the book under review, "it might well be said that the work is more or less a Jaina version of Indian history relating to the prevalence of Jainism in India."

Startling and revolutionary theories are propounded and sought to be substantiated. The dust cover of the book gives a long list of the major surprises inside, but it is not exhaustive. We are told (1) that Sandrocottus of the Greek historians who met Alexander the Great in 327 B.C. was not Chandragupta; (2)

that Chandragupta lived long before Alexander's invasion; (3)* that Asoka met Alexander; (4) that the author of the Rock and Pillar edicts was not Asoka but Priyadarsi; (5) that the edicts all pertain to Jainism and that consequently Priyadarsi was a Jain; (6) that Pushyamitra never ascended the throne; (7) that Brihaspatimitra of the Hathigumpha fame is not Pushyamitra, and so on. The author argues all his points at great length and with an infinite wealth of detailed information. But the author's conclusions cannot be accepted without searching scrutiny and further research. Scores of examples can be given of the author's enthusiasm getting the better of the need for critical evaluation of historical evidence. Telling us that the houses were built of timber in Maghadha, he explains it was so because, "there were dense forests in those times and wood was cheap. Again those people were twice as tall as we are, and hence required taller houses; the people also found it less expensive and more convenient". Again, assuming that Priyadarsi's empire stretched as far as Syria and over the whole of India, he finds fault with historians for saying that his edicts mark the boundaries of his empire. Again, as if clinching his argument that Chandragupta was a Jain the author says that it is wrong to think that Lake Sudarsan was dug to help irrigation, for, according to him, Chandragupta ordered it to be dug with a view that the pilgrims there might never be hardpressed for water."

The book has its full complement of illustrations, bibliography, index and appendices. Every page of it bears evidence of the author's anxiety to be thorough. The book is a challenging one and deserves the closest study.

The rendering into English could have been more satisfactory and seeing the book through the press could have been entrusted into safer hands.

N. GANAPATHY IYER.

Handbook of Suggestions for Teachers. Published by the Trichinopoly District Teachers' Guild. Pp. 176. Price Rs. 2.

This is a very useful publication. Section I gives the new Elementary Education Syllabus in Tamil. Section II contains the synopsis of the talks given on different subjects by the various lecturers who conducted the Refresher Courses for Elementary School Teachers under the auspices of the Trichy Teachers' Guild. Section III gives information of a general nature which every teacher should be well posted with. Every Elementary School Library in the Tamil Districts should have a copy of this book.

V. S.

Macmillan's Easy Study Series—Arithmetic, Book III. Macmillan and Co., Ltd. Pp. 80. Price, paper 8d., cloth 9d.

Bks. I & II of this excellent series were reviewed in our Vol. XII, Nos. 10 and 12. The exercises in this book are planned on the same model and include in addition sums on Mensuration, Interest, Proportion, etc. Tables useful for rapid working of sums are given at the head of a few exercises. A few exercises are also preceded by worked-out exercises. Useful exercises like calculation for

Ready Reckoners,* drawing up Balancing Sheets, taking readings from Gas Meters and Electricity Meters are included in this book.

The series could be used with great advantage by Indian boys also, especially those in 'the slower streams,' for revision work.

R.

Macmillan's Easy Study Series, Answers to Arithmetic I, II and III (6d. each).
These three books contain answers to the exercises.

R.

Question-Time Series by Ethel M. Phillips. 51. *The Postman*; 52. *The Policeman*; 101. *Rates and Taxes*; 102. *Heating and Lighting our Homes*.
Macmillan & Co. Pp. 14 each, Price 2d. each.

It is a delight to go through these little books. Useful information is given to little children in an attractive manner. There are about 14 illustrations in colours in each book. These books could be prescribed for extra study to our pupils of Forms II and III.

The reviewer hopes that Messrs. Macmillans would bring out similar books in the Indian Languages also.

V. S.

The Ramakrishna Students' Home and Schools.

The authorities of the Sri Ramakrishna Mission Students' Home deserve to be congratulated on their successful working of the Institution for another year. The report for the year 1939 is as usual very exhaustive and full of detailed information regarding the working of the Home.

With the Home as centre, there has grown a number of Educational institutions. The Residential High School and the Industrial School are located in the same compound along with the Home. But the High School for the Boys and Girls at Thyagaroyanagar is located in that growing suburb of Madras though it is run on the same high principles and by the same workers who look after the Management.

We wish to draw the attention of our readers to the appeal made by the authorities for financial help. Even the humblest contribution is welcome. As the appeal has it, "one anna will keep the Home for one minute, hundred rupees will keep it for a day, one boy can be maintained and educated by an annual contribution of Rs. 300 or a permanent endowment which will fetch that amount." There are opportunities for persons of all grades of economic strength to show their sympathy for and appreciation of the good work of the Home and we hope the appeal would be generously responded to.

S. K. Y.

THE SOUTH INDIAN RAILWAY CO., LTD.

COMMUNIQUE FOR DECEMBER 1939.

The following Institutions organised excursions during December, 1939:—

1. *Meston Training College, Madras*.—53 members made an excursion to Tindivanam and Pondicherry between 7th and 10th December, 1939.
2. *Nanjappa High School, Tirupur*.—42 members visited Mettur Dam between 9th and 10th December, 1939.
3. *The Hindu Theological High School, Madras*.—465 boys and teachers travelled in a special between 17-12-'39 and 23-12-'39 and visited Vriddhachalam, Palni, Madura and Rameswaram.
4. *Board Higher Elementary School, Pennadam*.—38 members made an excursion to Mettur Dam between 19-12-39 and 21-12-39.
5. *Muthialpet High School, Madras*.—78 members made an excursion to Srirangam, Trichinopoly, Tanjore, Chidambaram and Pondicherry between 16th and 21-12-'39.
6. *Kalyanasundaram High School, Tanjore*.—79 members toured between 21-12-'39 and 28-12-'39 visiting Tenkasi, Trivandrum, Quilon, Ernakulam, Trichur, Coimbatore and Trichinopoly.
7. *Ramakrishna Mission Schools, Madras*.—46 members toured between 21 and 31-12-'39, visiting Srirangam, Madura, Trivandrum, Quilon, Ernakulam and Mettur Dam.
8. *Ramaswamy Chettiar's Town High School, Chidambaram*.—74 members made an excursion to Mettur Dam between 24 and 26-12-'39.
9. *Voorghees College, Vellore*.—58 members travelled between 26-12-'39 and 6-1-'40 visiting Chidambaram, Tanjore, Trichinopoly, Rameswaram, Madura, Tenkasi, Trivandrum, Quilon, Ernakulam, Coimbatore and Mettur Dam. Special arrangements were made to convey the party by the Back water from Quilon to Ernakulam.

EDITORIAL

Justice :

We have been receiving letters from different parts of our Province in connection with the attitude of certain managers of Elementary Schools in respect of the salaries of teachers. We understand that certain managers are proposing to reduce the existing salaries of elementary teachers on the ground that the terms of Service Register Regulation require that 85% of the teaching grant be paid to teachers. Our readers may remember that the new Educational Rule governing the Service Register is not intended to be applied to those schools where the salaries now paid happen to be higher. It will be a grave injustice if managers are to make up their minds to reduce the salaries. We appeal to the Department of Public Instruction to call upon such managers to continue to pay the present scale of salaries. When the Government suggested that 85% of the amount at least might be paid, it can never be that teachers getting higher salaries would have to suffer at the hands of the management. Unless the Department intervenes in time and discourage this tendency on the part of managers, discontent is bound to increase among teachers in Elementary Schools.

We do not know how many of the Managers are levying fees in their schools. It will be a great pity if managers of schools should levy fees from the pupils and at the same time cut down the salaries of teachers at the present moment. We request the Director of Public Instruction to protect the existing incumbents and also to insist on the full teaching grant being paid to teachers in all cases where fees happen to be levied in schools. If managers be obstinate we hope the Department will make them realise the seriousness of the situation that is likely to be created, and make them clearly understand that recognition will have to be withdrawn. It will be a good thing if any reduction in the salary be made only with the approval of the Departmental officers and that for sufficient grounds.

School Hours :

We understand from representations received from an Aided Elementary School Teachers' Union that the rule recently issued regarding hours of work is causing hardship for the time being. We are told that there are schools which have been working for 4 hours and 50

minutes a day. Under the new rule such schools will be losing grant for a month and a half. We are told that the order relating to 5 hours rule was communicated in the last week of November 1939. The conditions of elementary schools are well known to all and one cannot expect them to realise the implications of the rule all at once. It is not desirable that every breach of a rule should have a direct relation to the grant, since such a procedure will ultimately result in weakening the resources of the school and create further discontent among teachers. It is a reasonable request from teachers and managers in elementary schools that the G.O. be brought into force from January 1940. We hope the Department would be pleased to condone the lapses in 1939. We also appeal to teachers in elementary schools to understand the spirit of the rule and to represent to the Department any defect then and there.

The Conference Special :

The South Indian Railway Co., have been in recent times making themselves very serviceable to Educational institutions by running special trains for parties of students and teachers or giving special facilities for similar parties who go on short excursions in the usual trains they run. That these excursions have been educationally very useful is a fact which none would deny.

The Company is now offering to run a special train at the time of the Provincial Educational Conference in May provided there is sufficient encouragement from teachers. On their part, they are willing to give comfortable seating accommodation during day time and sleeping accommodation in night time in the train. The train will be made to halt at all important centres of pilgrimage like Conjeevaram, Chidambaram, Kumbakonam, Tanjore, Trichinopoly, Madura, Palni, Rameswaram and will halt for three days at Ambasamudram. The Company is willing to take the train to Trivandrum and arrange for transporting all the passengers by bus to Cape Comorin and back to Trivandrum.

The S. I. Ry. are willing to undertake catering also to the party, giving chota, breakfast, lunch and dinner. Among the other amenities they are ready to give the party, are facilities for bathing at specified places, provision of drinking water in the train, ambulance, medical aid, etc., in cases of necessity which we hope will not arise. They are willing to quote terms for persons who join the party at any station on the way and back to that station provided the number of people who start from Madras and go through the whole itinerary and come



back to Madras would be 300 'minimum.' Teacher-members of the party would, we take it, be permitted to bring their relations and members of the family. We also hope they will be able to negotiate with the M.&S.M. Ry., and give facilities for persons from places along that line to come and join us at Madras.

For a tour of about 12 days with an interval of three days, the period of the Ambasamudram Conference when the company does not undertake catering, the estimated cost is roughly Rs. 30 per adult with proportionate reduction for children. But this estimate is not final and is approximate only to give the would-be members an idea of the probable cost.

We publish this note with a note to popularise the idea and make people seriously think about the special train. Those who are willing to join are requested to communicate with the Secretary, S.I.T.U., 520, High Road, Triplicane, Madras. We hope the offer of the Company would be availed of by many teachers and that the special train would be an accomplished fact.

The Situation in Malabar:

Our readers are aware of the fact that the situation of Aided Elementary Teachers in Malabar is causing grave anxiety not only to us, but also to the public at large. As the matter is still not finally settled, we do not want to apportion blame among the many parties and give our verdict on the matter.

Towards the end of December last when the situation became tense Mr. S. T. Ramanuja Iyengar, Joint Secretary of the S.I.T.U., went to Malabar to put himself in touch with not merely the representatives of the Aided Elementary Teachers Association of the District, but also with the Managers and with the leaders of public at Calicut. As a result of the advice given by him and also as a result of the Collector's appeal and the Government Communique the threatened strike on the 10th of January was called off. Prof. M. S. Sabhesan interviewed the educational authorities at Madras and after the President's arrival from his tour he took charge of the situation and interviewed the adviser to the Government.

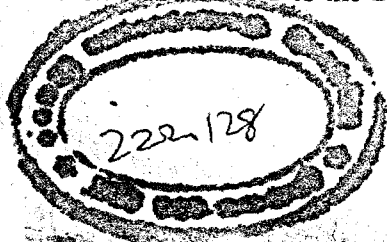
In order to post himself with first-hand information the President and the Joint Secretary went once more to Calicut and there they met the representatives of the Teachers' Union, and members of the committee appointed at the public meeting, representatives of managements and officers of the Department. As a result of this the President

has issued a statement which is published elsewhere in this number. The views expressed therein are his own and it is hoped that the Working Committee of the Union will meet and discuss the problem and give proper direction to the Union workers on the matter.

We hope that the stronger party would be generous and the weaker party would take a realistic view of the situation and not stand on abstract rights and that a satisfactory settlement would soon be reached.

THIRTY-FIRST PROVINCIAL EDUCATIONAL CONFERENCE

"Our readers will be glad to note that Dr. A. Lakshmanaswami Mudaliar, Principal, Medical College, Madras has consented to preside over the Thirty-First Provincial Educational Conference to be held at Ambasamudram. On account of his long and intimate contact with varied aspects of Education there are very few in the Province better qualified to occupy this exalted position."



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

A JUNIOR ENGLISH COURSE

—APPLIED GRAMMAR, COMPOSITION, AND CORRECT USAGE—

BY

H. MARTIN, M.A. (Oxon.), O.B.E.

Pages 342. Price, Re. 1-8

Some Distinctive Features

1. The aim of this new textbook is entirely practical; namely, to help and guide Indian pupils to speak and write simple, correct English.
2. It is graded so as to prove useful for the Upper Middle School and High School Classes.
3. The text and the exercises are progressively arranged, to enable the teacher to lead the class by easy steps from one stage to another.
4. Oral exercises form one of the chief features of this book.
5. Great importance is attached to correct English Usage. The teacher will find Part II of the book, which is devoted to this subject, of exceptional interest and importance.
6. Each topic of "Written Composition" has been introduced with hints and remarks that are the outcome of practical experience gained in teaching Indian schoolboys.
7. All the exercises are carefully graded, and worked out and tested with a view to their suitability for Indian pupils.
8. Chapters XLIV and XLVI on "Writing Stories from Pictures" and "Picture Composition" respectively, form a distinctive feature of the book.

K. & J. COOPER—PUBLISHERS—BOMBAY, 4

Sole Selling-Agents for the Madras Presidency:

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

CHITTOOR DISTRICT TEACHERS' GUILD

ANNUAL CONFERENCE

The 15th Annual Conference of the Chittoor District Teachers' Guild was held at Madanapalle on November 18th under the presidency of Prof. M. S. Sabhesan, Secretary of the *South India Teachers' Union*.

Besant Hall of the Theosophical College where the Conference was held was tastefully decorated and packed to capacity with teachers, public including many ladies and students. Delegates from Tirupati, Kalahasti, Chittoor, Rishi Valley and Vayalpad attended the Conference.

The President-Elect and the delegates were taken in procession accompanied by Nathaswaram from the Principal's quarters to the Conference Hall.

Proceedings commenced with a group-song by the lady-students of the College. After prayers from religions, Mr. C. S. Trilokekar, Principal of the Madanapalle Theosophical College, and Chairman of the Reception Committee, in welcoming the delegates, paid a glowing tribute to the services of Dr. Besant to the cause of Indian National Education and called attention to the basic principles in education enunciated by her in her "Kamala Lecturers".

In the strain and stress of life, teachers, he said, were likely to forget the nobility of the profession to which they had the honour to belong. In the struggle for the "loaves and fishes" of their profession, and in adhering to the philosophy of "bread and butter," they might lose sight of the fact that they were "the intellectual aristocracy of the human race, nay, the moral back-bone of any Society."

The history of education, he continued, was a record of attempts and experiments made by educationists to help man to know himself and to know his environment. But in achievement, the real goal had been forgotten, i.e., the growth of the individual and the evolution of his personality. No education could be true education unless the whole man was catered for. Quoting Dr. Besant, he said, that the work of education was to liberate, to release the divine within—what was called man's higher nature and also to train its reproduction in the lower by those methods of teaching which would conduce best to the evolution of the divine-man, the unfolding of the hidden-god within.

Mr. R. B. Ramakrishna Razu, B.A., B.L., M.L.A., of Chittoor, in declaring the Conference open, said that knowledge should never be a thing for barter. It must be imparted in love and received in reverence. While a boy or girl was at school or college, they must be made to think always in terms of their country and to realise that the future of their country rested completely in their hands.

Discussing the different stages of education, he said that though all were agreed that primary education should be free and compulsory, they were far away from the goal. As long as India had no real control over her own finances, it would be futile, he said, to think of Universal Compulsion. He felt that the rivalry among the various groups of schools under different agencies was positively detrimental to the expansion of true elementary education. He urged that the State should take over complete and absolute control of elementary education

Mr. A. S. Venkatraman proposed a vote of thanks to the out-going office-bearers and the meeting terminated.

At the afternoon session of the Open Conference which began after a sumptuous tea, the following papers were read and discussed:—

Dr. D. Gurumurthy presiding, Mr. D. Purushotam read a paper on "Intelligence Tests." Messrs. G. V. Subba Rao, P. N. Chary and Miss. Coburn participated in the discussions.

Mr. J. R. Sundariah of A.A.M. Girls' School read a paper on 'Freedom in Schools' with Mr. G. V. Subba Rao in the chair. Dr. D. Gurumurthi and Mr. E. N. Subrahmanyam participated in the discussion that followed.

Mr. V. Srinivasan, Secretary of the S.I.T.U. Protection Fund gave an instructive talk on "The Protection Fund" and appealed to the teachers to join the Fund in large numbers. Prof. M. S. Sabhesan, President of the Fund, occupied the chair.

In his concluding address, Prof. Sabhesan made a spirited appeal to the gathering to stand by the S. I. T. U. and to keep the Union Flag always flying.

Mr. S. Srinivasan, Secretary, proposed a vote of thanks to the President, the delegates and the Reception Committee.

The Reception Committee held a delightful dinner in the *Bhojana-sala* in which nearly 200 persons participated. The function came to a close with a Variety Entertainment in Beasant Hall.

The following were elected Office-bearers of the Guild for the year:—

President: Mr. S. Jayaram Pillai, *Vice-Presidents:* Miss. Chandra Royal and Mr. A. S. Venkatraman, *Secretary:* Mr. P. L. Ramanatha Rao, *Joint-Secretary:* Mr. D. Purushotam, *Guild Representative on the S.I.T.U. Executive Board:* Prof. H. Sunder Rao.



NORTH ARCOT DISTRICT TEACHERS' GUILD

FIFTEENTH ANNUAL CONFERENCE AT CHENGAM

Proceedings of the Fifteenth Annual Conference at Chengam, North Arcot District Teachers' Guild.—

The Guild met in conference at Chengam on the 14th October 1939. Sri. M. S. Kotiswaran presided over the deliberations of the Guild. Sri. A. Bala Sundara Mudaliar welcomed the delegates. Sri. S. T. Ramanuja Iyengar, Joint-Secretary of the S.I.T.U. opened the Conference. Rao Saheb V. P. Audiseshiah spoke next on "The Present Outlook in Education." He said that the school should be a social community in miniature. The Junior Red Cross Society, Literary and Debating Societies, The House System in Residential Schools were instruments of such desirable socialising. Entertainment through the Radio and the Cinema could be made the medium of education. Films on agriculture, geography, history, science, health and hygiene, and sport and travel would be invaluable aids to instruction. Sri. M. S. Sabhesan, Secretary of the S.I.T.U. next delivered an address on "Re-organisation of Education and Parents."

The following resolutions were passed:—

1. The Conference passed a resolution requesting the authorities to give Hindi Pandits the scale of pay and the privileges for which secondary grade teachers are eligible.
2. The railway authorities were requested to grant travel concessions to teachers travelling to attend Teachers Conferences on the lines on which these are granted to sporting teams and excursion parties of students.
3. The Tiruvannamalai Municipality was requested to cancel its resolution to reduce the salary of teachers in municipal schools by ten per cent.

Mr. P. Devanesan the Guild President thanked everyone who had made the function a success.

Mr. V. Govindaraja Naicker, Secretary of the Chengam Board High School Teachers' Association proposed a vote of thanks to the delegates and the visitors and the function terminated. The following Office-Bearers were appointed for the new year:—

<i>President of the Guild</i>	..	Sri. P. Devanesan, B.A., L.T. Head Master, Danish Mission High School, TIRUVANNAMALAI.
<i>Secretary-Treasurer</i>	..	Sri. V. N. Varadaraja Mudaliar, B.A., L.T., Municipal High School, TIRUVANNAMALAI.
<i>Vice-President</i>	..	A. Bala Sundara Mudaliar, B.A., L.T., Head Master, Board High School, CHENGAM.
<i>Joint Secretary, I</i>	..	Thangavelu Mudaliar, Board High School, CHENGAM.

and that there ought to be only one type of school and that each village should have a school of its own. He pleaded for an increase in supervising staff and a reduction in their territorial jurisdiction. "True expansion of elementary education," he observed, "does not lie in closing down schools because they are bogus but in converting them into real schools."

Adverting to the Government ban on teachers in Aided institutions from contesting elections he asked why the aided school masters alone should complain about it while teachers in local and government schools were denied that right? He hoped that no school teacher desired to be implicated in political turmoil and to take sides in elections that, he thought, would be the end of his popularity and his usefulness. If the teachers had the real cause of education at heart, he should be as far away from party-politics as he could. True education, he said in conclusion, required a noble band of selfless workers ready to serve the country.

Mr. E. N. Subrahmanyam proposing Prof. Sabhesan to the Presidential Chair said that the interests of the profession and education were safe in his hands for while the politicians had been fighting for political independence, Mr. Sabhesan had been fighting, as the energetic Secretary of *The South India Teachers' Union* for over 15 years for "Dominion Status" for education, for the liberation of education from party and political influence. Mr. A. S. Venkataraman seconded and Mr. J. Daniel supported the proposal. The President was garlanded and took the chair amidst ovation.

Messages from Trichinopoly, Vellore, Madras, Salem, Villupuram and Chandra-giri, wishing the Conference success, were read by Mr. S. Srinivasan, Secretary of the District Guild.

The Guild Secretary next presented the Annual Report on the working of the Guild for the years 1938-39 and the statement of the accounts. Concluding the report the Secretary observed: "We are in the midst of great and important changes in our educational system. There is great need for teachers to organise and equip themselves to play their role properly as nation-builders in the rapidly changing India of to-day. Every Association must function purposefully with a definite plan of work. I am sure the time is not far off when the teachers would come into their own and find their place as honourable and self-respecting members of a noble profession in the New India that is being born. But this ideal cannot be achieved unless we develop a dynamic professional consciousness and feel a deep urge for unity and comradeship among ourselves. We must rally round the banner of our great organisation, the *South India Teachers' Union*, which has strenuously served our profession for thirty years now, without fear, favour or rest."

The President then delivered his address published elsewhere in this issue.

Mr. T. R. Krishnamacharya, the President of the Guild proposed a vote of thanks to Mr. Ramakrishna Razu.

After a closing song by the girls, the conference rose for lunch.

The General Body meeting of the Guild was held in the afternoon with Mr. T. R. Krishnamacharya, the President of the Guild in the Chair. The meeting discussed the draft revised constitution of the Guild and adopted it with some alterations.

Then the Conference passed the following resolutions moved by Prof. H. Sunder Rao.

"This Conference is of opinion that in as much as the formation of separate Unions for different classes of teachers in Elementary Schools under G.O. 416 is slow and difficult, the existing Elementary Teachers' Range Associations should be permitted to get themselves affiliated to the District Teachers' Guilds."

"This Conference strongly urges upon the Government to modify the G.O's 416, 417 and 418 in the matter of prohibiting Elementary School teachers organisations from engaging themselves in 'social' activities."

"This Conference is also of the opinion that, if the formation of separate Unions is considered indispensable by the Government, there should be only one Union for all teachers in a taluk or range." The Conference requested the S.I.T.U. to press the Government to modify these G.O's.

"This Conference is of the opinion that no scheme of educational reorganisation has any chance of success, unless the Government takes immediate steps

- (i) to improve the status and service conditions of teachers, especially of elementary grade teachers, in private and local institutions,
- (ii) to make adequate budgetary provisions for putting the scheme into effect,
- (iii) to prepare teachers adequately for any changes contemplated in the present system of education,
- (iv) to co-ordinate the work of the various educational agencies in the province so as to prevent wastage and duplication of educational effort and expenditure."

"This Conference recommends to the Government the immediate formation of a Provincial Advisory Board of Education consisting of the representatives of the Government, the Universities, private and other Managements, and the *South India Teachers' Union* to advise the Government on its general educational policy and programme.

Mr. E. N. Subrahmanyam moved:—

"This Conference urges upon the S.I.T.U. to intensify the agitation against the G.O. prohibiting teachers in aided institutions from standing for elections, so as to get the G.O. either wholly cancelled or suitably modified by prohibiting teachers only from acting as canvassing agents in elections."

Then the Guild approved of the motion of Mr. Md. Abdul Gaffoor the following resolutions passed by the Madanapalle Taluk Elementary School Teachers' Union:

1. Requesting the Government to permit such of the Higher Grade trained teachers as have appeared for the S.S.L.C. Examination but have failed and have put in more than 3 years' service in recognised school, to sit for the Secondary Grade Training School Certificate in lieu of Matriculation,
2. Requesting the District Board to give free education in Secondary Schools under their management to the children of Elementary School teachers, and
3. Requesting the District Board that whenever secondary grade teachers' vacancies arise in High Schools they should be filled up only by secondary grade teachers who are already working in Elementary schools, preference being given according to their service and capacity.

The meeting decided to invite the Guild to hold its next Annual Conference at Chittoor.

Joint Secretary, II

D. Koil Pillai,
A. P. M. Middle School,
SHOLINGHUR.

Guild Representative on the
South India Teachers Union
Executive Committee:—

Sri. M. S. Kotiswaran, B.A., L.T.,
Head Master,
Sri Mahant's Devasthanam Hindu
High School,
VELLORE, N.A.

Welcome Address delivered by Sri. A. Balasundaram, B.A., L.T., Head Master,
Board High School, Chengam

On behalf of the Teachers' Association of this school I extend to you all, Mr. President, Distinguished Visitors, Gentlemen, and Delegates to the Fifteenth Annual Meeting of the North Arcot Teachers' Guild a hearty welcome. We are grateful to you, Mr. President, for having kindly accepted the invitation of our Teachers Association. We are more grateful to you for having brought in here two distinguished Presidents of the Provincial Education Conference, and veteran worker of the Trichy District Teachers' Guild. We feel flattered to have been honoured by such a large number of delegates.

This place, as you would have noticed this morning, is a little remote village—remote in the sense that it is far away from the nearest railway station. The modern amenities of this place are few, and even the ordinary needs of an individual cannot sometimes be easily obtained. For you, who have undertaken tedious journeys to reach us, we cannot promise much comfort and convenience. With the limited resources at our command, we shall endeavour to make your stay comfortable so that your deliberations may be carried on without much discomfort. During your short stay here, you may utilise very freely the services of my staff and students.

Chengam, I have no doubt, is a new place to many of you. It will not therefore be out of place to tell you something of this place and this institution. In your study of Indian History you would have come across *The Battle of Chengamma* and "The Chengamma Pass." The latter, The Chengamma Pass, is only 8 miles from this place on the road to Tirupattur. To the east of the village and on the bank of the river, is a dilapidated fort, perhaps built by the chiefs who ruled this place. There is a fresh water tank nearby bearing the name of the Chief Dalavi Naicken. The two temples here are believed to be many centuries old. With only a population of about 5,000 this is a quiet little nice village on the banks of the river Cheyyar, the source of which is only 16 miles from this place in the Javvadis. Free from the disturbances of this machine age, you can carry on your deliberations in the calm and quiet atmosphere of this place.

This institution was started as a Middle School in the year 1929 under the Headmastership of Sri. M. N. Vadivelu Mudaliar, the Vice-President of the Guild. In June 1933, Sixth Form was opened and the school became a pucca High School. The first batch for the S.S.L.C. Public Examination was sent up in the year 1934. So you Sir, that this institution is only five years old, rather it has just attained the school-going age. It is but appropriate then that this year's Annual Meeting of the Guild should be held in this place. The members of my staff and I consider this meeting as the Aksharabhiyasam ceremony of this school, and its Teachers' Association. On such an occasion we are happy to receive the blessings and good wishes of not only our sister institutions, but also our parent body, The

South Indian Teachers' Union, represented here by its Secretary, Sri. M. S. Sabhesan and its Joint Secretary, Sri. S. T. Ramanuja Ayyangar.

This Hall which has seen many important assemblies has never seen such a distinguished gathering of Educationists and Fighters for the Freedom and privileges of Teachers. Fortunate indeed are we to have been given the opportunity of playing the hosts to the oldest educationist of this district Rao Sahib V. P. Audiseshayya.

We meet in a very uncertain political atmosphere created by the War. The invasion of Czechoslovakia was threatened at the last Annual Meeting, and this year the conquest of Poland is an accomplished fact, so far as the Germans are concerned. It is at such a time that our Government has chosen to reorganise the system of Secondary Education in this presidency. The reports in the Press reveal that the discussions in the Committee set up for this purpose do not include all aspects of Secondary Education. I strongly feel, Sir, that any scheme of a education will not be complete, why for the matter of that, any scheme of a public utility concern will not be complete, without at first defining in clear terms its aims. The Government should boldly indicate its educational aims before it can embark on a scheme of reorganisation. With those aims before them the members of the Committee would find their task lightened in drawing up a plan which would stand the test of time, at least for a few decades.

In this connection, I commend the following extract for your consideration:—

THE EXISTING EDUCATIONAL SYSTEM

Indian opinion is practically unanimous in condemning the existing system of education in the country. In the past it has failed to meet the most urgent and pressing needs of national life, and to organise and direct its forces and tendencies into proper channels. Today, when quick and far reaching changes are reshaping both national and international life and making new demands on the citizens, it continues to function listlessly and apart from the real currents of life, unable to adapt itself to the changed circumstances. It is neither responsive to the realistic elements of the present situation, nor inspired by any life-giving and creative ideal. It does not train individuals to become useful productive members of Society, able to pull their own weight and participate effectively in its work. It has no conception of the new co-operative social order which education must help to bring into existence, to replace the present competitive and inhuman regime based on exploitation and violent force. There is, therefore, a demand from all sides for the replacement of the present system of education by a more constructive and human system, which will be better integrated with the needs of and ideals of national life, and better able to meet its pressing demands.

In conclusion, Sir, let me once again assure you a very hearty welcome. To repeat, considering the conditions of this place, you will all be generous enough to take the will for the deed. Thank you.

Opening Address at the Fifteenth Annual Conference of The North Arcot District Teachers' Guild at Chengam on 14-10-1939 by Sri. S. T. Ramanuja Ayyangar, B.A., L.T., Joint Secretary, S. I. T. U. :—

I value the kind thought which has prompted the North Arcot District Teachers' Guild to invite me to open this annual Conference. It is a gesture which reminds us of the motto of our Union, "Raise thyself by thine own efforts," and an indication of the determination of the S. I. T. U. and its district Guilds to be led by its own workers.

As a worker of the S. I. T. U. for two decades, I must recall with pride that it was in the North Arcot District, at the Vellore Conference in 1928 the soul of which was my friend Sri S. Srinivasa Iyer of the Mahant High School, that we brought into being the S. I. T. U. Protection Fund and the S. I. Teacher as planks in our constructive programme. North Arcot again had given us a Joint Secretary of the Union in the person of the Rev. Kolt of Ambur who raised our service conditions bill to an international plane by securing opinions on it from abroad. North Arcot may again lead the Union through your present (once a Trade Unionist?) President, Sri M. S. Kotiswaran by working for the substance of Teacher Trade-Unionism. I am therefore happy to be in your midst and I am grateful for the opportunity now given to me to take part in your 15th Annual Conference.

THE PRESENT SITUATION

I am addressing you under conditions, educational, political, national, and international, with which we teachers cannot be unconcerned. A war is being waged in Europe to save democracy from Hitler's Nazism. The Indian National Congress is asking for a declaration of freedom for India from British imperialism, with the prospect of an agreed settlement or conflict with Britain. The Congress Government in our Province representing the Indian National Congress has been at work for now 2½ years and they have raised issues for the teacher and the child, and Schools-issues which affect the freedom of the child and of the teacher and Schools, to which we cannot be blind. Is it not time that we ask the Congress Government to make Schools safe for democracy and to translate its ideals into practice in the field of Education?

SOME UNSOLVED PROBLEMS

We have been told time and again and we have been taught to believe that Ahimsa and Satya are the only means of the Congress. Have these ideals any part or lot in the educational achievements and plans of the Congress Government at work? Have the educational system and school organisms received the Congress touch? Is education in our Province being planned and executed as a process of liberation from bondage, whether of ignorance, prejudice or economic circumstance? Is educational administration based on Congress principles (truth and non-violence?) Is education free from the forces of communalism and denominationalism that are bringing about national disintegration? Has nurture of the child been recognised as a necessary antecedent to culture? Has reorganisation of education been conceived and planned and achieved to improve the opportunities of the child to attain his full stature? Has authority changed its bureaucratic methods of the past and is it establishing partnership with workers? Has authority taken pains to understand and consult workers and remove the causes of student and teacher unrest in our Province? Has authority responded to the demands of teachers in Conferences and Meetings, in the press and on the platform in a democratic way?

CONGRESS EDUCATION POLICY

What are the educational achievements and plans of representative and responsible Government in our Province? I will refer to the Congress Government's account of it for general trends and the Hon. Education Minister's speeches for the details. The Congress Government, which was out to wreck the constitution, has shown in the field of education, that it is for working the educational policy and plans, inherited from the bureaucratic past. The educational structure, the educational methods and the educational objectives reveal that our Congress Government in office is only for a modified edition of Macaulay's system of education and not for either the Gandhian philosophy of craft-centred education which has been

blessed by the present Indian National Congress, or for Gokhale's demand for free, universal and compulsory elementary education blessed by the past Indian National Congress. The Interim Ministry's Education Communique is the Congress Veda; the Educational rules and G.Os. are the Congress Agamas; the Divisional Inspectors and the inspecting agency are the Educational Endowments Board with powers to notify everything; the managements are the trustees of educational temples; teachers are hired priests and children are the sacrificial offerings at the educational altar. It is with this background that we have to assess the reforms effected and planned.

LANGUAGE REFORM

The major reform refers to language. The advance of the mother tongue as compulsory medium of instruction and examination in Secondary schools has been vitiated by the grant of exemptions to deviate from the plan. The introduction of Hindustani in forms I-III has been brought forward without preparing existing teachers to carry on the work. English is continued as an optional language in even lower Elementary Schools and thus the English bias of Macaulay's system is to remain. Sanskrit as a language is sought to be restricted in its use, as part of Secondary Education reorganisation—a revelation of Congress regard for ancient Indian culture. Basic English is to replace English now in use. The mother tongue is to become the first language. Thus while the attempt at language reform is in the direction of making Schools mirror national expression and national consolidation, the methods pursued of continuing the English bias even in elementary schools and of granting exemptions in Secondary schools and the lack of steps to prepare teachers to work the language reform reveal a regrettable muddle, which, in the language of Sri S. Srinivasa Ayyangar, ex-President of an Indian National Congress and of the Palghat Provincial Educational Conference in 1921, appear to be "stunts" rather than measures based on the technique of teaching and learning.

ELEMENTARY SCHOOL CURRICULUM

The next reform achieved is in respect of the Elementary School curriculum by the issue of a new syllabus for Elementary teachers in English. The new syllabus is designed to introduce the "Wardha spirit" to use the language of the Hon. Education Minister. What it is was plainly put at the Madras Provincial Conference by my friend, Mr. S. Srinivasa Iyer, as the "old syllabus with a red cover", meaning thereby that it is not in the direction of the Wardha Scheme of craft centred education and that it was only the old curriculum with a craft list and project bias. The Education Minister while at the Trichy Guild House recently was needlessly angry with this criticism, honestly felt and expressed. Here again the method pursued of bringing about the reform reveals more an anxiety to show a record of paper achievements than actualities. The syllabus came into force before it was available. The craft list has been given to be worked by teachers, reared by the older order who are innocent of any craft knowledge and who are yet to be given facilities to learn them by employers and by the Department and to be supervised by Inspectors equally ignorant. The surest way of making this reform ineffective is by the method adopted by the Ministry and the Department in allowing the syllabus to remain operative in theory and defunct in practice. The same is visible in Education reorganisation. Here again, the Government has not made in the budget any provision for introducing new courses or preparing teachers or passing a Secondary Education Act, as the situation wants.

EDUCATIONAL ADMINISTRATION

Yet another reform is the reform of educational administration. The educational rules have been modified and G.Os. have been issued in quick succession.

WHAT TEACHER UNIONISM STANDS FOR

It would be more pertinent if teachers, managers and those in power understand what the Union would wish to achieve. The Union would like to improve education and improve the condition of the teaching profession. Its policy is to bring in all teachers as members and afford them the protection which a representative and responsible Union can give, and thus it wants to translate its idealism into practice. Its field work will consist of improvement of general service conditions, redressing particular grievances of professional import and implementing Conference decisions. Its machinery is developing into a federal machinery, which I would like to develop on a regional basis on individual membership, instead of on moribund associational membership. In each region, we must develop a Co-operative Society and an enquiry bureau. Our financial resources must be made to include an admission fee and a voluntary individual subscription of 2% of salary per annum to cater for working expenses and for carrying on special activities. Our class room work will have to be threshed out in every institution by frequent weekly discussions, assessment and experiments with a purpose. We must develop local, regional, and provincial leadership and raise a band of honorary and paid workers, determined to deny themselves all personal advancement. Our work must be disciplined and planned and sustained. We must speak with one voice and abandon sectional thinking, negotiation, advancement or settlement and act only through the Executive—by the method of collective bargaining. We must create an administration and Parliamentary Committee to establish partnership with authority, local, district, and provincial. We must secure recognition in terms of consultation and co-operation and achievement.

It is in this faith that I live and work as a teacher and as a teacher Unionist.

May I ask you to take a pledge to be loyal to the Union, to develop Union-mindedness and a common loyalty to our profession, whatever the special, local or personal problems of individual teachers? The times require that we should act in our own interests and in national interests.

With these thoughts and words, I have great pleasure in declaring this Conference open.

*Presidential Address, North Arcot District Teachers' Guild, 14th October, 1939,
by Sri. M. S. Kotiswaran:—*

Ladies and Gentlemen,

WORK OF OUR UNION

It is the proud privilege of our Guild to have in our midst the ardent workers of the South India Teachers' Union. If the S.I.T.U. has been able to achieve so great a volume of pioneering work that we know it to have undoubtedly achieved it is not a little due to the many stalwarts who have stood by our cause to promote the advancement of education and the interests of our profession. The whole-hearted devotion to duty in this matter of Sri S. K. Yegnanarayana Ayyar and Sri M. S. Sabhesan is now a matter of history. The way our Union has come to have a grip on the fundamental problems of our profession no less than on questions of policy relating to the re-organisation of secondary education is only on a par with its achievements regarding the institution of the provident fund scheme, the working of the protection fund and the carrying on of two journals, The South Indian Teacher and the Balar Kalvi. Our Union is thus pulling its proper weight in the All India Federation of Teachers. If there is something like a professional conscience in this presidency it is in a very large measure the work of the veterans like Sri M. S. Sabhesan.

TEACHERS' ORGANISATIONS IN INDIA

The press, the public and the government of this country are well aware that the Teacher Movement in this country has come to stay. Outstanding achievements stand to the credit of various provincial associations. In U. P. they have worked for and secured the Provincialising the post of Head-masters and Lecturers in training institutions, and have definite plans ready for the establishing of a central library and museum.

The teachers' organisation in Bengal has 10,000 members, an income of Rs. 16,000, an expenditure of Rs. 11,200 and maintains an office establishment costing Rs. 3,323; they have constituted, where once they were vague or non-existent, definite managing committees responsible for security of tenure and raised by successful agitation persistently carried on the teaching grant from 3,00,000 to 4,50,000 a remarkable increase of 50%. Their co-operative relief society entirely managed by teachers but affiliated to the Government Co-operative department has a working capital of more than 5,00,000. Sind has started a library of Educational Books. Mysore has established an intimate touch with society and the villagers. In U. P. again 70% of non-gazetted educational officers have joined the organisation. Teachers' register, and service conditions are questions engaging the attention of other associations.

THE GUILD WORK AND HOPES

We in this district have been active for fifteen years as a Guild. Much has been said and done that has added to our usefulness as a body of professionals vitally concerned with the principles and practice of education in this part of our country. With the advent of the popular ministries it goes without saying we shall be concerned even more vitally in the future with questions of policy in so far as it relates to the field of education. Efficiency comes from organisation, and in all administrative endeavour the truth is realised that power comes from the consolidation of highly ordered individual units. In the field of co-operation the organisation of the panchayats is felt to be effective. Politics in ancient India and now under the Congress is sought to be organised on the basis of groups of villages. The guild area is really the ultimate practicable unit for carrying out work in the interest of the profession. The loyalty of the Guilds alone give the necessary sanction to the Union. In the prosperity of the Guild lies the real strength of the Union. The moment the financial burden falls too heavily upon the Guild the work in the cause of the profession is bound to suffer. We now need the assistance of the Union to maintain the usual level of Guild contribution to the Union; and this Guild is not in a position to bear an enhancement of its affiliation fees to the Union by nearly 50%.

We have also in our midst to-day Sri S. T. Ramanujam. We all know the stand he took at the Provincial Conference at Madras. We are proud to note the remarkable achievement of our sister Guild at Trichinopoly where the Guild has been able to construct a habitation for itself. It is an achievement well worth copying in our district. A district journal for teachers making available to every member the advances made in education from time to time and for promoting the welfare of teachers is an aim worthy of realisation. If only we in the district could turn our combined efforts to it a Boys' magazine for the district is bound to make of them better citizens tomorrow while providing a much needed means for self-expression today. Already individual schools are making available to teachers the resources of the teaching community through Co-operative Stores and Credit Societies worked in conjunction with the Co-operative department of the Government. It is not impractical to extend the organisation to cover the entire and

convenient area of the district. Common excursion may well be planned to promote corporate activities and to establish thereby mutual understanding among the member associations of the Guild. The Guild means forging ahead on these lines, God willing and means permitting.

OUR IMMEDIATE OBJECTIVES

Re-organisation of Secondary Education:—Our attention is, for the present, centred on the question of bifurcation proposed in the secondary stage. This Guild is in entire agreement with the S.I.T.U. and is definitely in favour of bifurcation of the courses at the end of the Middle School Stage; and does not consider such bifurcation premature specialisation in view of the fact that for a long time now we have been making our pupils study an optional subject. By such bifurcation the double aim of general education will be realised in as much as the boy while being trained to meet life situations in a practical manner is also acquiring general knowledge and is thereby widening his experience in life. The expansion on the craft side is also much to be desired; only great care will have to be taken that any syllabus drafted is professionally considered sound. In this matter all such syllabuses might well be circulated to obtain professional opinion on the necessity for any modification.

Physical Education:—The Guild is still considering the ways and means possible to make Physical Education an examination subject. It would mean studies on health, hygiene, and sanitation will have to be examined theoretically; and games, gymnastics, drill, athletics and all skills will have to be examined personally and practically in the playing fields; and a thorough Medical Examination of the pupils will have to be included and assigned marks. The difficulties in the way thus are many.

TEACHERS AND ELECTION

Three members of the Guild are already on Local Bodies. Any curtailment of the privileges of the profession while similar curtailment is not affected in any other department of public activity is to effectively try to prevent in an untactful manner the teachers contribution to a regenerated national life. Expert educational opinion can be made available to the agencies concerned only if men with educational experience are available on public bodies to advise on matters on which any other would only be less competent to advise. It is enough if the teachers gave due intimation to the management about their candidature in the case of Local Bodies as their membership of the Local Bodies would not affect their school work. But they might be asked to obtain the permission of the management, if they wanted to contest for a seat in the legislature. Under the present circumstances, when special interests like Planting, University etc., have special representation on the Legislature, a separate constituency for teachers is becoming more and more necessary.

GENERAL CONCLUSION

As lovers of freedom, following the lead of the great democracies and our national congress we shall always be reminding every one that forgets it that we are sensitive of any undue interference with our individual rights, liberties and legitimate functions as well as of those of our profession. Is it so difficult to see after all that there is no greater responsibility than shaping the future destiny of a nation through creative up-building; and will not such enormous work need all the material resources that can be made available for so vital a function in national life. Readily as we accept our responsibilities we shall on no account lose sight of our inalienable rights to shape the policy and destiny of the future of our country and share the power and prestige and no less the glory of our national regenerators such as they are. We only pray to God that in this mission the co-operation

of the department and the general public will be as readily forthcoming as the organised body of the Guild and the Union are ready and willing may eager to extend to all agencies engaged in the common task of rebuilding India

Sing when joy fills they mind!
Sing when sadness crowds thy heart!
Sing when thy life-stream runs its fullest!
Sing when death brings its darkest gloom!
Sing that song which will never change with time or tide of life!
Light and shadow, joy and pain,
Fame, infamy, loss and gain—
These are all set hours for our life's eternal song

RECOGNITION OF EDUCATION AND PARENTS

(Address delivered at Chengam)

BY

SRI M. S. SAJESAN

School speech days are an occasion for public men to give a catalogue of the defects of the School programme and practice and to create an impression that schools and teachers are to blame for the present position. It is for the teaching profession to make it clear to the public that it stands for a thorough overhauling of the educational systems.

The why of organisation is easily explained. The dissatisfaction with the existing system has become province-wide owing to the acute nature of unemployment problem. The rapidly changing conditions of the world make it obligatory upon us to reorganise our education if India should hold her own and not feel helpless in any crisis. A nation-wide reorganisation has to be effected through overhauling the educational system.

Reorganisation is long overdue. It was found necessary even at the time of the Great War. The Hadow Report was the outcome of reorganisation spirit in England. Another war has overtaken us and we are still talking about the necessity for re-organisation. This has to be effected now and immediately and it has to be attempted right through, no stage being left to remain in the old groove.

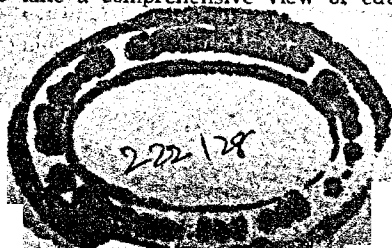
The aim of re-organisation is nothing less than bringing about a mass transformation of the nation. The youth have to become able-bodied, healthy, cultured, intelligent, and self-reliant citizens able to play their role willingly and worthily. A scheme of re-organisation should help us to achieve this object. No scheme of reorganisation can be found adequate or satisfactory if it does not provide for acquisition of skill in trade or craft in addition to book learning and if it does not also deliberately aim at improving the physique of the student population. The Wardha Scheme of basic education is undoubtedly the best that can be thought of as the first step in national education. A self governing India can arise and maintain itself only with a compulsory scheme of basic education to all boys and girls for a period of seven years. The standard of Matric minus English is essential if an intelligent and well-informed population should grow in India. Judged by any test, the Wardha Scheme will be found to be the only proper line. Reorganisation of Secondary Education should also be attempted now, since several years may have to pass before the Wardha Scheme will have been in full swing. A reorganisation on the general accepted principles will surely help us later on in fitting the Secondary School with the Wardha frame-work. The proposals for the reorganisation of Secondary Education promulgated by the Interim Ministry were opposed by us because they restricted the number of secondary school-going students by an

examination at the end of IV Form. They were opposed also because the High School course was extended by one year taken from the University. The idea of bifurcation at the High School stage and the provision of diversified courses were eagerly supported by the Union. The present scheme which is being considered by the secondary education conference is free from serious objectionable features and it may be considered to have been rightly conceived. The Scheme contemplates (1) a general uniform middle school course of 4 years including the preparatory class. (2) IV Form as a preparatory class for the High School so as to give an opportunity to all concerned whether a pupil can with advantage take the pre-University course or a technical course; and (3) a high school course of 2 years V & VI Forms with two sides equally important—a pre-University side and a vocational side.

Leaving aside the insignificant section that prefers to move in the old groove, the Scheme is to be considered as sound. A few points of criticism require, however, to be considered. One section feels that the existing provision for teaching Sanskrit or classical language is curtailed and it objects to the instruction in Sanskrit beginning as late as IV Form. Another section is of opinion that in the case of Pre-University Students seven subjects, five compulsory and two optionals, will prove unduly heavy and that it should be enough if only the technical or practical subjects be allowed to find a place in the optional group curriculum.

The effect of this suggestion is that a pupil will study five compulsory subjects and one practical subject. It may be desirable to accept this suggestion for more reasons than one. It seems to me that this will make it possible to meet the wishes of Critics without spoiling the principles of the Scheme. The time allotted for the other optional group in the Scheme may be re-distributed to compulsory subjects and Sanskrit or a classical language may be an alternative to mother tongue. To ensure proper standard of mother tongue it may be desirable to provide for a common paper in composition and translation in mother tongue in the case of all the pupils taking a classical language. Even at the middle school stage it may not be impossible to find a few periods for instruction in Sanskrit or Arabic without prejudice to instruction in mother tongue. If we agree upon essential principles of re-organisation, it is meaningless to quarrel over details. After all time and experience will necessitate a readjustment in several respects. Under the re-organised scheme of Secondary Education every pupil joining the pre-University class will undergo training in a technical subject and every pupil on the vocational line will undergo a course in knowledge subjects.

A re-organisation as contemplated above is not a matter for teachers alone. Parents should appreciate the significance of the reform and co-operate with the school authorities. The Government should not be satisfied with merely placing proposals on paper but should implement the proposals. Our public men should bring pressure to bear upon the Government and see that ample provision is made. It is not for them to explain away the slowness of the Government on the plea that teachers cannot be had. Teachers on their part should realise the serious implications of reorganisation and get ready for the task ahead of them. They should urge the authorities for teacher-in-service training facilities so as to equip themselves fully. Education of the Nation is not a rule of thumb static process. New demands will be made on teachers who should not be slow to become up to date. A Board of Education is essential to co-ordinate the efforts of several agencies and to give expert advice to the Government. It will prove to be a brain trust which will be in position to take a comprehensive view of educational needs and to ensure steady progress.



PRINTED BY G. SRINIVASACHARI, B.A., AT THE G. S. PRESS, MOUNT ROAD, MADRAS AND
EDITED AND PUBLISHED BY S. K. YEGNANARAYANA IYER, M.A., FOR THE S. I. T. U., AT
520, HIGH ROAD, TRIPPLICANE, MADRAS.

S.F. 259A-1,00,000-30-1-84.