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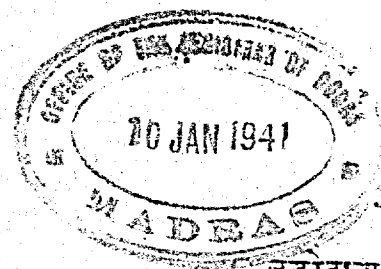
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JANUARY, 1941

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THE SOUTH INDIAN TEACHER

Vol. XIV

January, 1941

No. 1

BACK GROUND OF EDUCATION—INDIA'S CONTRIBUTION

By

DR. V. N. SHARMA, PH.D., (Heidelberg)

"To what purpose should we study and to what purpose should we perform sacrifices, we, who are seekers of this region of Brahman" (Aitareya Aranyaka : III, 2-6).

"The whole business of education is the intelligent, fruitful, happy adjustment of developing youth to its environment which is also developing. Adjust youth to its universe, external and internal by long thought and experience. Education of the feeling-capacity of youth, because it is being demonstrated in experimental educational institutions that such education has a therapeutic value in moral delinquency. Aesthetical development not from the circumference of education, but to the centre—a rightful and effective place"

J. H. Cousins, *Oriental Ideals in Education.*

The Typical Indian system of education, the ideal Gurukula, has its highest aim and object to enable the mind to find out truth and bliss of the Highest (*Satyam Sāntam*). Moreover, the individual is trained up in such a way that he can make these highest principles of Life Universal, his own wherever he gathers; he has to express them in such a manner as only he can in harmony with his natural tendencies. In other words, these should make him receptive as well as creative. Further, the general objective of all spheres of education is cultural rather than utilitarian. Therefore, Indian education lays special emphasis on the formation of regular habits as a preliminary step to any learning. Creative freedom is its background, such a freedom that could reject all non-essentials and accept only such essentials that might help in the growth of the individual in his search after true knowledge. It further makes one to adjust himself without fear or favour in his new setting and environment. Moreover, it is enjoining on all who come to a teacher for knowledge, that they must do so in a reverential manner. In this con-

nection, all the means of meditation and contemplation (*Yoga, Tapasya*) are brought into force. One is expected to approach his teacher in this great adventure of higher knowledge with the spirit of sacrifice and service (*Tyāga*), for, without the dynamic forces of the latter, no education is of value in the long run. Hence the sense of self-imposed—from within—duties and obligations played a great part to awaken the finer senses of the student. The atmosphere of free giving, free organising, and free service, moreover, is behind all educational work of India at all times of her history. A dynamical and a himalayan faith to face all situations without going back roused as well the subtle forms of creative energies of the pupil in all spheres of life so that the student by making his will and emotions refined can stand boldly rejecting all regions of life that entangle him in egoistic occupations. The comradeship of silence went along with these in order to cultivate in him the richness of peace and bliss. Further, the music of silence is cultivated in all as a part of Dharma for the truer assimilation, for the finer understanding, and for the sake of developing intuitive vision with their beams of power, decision, and strength. In this connection is the Indian Ideal of education in many respects similar to the Persian, for, Dharma and Truth are the basic principles of the Iranian social organisation. It, as well resembles the Chinese in that, where China saw the atmosphere of cultivated life in every act, before a moral and political valour was given to the system of Chinese education by Confucius.

Therefore, we find, that Dharma and Adhyatmalakṣya beholding the Self in everything—never lost in the system of Indian education, for the goal of perfection of the individuality both in this life as in the life after is perpetually kept in view. Arts and sciences are only good when one keeps this higher ideal in everything he gathers in this connection. Without this in view, they are only for enjoyment and amassing wealth and for name and fame in the fleeting world. For these are mere passing things that lead men to merely material ends. Hence these are never considered ends in body-politic. Therefore, whatever aspect of work is taken up in the education of the individual, the importance of philosophical and mystical understanding for the perfection of the individuality as ends of our life is emphasised on the minds of the seekers of knowledge time after time. Hence, all men and women, whether they follow the path of this world (*Pravṛtti Marga*) or of the world beyond (*Nivṛtti Marga*) are enjoined to pass through a definite code of self-discipline. Here takes Dharma and Karma its lion's share, for it is the back bone of all Indian education. It teaches us that without a real understanding of our own life's obligations and duties (Dharma), one cannot realise what pleasure and profit (*Artha* and *Kama*) really mean. Every one must pass through this some time or other in his life; therefore this sphere is considered the first path of our life (*Pravṛtti Marga*);

however, our life does not end with this, for, this path leads us in the end to another path as a matter of course, to that path of dispassion (*Nivṛtti Marga*) which all true seekers of Truth long for. He who tastes the fruits of this region is the embodiment of all love and devotion (*Bhakti*). He alone knows what a perfect life is, for he is now living not for himself but for all who are near and far from him; he is now a citizen of the universe itself, for all paths of life are unveiled to him. Life, for him, is an ocean of bliss and happiness, in all he sees Him in His own Form, and all pilgrims on this world's path, let them be ignorant or learned ones, are his comrades. As such, he longs to share divine life with all, unveil his fruits of realisation to all without any distinction of race or class. Therefore, he never runs away from the mundane affairs for the sake of his spiritual communion to some obscure place, but to live with all, with all elements of nature, with men and beasts, with stones and trees, ever making them his inmates and giving them his peace and understanding, and thus making them all realise, "that all things have their beginning, their life of pleasure and joys, and their final emancipation in Him in the end" (*Katha Upanishad V.*). Therefore, "Know Thyself" is the first principle of Indian Education, in relation to your own social organisation and the universe at large. Then alone your life on this earth as well in the other world can be fruitful.

The Home is the centre of Indian education, and *ipso facto*, the foundation of Indian culture and civilisation. Hence, all books of ancient lore tell us that the home (*Griha*) must aim at continuous happiness and peace (*Yogakṣema*), not only of its constituent members but as well of its neighbourhood, visible and invisible. Moreover, it is a complete organ of the social organisation to safe-guard the social stability and continuity of the body-politic in all its spheres of activity. Manu tells us in his Laws of Life that all wise men who desire the welfare of the society and thus of their fellow-beings should put all their efforts to create right atmosphere around the home for its stability; then alone one could enjoy the fruits of right knowledge and long day after day for the stability and continuity of the social organisation. All other law-givers as well place before all men and women this highest ideal; it is the motto of the Aryan civilisation and culture. Moreover, it is said, that once an innate craving for understanding and knowledge of this path of life arises in men, then they find all resources of power and strength for the fulfilment of their life's mission in this life alone. Therefore, each and every one has a possibility—even though he never receives the higher training, to become a complete man, and thus Brahman Himself. So he can rise from his present position, however low and meagre it may be, only if he could acquire the spiritual powers and behold all unseen things even those beyond the region of the physical limitations" (Chando, Upanishad, VIII). Nothing is impossible for him,

who follows the paths of the elders. The Home, the school, and the company of the elders are his guides in this search after true realisation of the Life Universal, and all true and earnest seekers of the Highest are enjoined to resort very often to these. Along with these, they have been further exhorted to equip themselves thoroughly in self-discipline and service (*Yoga, Seva*) so as to enrich their training.

Moreover, there are two kinds of knowledge, the lower and the higher (*Apara, Para*) on this path of ancient wisdom. "The lower path (*Apara*) comprehends the sciences and arts, and the higher is the path that unveils to us the science by which the indestructable Brahman is comprehended" (Mundaka Upanishad I.) The first path of knowledge (*Apara*) leads one to pleasant things (*priya*) and the other (*Para*) to the region of Truth indivisible and indestructable. In the former is the fruit of search immediately had; there is neither delay nor waiting: in the latter case, time and space are indefinite. The seeker of ancient path is told only to choose the latter path, and without a real knowledge of it, all knowledge, all learning, his understanding and leadership are of no paramount value either to the society or to humanity. Hence, is the student expected to know Him in His own path first, by knowing the Science of all sciences, the *Brahma Vidyā*, and then think of gathering knowledge of his sciences and arts." Having knowledge of the Self and doing his obligations and duties towards Him by knowing the Science of all sciences, let him perform all purificatory rites and sacrifices so as to disentangle himself from all bonds of non-knowledge (*Avidya*) (Vishnu Samhita VI, 6, 12). The moment he has a firm hold on this dynamic power and retain that at all times and in all situations of life, he is allowed to take up, then, and then only, the sciences and arts that belong to the sphere of the lower knowledge (*Apara*). Then alone he can understand the ways and manners of men of this world and share with them in their joys and sorrows, without losing himself. It is said, that such an individual, who acts in this way, could face no hindrance even though he might move and act in the mundane affairs of the human society. Ordinary men and women grope in darkness and long always after things that are pleasant and joyful, and easier. But, noblest are those who enter into darkness with right knowledge and clear understanding. For they take up this path deliberately. Hence to choose one's own path deliberately and with understanding is the highest achievement and glorious is the system of education that unveils to us this. The Indian system of education has always aimed at this path deliberately, and thus helped India at all times to build up her educational institutions, both at home and in the forest on this edifice of understanding.

Further, every one has three births in this life, and happiest is he who takes advantage of these with full understanding. His first birth is,

when he chooses a physical mother and thus enters on this earth as her son or daughter. Every one could do that, even the animals could do that. However, his real life—his second birth—begins, when he chooses his teacher in this life and thus takes a spiritual initiation (*Upanayana*) so as to enter into the kingdom of learning under his leadership and guidance. His probation in the second birth is unlimited, yet a stage in his life comes when he would feel that a physical teacher, however noble and experienced he be, is of no value. For, he needs no physical guidance from outside; now he must become his own master, because he is now a complete man and understands "the support of the whole host of divine beings" (*Rigveda*, I, 164, 39). His longing, his search and enquiry now is "to find out those things that are hidden even from gods themselves" (*Ibid*, I, 164, 5-6). A new life is indeed this; hence it is called the third birth of his, and the one who attains this is known as the man of truth (*Satyapratistha*) (*Taittiriya Aranyaka*, II, ii, 4.) Until this highest place in this life is given to an individual, it is said that education cannot realise its ideals. All ancient texts of India, and in particular the Upanisadic lore, reminds the true seeker after truth that this shall be the highest aim on his path, his highest goal is nothing but this. All materials that guide on his path of search are in himself alone; outer help, he needs naturally, but only to help him so as to unveil his own latent treasures of knowledge. Education steps in so as to unveil this mystery of Man to the student, and thus build a bridge between him and Him, the centre of all Life. Indeed, this is a marriage between macrocosm and microcosm. This is the truth, which the teachers of India in all ages revealed to the world. "He alone sees, who sees all beings as the embodiment of Himself alone." (*Bhagavad Gita*, IV). All physical powers, his emotions, his intellect, his feelings and motives of thought, speech and action have no power on him, who reaches this highest stage; because they become now his servants to carry his orders, and thus merge themselves into the eternal source of life, like their master. In this manner, he who realises "Brahman, becomes Brahman Himself. To him no sorrows, no ignorance and no separation. For he is free from all bonds of passions of fleeting life" (Mundaka Upanisad I.).

The purpose of all education and of all teaching is this alone; as such, the student must be prepared to gather his experience from all sides, even from the lowest and meanest beings, "Even though the words of advice be from an enemy, if those words are laudable and conducive, shall they be listened to, and be acted upon." (*Susruta Samhita* I.). Thus alone, can a true seeker find access to all things of this side, as well beyond birth and death. Thus alone can he rise above all circumstances to behold Him, He, who is the ultimate Truth" (Rabindranath Tagore, *My School*).

EDUCATION AND THE NEW WORLD ORDER *

By

PROF. C. R. NARAYANA RAO, M.A.,
Principal (Retd.) Central College, Bangalore.

I have no doubt that some of you in your spare moments must have thought about the probable effects of the present war on the educational organisation of this country. We are aware that a conflict of this magnitude inevitably produces great changes in the social and political systems of nations, and let us hope that these changes will come about in India without serious internal disturbances, and that they will tend to a deeper and a more practical realization of the truth of the saying that the adventures of Peace are the true foundation of moral civilisation. The present civilisation is purely a technical one, capable of being defined as the conjugation of the three regular verbs, "to possess, to eat, to squeeze" either separately or all together, and it is no wonder that what we call progress has become a form of development, which makes the noun substantive of these three verbs the sole monopoly of a few classes. You have before you the Wardha Scheme of Education, which has received the blessings of many thoughtful educationists and also the maledictions of a few discriminating critics. There is no dearth of reports, the latest to be added to the list of this species of educational literature is what is known as the Patna Educational Committee Report. I dare not suggest to you that you should read all the books, pamphlets, treatises and essays and official reports on education, which appear in such profusion and with such rapidity as to bewilder and stagger even a gargantuan mind, but, all the same, you must keep a vigilant mind and note the important trends of contemporary thought, and examine their practicability in the light of your knowledge and experience. This is only a fraction of your duty. A more important function is you should give a definite lead, and for this purpose, you must wear the intellectual garments of steady and hard thinkers. Your responsibilities are great. Your limitations are equally great.

It is no doubt flattering to be told that you are the builders and architects of society, but if you closely examine your profession you will find that your task is more homely one of gardeners. If your materi-

*An address delivered while opening the Annual Conference, Salem, District Teachers' Guild, December 1940.

al were the uniform rough-hewn blocks, coming straight from the quarry of nature, then, I admit, that your labour of planning and designing human society, and fitting your polished and chiselled stones into its structure, would have been comparatively simple. Incidentally you would escape from the general criticisms, by which unfortunately you are assailed at irregular and inconvenient intervals. You recognise that your material has a body, a character and a mind,—not homogeneous,—but bearing bewilderingly divergent features, inherited from two separate lines of ancestral stock, of which you have absolutely no knowledge. You will remember that pupil's mind is a kaleidoscope, the colour and pattern of the glass pieces belong to two distinct family stems. Now you want to turn this kaleidoscope with the aid of formal studies, rules and regulations in order to change the colour and figure, and, if possible, to alter the angle of the reflecting surface also, so as to conform to a pre-conceived model. It seems to me that the measure of success attending your efforts must largely depend upon your knowledge not only of the construction of the individual kaleidoscope, but also that of the family kaleidoscope of which it is an offshoot. An engineer proposing to construct a system of irrigating channels, gets a more comprehensive knowledge of the depth, and the direction of the current of water in the river, by including in his investigations, a study of the catchment area at the source, and the character and number of affluents contributing to the volume of water in the main stream. You are the engineers of the human mind. Have you an adequate knowledge of the minds of each fertilising streams? It is no wonder that your process of educating the pupil's mind is limited by your material. You are, however, expected to shape this material into a human figure, to develop its faculties and quicken and discipline its reason and apprehension, so that before it leaves your workshop, there is a reasonable chance and hope, that it may become, if not a paragon, at least a piece of work. All that you could do is to give the pupil's mind the best exposure, the best manure, to prune a little here and to remove weeds there, and wait with faith for what comes later, remembering that it is beyond you to gather grapes from thistles.

I said that the role of a true teacher is that of a leader. It is true that he is the servant of society, and that the school should conform to the ideals and standards of society. According to this view, education can only mean the training of pupils in the aims and aspirations of yesterday and to-day, but our conception of education is the creation of a good citizen for the world of to-morrow. I should suggest that we discard the outworn opinion, still tenaciously held by unprogressive pedants, that education consists in the passive inhibition of accepted ideas and suggestions. When the status of India is changed, I believe, you will be

the pioneers of what I may call "New Era Schools" where the young men will be trained in the power of dealing with difficult social and economic issues, and where the teachers will be creators of a new social standard. It may not be for you to undertake the political education of the children, but it is for you to see that if they have to hear of these things, they hear both sides and they hear them dispassionately, because you should not prostitute your gifts to sectarian ends.

What is this World of to-morrow? You must have been reading in the Press vague suggestions of a New World Order, that would be introduced on the termination of the Great War. We can only hope that this "Order" will not upset the stability of society,—probably it may be an age of spacious planning. In planning a new order of society, you will have to emancipate education from the stiff tradition, and to recognise the supreme importance of bringing our schools into close and vital relation with the deeper and more significant movements in our national life. We notice that even the ordinary activities of the nation flow increasingly along channels prepared by science. Social progress depends upon the growth and expansion of industries. Industries are transformed under the influence of scientific discoveries. Virtually therefore modern society lives in a world where the prevailing atmosphere is the atmosphere of science. It must be admitted that in the schools there has been reorientation in the social and economic life of the nation. This lack of response does injury to society and injustice to the younger generation.

I am not pleading for more scientific instruction, nor for a greater provision in the time table for scientific subjects. I am really stressing that the general outlook of the school and the spirit which dominates its work should establish the closest possible connection with the general stream of national life, in other words, the school should express a fuller understanding of contemporary life and agree to some shifting of the centre of gravity of school studies. What is needed is not the extension of formal science teaching, but a revaluation which will invest scientific studies with a human dignity and a social importance, answering to their significance in the activities of the nation.

Your more immediate problem is the education of pupils between the ages of 14 and 18. Do the schools provide those young men who leave off their education at 14, 15 or 16, with the necessary equipment to become efficient citizens, and to contribute their share of service to the society? At the age of 14 or 15, we know that the mind of the pupil cannot cope with the subjects which compose a liberal education, and which are vital to the citizen. Even at 18, he can only scan the surface of the subjects, but cannot see below them. In attempting to take your pupils through the deep waters of knowledge, you may perhaps run the

risk of creating in them a horror for water. How will this large population of half-educated young men react or express an opinion on political questions. We cannot maintain that at the end of the secondary school leaving stage, the subjects of history, literature and other humanistic studies have been taught in a manner which would fit their recipients for exercising their rights and privileges of enlightened citizenship. The fruitfulness of education in humanistic subjects depends upon experience of life: we may not appreciate their significance till we have seen enough of life to have met the things which historians, philosophers and politicians and poets talk about. This is where the humanistic subjects differ from the physical and biological sciences. I conceive that education which ends at the age of 14 or 18 is no education at all. Secondary School Education is just a part of a great social picture. If you look at it from a detached standpoint, you will perceive its imperfections. One aspect of the picture is the large body of young men, for one reason or another, leaving their studies at the tender age of 18, and the other aspect being a small minority treating this stage as a rung to higher academic aspirations. The Secondary Schools, like most other institutions, are confronted with the competing claims of education for the masses as an end on the one hand, and education for the gifted few as a means on the other. Can you harmonise and reconcile such conflicting aims? Perhaps a re-adjustment of the existing curricula of studies and an infusion of other important subjects might point the way to solution. I shall not enter the field of educational experts, who, I anticipate will soon be called upon to undertake extensive reforms, as an adjustment to the New World Order about which we hear so much, and as a consequence of the political status of India which is bound to change.

But whatever may be the nature of the World Order and whatever may be the character of the altered status of India, let us remember that

"The really educated person will be one who realises that nothing that he does or even thinks, is the product of one race, one religion, one country, one language or one class: that he is a product of the World as a whole and that his conduct reacts upon the world as a whole. He will regard it as his duty to combine with the rest of the world to improve the world, instead of combining with certain persons with the object of destroying other persons. It is this frame of mind that it should be the object of future education to encourage."

You are capable of achieving great things. Create a new atmosphere of hope and confidence in your schools. Instill into the minds of pupils ideas of corporate life. Teach them that the best discipline is self-discipline. Humanise their hearts, rather than instruct their heads

ART AND CRAFT IN THE SCHOOL.

By

R. M. SAVUR,

Divisional Inspector of Schools, Coimbatore.

Every teacher knows the importance of having a clear idea of the aims on the teaching of any particular subject. But, as far as can be judged from the manner in which manual training classes are conducted in our schools, the Manual Training Instructor seems to think otherwise. Why this is so I cannot understand. Is it because he thinks he is not a teacher because he is called an Instructor? Or is it because the Manual Training Instructor is hampered and handicapped by rules and regulations, and school authorities who themselves have no idea of the aims of Manual Training? I think it is a little of both. The Manual Training Instructor is too often the slave of the "Course-Board." And certainly one "correspondent" frankly remarked to me that he did not believe in Manual Training and that he had introduced it into his school only because it was compulsory.

The earlier edition of the Handbook of suggestions for teachers (By the British Board of Education) contained separate chapters on "Drawing" and "Handwork." The latest edition contains instead a combined chapter entitled "Art and Craft." The chief purpose in this change, says the Handbook, "is to stress the importance of design, which forms the common ground shared by Handicraft with Drawing and every other form of graphic art. Design, which among other qualities, includes proportion, harmony, rhythm and pattern, is an essential element not only in all forms of expressive art but also in all forms of craft work, whether executed in wood, metal or other material."

* * * * *

"Whatever he creates or interprets, the artist seeks to achieve something that will cause both in himself and in others a *feeling of satisfaction through the use of design* appropriate to the medium chosen. So, too, the crafts, which are primarily concerned with the making of *serviceable things* in various materials, have each its own technique. The good craftsman, seeks like the artist, to arouse similar feelings of satisfaction by the use of appropriate design. Thus, design—the character of which is determined in each Art, by the experience it expresses and the medium employed, and, in each craft by its practical purpose and the material used provides a link between the Arts and the Crafts.

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And it is important that teachers of both Art and Craft should lay greater emphasis than they have done in the past on good design, which here includes the right use of materials, sound workmanship, good proportion and appropriate decoration."

I ask—is the feeling of satisfaction by the use of appropriate design aroused in the pupil when he is ordered to make a round ruler which will when made be neither round nor useful for ruling? Or, I ask, is it a serviceable thing that he is making? Or take the case of a school which is teaching weaving. A full sized professional loom is invariably provided. This makes at a time many yards of cloth. Pupils are asked mainly to work at plain cloth like bed-sheets or plain towelling. Where, I ask, is the design in this, that design which, among other qualities, includes proportion, harmony, rhythm and pattern? At least in making a so-called round ruler the pupil may have the satisfaction of having commenced and finished a piece of work himself. Even this he has not in the weaving he does—for when many boys in turn work short periods at the same loom what specific inches of cloth can any particular boy claim as having been woven by himself?

What pleasure or even feelings of satisfaction can a child experience when he is forced to make things which he cannot use or things which he neither plans himself, nor begins and completes himself?

The whole philosophy of craft-work in our schools should be revised.

The Handbook of suggestions for teachers says:—To sum up, it may be said that the purpose of including instruction in Art and Craft in the Education of the child is two-fold:—

1. to encourage the child's natural impulse to give visible form to his ideas and to develop in him the power to do this with courage, sincerity and vividness;
2. to make him actively aware of what is beautiful in Nature and Art and what is fine and honest in craftsmanship.

As in other branches of school work it is important that development should be continuous and progressive from the infant class to the highest class. The craft curriculum should be so constructed as to ensure that children pass through steadily progressive stages of developing more and more muscular control, more and more skill and inventiveness in construction and design, until the time comes when they wish to achieve something that is comparable to the craftsmanship of adults.

(To be Continued).

MUSIC AND ITS PLACE IN EDUCATION.

By

PROF. P. SAMBAMURTHI, B.A., B.L.

Music is one of the God-given gifts to humanity. It is the finest of the Fine Arts and is of universal appeal, influencing alike the scholar and the lay person, the old and the young, the man and the beast. It has a humanising influence and is a powerful factor in the moulding of one's character. The study and cultivation of music makes one a real gentleman. The cultural benefits that accrue to one by a study of the humanities and sciences can be acquired by a diligent study and practice of music. The sense of beauty that is developed in the person contributes to his cultural refinement. The baser instincts in him are suppressed and his nobler instincts are developed. Music is the proud and privileged accomplishment of a refined person.

Music is a language by itself and is capable of expressing refined ideas, just as a poet expresses his thoughts through the medium of musical phrases. Subtler ideas and delicate shades of feeling can be effectively portrayed through the medium of music. Music is international and knows no barriers of religion, race, caste, creed or dogma. Musicians are citizens of the world in the real sense of the term and they contribute to human happiness in a large measure. They are members of a World Brotherhood. They shed lustre around them wherever they go. They are able to please all types of people—from the Prince down to the peasant. They belong to the world and not to any particular country limited by geographical barriers. When music comes to be universally studied and practised, there will be far less crime in this world and the earth will be a happier place to live in. Music elevates the soul. It is one of the greatest joys of humanity and is the most harmless of pleasures. It is a rich heritage that has come to us from the hoary past. Happy therefore is the lot of the music teacher, who is able to impart knowledge in this noblest of the fine arts.

The ideal of education is the full development of the human personality. An education which ignores training in music is necessarily incomplete. The study of music is an essential part of a liberal education. Its study and practice results in the development of both the intellect and the soul. Music is not the privileged luxury of the wealthy but the necessity of all mankind. There is plenty of scope for creative activity in music. The study of music has also its utilitarian side.

Everyone should learn to appreciate music. More than this it is highly desirable that everyone should cultivate music. There is an infinite pleasure in doing so. The enjoyment that one derives by listening to a concert is nothing when compared to the pleasure that he derives by performing music himself. It is not possible for everyone to become an accomplished performer, but it is certainly possible for everyone to imbibe some degree of musical culture. The gramophone and the Radio have played a great part in spreading knowledge of music to some extent. But they have incidentally developed a certain amount of laziness on the part of the average person, by providing him with ready made music. The incentive to perform music one-self has to some extent been killed.

It is the birth-right of every child to receive training in music. If the school life is to be made really happy for the child, then the teaching of music is essential. In most countries, music is taught compulsorily to both boys and girls in school. The introduction of music teaching will result in the school life pulsating with joy. Besides giving training to the ear and the eyes, singing lessons also develop powers of concentration and memory. Besides being an excellent recreation, music is one of the most useful methods of employing one's leisure.

Musical education is of two kinds :—

Personal and Cultural.—In the former the aim is to train the student to become a professional performer. Such pupils study exclusively music, devote their entire time to the art and spend long and arduous years of practice. More emphasis is laid on the practical side of music in their courses. In the other course, music is studied and practised for its cultural value and not with any professional aim. They study the theory and history of music, acoustics, styles in compositions, musical appreciation, prosody, comparative music and in fact all the topics coming under the subject of musicology, in addition to the Practical Course. These two courses are usually pursued by two distinct types of Institutions.

Cultivation of the voice.

The training of the voice is one of the important aims in the teaching of music. Singing has been defined as the art of expressing our emotions and sentiments through the medium of the voice. The voice is a precious gift to us from God and it is up to us to make the best use of it. The human voice is a delicate mechanism and is easily injured by wrong use. Some people are born with ringing and captivating voices. Though a majority of people do not possess a melodious voice still they can be trained to get a beautiful tone. Every one should learn to sing sweetly and softly. The rendering of pieces should be polished and

artistic. The vocalises practised with care, help the student to get a clear and delightful tone. They help him to retain the good quality of tone thus acquired. They also enable him to sing with economy of breath and minimum effort. He acquires control over his voice and produces the gamakas (graces) nicely. Most girls possess good voices, but the proportion of boys possessing good voices is far less. The task of teaching music in Girls' schools is thus to some extent easier and lighter.

In this connection it will be useful to remember the characteristics of a good singer according to the Canons of Indian music :—

1. Possessing a sweet and pleasant voice.
2. Ability to produce gamakas without effort.
3. Having control over the voice.
4. Having a compass of $2\frac{1}{2}$ octaves.
5. Possession of an accurate sruti gnanam, swara gnanam, raga gnanam and tala gnanam.
6. Possession of a good manodharma of Kalpana gnana i.e., creative talents.
7. Possessing a good memory.
8. Ability to sing with concentration.
9. Not getting fatigued while singing.
10. Ability to establish contact with the audience quickly and keep them spell bound with his music.
11. Ability to present a properly balanced programme in a concert.
12. Possessing a sound knowledge of theory including the technique of voice production.
13. Ability to sing with expression on the face.
14. Knowing the meanings of the songs sung.
15. Possessing a varied and extensive repertoire.

A good singer is free from the following defects :—

1. Singing with gasped mouth.
2. Singing with a shrill voice.
3. Singing in a faltering manner.
4. Singing in an absent-minded manner.
5. Noisy singing.
6. Breathly singing.
7. Grasping the teeth while singing.
8. Singing with bad intonation.
9. Making violent gesture while singing.
10. Strained singing.
11. Presence of a tinge of nasality, in the voice.
12. Singing with closed eyes.

(To be Continued).

ABOLISH SELECTION EXAMINATIONS.

By

Sri K. N. Pasupathi, B.A., L.T., Kurnool

In a thoughtful paper contributed by Mr. M. S. Srinivasa Sarma to the Handbook of the Thirtieth Provincial Educational Conference, Madras, on the subject of "Students' strikes—a psychological study," he observed: 'The painful reaction of students to the mechanical and soul-killing nature of the prevailing system of examinations is evidenced by the demand for the abolition of selection. I think there is much in this attitude. The selection is primarily intended to artificially boom the results of a school and indirectly save its reputation. It is a selfish expedient. Is it not unfair to detain students, when there is a chance of their passing in a few subjects, and then appearing privately and passing in others? You want to sacrifice promising youths for the doubtful honour of a higher percentage of passes in your school. This is educationally unjustifiable, and no wonder the more sensitive among the students protest against this ignoble trickery.'

Over Emphasis on School Results:

There is to-day obvious discontent among the students in schools and colleges against the harsh system of selection and detention with regard to public examinations. Heads of institutions are guided by more custom or tradition and by the departmental rules and circulars; they do not seem to view the question from a psychological and moral standpoint, and from the more important human aspect of the problem. They think and act simply in terms of marks and percentages of passes. They may contend that, so long as examinations are the only criteria for judging the standard and efficiency of schools, the production of good results in examinations becomes the first and primary function of schools. Moreover, in the school Inspection Reports, the S.S.L.C. examination results are usually commented upon. The work of headmasters and teachers is invariably appraised, either commended highly or criticised adversely, on the basis of their schools' percentages of 'eligibility' and averages scored in the several subjects. And managements, not unoften, call for explanations from teachers for poor results and mete out punishments by the stoppage of salary-increments. And it is on account of this exaggerated importance that the selection system is followed in schools.

Harmful Reactions of Selection:

Now, the question arises whether selection examinations should be abolished. To do so would appear to be a reform in the right direction. The selection system is a chief cause for the annually occurring disorders and strikes in schools which undermine their tone and discipline. The youths declared incompetent for appearing for examinations, cultivate a defeatist and desperate mentality which precludes them from taking to studies with any degree of zest afterwards. So the greatest harm is done to the detained students whose mental reaction to detention has a deadening effect on them and their school career. Teachers who have intimate acquaintance with this problem are aware that, in ninety cases out of a hundred, the once-detained pupils make little progress in studies, whatever the number of years they are kept in the sixth form.

No Need for Selection:

In every well-conducted school, there should be little difficulty for taking the bold step of abolishing the selection system. If, from each class and form, pupils are carefully promoted after being taken through a course of studies and if a definite standard of attainment is reached when promoting pupils from one form to another, where is the need for the artificial, unjust, "double-filtration" in the sixth form? At present, in most schools there is obviously looseness and laxity in promoting pupils from class to class until the sixth form stage. Then, to make up for all this laxity, there is the detention of incompetent pupils at the time of the S.S.L.C. public examination. Surely this reflects no credit on the organisation and work of schools. And yet, year after year, examiners complain that a large number of pupils unfit even for the fourth form are presented for the S.S.L.C. examination. Now what does this show? The school courses are obviously not properly gone through and definite standards are not reached. The selection or detention of some pupils at the final stage can hardly remedy the accumulated evil. It is only the system of a deep-rooted disease.

The late Education Minister's Assurance:

Now it has become common in some places for students resorting to strikes to compel school authorities to send up all the sixth form pupils for the examination. Last year the selection results were announced under "Police Bandobust" in certain schools! It may be remembered that Mr. C. J. Varkey ex-education minister, was reported last year to have given an assurance, in a speech delivered in the Circars, that he would issue a circular abolishing the detention system. Mr. Varkey is no mean educationist, and he would not have come to the conclusion he did regarding the evil and injustice of "selection" without substantial educational grounds. But it is a pity that the good minister did not prove equal to his word, for some reason or other.

A Great Educationist's Opinion:

Speaking at the College Anniversary day, Rev. L. D. Murphy, Principal, Loyola College, Madras an educationist of experience said the other day; "my conviction has always been that no student should be detained who is capable of passing any part of an examination. And I feel encouraged by the results to complete the policy at which I have steadily aimed, and to abolish the selection examinations, which unfortunately admit of one deplorable effect—an injudicious exaggeration of the reputation of a school or college, at the expense of a students' chances. The name selection, from next year, will be retained as a mere gesture of respect for tradition, and not out of a sense of realities." These words deserve to be pondered over by all heads of schools and colleges.

Conclusion:

The South India Teachers' Union does not attach undue value to public examinations. Its Tanjore Conference, under the presidentship of our Ex-premier, Sri C. Rajagopalachari, passed a resolution to abolish the public examination at the end of the high school stage. It is certainly time that teachers got rid of the tight shackles of examinations and pursued their noble avocation in the true spirit of teaching subserving the large ends of education. Then, so much acrimonious wrangling and fuss now made over selection examinations would disappear from the school world.

FROM OUR ASSOCIATIONS**TRICHINOPOLY DISTRICT TEACHERS' GUILD GOLDEN JUBILEE CELEBRATIONS.**

The Golden Jubilee Celebrations began with the opening of the Jubilee Educational exhibition at the Hindu Elementary School, E. B. Road on 20th December by Sri C. Raghunathan, District Educational Officer, Trichinopoly. Rev. Father A. M. Antonisami, S.J., Vice-President of the Guild, welcomed the gathering. The Secretary, Sri S. T. Ramanuja Iyengar, read the statement about the exhibits. The D.E.O. then made his speech in which he emphasised the value of such frequent educational exhibitions. Sri A. Rama Iyer, the President of the Guild proposed a vote of thanks.

Then the distinguished guests went round the exhibition accommodated in three blocks in the E. R. Hindu Elementary School.

The Jubilee day commenced in the Teachers' Guild House at 11 A.M. with Sri A. Rama Aiyar, the President of the Guild in the chair.

A resolution of protest about the recent Government communique on students' strike was moved from the chair and passed.

The following papers were read and discussed:—

1. The mother-Tongue as medium of instruction—problems and experiences. By Sri S. Ramanatha Aiyar, E. R. High School.
2. Class-room problems and how to tackle them. By Sri K. R. Venkateshan, Z. High School Katuputtur.

A number of members took part in the discussions including Messrs. C. Raghunathan, D.E.O., T. P. Srinivasavaradan, Secretary, S. I. T. U., and Rt. Rev. Bishop Pakenham Walsh.

After lunch and group photo, the Jubilee meeting commenced at 4-30 P.M. with the Rt. Rev. H. Pakenham Walsh in the chair. After music by Sri S. Sivaramakrishna Aiyar, the reading of the Jubilee Verse by Sri R. Panchanatham Pillai (Composer of the same) and the singing of the Jubilee Song (composed by Mr. V. Ramudu Aiyar) by two girls of the E. R. High School, the president of the Guild welcomed the gathering. Bishop Pakenham Walsh made his introductory speech. Sri T. P. Srinivasavaradan, Secretary S. I. T. U. was personally present and extended the greetings of the S. I. T. U. Sri V. Guruswami Sastri, President, Tanjore District Teachers' Guild also delivered his fraternal greeting. Sri N. Kalyanarama Iyer, member, S. I. T. U. Executive Board was also present. Messages were read by Sri K. Monsingh, Vice-President of the Guild. Then the report on the Jubilee arrangements and the history of the Guild were presented on behalf of the Jubilee Committee. Rao Sahib S. K. Devasikhamani unveiled the Portraits of Messrs. Col. Sir T. Desikachari, Rev. T. H. Dodson, Sir G. Sesha Iyengar, Sri S. S. Vyasa Rao, Sri S. Arpudaswami Udayar, Sri P. T. Srinivasa Iyengar and Rev. C. S. James.

Sri V. Saranatha Iyengar delivered the Jubilee address. The Rt. Rev. Walsh made his concluding speech, which was full of humorous stories and lofty ideals about the dignity of working for the sacred cause of children, the attitude of seeing God in all work and above all viewing both joy and sorrow as one. He paid a tribute to the greatness of Indians, including the aborigines of Assam and Central India and placed before the gathering the ideal of his own Asram life which, he said, was the consummation of his fifty years of teaching in India. After the vote of thanks by Sri S. T. Ramanuja Iyengar, and Sri A. Rama Aiyar, the Jubilee Celebrations ended with the Jubilee Dinner at the National College premises.

THE SALEM DISTRICT TEACHERS' GUILD.

A Meeting of the General Body of the Salem District Teachers' Guild was held at 9 P.M. on the 30th November 1940 in the Board High School Conference Hall, Hosur, Mr. Bernard Thomas, M.A. (Oxon.), President of the Guild, presided.

The Audit Report for the Year 1939 was passed. The Secretaries gave a statement of the activities of the Guild and the Affiliated Associations during the year, chief of them being the registration of the District Guild under the Societies' Registration Act.

The General Body next considered the amendments to the rules of the S.I.T.U., referred to the Guild for its opinion and resolved to accept all the amendments except those for the election of the President of the Provincial Conference and the division of the Union with Branches on linguistic basis. It also resolved to make the following changes in the rules of the Guild.

- (i) Individual Elementary School Teachers may become members of the Guild and the subscription be fixed for them at four annas.
- (ii) The Member on the S. I. T. U. Executive shall also be on the Managing Committee of the Guild.
- (iii) Individual members may also attend as delegates to the Conference.
- (iv) The Office-Bearers and other members of the Executive Committee of the Guild shall be ex-officio delegates to the District Conferences.

It was resolved to refer to the affiliated associations for their opinions, the following questions raised by the S.I.T.U. in its letter to the Guild.

1. The adoption of the mother-tongue as the medium of instruction in schools.
2. Vocational courses to be introduced in the reorganised scheme of Secondary Education (as outlined in the Government Communique issued in July) with particular reference to each District.
3. Reorganisation of Secondary Education.
4. Higher Elementary Schools.

The following Office-Bearers were elected for 1941.

President.—Mr. Bernard Thomas, M.A., (Oxon.), Principal, London Mission High School, Salem.

Vice-President.—Sri S. M. Lakshmana Chettiar, B.A., L.T., Headmaster, Board High School, Namakkal.

Vice-President.—Sri R. Narayanaswami Iyer, B.A., L.T., Board High School, Hosur.

Secretary.—Sri A. V. Sundaresa Iyer, B.A. L.T., Headmaster, G. H. M. High School, Salem.

Joint Secretary.—Sri K. S. Chandalroya Ayyar, Teacher, Board High School, Krishnagiri.

Sri K. S. Chandalroya Aiyar was elected to the Executive Board of the S.I.T.U. for 1941-42.

It was resolved to sanction the expenses of the Member of the S. I. T. U. Executive Board, for attending its meetings. A sum of Rs. 25 was sanctioned in connection with organisations of Elementary School Teachers' Unions in the District.

Dharmapuri was fixed as the venue of the next conference.

The President thanked the members for re-electing him as the President of the Guild and assured them that he would do his best for the cause of the Guild.

With a vote of thanks to the President of the Guild the meeting was brought to a close.

THE MADRAS TEACHERS' GUILD

(Study Circle).

The first meeting of the Study Circle of the Madras Teachers' Guild took place on Saturday the 14th instant. Sri K. Kuruvila Jacob presided. Sri S. Natarajan, the Secretary of the Guild, briefly explained the object of the Council of the Teachers' Guild in organising the Study Circle, (viz.,) to study the problem connected with guidance to pupils at the Fourth Form stage in choosing the proper course of studies. Sri Kuruvila Jacob then explained the scope of the work before the Study Circle and requested Mr. R. M. Savur to outline a line of activity for the Study Circle. Mr. Savur said he was glad that the object of the Circle was both theoretical study and practical work in connection with guidance to pupils. The Study Circle may meet periodically to hear talks on the theoretical side of Vocational guidance. He suggested that separate groups may be formed to construct, administer and standardise intelligence Tests. In this connection he suggested work on non-verbal tests, Verbal tests and Mechanical aptitude Tests. He then outlined in brief the work he had done while at Madura on Verbal Tests of intelligence. Mr. Jacob then explained the nature and scope of Non-verbal Tests. Mr. C. T. Phillip of the Medical College gave an account of the mechanical aptitude test. The Study Circle then divided into three groups—Non-Verbal, Verbal and Mechanical Aptitude groups. Mr. Jacob is in charge of the Non-verbal Test Group, Mr. R. M. Savur is in charge of the Verbal Test group and Mr. C. T. Phillip is the leader for the Mechanical aptitude Test group.

It was also decided to have a programme of talks and discussions on the many aspects of Vocational guidance.

XXXII PROVINCIAL EDUCATIONAL CONFERENCE RISHI VALLEY, MAY, 1941.

At a meeting of the Working Committee of the Conference held on November 30 at the premises of the Board High School, Madanapalle with Mr. J. Daniel, President of the District Guild in the chair, it was tentatively decided that the Conference should be held on May 15, 16, and 17, 1941. The final dates, of course, will have to be fixed in consultation with the President-Elect and the S.I.T.U. authorities.

After considerable discussion the meeting resolved:

1. To conduct a two week's training in Montessori Course for the benefit primarily of the Elementary School teachers of Chittoor District commencing from May 1. A Deputation of the Conference will meet the President of the District Board and the Chairman of Chittoor and Tirupati Municipalities with a view to enlisting their co-operation for successful running of the Course.
2. To organise an Education Exhibition and to relate it as far as possible to the latest theories and practice of child Education. The co-operation of Publishers is also to be invited towards this end.
3. To publish a Guide Book to Chittoor, giving information to delegates on all matters of Educational, historical, geographical industrial and religious interest in the district.
4. To make an intensive tour of the district in order to enlist all teachers as members of the Reception Committee and as many of the public as possible as donors or patrons.

A number of sub-committees have been provisionally constituted to work out details in connection with the exhibition, the Refresher Course, Propaganda and Publicity, Reception arrangements, Hospitality and Finance. Mr. G. V. Subba Rao Principal of the Rishi Valley School has agreed to be the General Secretary of the Conference and Mr. J. Daniel, Headmaster Board High School Chittoor and President of the Guild to be in charge of the exhibition.

A meeting of the Reception Committee will be held shortly to elect the Conference Office-bearers and to plan for the Conference.

Suggestions from experienced S.I.T.U. workers are cordially invited. All communications should be addressed to Mr. P. L. Ramanatha Rao, Secretary, District Teachers' Guild, Board High School, Chittoor.

A deputation consisting of Messrs G. V. Subba Rao, S. Srinivasan and E. N. Subrahmanyam waited on Mr. T. N. Ramakrishna Reddi, President of the Chittoor District Board on the morning of December 12 in order to enlist the co-operation of the Board for the Refresher Course. The President gave a sympathetic hearing and promised to depute some of the teachers employed by the Board to undergo the course and to make provision in their budget for the same.

Subsequently at the meeting of the District Board held the same afternoon at the premises of the Madanapalle Panchayat Board the Board decided to depute 15 teachers for the course and a sum of Rs. 150 at the rate of Rs. 10 per teacher for boarding, equipment and travellings was voted.

THE TEACHERS' BOOK-SHELF

Village Education. Published by Patt & Co., Cawnpore and priced 8 as.

This is the title of a brochure by Sri E. V. S. Manian. It is a timely publication dealing as it does with the problem of rural uplift in its basic aspect education. Rural uplift is defined to be "the social, intellectual and economic elevation of the villagers and the co-ordination of their life with the requirements of the changed and changing conditions." As a basis thereof, he urges the need for elementary and mass education, 'a corollary to rural uplift.'

The contents run on these lines. India is eminently rural. Village people are conservative. The first task is to gain the villagers' confidence, for only then can they be 'slowly and steadily brought round and directed through the right channel.' 'The agency that can safely be entrusted with this nature of work is the village teacher.' The teachers of the rural schools should not confine their activities to their class-room work alone. Their concern should be with the life of the entire village community. The school is to be a socialising centre serving as a connecting link between the children, their parents and the entire village community.' Examples of experiments in the Project system and the Parent Education Movement in America and of Folk High Schools & Co-operation in Denmark are set forth to bring out the need for and the practicability of rural uplift directed from and through the school.

His plea to make the school the Centre of rural activities is unexceptionable. The S.I.T.U. has been stressing this aspect of school being a Community Centre, during its Education Week Celebration. But in view of the indifference sometimes bordering on contempt on the part of the public towards rural school teachers, one cannot approve of his suggestion to the teacher to step beyond his class-room and to lead village uplift activities. However, his examples from America point to the teacher directions in which he can strive to draw the villagers from out of their age-long Conservatism and inspire them with a will to uplift themselves. Project System is perhaps unknown here. But Parent associations are there, only they do not function on the lines of those in other countries. Teachers can profitably study these two movements and assist in their formation in our land. Danish Folk Schools and Danish Co-operation have passed into World History. But India has no grundtvigs, yet and Indian co-operation has yet to become progressive in all directions. Further, we cannot contemplate the possibility of Indian Folk High Schools functioning with Government grants and without Departmental direction as to syllabus etc.

The brochure includes a syllabus and a synopsis of a solution. Its appeal is emphasised with two tables of comparative statistics in regard to education and economics. This publication in its enthusiastic exhortation for and illustrative emphasis on rural uplift work in India deserves to be read by every Indian who has the welfare of India at heart.

V. JAYARAMAN.

Desk Work, Book VI. By J. P. Rose. Macmillan & Co., Price 8 As.

This book will be found very useful to the pupils for the S.S.L.C. examination. It is well-worth being placed in the hands of the sixth form students. If the students complete the exercises given herein, it will give them a good training in *Precis-writing*, *Essay writing*, *Substance-writing* and *Paraphrasing*. Outlines for essays on interesting subjects are also given. The exercises on the correct use of idioms, Verb forms, and on aids to spelling and the correct use of prepositions will all be found very useful.

Sri Thiagaraja's "Nowka Charitram." By Prof. Sambamurthi, B.A., B.L., Professor of Music, University of Madras. Price Rupee One.

Professor Sambamurthi is to be congratulated for having brought to the lime light Sri Thiagaraja's *Nowka charitram*. He has taken much pains to interpret the songs and *Bhakti rasas*. The play deals with the ennobling of the Gopis by Krishna from their cravings to divine aspirations.

It is in all respects a *Sangeetha Natagam*, and not at all an opera, as it has all the techniques of a well conceived drama of a very high order, and has not the flippant conversation of every day life interpreted with music appertaining to an opera. "*Nowka Charita*" is no doubt a classical masterpiece and cannot be classed along with jayadeva's *Gita Govinda* or Thirtha Narayana's *Leela Tharangani*. To call this condensed one act play, full of character, natural settings, human feelings and emotions of the mundane as well as the divine sorts, and replete with the customs and manners of Brindhavan area in all its ethnological and psychological aspects, is like styling the *Ramayana* a fairy tale.

Mr. Sambamurthi has laboured much to help the student of music, but he has not dramatised the Telugu original to suit the taste of the Tamil readers. No doubt we have to appreciate the maiden effort of the translator and we earnestly hope he will bring out a better edition next time, as there is much room for improvement in the present one. Moreover, "*Nowka Charitam*" is a timeworn subject oft flattered by men of letters of South India.

K. NATESAN, B.A.

MUSIC BOOKS FOR LIBRARIES

The following books on music are recommended for School Libraries. They can be had from the Indian Music Publishing House, Madras G. T.

1. Selections from Tamil composers with Swaras.
2. Thyagaraja's '*Nowkacharitam*.'
3. Syama Sastri and other famous figures of South Indian Music.

THE SOUTH INDIAN RAILWAY CO., LTD.

TRAVEL NEWS—NOVEMBER, 1940.

The following educational institutions organised excursions in November, 1940:—

- (1) *E.L.M. Fabricius High School, Purasawalkam*.—40 members went on excursion to Conjeevaram on 9-11-'40.
- (2) *Bishop Heber High School, Puthur*.—541 members went on excursion to Dalmiapuram on 13-11-'40.
A Special Train was run by the Railway for the party.
- (3) *Madras Veterinary College*.—34 members went on excursion to Mettur Dam between 15 and 17-11-'40.
- (4) *Municipal High School, Karur*.—57 members went on excursion to Mettur Dam between 15 and 17-11-40.
- (5) *College of Engineering, Trivandrum*.—25 members went on excursion to Ambasamudram between 27 and 29-11-'40.
- (6) *Training College, Trivandrum*.—130 members went on excursion to Tenkasi, Punalur and Kundara between 28 and 30-11-'40.
- (7) *Government Training School for Women, Karur*.—111 members went on excursion to Trichinopoly on 30-11-'40.

At a meeting of the Teachers' Association, held on 29-11-40 at the Thirthapathi High School, Ambasamudram, Tirunelveli District the following resolution was passed:

"This meeting of the Teachers' Association, Thirthapathi High School, Ambasamudram, is of opinion that the new rules regarding registration of publishers will hit the small publishers especially the teacher publishers very hard and by shutting out the publication of valuable books, adversely affect the progress of education in the presidency. The association therefore requests the Government not to give effect to the new rules."

EDITORIAL

The New Rules of the Madras Text Book Committee.

The new rules of the Madras Text Book Committee contained in G.O. No. 1694 are reported to be causing some hardship to a number of teachers who have of their own accord published books. Many of these books are now on the approved list but consequent on the changes in the syllabuses these have to be modified and the revised editions to be submitted to the Text Book Committee. Section VI of the Text Book Committee rules clearly lays down that only registered publishers are entitled to send books for consideration by the Text Book Committee. It also says that any publisher who desires to submit books to the Text Book Committee for approval shall get himself registered on payment of a fee of Rs. 200 in the first instance. A sum of Rs. 200, will be felt to be very heavy by most of the teacher publishers who have after all published not more than one or two books. They will be either driven to organised publishers to purchase their rights in the books or compelled to give up publishing the revised editions. We are sure that when the Government contemplated a registration fee it would not be with the object of preventing initiative on the part of teachers to become publishers. It should be possible for the Government to make some provision in the case of teachers who are also publishers of books. They have not much capital to invest in this business nor is publishing their main profession. They therefore deserve consideration. In the meanwhile, we would suggest to the teacher-publishers the example of the teacher-authors of Bengal. There is an attempt to bring together teacher-authors into an association to safe-guard and further their interests. A similar step may be adopted here and such an association may effectively represent to the Department the hardships of the teacher-publishers and also explore the possibilities of welding all the teacher-publishers into a single teachers' Publishing Organisation.

* * * *

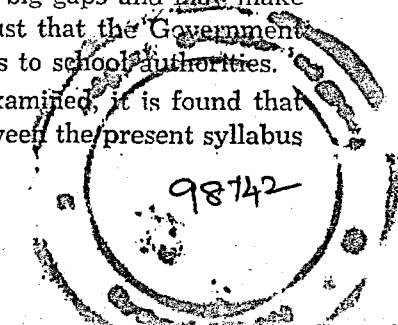
The Director of Public Instruction is given the power to refuse registration to any publisher without specifying the reasons for such refusal. Where registration is refused the rule provides only for $\frac{1}{4}$ of the registration fee paid being refunded. This rule is very high-handed. We do not see any reason why the Director should be invested with the powers of refusing registration without assigning reasons. If any publisher who is publishing text-books and seeks the aid of the Text Book Committee and who is prepared to pay the registration fee, applies for

registration there ought to be no initial difficulty in securing such registration. It is very un-democratic for an Executive Officer to be empowered to refuse registration without assigning reasons. We can understand the Director having powers to remove a registered publisher. The rule provides that in the case of such removal there should be valid reasons to support the action. We fail to understand why, in refusing to grant registration, the Director should not be called upon to specify his reasons. There must be a right of appeal to the Government as otherwise the arbitrary action of the Executive Head of the Department is likely to affect adversely the interests of many publishers who might have invested large sums of money in the business. Again, when registration is refused, it will only be just that the entire amount deposited as Registration fee should be refunded. We fail to understand why Government should provide for only $\frac{1}{4}$ of the amount being refunded.

Middle School Syllabuses.

Considerable amount of confusion seems to prevail among school authorities and publishers in the matter of the new syllabuses to be introduced for the middle schools in the year 1941-42. It is generally the practice where syllabuses for a whole course are changed, to introduce them gradually from grade to grade. But our Madras Education Department seems to believe in uniformity and administrative simplicity. Some time in August they informed the schools that syllabuses in certain subjects for the Middle School department of secondary schools have been revised and that the revised syllabuses would come into effect in the year 1941-42. It is not clear, from the circular, whether these syllabuses would be given effect to in the first form in the year 1941-42, second form 1942-43 and so on, or whether they would be given effect to at the same time in all the three forms. Somehow schools and publishers seem to have the idea that these syllabuses are to be introduced in all the forms at the same time in the year 1941-42. If that is so, we must point out that the procedure is both novel and un-educational. Taking particularly the English syllabus, we are told that the new syllabuses seem to be constructed on entirely different principles from those on which the present syllabuses are drawn. Under the circumstances the pupil in the third form would certainly be at a disadvantage as he would not have the advantage of having completed the earlier portions of the new syllabuses. These would leave big gaps and may make learning in the third form difficult too. We trust that the Government will examine the question and issue clear orders to school authorities.

As the syllabuses in certain subjects are examined, it is found that there have not been any great change at all between the present syllabus



and the one proposed to be introduced. Taking for example the syllabus in science excepting for the deletion of one minor topic here and the inclusion of another there, there has been no substantial alteration. Such small changes often make one wonder whether there was any reason for the revision of the middle school syllabuses now. Was it felt by anybody that the syllabus was inadequate with reference either to the pupil who would stop his education with the Middle School or to the pupil who would proceed to the High School stage? As far as we are aware there seems to have been no complaint from anybody. Nor have the Government taken the public or even schools into their confidence when they announced the introduction of the revised syllabuses.

The original notification that there would be a Text Book Committee meeting only in September, 1941 and the subsequent notification that a meeting of the Text Book Committee will take place in April, 1941, have added not a little to the confusion created by the syllabus. If there is any department which must have a strong and effective direction it is the Education Department and it will be a tragedy if confusion should be allowed to prevail in that department. We hope the Government would consider this question carefully and issue early orders to clarify the position regarding the syllabuses.

Language Qualification and Public Services.

Our readers will be glad to learn that the Government have modified their original order regarding proficiency in the language of the district. Instead of a pass in the language of the district in the S. S. L. C. examination or in, the alternative, a certificate of proficiency from the collector of the district they have now ordered that every candidate wishing to appear for the Public Service Commission examination will be tested in translation and composition in the language of the district in which he seeks employment. We are glad that the Government have realised the difficulties in the way of securing a certificate from the Collector and also the possible repercussion this condition would have in studies in secondary schools.

The Trichinopoly District Teachers' Guild.

We congratulate the Trichinopoly District Teachers' Guild on their completing 50 years of useful work. Started in 1890, as the Trichinopoly Teachers' Association it has always been a vigorous organisation serving the Teachers of the District and actively participating in the work of the provincial organisation. As observed by the president of the Union in his message to the Trichinopoly District Teachers' Guild, "the

contribution which the Trichinopoly District Teachers' Guild has made to the progress of Education in general and to the growth of the South India Teachers' Union in particular is admitted to be appreciable."

We are indeed thankful to the Golden Jubilee Committee for giving us the privilege of issuing the souvenir on the occasion. They have indeed been very kind as the entire cost of the publication was borne by them. The souvenir is incorporated in this issue.

The South India Teachers' Union Protection Fund.

Our readers will be glad to learn that the South India Teachers' Union Protection Fund is now registered under the Indian Companies' Act, as a Limited Liability Company. After the passing of the Insurance Act it was felt that the Protection Fund registered under the Indian Companies' Act would provide a greater amount of security to its members. But the transfer of a fund registered under the Societies Registration Act to the Indian Companies Act was not an easy course. The Fund had first to be registered as an un-limited company. Then it was registered under the new Insurance Act and now in this month the Board of Management completed the procedure by having the Fund registered as a limited company under the Indian Companies Act. The process was indeed very difficult and great credit is due to the Board of management and the Secretary of the Fund for effecting the transfer. This new registration gives to the fund almost the same status as an Insurance Company and it is hoped that more members of the Union will take advantage of the facilities offered by the Protection Fund both as a means of thrift and as a means of insurance.

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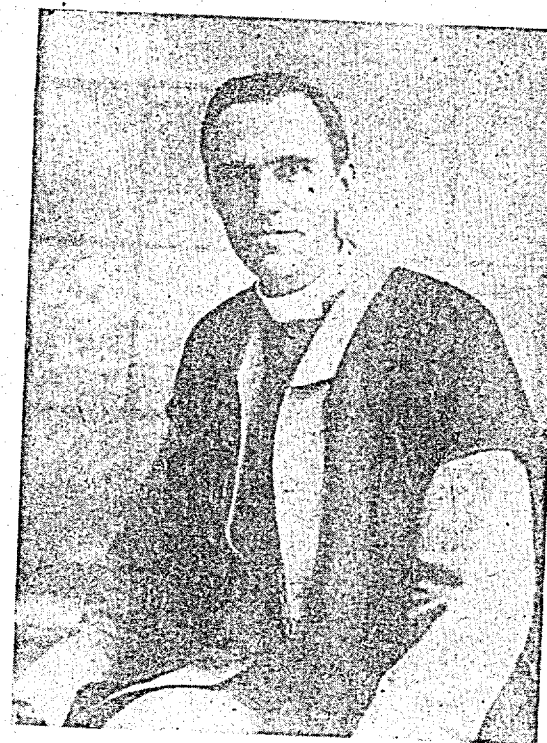
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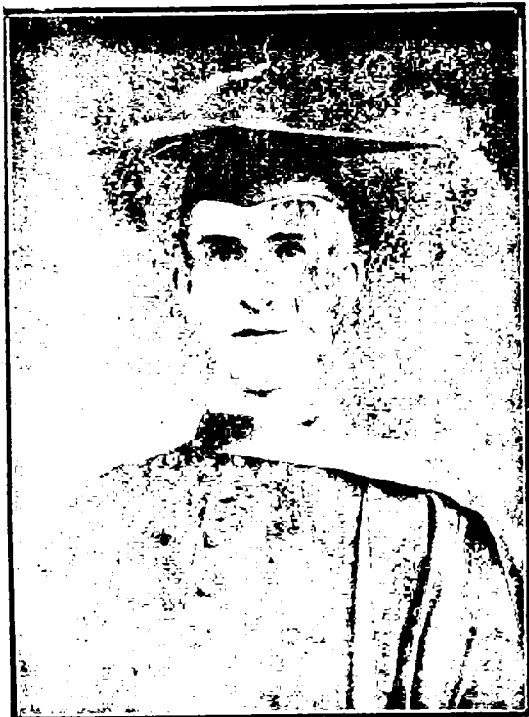
The Rt. Rev. H. Pakenham Walsh,
President of the Golden Jubilee. The Trichy District
Teachers' Guild. Now at Tadagam, Coimbatore.



J. A. Sharrock



Herbert Malim



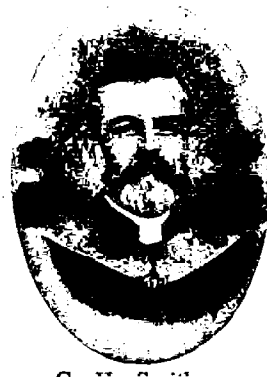
The Rev. T. H. Dodson.

The First President of the Trichinopoly Teachers' Association, Estd. 1890.



S.P.G. Brotherhood.

The Rt. Rev. Bishop Pakenham
Walsh, (right), President, Trichy Guild
Golden Jubilee.



G. Walsh

THE HISTORY OF THE TRICHINOPOLY TEACHERS' ASSOCIATION

ESTABLISHED 1890

RENAMED

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

1921

On Monday, the 8th of December 1890, teachers of local colleges and schools met in the National High School with Sri P. Lakshmi rasu Naidu Garu, B.A., Professor, S. P. G. College, Trichinopoly, in the chair and resolved to form a Teachers' Association with the members present as foundation members. On 11-12-1890, the objects of the association were defined and the qualifications of members were fixed. On 13-12-1890, a provisional managing committee was formed with Sri G. Sesha Iyengar of the National High School as Secretary. On 14-12-1890, subscription rates were fixed at 4 as. for every Rs. 10 or fraction thereof of a member's monthly salary for every six months. On 16-12-1890, the provisional Committee met and drafted a letter of appeal to teachers to join the association and the first general body met on 21-12-1890. At this meeting the Rev. T. H. Dodson, M.A., Principal, S. P. G. College was elected President, and Sri G. Sesha Iyengar, Headmaster, National High School was elected Secretary and the constitution of the Trichinopoly Teachers' Association was adopted. Thus saw the light the first "combination of practical educationists and of others possessing a vital interest in the work of Education" in Trichinopoly.

Between the inception of the idea of our combination, and its inauguration on 15th July 1891, there was a delay in the building up of the Association. But it afforded the foundation members ample time to consider and mature their plans; allowed the idea of such a combination to soak and settle itself in their minds, enabling each member to realise in all their significance the duties of his membership; and above all furnished an opportunity for testing the zeal and lasting determination of the members. The Association emerged fully developed in form and methods, with plans thoroughly thought out, digested and realised by all. It was such an association that was launched into the sea of life with this noticeable advantage over ordinary vessels, that, while they

are launched out of the dock with but little more than the hull completed, ours sprang forth to the work like the ship described by Longfellow, with masts in position, with sails set, with flags flying, and with the full equipment of fittings, men, and energy for the service of our state in the sphere of Education. This work was done by our founder-President, the Rev. T. H. Dodson.

It will be worth our while on this occasion to go back to the time fifty years ago and recall the vision of the fathers of our organisation and the faith they had in the task they set before themselves and us. The first object of the Association was to thoroughly investigate, test and exhaust the significance, bearings and application of the relations of the state, University or other public bodies to the work of Education. The second object was the improvement of the teaching method, especially in primary education, by collective consideration, free discussion, comparison of experience, and explanation of difficulties and provision of copious opportunities for the imparting of new ideas and revision of old ones, for stimulating mutual ardour, for united elevation of tone and for general diffusion of high souled convictions. Such work, our foundation members realised, was not such as any member, in however high a position himself, can consider a disinterested duty on his part or a duty of petty importance or an act of condescension. They realised that all Educationists, whether in Colleges or High Schools or Primary schools were ultimately connected with and concerned in *laying the foundations* of Education. But how difficult is it for us, of this generation, to cultivate such a spirit as this! The third object of the association was the development of the vernacular. The Association realised so far back the tendency for vernaculars to disappear before the literary and official language of the rulers and the need for some special effort to preserve and develop them. It therefore resolved to see that teachers were not cut off from those to whom the vernacular would be ordinary parlance and that they did not by mere passive indifference stand aloof from the work of its expansion. They realised that any inefficiency on the part of the vernacular could not but impede the spread of Education. They realised too the prospect of growth in usefulness of a new phase of vernacular literature and a perfectly expressive form of ordinary speech. The last object was to deliver extension lectures, dealing out authoritative information on all subjects and spreading sound general knowledge, so that they might fertilise in the mind. Thus did the Trichinopoly Teachers' Association outline its work of faith—not of quick and immediate results.

That the Association sowed the seeds and reaped the harvest by serious and continued effort, will be seen from the resume given below of its work for a quarter of a century. Its founders spent their strength

upon their work, a sign of determined strength in their convictions about organised work as practitioners in the art of Education.

(1) Representation re: standards of Matriculation Examination and conditions of recognition. (2) Discussion on primary examination. (3) Paper on Physical Education. (4) Paper on Pestalozzi and his Principles of Education. (5) Scrutiny of Educational notifications. (6) Paper on Primary Education. (7) Lecture on the Teaching of Geometry. (8) Lecture on Réorganisation of Elementary Education in France. (9) Scrutiny of Text-books. (10) Representation to the District Collector for the representation of the Association on the Municipality. (11) Discussion on the Elective Principle in the Constitution of the Madras University. (12) Discussion on Results grants. (13) Hints for Teaching the First Book of Euclid's elements. (14) Resolutions against hook-swinging and encouragement of prostitution. (15) Discussion on the opium question. (16) Report on the new Education Code. (17) Representation about salary scales in Primary and Lower Secondary schools. (18) Discussion on the grant-in-Aid Code. (19) Paper on Physical Education. (20) Representation on reduction of Teaching grants. (21) Representation on salary grant system. (22) Representation regarding appointment of an Indian Registrar to the Madras University. (23) Lecture on the life history of a Pea. (24) Paper on Popular Astronomy. (25) Paper on Tamil Literature. (26) Lecture on Methods of Teaching. (27) Lecture on Ele. Infinitesimal Calculus. (28) Lecture on the Teaching of Science. (29) Lecture on the study of Literature. (30) Report on an Oriental side to the University. (31) Study of the Moon's surface. (32) Lecture on the Planet Jupiter. (33) Report on conditions of affiliation of colleges to the University. (34) Report on the need for a faculty of Teaching. (35) Lecture with magic lantern on Madagascar. (36) Lecture on the geological work of Watts. (37) Paper on Carlyle's Sartor Resartus. (38) Lecture on German High Schools and Universities. (39) Lecture on Meteors. (40) Paper on Growth of Language. (41) Examination of the curriculum of studies. (42) Paper on History of Inductive Logic. (43) Teaching of English grammar in high schools. (44) A paper on Dr. Arnold. (45) A paper on Saturn. (46) A paper on Wordsworth. (47) A paper on the decadence of the study of Mathematics. (48) Report on the need for opening a technical school in southern districts. (49) Lecture on Cambridge Colleges. (50) Paper on the Modern system of Education as judged by Rousseau. (51) Lecture on Earthquakes—causes and effects. (52) Lecture on 'Plato on Education'. (53) Lecture on the Moon. (54) Lecture on the Sun. (55) A paper on a visit to a coal mine. (56) Paper on Hindu Mathematics. (57) Lecture on the chemical element, the civilizer of the world and the chief support of every living being. (58)

Lecture on High School Education in Germany. (59) A paper on Kindergarten. (60) A paper on Tennyson. (61) A paper on the Greek Theatre. (62) A paper on natural classification of elements. (63) A report on the University Commission's report. (64) A lecture on some aspects of ancient Tamil poetry. (65) A paper on Liquefaction of gases. (66) Lecture on the Solar System. (67) Lecture on combustion and flame. (68) A paper on Matthew Arnold. (69) Discussion on the purpose of Education. (70) Lecture on the Message of Modern Philosophy. (71) Lecture on Sanskrit in the high school stage. (72) Paper on Nature poetry. (73) Lecture on "English and Indian Education—a contrast." (74) Consideration of the Madras Teachers' Guild's Scheme of a Provident Fund. (75) Lecture on Hindu Education. (76) A model lesson in Science (77) A paper on the Teaching of English in high schools. (78) A paper on Education of the Young. (79) Moral instruction in schools—a paper. (80) Lecture on Compulsory Education in India. (81) Paper on Female Education (82) A paper on the Teaching of English Composition. (83) Lecture on the Teaching of Geography. (84) Lecture on Transformation of China. (85) Lecture on the River of Life. (86) Discussion on the Vernacular as a compulsory part of College Education. (87) Lecture on Oxford life. (88) Lecture on Teacher-guidance to pupils re—Swadesism and Patriotism. (89) Lecture on Agricultural Education. (90) Discussion on why so few Teachers join the Association. (91) Lecture on necessity for Industrial Education. (92) Discussion on Failures in the Matriculation Examination. (93) Lecture on School museums. (94) Discussion on S. S. L. C. Scheme. (95) A lecture on How to teach English to Indian students. (96) Discussion on what can be done to induce pupils to take up industrial and commercial education apart from government assistance. (97) Lecture on a Presidency Union of Teachers. (98) Lecture on Evolution of Modern Education. (99) Lecture on the moral side of collegiate education. (100) Lecture on How to teach laws of mechanics to students. (101) Lecture on some points in Elementary mathematics. (102) Lecture on Electro Motors. (103) Lecture on The Ideal Teacher. (104) Report on the intrusion of Tamil idioms in English composition. (105) Discussion on "Have teachers any real grievances?"

TRENDS OF PROFESSIONAL WORK

Along with this educational work, the association was side by side devoting attention to professional organisation. The idea of opening branches in the district was there from the very beginning and it was provided for in the rules. The idea of a habitat for the Association was also throughout present and a resolution was passed to start a special fund for the same. The question of a presidency Union of Teachers

was frequently mooted and in reply to a query in 1893 from the Saidapet Teachers' Association, the Trichinopoly Teachers' Association expressed itself in favour not so much of a Union but an Annual Congress of delegates from educational associations in different centres in the Presidency—The Association showed its anxiety to line up with foreign associations, and on 1-7-1893 it opened correspondence with leading English and American Teachers' Associations. In 1897, the Association affiliated itself with the Madras Teachers' Guild after making clear that such affiliation did not imply any inferiority in the affiliated associations. But, in February 1902, the affiliation was given up for reasons, not now clear. On 28-11-1903, the first District Educational Conference was held and exhibitions became a regular feature of Conferences. In the meantime, the movement for a Presidency Union was gaining ground and in this, Prof. S. S. Vyasa Row took a prominent part. Mr. W. M. Theobald of Ooty addressed the Trichy District Educational Conference in 1908. Prof. P. Lakshmi Narasu of the Trichinopoly Teachers' Association who had migrated to Madras and Prof. S. S. Vyasa Row worked for the inauguration of the South India Teachers' Union. The Trichy Association was affiliated to the S. I. T. U., which was modelled on the N. U. T. plan. Trichy invited the S.I.T.U. to hold the second Provincial Educational Conference, which was held at the S.P.G. College, Trichy on the 21st December 1909 with Prof. M. Rangacharya, President of the S.I.T.U. as the President of the Conference. Trichy has the honour of having conducted four Provincial Educational Conferences—in 1909 under the presidency of Prof. M. Rangacharya; in 1913 under the presidency of the Rev. A. F. Gardiner; in 1919 under the presidency of Prof. K. V. Rangaswami Iyengar and in 1933 under the presidency of Prof. N. S. Subba Row. It will thus be seen that Trichy has played no mean part in the building up of the S.I.T.U. as a provincial Union of workers in the field of Education, and well may we be proud of this.

OUR ANCESTRY

At this stage, it is necessary to recall to our minds the builders of our organisation in the first quarter of a century of its life. The S. P. G. College provided the Presidents of our Association in the persons of the Rev. T. H. Dodson, the Rev. H. Malim, the Rev. G. H. Smith, the Rev. H. P. Walsh, the Rev. J. A. Sharrock, and the Rev. A. F. Gardiner. In 1914 forces of disintegration began to appear on certain members manoeuvring for the office of the President. The Rev. Fr. F. Bertram was proposed as a rival to the Rev. A. F. Gardiner and to the discomfiture of the little fry, both declined to be Presidents. Then Prof. S. S. Vyasa Row became the President and he too gave it up to St. Joseph's College representatives in the persons of Professors S. Arpudawami

Udayar and P. E. Subramania Ayyar. For a time, there was a lull in activity. With the coming of Prof. P. T. Srinivasa Iyengar, one of the foundation members of the S.I.T.U. from Vizagapatam, the Trichy Teachers' Association again showed itself alive and kicking vigorously. Once more, the Association emerged in 1919 out of its hybernation. The development of the National High School into a college brought Principal K. Ramanujachari into the Trichinopoly Teachers' Association as its President.

TOWARDS A DISTRICT ORGANISATION

After the Provincial Educational Conference of 1919 at Trichy, Educational conferences which were till then appendages of political conferences became independent and purely educational. The South India Teachers' Union had developed remarkably, thanks to the disinterested work of its early secretaries and presidents, and the concept of a Unified Teaching Profession, irrespective of grade or status, was in the air. The formation of local associations in educational centres, the affiliation of these under a District Guild and the linking up of Guilds into a federated S.I.T.U. became live issues; and into this work the Trichinopoly Teachers' Association plunged itself. Other circumstances also gave a fillip to the expansion of the Trichy Teachers' Association into a full fledged Teachers' Guild. Messrs. G. Sesha Iyengar, Rev. S. Gnanamuthu, T. V. Swaminatha Iyer, K. R. Krishnaswami Iyengar, S. S. Vyasa Row, G. Vaidyanatha Iyer and V. D. Venkatasubramania Iyer had, as secretaries from 1890 to 1920, laid the foundations for the formation of branch associations in the District and had brought teachers of the district together in conferences. Messrs. S. S. Vyasa Row, Rev. Fr. Quinn, Rev. A. F. Gardiner, S. K. Devasikhamani, G. Vaidyanatha Iyer, and M. M. Balakrishna Iyer had as representatives of the Trichinopoly Teachers' Association on the S.I.T.U. Executive Board raised Trichy to the front rank in the S.I.T.U.

It was Sri M. M. Balakrishna Ayyar that first took the Trichinopoly Teachers' Association to Kulitalai. The grievances of teachers were canalised systematically by Sri M. M. Balakrishna Ayyar only an assistant master—backed up by the solid support of Sri S. K. Devasikhamani, the one headmaster in the District who was a never failing stand-by to the cause of the organisation of Teachers, and a regular figure in conferences and meetings. Deputations and representations and press and platform propaganda on a scale never known before made visible what the organisation could do. In the midst of this rising tide of organisation sense, the headmaster of a middle school in Trichy was assaulted by a high official of the Revenue Department in Trichinopoly and the

Trichy Teachers' Association felt the call for retaliatory action. At about the same time, a teacher in a local High School died in want and the younger teachers met and began to plan the starting of a Protection Fund for teachers. There were also cases of dismissals and terminations and disappointments of teachers in service owing to the invasion of communalism and credalism into educational institutions, echoes from the public and political life of the country. The post-war condition affected the finances of schools and colleges and managements in turn began to cut salaries and evict teachers. The 1921 Educational Conference at Palghat decided upon coming into grips with problems of the profession and Sri S. Srinivasa Iyengar, its President, preached to the astounded Government and the Department and other educational agencies to grant teachers' "Educational Swaraj." Close after the Palghat conference in May 1921, Sri S. T. Ramanuja Iyengar summoned a District Conference at Katuputur in October 1921 under the presidency of Sri S. Srinivasa Iyengar and at the end of a three days' conference the Trichinopoly Teachers' Association was renamed as the Trichy District Teachers' Guild. Thus the Trichinopoly Teachers' Association sprang up again to a vigorous life as a regular district organisation with constituent associations in every school, with Prof. P. T. Srinivasa Iyengar as its President, and Messrs. K. R. Krishnaswami Ayyar and S. T. Ramanuja Iyengar as Joint-Secretaries. Since then, the Guild has been growing in strength and influence under the direction of its presidents, Rev. C. S. James, Principal V. Saranatha Iyengar, Rev. Fr. A. M. Antoniswami and Prof. A. Rama Iyer, backed up by secretaries chosen from all schools and grades, showing the democratisation of the organisation—Messrs. M. M. Balakrishna Ayyar, R. Nataraja Ayyar, S. Sivaramakrishna Iyer, G. Varadachariar, T. S. Anantanarayana Iyer, P. V. Srinivasa Iyer, L. R. Natesa Ayyar, V. D. Venkatasubramania Iyer, E. R. Srinivasa Iyengar, V. Santanam, K. Subramania Pillai, K. N. Sambasiva Sastri, A. T. Antoniswami, M. G. Venkataraman, M. Ramachandra Iyer and Mrs. Grace Durai Raj. Sri S. T. Ramanuja Iyengar has had the unique privilege and record of being the representative of the Guild on the S. I. T. U. Executive for now nearly sixteen years, succeeding Messrs. S. K. Devasikhamani, and M. M. Balakrishna Ayyar in the Office.

WHAT THE GUILD HAS DONE

The Katuputur Conference marks the commencement of the affiliation of Teachers' Associations to the Guild. At the beginning there were only 6 affiliated associations, namely the Teachers' Associations of the Zamindar's High School, Katuputur, the Board High School, Lagudi, Board High School, Musiri, Board Middle School, Ariyalur, Board High

School, Kulitalai and the High School, Srirangam. But there were a number of individual members in the St. Joseph's College and High School, S. P. G. College and High School, National College and High School. The major work of the Guild was the enrolment of members to make it completely representative of the district. At the same time, the Guild embarked upon committee work, which has been a special feature ever since and met in meetings and conferences in various district centres, the local associations playing the host and focussed attention on professional and educational questions.

Special mention may be made of the following reports and discussions and lectures:

(1) Report on Educational Reconstruction on national lines by a committee consisting of Messrs. P. T. Srinivasa Iyengar, S. K. Matrubhtham, S. T. Ramanuja Iyengar, L. A. Nilakanta Sarma and S. K. Devasikhamani. (2) Managing Committee report on Reorganisation of the S. S. L. C. (3) Report on the recasting of Secondary Education by a committee consisting of Messrs. P. T. Srinivasa Iyengar, M. C. Rajagopala Naidu, P. R. Narayana Iyer, P. S. Subramania Sastri, R. Ramachandra Sastri and S. K. Devasikhamani. (4) Managing Committee report on *Ad hoc* District Secondary Education Boards. (5) Managing Committee report on ways and means of improving the salary scales of Teachers. (6) Report on formation of co-operative school supplies depot by a committee consisting of Messrs. P. T. Srinivasa Iyengar, P. S. Subramania Sastri and K. R. Rajagopala Iyengar. (7) Recasting of syllabuses to suit local needs. (8) Report on the adoption of the fundamental rules in the case of aided institutions. (9) How to promote Inter-School and Inter-collegiate co-operation. (10) Linguistic Universities. (11) Report on a Scheme of Protection Fund for Teachers. (12) Report on National Education. (13) Report on G. P. Fund. (14) Report on the revision of the Grant-in-aid Code. (15) Discussion on Trichinopoly University. (16) Discussion on a glossary of Vernacular terms. (17) Discussion on Parents' Unions. (18) Organisation of District Sports by the Guild. (19) Discussion on Minimum Dress for Teachers. (20) Discussion on the need for a Vocational ideal. (21) Report on Vocational Education. (22) Discussion on work of District Secondary Education Boards. (23) Discussion on the use of the vernacular as medium of instruction and examination. (24) Lecture on Teaching as an attempt to influence the mind of others. (25) Discussion on the relation of the S.S.L.C. to the University course. (26) Lecture on Educational ideals. (27) Discussion on Grant-in-aid Code and subsidies. (28) Teachers' Organisation in the West (Lecture). (29) The Madras University (Debate). (30) Education outside the class-room (lecture). (31) Teachers' work as a probation (lecture).

(32) English grammar teaching (lecture). (33) Government's financial policy re Edn. (Discussion). (34) S. S. L. C. Text-books (discussion). (35) Geography as a subject of the school curriculum (Lecture). (36) District Examinations (Discussion). (37) The Marking system (Discussion). (38) Hindi as a subject of school study (Lecture). (39) Common playground for Trichy (Discussion). (40) Special Teaching grants (Report). (41) Report on Teachers' disabilities. (42) 1929 S. S. L. C. Scheme. (43) Service Conditions Bill. (44) The Champion report (Discussion). (45) Health of the nation. (46) G.O. 4619. (47) Amendment to M. E. R. (48) The Social role of the Teacher. (49) Local Board Teachers' conference 24th Nov. 1934. (50) Elementary Education Act. (51) Problems of unfit pupils. (52) Bajpai circular on Educational reconstruction. (53) 1934 S.S.L.C. Scheme. (54) G.O. on Text Books. (55) Salary standardisation. (56) Teachers' Councils. (57) Subject Committees. (58) Educational Reforms. (59) The Guild and the School Economy. (60) The problem of the Junior Schools in India. (61) Memorandum on Teachers' disabilities. (62) Compulsory Education. (63) New Middle School Geography Syllabus. (64) The Red Cross movement. (65) Central Advisory Board's recommendations. (66) Elementary Education—a report. (67) Secondary Education. (68) Nutrition in relation to health. (69) The remodelling of the school course. (70) Professional projects for Teachers' Associations. (71) Draft Elementary Education Bill. (72) New ideals in rural Schools. (73) New Elementary Education Rules. (74) Elementary Education administration. (75) The Backward child. (76) Class-room problems. (77) A Ten year plan of Education. (78) Education for employment. (79) Education and literacy. (80) The place of the mother-tongue. (81) Compulsory Hindi. (82) Self-supporting Education. (83) The Congress and Education in changing India. (84) Questionnaire on the Wardha Scheme. (85) A physical Education programme for Schools. (86) Philosophy of the Wardha Scheme. (87) Visual instruction and films. (88) Holiday planning. (89) Taluk Education Committee. (90) G.O's. 416, 417 and 418. (91) Adult Education. (92) Educational Broadcasting. (93) Basic Simplified English. (94) Elementary Education Rules. (95) Elementary Education policy. (96) Discussion on Secondary Education.

Apart from carrying on the association tradition of work on educational lines, the growth of the Guild has revealed some outstanding events indicating the potentialities of organised work. Among them may be mentioned:—

(1) The starting of the journal of the District Teachers' Guild in 1925.

(2) The expansion of the organisation and membership over the whole district by frequent tours and contacts.

(3) The holding of the 1933 Silver Jubilee Provincial Educational Conference.

(4) The conduct of refresher courses almost every year.

(5) The celebration of the South Indian Education Week every year.

(6) The canalising of grievances of Teachers and making representation and securing redress in matters of general and particular items like tenure, dismissal, leave rules, service injustices, insults to teachers, service disabilities, etc.

(7) The organisation of a Guild tour consisting of 38 institutions in the district.

(8) The securing of a site for the Guild and the buildings of the Guild House.

(9) The running of a Government recognised Adult night school by the Guild.

(10) The maintenance of the Guild House Club.

(11) The holding of regular quarterly meetings and annual conferences and periodical exhibitions.

(12) Securing for the Guild a voice and a share in the S.I.T.U. and in the S.I.T.U. P.F. and in the educational life of the district.

The rise from a membership roll of 34 in 1890 to a district membership roll of 1712 on the eve of the G.O.'s 416, 417 and 418 in 1938, representing all grades and all educational institutions, and as many as 56 associations, consisting of one College, 16 secondary schools and 39 range associations of elementary schools was no mean achievement.

INTERMITTENT INERTIA AND THE GUILD PLAN

In spite of such work and the stabilising of the Guild as a lasting institution and the association of honoured names of every caste, community and creed among teachers and non-teachers in the educational life of the district, the Guild is still denied the privilege of cent per cent membership of teachers, thanks to credal, communal and sub-communal considerations, which mar the springs and work of even educational institutions, and to the impediments imposed by G.Os. 416, 417 and 418 relating to free functioning of Elementary Teachers' organisations, as part of the non-official teacher movement, and above all to teachers even of colleges and high schools not having yet realised the value of combination and corporate action ignoring personal and

institutional differences and jealousies. Even the Jubilee year has not unfortunately roused teachers and captains of Educational institutions from their lethargy.

To combat the blow to the strength of the Guild by the automatic disaffiliation of all Elementary Teachers' Associations and to raise the necessary funds, and to combat the inertia of Secondary school and college associations which to-day exist only in name (as moribund associations) without doing any Guild work, the managing committee evolved the plan (now incorporated in the rules) of making every individual member whether through an association or by himself, pay a subscription based on salary.

As a result of this move, the Guild has lost the affiliation of some secondary school associations, but it has achieved what the founders wanted, namely, that the guild should consist only of paid up members and of these we have over 500 members who realise their duties of membership under Guild rules. Well may we be proud that this is almost the only Guild in the province that has a membership roll with only effective members.

THE FUTURE

Looking back on what has been achieved during these fifty years, we may congratulate ourselves that we have been able to do so much. Whatever cavillers and detractors may say, we have no reason to feel ashamed of the past. But what of the future? It is no exaggeration to say that we are now at a critical stage in the educational development of our country; and if we are to play a worthy part at this juncture of our country's history, we must awake to a new sense of our obligations. The individual teacher should spare no pains to improve his equipment in every way, so as to add to his efficiency as a teacher. At the same time he should make it a point to give of his best to the Guild, so as to enable it to focus attention on educational and professional questions, to canalize professional grievances and take steps to get those grievances redressed, and generally to forge an effective solidarity among all the members of the profession irrespective of grade or sex. Is it too much to hope that teachers in the district will shake off their inertia and set a worthy example of co-operative and constructive effort for the community in a lofty spirit? What the Guild can do in the future depends directly on what the individual members of the Guild and affiliated associations are prepared to contribute towards strengthening the Guild, to enable it to speak in no faltering voice as the mouthpiece of the whole body of teachers in the district. Let us, in this solemn hour, reaffirm our faith in our organisation and re-dedicate ourselves to the noble cause we represent which is the foundation of all true Swaraj.

WHO IS WHO

THE TRICHY DISTRICT TEACHERS' GUILD AND ITS DISTINGUISHED OFFICE-BEARERS 1890-1940.

By

RAO SAHIB S. K. DEVASIKHAMANI

The year 1835 marked an important era in the history of Indian Education, for in that year it was ruled that none but those with a knowledge of English could be entertained in Government service. So everybody wanted to be educated in English in order that he might be employed in Government service and many Anglo-Vernacular Schools were established all over South India.

The year 1858 gave a new impetus to higher education by the starting of the Universities of Calcutta, Madras and Bombay, and by the establishment of a net-work of high schools and colleges all over India. But these schools and colleges remained isolated units and the staff members of these institutions were all selfish and self-interested and did not look upon themselves as members of a noble profession. Even politically, people were disunited.

The year 1885 saw the birth of the Indian National Congress under the inspiration of the great Englishman, A. O. Hume. The people began to feel the need for united action and co-operative enterprise. It was in a similar manner that in 1890 under the inspiring guidance of the Rev. T. H. Dodson that teachers were brought together in an association and were made to feel that they were members of a profession in which they should combine for advancing education and for raising their own status. This day (21-12-1890) in December 1890, the first association of teachers was formed in Trichy and it is not too much to say that this was the first association of its kind in the whole of India. The late Mr. P. T. Srinivasa Iyengar used to say that one of his archaeological discoveries was that the Cauvery region was the most fertile in the universe and the first man must have been created somewhere in the Cauvery valley! Trichinopoly which is on the banks of the sacred river, Cauvery, proved the most suitable city for the formation of the first association of Teachers in India. This fore-runner among such associations can now boast of having given birth to hundreds of associations all over India. The seed sown in Trichinopoly in Dec. 1890 has developed into the Trichinopoly District Teachers' Guild, the Jubilee of which we are celebrating to-day.

On this occasion we are bound to cherish the memory of the late Rev. Canon T. H. Dodson. There are others who have given their helping hand in the growth and development of this association into a Guild.

I was present in Madras in 1895 when the Rev. W. Davies of Doveton College and Rev. F. W. Kellett of Madras Christian College convened a preliminary meeting of all teachers employed in Madras Colleges and schools in order to adopt measures for the starting of the Madras Teachers' Guild. Messrs. Vyasa Row, Arputhasami Udayar, T. V. Swaminatha Iyer and P. Guru Rao who were present at the inaugural meeting of the Madras Guild were constantly telling me that Dodson was in a way responsible for the birth of that Guild, because he was the first to conceive the idea, along with Sri G. Sessa Iyengar and Sri P. Lakshminarasu Naidu, of bringing school-masters together for co-operative work and for solving problems connected with Indian Education.

Rev. Thomas Hatheway Dodson who may justly be called "the father of the Trichinopoly Teachers' Guild" was born on 11th May 1862. He took his M.A. Degree from Exeter College, Oxford, with first class Honours in Classics. He was ordained Deacon in 1885 and priest in 1886. He was principal of the S. P. G. College from 1889 to 1896. He was a great organiser and strict disciplinarian; was an erudite English scholar; an excellent teacher of English; a man of remarkable memory and one who had great affection for his old boys. He was stern but very sympathetic, strict but yet lovable. He became municipal councillor and president of the Town Hall Club, Trichy, a rare honour indeed. He used to preside over deliberations upon all questions, social, political and religious. The college at that time had attained the position of being the largest of the Anglican Missionary Institutions in India, and the largest educational institution connected with the S.P.G. throughout the world. He was obliged on medical grounds to resign the principalship of the college after seven years of fruitful work, during which period, he was the first president of the Trichinopoly Teachers' Association.

The Rev. George Herbert Smith was born on August 31st 1851. After a service of about 15 years in Madagascar, he was principal of the S. P. G. College from 1896-1901. Mr. Smith was a man of unusual kindness and fatherly sympathy for Indians. He was genial in temper and acute in intelligence. He fostered an independent spirit in his students. He took very active part in the Trichy Teachers' Association as its president for some years.

Herbert Malim was born in 1862, and was 20th Wrangler in the Mathematical Tripos Examination of 1885. After being a teacher in Mathematics in Caldwell College, Tuticorin, for 15 years, he became

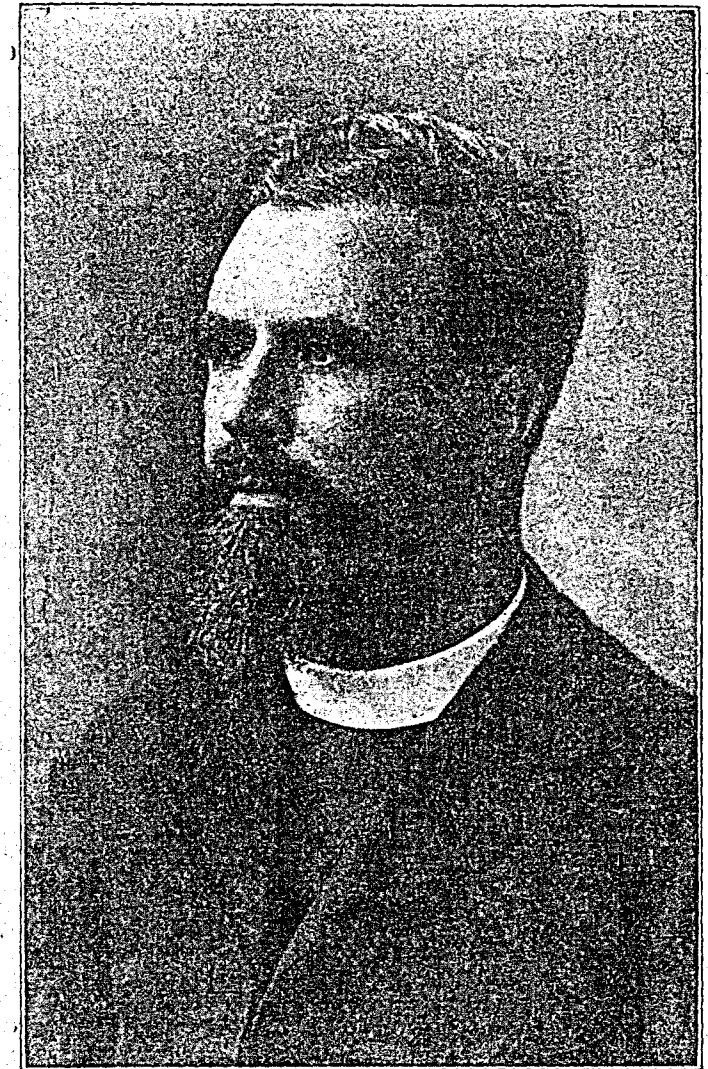
Principal of the S.P.G. College in 1901 and continued in office till 1904. He was a man of few words and he never made a display of his powers. He was accessible to all—rich and poor, high and low.

Rev. H. Pakenham Walsh, who is the president of our Jubilee Celebrations, was born on 22nd March 1871. He is the son of Bishop Walsh of the Irish Church. He took his M. A. Degree of the Dublin University with honours. He was ordained Deacon in 1896 and priest in 1897. He worked at Hazaribagh and Chota-Nagpur from 1896 to 1903. He became Principal of the S. P. G. College in 1904 and continued till 1907. During the short time of his principalship, he introduced many reforms for the well-being of the institution—the organisation of the S. P. G. Brotherhood, the institution of Friday lectures on non-religious subjects, the establishment of the model Primary School, the introduction of oral examinations in Higher Junior classes and of residential system as required by the new University act. A new foot-ball ground was purchased, a new commodious Hindu Hostel was constructed (now known as Walsh Hostel). An Old Boys' Association was formed and a College Day Celebration formed an important feature in the work of the college. The college debating society and the Trichy Teachers' association received his best attention. Staging English dramas was for the first time introduced in the College to develop the histrionic talent in college students. He did much to develop in students independence of thought and discussion, instincts of self-respect, reverence, liberty and straightforwardness.

Rev. John Alfred Sharrock was born in 1853. He was principal of the S. P. G. College in 1907 and 1908. It was during his presidentship of the teachers' association that the first educational exhibition in Trichy was held in Nov. 1908. He died on 1st March 1932.

The Rev. Allan F. Gardiner was born in 1881. He was appointed Principal of the S. P. G. College in 1908. He was the first principal to be made a Fellow of the Madras University under the act of 1904. He was the first principal to deliver the Convocation Address in 1912. He took much interest in the study and advancement of the vernaculars. He was president of the Teachers' Association from 1909 to 1913. Courage of conviction was one of his outstanding features. He presided over several District Educational Conferences and in 1913 presided over the Provincial Educational Conference. He took great interest in the formation of the South India Teachers' Union and represented the Trichy Teachers' Association on the S. I. T. U. Executive. He retired in 1928 and happily he is still with us as a parish priest in England.

Sri S. S. Vyasa Row was born in 1870 and took his degree from the S. P. G. College in 1892 and L. T. in 1898. He was secretary of the



The Rev. A. F. Gardiner



Col. Sir T. Desikachari
Laid the foundation stone of the Teachers' Guild House,
Trichinopoly, 1938.



Sri. G. Sesha Iyengar



Prof. P. T. Srinivasa Iyengar

Trichy Teachers' Association from 1908 to 1914 when he became its president for a year. He was connected with the S. P. G. College for 37 years. The following passage occurs in the farewell address presented to him in July 1929 by the S. P. G. College: "The Teaching profession is under a deep debt of gratitude to you for the excellent work you did for over 15 years in the Trichinopoly Teachers' Association, now known the Trichy District Teachers' Guild, and but for the hard fight you put up with educational authorities and the addresses you delivered in season and out of season, on the question of instituting a fund to help the school masters, the provident fund scheme which is being enjoyed by the whole body of teachers in the presidency would not have been an accomplished fact.

Prof. S. Arpudaswami Udayar was born in 1872 and took his degree from the St. Joseph's in 1895. After serving as Headmaster St. Joseph's High School Cuddalore; he became professor of English in the St. Joseph's College, Trichy, in 1907. He was elected representative of the Indian Christian Community in the Madras Legislative Council for two terms, and he was parliamentary secretary to the Minister of Education. He was president of the Trichinopoly Teachers' Association, till 1917. Tall in person, humble and courteous in manners, he was an example of plain living and high thinking. He retired in 1930 and passed away in 1932.

Prof. P. E. Subramania Iyer graduated from the St. Joseph's College with first class honours in Physics. He was the president of the Teachers' Association for a year. A man of few words, he disarmed anyone by his smiles. The Rev. A. F. Gardiner, when he could not call up Mr. Subramaniam by name, used to say "the tallest gentleman in Trichy". He is a master of clear exposition and his powers of analysis are of a high order. He and his *pansupari* pouch are as inseparable as with some a cigarette case is a *vade mecum*. He is a *persona grata* with the Rev. Fathers of the St. Joseph's even to-day, and for them he is *sine qua non*.

The Rev. C. S. James was born in 1886 and graduated in 1906. He became principal of the Bishop Heber College in 1929. His views on India's educational needs at the present time were set forth carefully in his address to the Trichy District Teachers' Conference in 1930. Therein he pleaded for a system of education which will be adapted to the needs of an essentially agricultural community which will harmonise better with institutions and economic conditions of the south. He was noted for his patience, his courtesy and devotion to duty.

Sri P. T. Srinivasa Iyengar was born in 1865 and graduated from the Jesuit's college at Negapatam before it was transferred to Trichinopoly.

He was a kind of prodigy in learning. He could speak many a language with much ease and fluency. He was a scholar of great reputation. He took great interest in educational conferences which were held in Madras since 1896. He had the rare privilege of being the President of the Madras Provincial Educational Conferences in 1923 and 1928. As president of the Trichinopoly District Teachers' Guild for over five years from 1921, he guided its activities with wisdom and tactfulness. He was so versatile that he was well-informed on almost all subjects from Einstein's theory of relativity to the law of torts in civic life. He had a wit with an unmistakable distinction, for it was at once biting and genial. In his last days an unpolished walking-stick was his constant companion. He always carried a glass-piece with which he unbarked and polished his stick. He was a rare genius and his name, like Ben Adhem's name, should lead all other geniuses of his time.

Prof. K. Ramanujachari, who became Principal, National College, Trichy, after a distinguished career in the Pachappa's, brought to bear on his work all his experience and wisdom. Prof. K. V. Rangaswamy Iyengar of Trivandrum once told me, "there is no greater professor in South India than Mr. K. Ramanujachari, and it was he who imprinted in me a love for History."

Principal Saranatha Iyengar succeeded Mr. Ramanujachari and was president of the Trichy District Teachers' Guild for nearly a decade. He did much to strengthen the bond of union among teachers in the district and by his many addresses on Education took his hearers to a very high plane and kept them in an attitude of high thinking. But he is a man of moods and moments. You can never know how you will catch him. He may be all smiles to-day and to-morrow you will find him cold and remote. He has steered the college through very hard times by his great and disinterested self-sacrifice. He lives and works for the college. His knowledge of English Literature is very profound but he works by fits and starts. He is trying to become a Tamil scholar and has learnt to address teachers in forceful Tamil. His period of office as president of the Guild may indeed be called the Golden Period of the Guild.

Rev. Fr. A. M. Antoniswami, S.J., was vice-president of the Guild for many years and president for a year. Though stern in appearance, he has a kindly heart. He is a careful student of educational problems of the day and he has ready-made solutions based upon his own experience in the educational field.

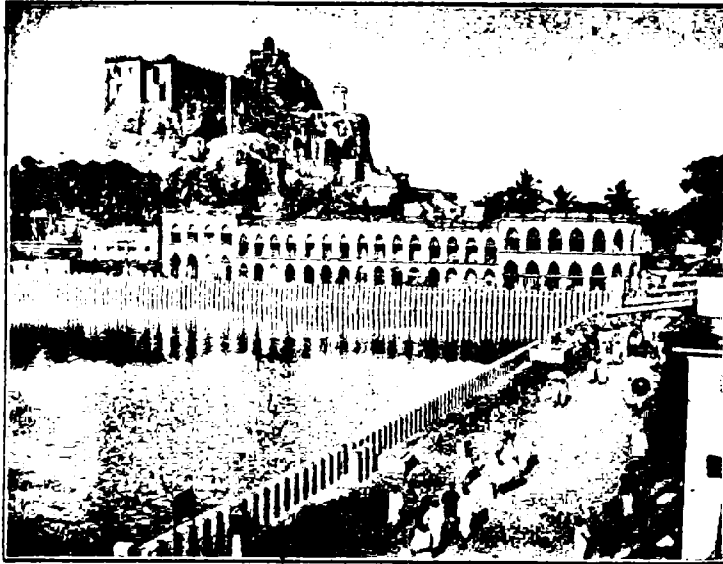
Prof. A. Rama Iyer, the present president of the Guild, is a veteran English Professor, a man of calm reflective mind, thoughtful in his



Rev. Fr. A. M. Antoniswami, S.J.



The Rev. C. S. James



The Rock Fort and The Teppakulam



Prof. S. S. Vyasa Row



Prof. S. Arpudaswami Udayar

speeches and very careful in his expressions. He is a Hindi scholar and he believes in Hindi becoming the common language of India. He is young and has many years of useful service to the Guild before him.

The first who did yeoman service as secretary to the Association was the late revered G. Sesha Iyengar who for over 12 years was secretary with singular zeal and energy. He had the genius for taking infinite pains and was intrepid in debates on education. Though he left the S.P.G. in anger and started the National High School with Mr. Panchapagesan, he had a great attachment to his old school and college. He and the late Justice Seshagiri Iyer were boon companions. Both scored a first class in the Matriculation, Seshan topping Seshagiri by five places. Sesha Iyengar's name will ever be remembered for the monument he has raised in the National College.

Rev. S. Gnanamuthu, who succeeded Mr. Sesha Iyengar as secretary, was a remarkable man in several respects. His English classes were very entertaining and instructive. He died during his period of office as secretary.

Mr. T. V. Swaminatha Iyer, secretary of the Teachers' Association, was lecturer in Mathematics in the S.P.G. He was a good debator, but stubborn in sticking to his conviction, amazingly frank and offensively straight in his talk.

Mr. G. Vaidyanatha Iyer, a convert to the Christian Faith, is a good English teacher. He is a versatile genius with plenty of dash and adventure. Though down in life, he is always up in spirit. He is an optimist of a rare kind. He is a staunch friend and did much for the Guild by convening very many meetings and concentrating on the question of grievances of teachers.

Mr. V. D. Venkatasubramania Iyer was secretary for over seven years when in 1921 he handed over charge to Mr. S. T. Ramanuja Iyengar. He worked very hard in connection with the Provincial Educational Conference in Trichy in 1919. He was one of the most plodding secretaries of the Guild. Always calm and unperturbed, he did his work with method.

Mr. M. M. Balakrishna Iyer was a most powerful secretary for over five years and he represented the Trichinopoly Teachers' Guild in the South India Teachers' Union for nearly a decade. He espoused the cause of the Board School Teachers in season and out of season in regard to the raising of their salaries and status. He very carefully studied problems of elementary education and did much to rouse the lower-grade teachers to a sense of their rights and privileges. He was a fearless,

vigorous speaker, sarcastic and witty. He spoke English most forcefully and fluently. There was always a thrilling note in his oratorical effusions, backed by a dose of snuff now and then. He was a constant figure in provincial conferences until he retired from service.

Mr. S. T. Ramanuja Iyengar made his appearance when the system of appointing two secretaries for the Guild came into force in 1921. He has been secretary for many years and a representative of the Guild in the S. I. T. U. for over 15 years, the highest period in the history of the Guild. He is the Churchill of our Guild, steady in carrying on warfare in the enemy's country. Always clad in Khaddar, with a tuft of hair dangling behind, he may appear to be a simple peace-loving gentleman. But on occasions which may demand his militant spirit, he is a volcano in action. His interests are closely bound up with those of the Guild. He is the Guild and the Guild is S. T. R. The Guild House is an accomplished fact through his selfless labours and indefatigable exertions. How to improve the Guild and make it a power in the land forms his meat and drink. His dogged perseverance is infectious. He is one of those rare men who live for an idea and who have neither aim nor ambition outside it. He would wade through slaughter to achieve it; he would go to the stake rather than surrender the least fragment of it. He is worth watching as a study of intensity and idealism. He is one of the potentialities of our own Guild. The North Indian Tour of the South Indian Teachers to attend the All-Asian Conference at Benares, furnished me as the organiser of the tour, plenty of opportunities to observe at close quarters many a school master. Some of the defects of the tour brought out the man in S. T. Ramanujam and I was glad to find him raising the standard of revolt against the guileless president of the S.I.T.U., Upadhyaya Sangha Karya Pravina S. K. Yegnanarayana Iyer. In the end S. T. R. won the day, and even Ram Mohan was brought to his senses.

Mr. G. Varadachari, another of the Guild secretaries is a man of choice phrases and select idioms. He helped Mr. S. T. R. in the conduct of the unparalleled Silver Jubilee Provincial Educational Conference in 1933. Mr. Varadachari is a balanced speaker and was a sincere worker in the cause of the Guild for nearly five years.

Messrs. K. R. Krishnaswamy Iyer, R. Nataraja Iyer, S. Sivaramakrishna Iyer, T. S. Ananthanarayanan, P. V. Srinivasan, K. N. Sambasiva Sastri and others are minor luminaries who have worked for the Guild whole-heartedly in their own way.

May the Guild be a great power in South India. May its influence be felt in the Legislative Councils of the Province, and may its presidents and secretaries be able to guide the Guild towards its high destiny in future India!



Principal V. Saranathan



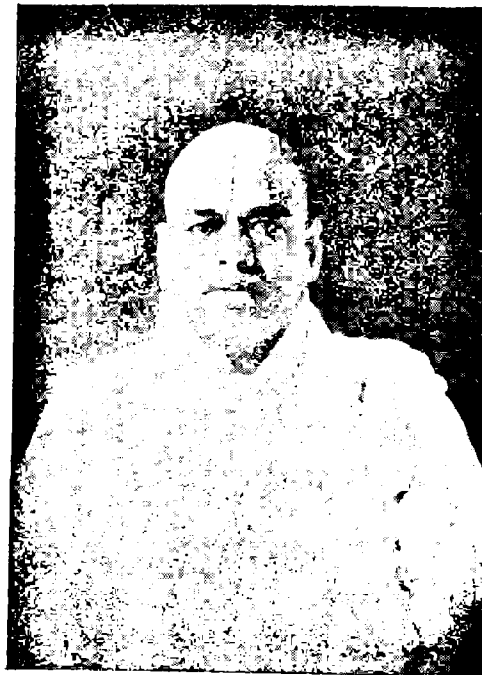
Rao Sahib S. K. Devasikhamani.

NOTE BY S. T. RAMANUJA IYENGAR.

Sri. Rao Sahib S. K. Devasikhamani, the veteran Headmaster of High Schools both north and south of Madras and contributor of the *Who is Who* may be called the Nestor of the Guild. His whole life experience has been in the field of education and in the field of teachers' organisations. He belongs to the race of headmasters like Town High School Krishnaswamy Iyer, V. S. Srinivasa Sastri, A. S. Panchapagesa Iyer, P. A. Subramania Iyer, and he may well be called the pioneer among headmasters who have always felt the need for identifying themselves with the cause of the teacher. The S. I. T. U. chose him as its candidate to contest the University seat in the Legislative Council. He was the initial organiser of the North Indian tour to Benares under the auspices of the S. I. T. U. He was almost a permanent vice-president of the Trichinopoly Teachers' Guild until he retired. He is among the very few educationists whom Government has honoured with a title. Even after his retirement, he takes a keen interest in all that concerns teachers.



Prof. A. Rama Iyer.



S. T. Ramanuja Iyengar.
Secretary, Golden Jubilee, The Trichinopoly
District Teachers' Guild.

MESSAGES

FROM SRI. S. SATYAMURTHI

I had fully hoped to preside over the Golden Jubilee celebrations of the Trichinopoly District Teachers' Guild, on 21st December 1940. But as you write, in view of the political developments, I am compelled to deny myself the privilege. I am very grateful to you for your confidence in me in electing me as the President.

The profession of teachers all over the world is only slowly coming by its own. In this country it has much lee-way to make up yet. I congratulate your guild on the completion of fifty years of good and strenuous work. It must be a matter of deep happiness to you that you are able to celebrate your golden jubilee. I am glad your Guild is anxious to utilise this opportunity to organise the teaching profession in the District on the academic side and at the same time to show to the public what schools and teachers are doing in the district for the education of the young. Both of them are very good objects. It is good that the teachers of the district should be organised. I trust all teachers from those engaged in teaching the youngest child to those teaching post graduate students of the University will join your Guild and make it an authentic spokesman of the teaching profession in the District. There are numbers of academic points on which unity, fixed thought and action are necessary and useful. It is also right that you should derive this strength which a Union alone gives in these days. Of course yours cannot work as a Trade Union, but there is strength in unity. I, therefore, hope that on this occasion all teachers of the District will join your Guild and thus strengthen it. It is also right that on this occasion the public should know what schools and teachers in the District are doing for the education of the young. It will be one of the tragedies of contemporary life of India that an average parent or an average member of the public has got a very hazy idea of what our schools and colleges are doing. There should be more active and sympathetic co-operation between teachers and parents of the young and I hope your Guild will mark out a definite programme for securing that co-operation and intensifying it.

One of the difficult problems of education in this province is the multitude of managements—government, private, aided, so on and so forth. My own feeling is that elementary education ought to be in the hands of Village Panchayats and of municipalities, that all high schools should be provincialised and all colleges as they are in our province should be under the control of the University. I hope your guild will

work for the achievement of this ideal. The teacher can come by his own only if he is made absolutely self respecting and the teacher must feel that once he enters the service, his future depends upon his character and upon his service and not upon the patronage of A or B. With regard even to elementary schools and their management by Village Panchayats I am anxious that the services of teachers should be provincialised or at least Districtised, if I may use the word so that they may not depend upon the whims and fancies of a few persons however influential they may be in the villages. I am anxious that there should be co-operation between the village panchayats and schools so that real work may be done. As for high schools the earlier they are provincialised the better.

I am glad you are also arranging a District Educational Exhibition giving full scope for views, charts, maps and statistics relating to geography, history, crafts and occupations, industries, peoples, soils, productions, education etc. I hope you will concentrate on your District. I am also glad that you are arranging for an oratorical contest and that teachers of all grades in the district will be able to speak. To be able to speak and speak fluently and accurately is a good acquisition for any teacher. I hope the contest will be widely entered and will promote the art of speaking. I am also glad that you are having an essay competition about classroom problems and how to tackle them. I suggest that the best paper be printed in Tamil and circulated to all the teachers. I see that you are concentrating in your discussion on three important problems—vocational education, the use of mother-tongue as medium of instruction in schools and promotion of literacy of the school child and of the adult in our country. All these are important problems and you can make a great contribution to the solution of these problems.

I request you kindly to convey to the assembled delegates, ladies and gentlemen, my cordial greetings and good wishes for the success of the function and of the Guild.

FROM SRI M. S. SABHESAN,

President, the South India Teachers' Union.

As President of the South India Teachers' Union I have great pleasure in congratulating the Trichinopoly District Teachers' Guild on the celebration of its Golden Jubilee. It is my firm belief that the strength of the South India Teachers' Union lies in the strength of its constituent guilds. Nothing will give greater satisfaction to me than the knowledge that every district teachers' guild is able to look after its own affairs in a satisfactory manner and to build up a public opinion in the respective localities. The origin of the Trichinopoly District Teachers' Guild goes back to a much earlier period and it is no ordinary thing that it

should have been very active all these years. The contribution which the Trichinopoly District Teachers' Guild has made to the progress of education in general and to the growth of the South India Teachers' Union in particular is admitted to be appreciable and I hope that in the years to come it will continue to play the same active part. Trichinopoly is a very good educational centre with a number of colleges and schools. There is great scope for the teaching profession in Trichinopoly to impress upon the public the importance of Education in regard to the national uplift and to secure their support to the cause of Education. It would have given me great pleasure to be present on the occasion but in view of the desire of the Executive Board that I should go to Udaipur to attend the A.I.F.E.A. Conference I regret my inability to attend the Golden Jubilee function.

May I on behalf of the members of the Union and on my own behalf request you to convey to the members of the Trichinopoly District Teachers' Guild our best wishes for the function?

FROM H. C. PAPWORTH, ESQ.,

Ag. Director of Public Instruction, Madras.

I had the privilege in October 1938 of opening the Guild House of the Trichinopoly District Teachers' Guild, so I have a special and personal interest in the work of your Guild. I am most interested to learn that the Guild will celebrate its Golden Jubilee this month, and I send you my best wishes for the success of these celebrations and for the continued usefulness of the Guild.

FROM SRI. S. SRINIVASA IYENGAR,

President, 1921 Trichy Educational Conference, Katuputtur.

"My best wishes for the success of the Golden Jubilee."

FROM THE SALEM DISTRICT TEACHERS' GUILD

For a period of over fifty years, the Guild has been the bulwark of Teachers' interests and the moulder of Education in the Presidency and has been doing fearless, loyal, strenuous and steadfast service. May the future make the Guild grow from strength to strength and usher for it a period of prosperity, activity and usefulness.

FROM SRI T. S. KRISHNAMURTHI AIYAR,

Principal, Government College, Coimbatore.

I send my best wishes to the Guild on the occasion of its Golden Jubilee. You may put me down for a small donation of Rs. 25 either for the shield or for the water tap at the Guild House.

APPENDIX I

TRICHINOPOLY TEACHERS' ASSOCIATION

Established 1890.

Incorporated under Act XXI of 1860.

Objects :

- (a) The consideration of all questions concerning the relations of the State, University, other public bodies, or private individuals with the work of education.
- (b) The improvement of the status of Teachers and of the methods of teaching, especially in Primary and Secondary Schools by the starting of branches in the District of Trichinopoly; the delivery of lectures in the art and science of teaching in the District of Trichinopoly and elsewhere; the formation of a Reading Room and Library of Books on Education; holding of Educational Exhibitions; and occasional excursions to places of interest.
- (c) The development of vernacular with a view to its adaptability for the expression of modern thought.
- (d) The delivery of occasional lectures on various branches of general knowledge.

The rate of subscription per annum shall be 4 As. for teachers drawing a salary under Rs. 30; 8 As. under Rs. 50; Re. 1 under Rs. 100 and Rs. 2 for Rs. 100 and more.

APPENDIX II

FOUNDATION MEMBERS, 1890.

- Sri G. Sesha Iyengar, Headmaster, National High School.
- " L. A. Ganapathi Iyer, Professor, S.P.G. College.
- " T. R. Ratnam Iyer, Do.
- " R. Chandrasekara Iyer, Assistant, S.P.G. High School.
- " A. Panchapakesa Iyer, Assistant, N.H.S.
- " N. Vaidheeswara Iyer, Assistant, S.P.G. High School.
- " S. Srinivasa Iyer, Assistant, S.P.G. High School.
- " K. Aiyaswami Iyer, Headmaster, S.P.G. High School.
- " R. L. Krishna Iyer, Assistant, St. Joseph High School.
- " O. N. Appaswami Iyer, Assistant, N. High School.
- " V. Srinivasa Iyer, Assistant, S.P.G. High School.
- " K. V. Srinivasa Iyengar, Prof. St. Joseph College.
- " S. Subramania Sastry, Prof. S. P. G. College.
- " N. Gopala Rao, Assistant, National High School.
- " S. S. Pasupathi Iyer, Assistant, S.P.G. High School.
- " P. Lakshminarasu, Prof. S.P.G. College.
- " T. P. Swaminatha Sastriar, Do.
- " V. R. Venkatachalam Iyer, Headmaster, St. Joseph High School.
- " C. R. Kuppuswami Iyer, Assistant, Do.
- " P. G. Sundaresa Sastriar, Assistant, National High School.
- " R. Narasinga Rao, Tiruvanaikoil.
- " B. S. Ramaswami Iyer, Do.

Rev. T. H. Dodson, Principal, S.P.G. College.
 „ Jacob Gnanavolivu, Vice-Principal, S.P.G. College.
 „ S. Gnanam, Prof., S.P.G. College.
 Sri S. A. Sundaram Iyer, Sub-assistant Inspector.
 „ T. S. Narasinga Rao, Govt. Training School.
 „ V. S. Swaminatha Dikshit, Asst., St. Joseph High School.
 „ B. V. Natesa Aiyar, National Primary School.
 „ S. Krishnamachari, Inspecting School-master.
 „ K. Venkatrama Iyer, Headmaster, Tiruvannamalai.
 „ Bapu Rao, Assistant, Do.
 „ Ramakrishna Iyer, Supervisor, St. Joseph High School.
 Total Subscription Income Rs. 45.

APPENDIX III

THE TRICHY TEACHERS' ASSOCIATION & GUILD

A. Provincial Conferences at Trichy.

President

December 1909	.. Prof. M. Rangachari, Madras.
May 1913	.. Rev. A. F. Gardiner, Trichinopoly.
May 1919	.. Prof. K. V. Rangaswamy Iyengar, Trivandrum.
May 1933	.. Prof. N. S. Subba Rao, Mysore.

B. Guild Officers who were Presidents of Provincial Educational Conference.

Year	Name and Place of Conference.
1913	.. Rev. A. F. Gardiner, Trichinopoly.
1923	.. Prof. P. T. Srinivasa Iyengar, Madras.
1928	.. Prof. P. T. Srinivasa Iyengar, Chidambaram.
1930	.. Sri. S. K. Devasikhamani, Coimbatore.
1932	.. „ V. Saranatha Iyengar, Madura.

APPENDIX IV

PRESIDENTS OF THE TRICHINOPOLY TEACHERS' ASSOCIATION
AND THE TRICHY DISTRICT TEACHERS' GUILD.

1890-1895.	Rev. T. H. Dodson, S.P.G. College.
1896-1900.	Rev. H. Malim, S.P.G. College.
1901	Rev. G. H. Smith, S.P.G. College.
1902-1903.	Rev. H. Malim, S.P.G. College.
1904-1906.	Rev. H. P. Walsh, S.P.G. College.
1907-1908.	Rev. J. A. Sharrock, S.P.G. College.
1909-1913.	Rev. A. F. Gardiner, S.P.G. College.
1914.	Prof. S. S. Vyasa Rao, S.P.G. College.
1915-1917.	Prof. S. Arpudaswami Udayar, St. Joseph's College.
1918.	Prof. P. E. Subramania Iyer, St. Joseph's College.
1919.	Prof. P. T. Srinivasa Iyengar, St. Joseph's College.
1920.	Prof. K. Ramanujachari, National College.
1921-1926.	Prof. P. T. Srinivasa Iyengar, St. Joseph's College.
1927.	Principal V. Saranatha Iyengar, National College.

1928-1929.	Rev. C. S. James, Bishop Heber College.
1930-1938.	Principal V. Saranatha Iyengar, National College.
1939.	Rev. Fr. A. M. Antoniswami S.J., St. Joseph's College
1940.	Prof. A. Rama Iyer, National College.

APPENDIX V

REPRESENTATIVES OF THE ASSOCIATION AND THE GUILD ON THE S.I.T.U.

1908.	Prof. S. S. Vyasa Rao, S.P.G. College.
1909.	Rev. Fr. Quinn, St. Joseph's College.
1910.	Rev. A. F. Gardiner, S.P.G. College.
1911-1913.	Sri S. K. Devasikhamani, S.P.G. High School.
1914.	Sri G. Vaidyanatha Iyer, St. Joseph's High School.
1915-1922.	Sri M. M. Balakrishna Iyer, Board High School, Kulitalai.
1923-1924.	Sri S. K. Devasikhamani, Bishop Heber High School.
1925-1938.	Sri S. T. Ramanuja Iyengar, E. R. High School.
1939.	Sri A. T. Antoniswami, St. Joseph's High School.
	Sri S. T. Ramanuja Iyengar, E. R. High School.
1940.	Sri S. T. Ramanuja Iyengar, E. R. High School.

APPENDIX VI

SECRETARIES OF THE TRICHINOPOLY TEACHERS' ASSOCIATION
AND THE TRICHINOPOLY DISTRICT TEACHERS' GUILD.

1890-1902.	Sri G. Seshu Iyengar, National High School.
1902.	Rev. S. Gnanamuthu, S.P.G. College.
1902-1903.	Sri T. V. Swaminatha Iyer, S.P.G. College.
1904	Sri. K. R. Krishnaswami Iyengar, S.P.G. College.
1905-1912.	Prof. S. S. Vyasa Rao, S.P.G. College.
1913-1914.	Sri. G. Vythianathan, St. Joseph College High School.
1915-1921.	Sri. V. D. Venkatasubramania Iyer, St. Joseph College High School.
1921-1926.	Sri. S. T. Ramanuja Iyengar, Zamindar High School, Kattuputhur
	Sri. K. R. Krishnaswami Iyer, Bishop Heber College.
1927	Sri. M. M. Balakrishna Iyer, Board High School, Kulitalai.
	Sri. R. Nataraja Iyer, National College.
1928	Sri. M. M. Balakrishna Iyer, Board High School, Kulitalai.
	Sri. S. Sivaramakrishna Iyer, Bishop Heber High School.
1929	Sri. M. M. Balakrishna Iyer, Board High School, Kulitalai.
	Sri G. Varadachari, National College.
1930.	Sri. M. M. Balakrishna Iyer, Board High School Kulitalai.
	Sri. G. Varadachari, National College.
1931.	Sri M. M. Balakrishna Iyer, Board High School, Kulitalai.
	Sri. G. Varadachari, National College.
1932.	Sri. G. Varadachari, National College, Trichy.
	Sri. T. S. Anantanarayanan, Board High School, Lalgudi.
1933.	Sri. G. Varadachari, National College, Trichy.
	Sri. T. S. Anantanarayanan, Board High School, Lalgudi.

1934.	Sri. P. V. Srinivasan, St. Joseph's High School, Trichy.
	Sri. T. S. Anantanarayanan, Board High School, Lalgudi.
1935.	Sri. P. V. Srinivasa Iyer, St. Joseph's College, Trichy.
	Sri. S. T. Ramanuja Iyengar, E.R. High School, Trichy.
	Sri. E. R. Srinivasa Iyengar, Board High School, Kulitalai.
1936.	Sri. L. R. Natesa Iyer, National College High School, Trichy.
	Sri. S. T. Ramanuja Iyengar, E.R. High School, Trichy.
	Sri. E. R. Srinivasa Iyengar, Board High School, Kulitalai.
1937.	Sri. V. D. Venkatasubramania Iyer, St. Joseph's High School.
	Sri. V. Santanam Iyengar, Board High School, Musiri.
1938.	Sri. S. Sivaramakrishna Iyer, St. Joseph's High School, Trichy.
	Sri. K. N. Sambasiva Sastri, Board High School, Lalgudi.
	Sri. K. Subramania Pillai, Municipal School, Trichy.
	Mrs. Grace Dorairaj, Municipal Ele. School, Trichy.
1939	Sri. S. T. Ramanuja Iyengar, E.R.H. School, Trichy.
	Sri. A. T. Antoniswami, St. Joseph's College, H. School, Trichy.
	Sri. K. N. Sambasiva Sastri, Board High School, Lalgudi.
	Sri. M. G. Venkataraman, Railway School, Golden Rock.
	Mrs. Grace Dorairaj, Municipal Ele. School, Trichy.
1940.	Sri. M. Ramachandra Iyer, St. Joseph's College H. School.
	Sri. K. N. Sambasiva Sastry, Board High School, Lalgudi.
	Sri. M. G. Venkataraman, Railway School, Golden Rock.
	Mrs. Grace Dorairaj, Municipal Ele. School, Trichy.

APPENDIX VII

LIST OF MEMBERS.

(Associations and Individuals.)

1940-1941.

Associations

No.	Name.	Income.	Taluk.	Number of Members.
1.	E. R. High School	.. 25 12 0	Trichy.	59
2.	Aryan School	.. 5 4 0	do.	16
3.	St. Joseph's	.. 36 8 0	do.	60
4.	Karur	.. 22 4 0	Karur	43
5.	Lalgudi	.. 17 0 0	Lalgudi	27
6.	N. College Lecturers'	.. 18 12 0	Trichy.	19
7.	R.C.B. & Trg. School	.. 8 8 0	Trichy.	18
8.	Bishop Heber	.. 13 0 0	Trichy.	19
9.	Zamindar High School	.. 6 12 0	Musiri.	14
10.	Srirangam	.. 21 0 0	Trichy.	46
11.	Sesha Iyengar Memorial H. S.	.. 7 8 0	Trichy.	16
12.	N. College H. School	.. 20 0 0	Trichy	32
13.	Board High School, Musiri.	.. 11 12 0	Musiri	19
14.	Board High School, Kulitalai	.. 13 0 0	Kulitalai	22

Individuals

(a) St. Joseph's College High School Teachers' Assn.		46.	Sri. S. Guruswami Aiyar.
1.	Rev. Fr. A. M. Antoniswami, S.J. (Vice-President of the Guild).	47.	„ Kanakaraj Moses.
2.	Sri P. M. Radhakrishna Aiyar.	48.	„ T. V. Jayarama Aiyar.
3.	„ R. Lakshmana Aiyar.	49.	„ T. S. Natesa Aiyar.
4.	„ K. Ramaswami Aiyar.	50.	„ T. S. Somasundaram Pillai.
5.	„ K. Duraiswami Aiyangar.	51.	„ K. Natesa Vandyar.
6.	„ R. S. Ramachandra Aiyar	52.	„ T. G. Swaminathan.
7.	„ M. Ramachandran.	53.	„ T. R. Subrahmanya Aiyar.
8.	„ M. P. Ganesa Aiyar.	54.	„ A. Lourduswami.
9.	„ V. Sellappa Aiyar.	55.	„ R. Venkatarama Aiyar.
10.	„ „ F. M. Susainathan.	56.	„ N. Viswanathan.
11.	„ T. V. Krishnaswami Aiyar.	57.	„ S. Ananthanayagam Pillai.
12.	„ A. T. Antoniswami.	58.	„ T. R. Sreenivasa Rao.
13.	„ N. Miranda.	59.	„ T. G. Jayarama Aiyar.
14.	„ J. Isaac Dhanaraj.	60.	„ P. N. Raman.
15.	„ S. Rajendram.	(b) The National College Lecturers' Assn.	
16.	„ N. Benjamin.	61.	Sri V. Saranatha Aiyangar.
17.	„ M. S. Raghavan.	62.	„ A. Rama Aiyar.
18.	„ L. Raman.	63.	„ S. Thothadri Aiyangar.
19.	„ T. Lourduswami.	64.	„ S. Krishnaswami Aiyangar.
20.	„ P. R. Swaminathan.	65.	„ G. Varadachari.
21.	„ S. Albert Lobo.	66.	„ K. R. Rajagopala Aiyangar.
22.	„ I. Henry Doss.	67.	„ R. Vasudeva Sarma.
23.	„ K. Subrahmanyam.	68.	„ L. R. Krishnamurthi Aiyar.
24.	„ F. A. Benjamin Susai.	69.	„ M. K. Venkatarama Aiyar.
25.	„ K. S. Sreenivasa Sastri.	70.	„ K. R. Krishnaswami Aiyar.
26.	„ R. Meenakshisundaram Pillai.	71.	„ M. S. Venkatarama Aiyar.
27.	„ T. Aiyamperumal Kone.	72.	„ A. D. Ananthanarayana Aiyar.
28.	„ S. Cruz Antony.	73.	„ P. S. Ramaswami Aiyar.
29.	„ T. K. Kuppuswami Alwar.	74.	„ A. V. Desikachari.
30.	„ P. N. Subbarama Sarma.	75.	„ A. M. Krishnamurthy.
31.	„ M. K. Periaswami.	76.	„ S. Sitarama Aiyar.
32.	„ T. S. Ramachandra Aiyar.	77.	„ M. N. Varadarajan.
33.	„ P. Thambuswami.	78.	„ S. Vedanta Desikan.
34.	„ N. Muthuswami.	79.	„ T. K. Panchapagesan.
35.	„ J. Gnanaprakasam.	(c) E. R. High School Teachers' Assn.	
36.	„ L. Kulandairaj.	80.	Sri. R. Nataraja Aiyar.
37.	„ A. Agustine.	81.	„ S. T. Ramanuja Aiyangar.
38.	„ S. Mahadeva Aiyar.	82.	„ N. S. Narasimha Aiyangar.
39.	„ M. Arumai Selvam.	83.	„ T. D. Ananthasubrahmanya Aiyar.
40.	„ P. L. Venkatasubrahmanya Aiyar.	84.	„ S. Raghupathy Aiyar.
41.	„ A. R. Lakshminarayana Aiyar.	85.	„ A. R. Seshasayee.
42.	„ P. K. Pasupathi Aiyar.	86.	„ N. Satharishi Aiyar.
43.	„ A. Arokiaswami.	87.	„ V. Pichu Aiyar.
44.	„ M. S. Sethupathi.	88.	„ S. Sundaresa Aiyar.
45.	„ T. Antony Lourdaraj.	89.	„ S. Ramaswami Aiyangar.

90. Sri. T. M. Narasimha Aiyangar. (d) *The Bishop Heber High School*
 91. „ S. Ramanatha Aiyar. (Teppakulam) Teachers' Assn.
 92. „ V. S. Venkatarama Aiyar. 141. Sri. Sam. A. Durai.
 93. „ M. M. Vaidynatha Aiyar. 142. „ M. P. H. Albert.
 94. „ S. S. Subrahmanya Aiyar. 143. „ R. Viswanatha Aiyar.
 95. „ M. R. Krishnaswamy Aiyar. 144. „ G. Krishnaswami Aiyar.
 96. „ S. Subbuswamy Aiyar. 145. „ S. Sivarama Krishna Aiyar.
 97. „ R. Ramanatha Aiyar. 146. Sri. P. Arunachalam.
 98. „ G. Krishnamurthy Aiyar. 147. „ John Arpudam Samuel.
 99. „ V. G. Venkatachala Aiyar. 148. „ V. Manuel.
 100. „ S. Ratnaswami Aiyar. 149. „ I. D. Vedakkan.
 101. „ L. S. Arunachala Sastri. 150. „ M. Venkatarama Aiyar.
 102. „ S. R. Varadaraja Aiyangar. 151. „ William Moses.
 103. „ K. V. Rathnam Aiyar. 152. „ V. D. Christian Paul.
 104. „ V. Naganatha Aiyar. 153. „ R. Duraiswami Aiyar.
 105. „ M. Periaswami Pillai. 154. „ R. Panchanatham Pillai.
 106. „ A. S. Panchapakesa Aiyar. 155. „ M. S. Deva varam.
 107. „ S. P. Ponnuswami Mudaliar. 156. „ Isaac Royappan.
 108. „ S. Kandaswami Siromani. 157. „ Ambrose Thangaraj.
 109. „ G. Sreenivasa Aiyangar. 158. „ D. J. Swamidason.
 110. „ R. Sivaramakrishna Dikshit. 159. „ C. Davamani.
 111. „ T. S. Muthuswami Aiyar. (e) *The R. C. Training School,*
 112. „ S. Rangaswami. Teachers' Association.
 113. „ T. Ramaswami Pillai.
 114. „ T. R. Ramakrishnan. 160. Rev. Fr. A. Louduswami, S.J.,
 115. „ S. Gangadara Aiyar. 161. Sri. A. R. Joseph.
 116. „ S. Kuppuswami Aiyar. 162. „ A. D. Mariaprakasam.
 117. „ S. Sankara Aiyar. 163. „ T. S. Ganapathy Aiyar.
 118. „ V. Ramudu Aiyar. 164. „ A. Antonimuthu.
 119. „ T. A. Sankara Aiyar. 165. „ R. Pitchai Pillai.
 120. „ C. Swaminatha Aiyar. 166. „ M. A. Swayamprakasa Udayar.
 121. „ P. K. Narayana Aiyar. 167. „ V. M. Joseph.
 122. „ R. Sama Rao. 168. Brother Lawrence.
 123. „ V. Balasubrahmanya Aiyar. 169. Sri. V. B. Sammanasu.
 124. „ P. S. Venkatarama Aiyar. 170. „ U. Aruldoss.
 125. „ T. C. Kalyanarama Aiyar. 171. „ V. Savaridoss.
 126. „ S. Mathurbhootham Aiyar. 172. „ R. Hridayanathan.
 127. „ T. S. Venkatarama Aiyar. 173. „ S. Mariasusaimanickam.
 128. „ T. S. Dharmaraja Aiyar. 174. „ A. Royappan.
 129. „ S. A. Radhakrishna Aiyar. 175. „ G. K. Maria Louis.
 130. „ T. R. Sreenivasa Aiyar. 176. „ S. Govindarajulu Naidu.
 131. „ A. P. Balasubrahmanya Aiyar. 177. „ Thomas Victor.
 132. „ M. M. Nilakanta Aiyar. (f) *The National College Branch Aryan*
 133. „ V. S. Lakshminarayana Aiyar. School Teachers' Association.
 134. „ A. K. Viswanatha Aiyar. 178. Sri. R. Ganesa Aiyar.
 135. „ V. P. Radhakrishna Aiyar. 179. „ V. Sundaresa Aiyar.
 136. „ S. Subbaraya Aiyar. 180. „ S. Venkatarama Aiyar.
 137. „ D. Ramanatha Aiyar. 181. Sri. T. M. Ramachandra Aiyar.
 138. „ R. Kupppammal. 182. „ T. S. Paramasivan.
 139. „ V. Nataraja Aiyar. 183. „ R. Soundaravaradaraja Sastry.
 140. „ P. Krishnamurthy Aiyar.

184. Sri. T. R. Ramanatha Aiyar. 227. Sri. V. R. Venkatarama Aiyar.
 185. „ M. Rajam Aiyar. 228. „ M. K. Rangachariar.
 186. „ V. Kuppuswami Aiyar. 229. „ C. Sreenivasaraghavan.
 187. „ R. Vyasa Rao. 230. „ Sreenivasa Raghava Aiyangar.
 188. „ S. S. Sreenivasa Aiyangar. 231. „ L. N. Rangaswami Aiyar.
 189. „ A. V. Arunachalam Aiyar. 232. „ B. Sreenivasa Aiyangar.
 190. „ M. N. Subrahmanya Aiyar. 233. „ K. Ramamurthy.
 191. „ T. S. Kuppuswami Rao. 234. „ A. V. S. Krishnaswami.
 192. „ N. Vaidhyanatha Aiyar. 235. „ M. S. Desikan.
 193. „ M. Rajagopala Aiyar. 236. „ S. Lakshminarasimhan.
 237. „ Sankaran.
 (g) *Sesha Aiyangar Memorial High School*
 Teachers' Association, Worur. 238. „ S. Sreenivasa Aiyangar.
 239. „ K. Karuppan.
 194. Sri. N. Kalyanasundaram Aiyar. 240. „ V. S. Rangachari.
 195. „ R. Bhuvaraha Aiyangar. 241. „ R. Rangaswami Aiyangar.
 196. „ V. Venkatarama Aiyar. 242. „ T. S. Subrahmanya Aiyar.
 197. „ N. Sreenivasa Aiyar. 243. „ V. P. Ramaswami Aiyar.
 198. „ P. Sampath Aiyangar. 244. „ S. Ramachandra Aiyar.
 199. „ S. Saptharishi Aiyar. (i) *The Board High School Teachers'*
 200. „ A. R. Rajagopala Aiyar. Association, Lalgudi.
 201. „ A. R. Malayappa Aiyar. 245. Sri. K. Ramachandra Aiyar.
 202. „ P. K. Nagaratnam Aiyar. 246. „ R. Krishnaswami Aiyangar,
 203. „ T. S. Panchapakesa Aiyar. Secretary.
 204. „ R. Sambasiva Aiyar. 247. „ T. S. Ananthanarayana Aiyar.
 205. „ M. Subrahmanya Aiyar. 248. „ D. Victor Lazarus Thangiah.
 206. „ A. Krishnamurthy Aiyar. 249. „ Venkatarama Aiyar.
 207. „ V. P. Singaravelu Mudaliar. 250. „ N. K. Sundaresa Aiyar.
 208. „ P. Gopalakrishna Aiyar. 251. „ K. Monsingh,
 209. „ K. Vaidyanatha Aiyar. Vice-President of the Guild.
 (h) *The Srirangam H. S. Teachers'*
 Association. 252. „ S. Venkatarama Aiyar.
 253. „ V. Sreenivasa Thathachariar.
 210. Sri. S. K. Mathurbhootham Aiyar. 254. „ A. K. Muthuswami Aiyar.
 (Vice-President of the Guild). 255. „ S. Padmanabha Rao.
 211. „ A. S. Ramaswami Aiyangar. 256. „ V. N. Viswanatha Aiyar.
 212. „ K. N. Rangaswami Aiyar. 257. „ N. Balasundaram Aiyar.
 213. „ S. T. Sreenivasa Aiyangar. 258. „ V. Balasubrahmanya Pillai.
 214. „ R. Ananthachariar. 259. „ A. N. Manigantesa Aiyar.
 215. „ E. R. Thyagaraja Aiyar. 260. „ T. Kothandapani Moorara Aiyar.
 216. „ A. S. Sreenivasa Aiyar. 261. „ A. P. Narayanaswami Aiyar.
 217. „ M. V. Annaswami Aiyangar. 262. „ P. Sankara Aiyar.
 218. „ C. V. Rajagopalachariar. 263. „ G. Ramaswami Pillai.
 219. „ N. Scundararaja Aiyangar. 264. „ M. Ganapathi.
 220. „ S. V. Sreenivasaragam. 265. „ G. Ramaratnam Aiyar.
 221. „ A. Ramachandra Aiyar. 266. „ K. N. Sambasiva Sastri.
 222. „ E. K. Gopala Aiyangar. 267. „ N. R. Subrahmanya Aiyar.
 223. „ N. Tatham Aiyangar. 268. „ V. William.
 224. „ A. Satagopachariar. 269. „ M. V. Sreenivasa Aiyar.
 225. „ N. Ramabadrachariar. 270. „ K. S. Rangaswami.
 226. „ A. Ramakrishna Aiyar. 271. „ T. K. Dhanapalan Aiyangar.

- (j) *The Teachers' Association, Zamindar's High School, Kattuputhur.*
- 272 Sri. N. K. Sundaram Aiyar.
 273 „ K. R. Venkatesha Aiyar.
 274 „ B. V. Sreenivasa Naidu.
 275 „ K. A. Ananthakrishnan.
 276 „ V. R. Krishnaswami Aiyangar.
 277 „ D. K. Lakshminarayana Rao.
 278 Srimathi K. S. Saraswati Bai.
 279 Sri. N. M. Ramaswami Reddiar.
 280 „ N. V. Srikantha Aiyar.
 281 „ K. N. M. Nayakan.
 282 „ K. R. Sankaranarayana Sastri-gal.
 283 „ Y. P. Kothandarama Aiyar.
 284 „ S. R. Manickkam Chettiar.
 285 „ K. R. Rajaram.
- (k) *The Municipal High School, Teachers' Association, Karur.*
- 286 Sri T. J. Mully (Vice-President of the Guild).
 287 „ T. R. Sundaram Aiyar, Secy.
 288 „ L. K. Ramaswami Aiyar.
 289 „ A. L. Sundaram Aiyar.
 290 „ G. Balakrishna Aiyar.
 291 „ K. S. Rangaswamy Aiyangar.
 292 „ V. Ramadas Kamath.
 293 „ A. Mahalinga Aiyar.
 294 „ R. S. Sreenivasa Aiyangar.
 295 „ S. S. Padmanabha Aiyar.
 296 „ Lakshmana Rao.
 297 „ M. S. Venkatarama Aiyar.
 298 „ D. Anantharama Aiyar.
 299 „ K. Velayutham.
 300 „ D. J. Rajendiram.
 301 „ P. S. Krishna Aiyar.
 302 „ S. V. Narayana Rao.
 303 „ M. S. Perinbamani.
 304 „ C. S. Nataraja Aiyar.
 305 „ V. Hiranya Rao.
 306 „ E. R. Krishnamurthy.
 307 „ T. K. Sankaran.
 308 „ R. Venkatanarayana Rao.
 309 „ P. S. Krishnamurthy.
 310 „ M. Ramanatha Sastry.
 311 „ A. Guruswami.
 312 „ S. Mahalingam.
 313 „ S. Krishnan.
 314 „ S. Gopalan.
- 315 Sri. A. Dhadha Bai Nowrojee.
 316 „ D. Anantagopalakrishnapillai.
 317 „ S. Chandrasekaram Pillai.
 318 „ V. S. Silas.
 319 „ D. Sethumadhava Rao.
 320 „ E. V. Venkataraman.
 321 „ S. Venkatasubrahmanyam.
 322 „ K. Ganapathiraman.
 323 „ N. Ratnagiri Naidu.
 324 „ T. S. Natarajan.
 325 „ G. Venkatachalam.
 326 „ K. S. Ganapathi Subrahmanyam
 327 „ G. C. Veluswamy.
 328 „ N. Govindaraja Pillai.
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 „ M. Savarimuthu.
 „ Y. Singarayon.
 „ M. Raju.
 „ K. Antoniswami.
 „ R. Ignacimuthu.
 „ D. Aral Pillai.
 „ N. Krishnarathnam.
 „ S. Viswanathan.
 „ Meri Louis Selvaraj
 „ M. S. Gnanaprakasam.
 „ J. Arokiaswami.
- S.I.Ry. School, Golden Rock.*
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 „ M. G. Venkatarama Iyer.
 „ K. R. Gopala Iyer.
 „ A. Arunachala Iyer.
 „ G. Lourduswami Pillai.
 „ S. Ramachandran.
 „ A. Kanagaratnam.
 „ D. Sundaram Iyer.
 „ V. S. Narayana Iyer.
 „ S. Padmanabha Rao.
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 „ K. Arulanandam.
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- Miss F. Selvaraj Ammal.
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 Sri R. Rajagopalan.
 Sri A. Narayanaswami Iyer, A. & E.I. School.
 „ P. T. Samuel Pillai.
Zamindars School, Turayur.
 Sri T. S. Rajagopala Iyer.
 „ N. V. Ramaswami Iyer.
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 „ G. Krishnaswami Iyengar.
 „ A. Alavandar.
 „ P. Duraiswami Naidu.
- Board Higher Ele. School, Mettupalayam.*
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 „ A. S. Ramachandra Iyer.
 „ A. Aiyaswami Pillai.
 „ M. Mariasoosai.
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 „ K. Lakshmanachar.
 „ N. Muthukumaraswami Iyer.
 „ V. S. Lakshminarasimha Iyer.
 „ K. Natesam Pillai.
 „ P. Kalyanaveera Iyer.
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 „ S. Singaravelu Pandaram
 „ M. P. Pichai.
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 „ V. Duraiswami Iyer.
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 „ P. Karupanna Pillai.
- Board School, Althudayampatti.*
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- Board Adidravida School, Althudayampatti.*
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 „ V. S. Nataraja Iyer.
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 „ V. Muthuswami.
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- Aided School, Koneripatti.*
 Sri N. Muthukumaraswami.
- Aided School, Angiyam.*
 Sri N. Ratinasabapathi Mudaliar
 „ A. Sandhiappan.
- Aided School, Amaravathisalai.*
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 „ N. Palaniandi.
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 „ D. Rangaswami Iyer.

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" P. R. Yegnam Iyer.	
" M. M. Sreenivasa Iyer.	Sri V. Srinivasaraghava Ayyangar.
" R. Panchapaksa Iyer.	
" S. A. Sivarama Krishna Iyer.	National College High School Teachers' Association, Trichy.
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Sri A. Marianandam Pillai.	" L. R. Natesa Ayyar.
" R. Rajamanickam.	" Y. Vaidyanatha Ayyar.
" M. Rengarajulu.	" T. G. Thyagaraja Ayyar.
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Sri S. A. Srinivasa Konar.	" S. Ramakrishna Avadhani.
Hindu Ele. School, Andar Street, Trichy.	" V. Rama Rao.
Sri M. Subramania Iyer.	" V. K. Santhanam Ayyangar.
" O. K. Narasimhachariar.	" K. Guruswami Ayyar.
" P. Venkatachariar.	" N. Venkatasubramania Ayyar.
" T. S. Vydilingam Pillai.	" K. S. Krishnamurthi Rao.
" R. Kuppurajulu.	" P. S. Ramachandra Ayyar.
" R. Srinivasa Iyengar.	" V. Venkataramana Rao.
" G. Mathurbotham Iyer.	" E. S. Sridhara Rao.
All Saints, S.P.G. Training School, Puthur	" T. Krishnaswami Ayyar.
Sri V. Narasimha Iyer.	" B. S. Nataraja Ayyar.
Municipal School, West Chintamani	" T. S. Subramania Ayyar.
Sri T. K. Venkatrama Iyer.	" N. S. Ramaswami Ayyar.
Holy Redeemers Higher Ele School, Palakarai.	" K. Govindaraja Ayyangar.
Sri T. S. Kothandaraman.	" M. Sundaram Ayyar.
" P. Dandayudhapani.	" T. Srinivasaraghavachariar.
" K. Adaikalaswami.	" A. Y. Ramaswami Sastrigal.
" A. Antoniswami.	" S. P. Kandaswami Aiyah.
" Ratnam Pillai.	" V. P. Kolandaivelu Solagar.
Srimati Jagadambal.	" T. Seshadri.
" Japamalai.	" V. Subbiah Pillai.
" Antoniammal.	" K. Rajagopal Pillai.
" Thangamani Ammal.	" M. K. Abdul Wahab Saheb
" Savrimuthu Ammal.	" T. Tiruvengadam Naidu.
Municipal School, Woriyur.	" B. Srinivasa Ayyangar.
Sri M. Sangamuthiriyar.	" A. T. Srinivasan.
" T. V. Srinivasan.	Board High School, Musiri.
Municipal School, Kondaiyampet.	Sri P. A. Shanmughasundaram Pillai.
Sri V. Subramania Ayyar.	" V. A. Periasami Pillai.
	" K. Soundararaja Rao.
	Sri U. S. Narasimhachar.
	" Jambulinga Gurukkal.
	" N. Sarangapani Pillai.
	" G. Dharmaraju.
	" V. Krishnamurthi Ayyar.
	" V. Kumaraveera Ayyar.
	" C. V. Sundaresa Ayyar.

Board High School, Kulitalai.	Sri Ram Higher Ele. School, W. B. Road, Trichy.
Sri V. Desikan.	
Sri S. Rangaswami Ayyangar.	Sri G. Sreenivasa Iyengar.
" N. Subramania Ayyar.	
" E. R. Srinivasa Ayyangar.	Board Ele. School, Etharai, Kodiyalam Post.
" R. Dharmiah.	Sri V. Subramaniam.
" T. K. Ramanatha Pillai.	
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" S. Venkataraman Ayyar.	Janab Kamruddin.
" R. S. Parthasarathi Ayyangar.	
" G. Ramanatha Ayyar.	Municipal Ele. School, East Pudur.
" C. A. Meenakshisundaram Ayyar.	Sri R. Lakshmana Iyer.
" S. Ramarathnam Ayyar.	
" P. C. Jagannatha Reddiar.	Municipal Ele. School, Varaganeri.
" T. D. Govindaswami Pillai.	Srimathi Annathai Asservatham.
" S. Ramiah.	
" L. D. Ramalingam Pillai.	Municipal Ele. School, Dharanallur.
" G. Narasimha Ayyar.	Janab Shan Mahmood.
" S. R. Ramasubba Ayyar.	
Hindi Pandit.	Kasi Chettiar School, Thiruvanaikoil.
" Doraiswami Pillai.	Sri K. R. Sreenivasan.
" Ramaswami.	
Commercial Teacher.	
E. R. High School, Trichinopoly.	Municipal School, Thiruvannamallur.
Sri S. Ramaswami Ayyangar.	Sri M. S. Thyagarajan.
" R. Viswanatha Ayyar.	Sri Ranganatha Municipal School, Srirangam.
Ponnai's High School, Hridyapuram.	Sri T. M. Vaikuntam.
Sri Y. Krishnaswami.	
Sri T. V. Krishnaswami Iyer.	
D. Victor, Bishop Heber Puthur.	
K. R. Subramaniam, Headmaster Ramjee Nagar.	
K. S. Natarajan, Ramjee Nagar.	
A. V. Venkataraman, Ramjee Nagar.	
D. Rama Rao, Ramjee Nagar.	
N. Venkataraman, Sirottope, Yoankundan, Thirmali, P.O.	
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N. Srinivasa Rao, Teppakulam, Municipal School, Srirangam.	
T. S. Sundarachari, H. M. Municipal Srirangam.	
V. Balasubramaniam, Municipal School, Daranallur.	
K. V. Venkataraman, Board Ele. School, Panchaikadampankurchi, Karur Tq.	
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V. S. Sethumatha Iyer, Municipal School, East Puthur.	
Mrs. Grace Durairaj, Headmistress, Municipal Girls' School Woriyur.	
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R. Chidamparam, Ele. School, Vedichettipalayam.	
R. Sankara Iyer, H. M. Sri Ramakrishna Ele. School, Puthur.	

M. Venkataraman, Asst. Sri Ramakrishna Ele. School, Puthur.
 S. Vydianathan, Asst. Sri Ramakrishna Ele. School, Puthur.
 A. Govindarajan, Asst. Sri Ramakrishna Ele. School, Puthur.
 T. Deothathri Iyengar, Prof. St. Josephs College, Trichi.
 E. S. Radhakrishna Iyer, B. H. High School, Puthur.
 M. A. Rangachariar, H. M. Municipal School, Viragananari.
 T. K. Subramania Pillai, H. M. Municipal School Bimanagar.
 J. Arokyam, Asst. H. M. Municipal School, Bimanagar.
 R. Kandaswami, Eastern Bulward Road Municipal School, Trichi.
 Janab Abdul Alim, H. M. Municipal School, Sengulam.
 K. Viyapurai, 43, Wallajah Road, Woriyur.
 S. Kuppuswami Iyer, Municipal School, Tennur.
 T. S. Subramania Iyer, H. M. Municipal School, Tiruthandoni.
 J. Durairaj, Birangi Tank Street, Trichy.
 Arullapa Vadhyar, Board School, Sirathur, Yiakundan, Thirumalai.
 T. K. Swethanarayana Desikar, Board School, Sirathur, Yiakundan, Thirumalai.
 S. Govinda Rao, Board School, Sirathur, Yiakundan, Thirumalai.
 S. Krishna Iyer, Board School, Sirathur, Yiakundan, Thirumalai.
 P. Krishna Murthi, Board Ele. School, Mullikurampur.
 A. Dhandavam, Board Ele. School, Mullikurampur.
 Hirudayasami Reddiar, Prof. St. Joseph's College, Trichy.
 V. Sesha Iyengar, Lecturer, St. Joseph's College, Trichy.
 K. Murugesam Pillai, Manager, Aided School, Thathamangalam.
 P. P. Sevagan, Aided School, Piathamparai.
 S. Narayana Rao, Aided School, Piathamparai.
 K. Nanjapa Iyer, Aided School, Piathamparai.
 S. V. Gopalaiyengar, Hindu Ele. School, Guzili St., Trichy.
 P. Ganapathi Iyer, Hindu, Ele. School, Guzili St., Trichy.
 T. M. Krishnamurthi Iyer, Hindu Ele. School, Guzili St., Trichy.
 S. K. Krishnamurthi Iyer, Hindu Ele. School, Guzili St., Trichy.
 K. Ramachandran, Hindu Ele. School, Guzili St., Trichy.
 J. Jesudasan, H. M. R. C. School, Butterworth Rd., Trichy.
 M. Arputha Mari, Asst. R. C. School, Butterworth Road, Trichy.
 A. Ruth, Asst., R. C. School, Butterworth Rd., Trichy.
 S. Siluvaimuthu, Asst., R. C. School, Butterworth Rd., Trichy.
 R. Gnanaprakasam, Asst. R. C. School, Butterworth Rd., Trichy.
 D. Ramaswami Iyengar, Teacher, Srirangam.
 Daniel Kovil Pillai, Holy Redeemers School, Palakarai.
 M. Rangaswami Rao, Kamachi Amman School, Trichy.
 A. Santhana Louis, Holy Redeemers Ele. School, Palakarai.
 T. V. Jambulingam Pillai, Municipal School, Srirangam.
 B. C. Muthukumaran, Teacher, Bikshandar Koil.
 S. Varadaraja Rao, Municipal School, Srirangam.
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 R. Nilamekam, Aided Ele. School, Visvappanaikanpat, Trichy.
 S. K. Subramania Pillai, Aided Ele. School, Visvappanaikanpat, Trichy.
 T. G. Ramakrishnan, Aided Ele. School, Visvappanaikanpat, Trichy.
 T. P. Swamiappan, Aided Ele. School, Visvappanaikanpat, Trichy.
 T. S. Rangaraj, Aided Ele. School, Visvappanaikanpat, Trichy.

S. Thangavelu, Municipal School, Pandamangalam.
 G. Swamidas David, H. M. Hensman School, Tranquebar House, Trichy.
 Y. Susaimanikam, Holy Redeemers School, Palakarai.
 S. N. Damoodaram Naidu, Municipal Boys' School, Mellur, Srirangam.
 A. V. Ramachandra Iyer, Municipal Boys' School, Mellur, Srirangam.
 K. B. Ranganathan, Municipal Boys' School, Mellur, Srirangam.
 C. V. Narayanan, Board Ele. School, Mannachannallur.
 V. Kaiyana Iyer, Board Ele. School, Mannachannallur.
 D. Ramaswami Muthuraja, H. M. Poonampalayam School, Thiruvallurai.
 N. Vadamalai, H. M. Rajampalayam, Iyempalayam, P.O.
 S. Sivasankara Iyer, Ele. School Mannachannallur.
 Muhammad Abdul Latif Sahib, Municipal Mahammadan Boys' School, Varaganeri.
 Bahrudin Sheriff, H. M. Municipal Mahammadan Boys' School, Varaganeri.
 T. K. Venkataraman, Majlis-UI- Ulma Municipal School, Trichy.
 P. S. Nathamuni Naidu, Majlis-UI-Ulma Municipal School, Trichy.
 Janab Moulvi Md. Ali Sahib, Majlis-UI Ulma Municipal School, Trichy.
 Yakub Hussain, Majlis-UI Ulma Municipal School, Trichy.
 T. A. Ganesan, Majlis-UI Ulma Municipal School, Trichy.
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 D. M. Fakhruddin Sahib, Madraisayai Mahamadiya, Palakarai.
 H. Abdul Ali Sahib, Madraisayai Mahamadiya, Palakarai.
 G. Varadachariar, Kollampattarai School, Srirangam.
 P. Gopalan, Municipal School Kondaimpettai.
 S. Krishnamachariar, Municipal School, Srirangam.
 V. Balasubramaniam, H. M. Ambika Ele. School, Ariyamangalam, Trichy.

APPENDIX VIII

DONORS TO THE GUILD HOUSE BUILDING FUND.

Teachers and Teachers' Associations.

	Rs.	A.	P.
Sri V. Saranatha Iyengar, National College	25	0	0
„ T. S. Krishnamurthi Iyer, District Educational Officer.	20	0	0
„ Pandit M. Natesa Mudaliar, St. J. College	5	0	0
„ A. Venkataramana, Melur.	5	0	0
„ M. P. Seetharama Iyer, Government Training School.	3	0	0
„ Madhava Rao, Deputy Inspector, Kulitalai	1	0	0
„ M. S. Ramaswami, Deputy Inspector, Perambalur	1	0	0
Mrs. M. Alamelu, Savitri Vidyalaya	2	0	0
Sri Ramakrishna Elementary School, Puthur	1	4	0
Zamindar High School, Katuputhur	9	12	0
Nangavaram Range Teachers	5	8	0
E. R. High School, Teachers' Association	28	12	0
Saraswathi Vilas School, Bazaar, Trichy	1	12	0
Tiruverumbur Range Teachers	2	12	0
National College High School Teachers	15	8	0
Ponniah High School, Ele. Teachers.	1	12	0
Tiruchendurai Range Teachers	13	12	0
National College Lecturers	14	8	0

	Rs.	A.	P.
Trichy Municipal Teachers	19	8	0
Rev. Father, Rector, St. J. College	25	0	0
Golden Rock Range Teachers	12	8	0
Bishop Heber Teppakulam Teachers	12	8	0
C. H. School, Teachers	12	8	0
Puthur Bishop Heber Teachers	1	0	0
Aryan Secondary School Teachers	2	12	0
Musiri Range Teachers	2	4	0
Mettupalayam Range Teachers	3	0	0
Lalgudi Range Teachers	6	0	0
Lalgudi Board High School Teachers	35	0	0
Karur Municipal High School Teachers	38	4	0
Perambalur Range Teachers	1	0	0
Rajah H. E. School, Bikshandar Coil	1	12	0
Kulitalai Range Teachers	1	12	0
Srirangam Range Teachers	16	12	0
Board High School, Musiri	0	8	0
Samayaverman Range Teachers	5	0	0
Pennalaipatti R. C. School	3	8	0
Board High School, Kulitalai	20	0	0

Public.

Col. Sir T. Desikachari	50	0	0
Sri Gopal Das	51	0	0
Mooljee Ramjee	50	0	0
Sri Loommchand Sali	50	0	0
Bishop of Trichinopoly	25	0	0
Sri Kandamur Viswanatham Chettiar	25	0	0
J. B. Brown, Esq., Collector	25	0	0
Sri E. B. P. Haran, Coimbatore	20	0	0
Sri A. P. V. Arunachalam Pillai	50	0	0
Sri A. P. T. Shanmugham Pillai	50	0	0
Sri V. S. Swaminathan, Madura	25	0	0
Sri K. N. Raghunathaswami Iyer	15	0	0
Sri Karaikudi Karuppanna Chettiar	15	0	0
Messrs. Khalifulla Brothers	10	0	0
Rao Sahib L. N. Parmasivam Pillai	10	0	0
Sri Chinnu Pillai Veedivadangam	10	0	0
Sri Nangavaram Ranganatha Iyer	10	0	0
Janab Khaja Mian Rowther	10	0	0
Janab M. K. Ibrahim	10	0	0
Sri L. N. S. Mani	10	0	0
A. Palani & Co.	10	0	0
Sri P. R. Narayanaswami Iyer	10	0	0
Sri N. Seshagiri Rao	10	0	0
Sri A. S. Gopalakrishna Iyer	15	0	0
Dr. P. Mathuram	10	0	0
Sri Arumugham Pillai, Timber Merchant	11	0	0
Sri Udayarpalayam Samasthanathipathi	35	0	0
Sri Sankar Ariyalur	5	0	0

	Rs.	A.	P.
Sri S. L. Narayana Iyer	5	0	0
Sri Rajangam Iyer	5	0	0
Sri Kasturi Ranga Chettiar	7	0	0
Sri Sivapragasam	5	0	0
Janab Dewan Sahib	5	0	0
Raki Ananda Vikatan	5	0	0
Sri Rajamani Iyer	1	0	0
Lalapet Merchants Ammaiyai Pillai	3	0	0
Srirangam Municipality	10	0	0
District Teachers' Guild Educational Tour	413	9	9
Miscellaneous collections through Sri S. S. Srinivasa Iyengar	52	12	0
Loan from S.I.T.U. Protection Fund	1750	0	0

APPENDIX IX

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD
(ESTD. 1890).

GOLDEN JUBILEE FUND: LIST OF DONORS: (Up to 15-12-1940)

Receipt No.	Name.	Rs.	As.
*1.	St. Joseph's College High School.	25	0
2.	T. J. Mulley, M.H.S. Karur	5	0
*3.	M. Thiruvengadam Pillai, B.H.S., Musiri	5	0
4.	Y. Vaidyanathan, N.H.S., Trichy	2	0
5.	M. Ramachandran, St. J.S.H., Trichy	3	0
6.	R. Krishnaswami Iyengar, B.H.S., Lalgudi	2	0
7.	K. N. Sambasiva Sastri, B.H.S., Lalgudi	2	0
8.	S. Sivaramakrishna Iyer, Bishop Heber School	2	0
9.	M. G. Venkatraman, S.I.Ry. School, Golden Rock	2	0
*10.	A. R. Joseph, R.C.B.T. School, Cantt.	2	0
*11.	A. R. Seshasayee, E.R.H.S., Trichy	2	0
12.	G. Krishnaswamy Iyer, Bishop Heber School	2	0
*13.	S. Sundaresan, E.R.H.S., Trichy	2	0
14.	M. Venkatraman, Bishop Heber School	1	0
*15.	M. Rajagopalachari, Longman's Co., Ltd.	5	0
16.	V. K. Santhanam, N.H.S., Trichy	2	0
17.	V. Rama Rao, N.H.S., Trichy	2	0
18.	S. Ramakrishna Avadhani, N.H.S., Trichy	2	0
19.	Y. Krishnaswamy Iyer, N.H.S., Trichy	1	0
20.	V. Subbiah Pillai, N.H.S., Trichy	0	8
21.	A. V. Arunachalam, Aryan Secondary School	0	8
*22.	T. M. Narasimhan, E.R.H.S., Trichy	2	0
*23.	M. R. Krishnaswamy, E.R.H.S., Trichy	1	0
24.	A. K. Muthuswamy, B.H.S., Lalgudi	1	0
25.	C. S. Thatachari, B.H.S., Lalgudi	1	0
26.	A. Amirtalingam, B.H.S., Kulitalai	1	0
27.	G. Subramania Iyer, Nagamangalam	2	0
28.	A. Lourduswami, St. J.H.S.	1	0
*29.	S. G. Mahalinga Iyer, Murukkur	0	8

*Denotes Paid.

Receipt No.	Name.	Rs.	As.
*30.	A. T. Antoniswami, St. J.H.S., Trichy	2	0
31.	R. Sama Rao, E.R.H., Primary	0	8
32.	T. A. Sankara Iyer, E.R.H.S., Primary	0	8
33.	J. S. Savarimuthu, Dalmiapuram	0	8
34.	A. Gnasami, Kiramangalam	0	8
*35.	G. Varadaraja Pillai, Landlord, Lalgudi	10	0
*36.	N. Saptarishi Iyer, E.R.H.S., Trichy	2	0
*37.	R. Ramanatha Iyer, E. R. H. S., Trichy	1	0
*38.	L. S. Arunachala Sastri, E.R.H.S., Trichy	1	0
*39.	S. Raghupati, E.R.H.S., Trichy	2	0
*40.	R. S. Dikshit, E.R.H.S., Trichy	1	0
*41.	S. R. Varadaraja Iyengar, E.R.H.S., Trichy	0	8
*42.	A. S. Panchapagesa Iyer, E.R.H.S., Trichy	0	8
*43.	K. V. Retnam, E.R.H.S., Trichy	0	8
*44.	T. S. Muthuswami Iyer, E.R.H.S., Trichy	0	8
*45.	S. Rengaswami, E.R.H.S., Trichy	0	8
*46.	V. Pichu Iyer, E.R.H.S., Trichy	2	0
*47.	G. Krishnamurthy, E.R.H.S., Trichy	1	0
*48.	M. M. Vaidyanathan, E.R.H.S., Trichy	1	0
*49.	V. G. Venkatachalam, E.R.H.S., Trichy	0	8
50.	S. Subbaraya Iyer, E.R.H.S., Primary, Trichy.	0	8
51.	T. S. Venkatraman, E.R.H.S., Trichy	0	8
52.	S. A. Radhakrishna Iyer, E.R.H.S., Trichy	0	8
53.	T. R. Srinivasan, E.R.H.S., Trichy	0	8
54.	V. S. Lakshminarasimhan, E.R.H.S., Trichy	0	8
57.	P. Krishnamurthy, E.R.H.S. Lalgudi	0	8
*58.	A. Narayanaswami, Anglo-Indian School, Golden Rock	1	0
*59.	G. Lourdsami, S.I.Ry. School, Golden Rock	1	0
*60.	A. Kanakaretnam, S.I.Ry. School, Golden Rock.	0	8
*61.	K. Pattammal, S.I.Ry. School, Golden Rock	0	8
*62.	K. R. Gopala Iyer, S.I.Ry. School, Golden Rock	1	0
*63.	D. Sundaram Iyer, S.I.Ry. School, Golden Rock	0	8
*64.	S. Guruswami Iyer, S.I.Ry. School, Golden Rock	1	0
*65.	S. Ramachandran, S.I.Ry. School, Golden Rock	0	8
*66.	S. Ramakrishna Iyer, S.I.Ry. School, Golden Rock	0	8
*67.	L. Krishnamurthy Iyer, S.I.Ry. School, Golden Rock	0	8
*68.	A. Arunachalam Iyer, S.I.Ry. School, Golden Rock	1	0
*69.	A. Rajamani Ammal, S.I.Ry. School, Golden Rock	0	8
*70.	Elizabeth David Ammal, S.I.Ry. School, Golden Rock	0	8
*71.	T. S. Ramaswami Iyer, S.I.Ry. School, Golden Rock	0	8
*72.	V. S. Narayana Iyer, S.I.Ry. School, Golden Rock	0	8
*73.	P. Thangaprakasam, S.I.Ry. School, Golden Rock	0	8
*74.	R. Rajagopalan, S.I.Ry. School, Golden Rock	1	0
*75.	S. Padmanabha Rao, S.I.Ry. School, Golden Rock	1	0
*76.	S. Kuppuswami Rao, S.I.Ry. School, Golden Rock	0	8
*77.	E. Selvaraj Ammal, S.I.Ry. School, Golden Rock	0	8
*78.	Br. G. Mudiappan, Ponmalipatti	1	0
*79.	M. Rayappan, Ponmalipatti	1	0

*Denotes Paid.

Receipt No.	Name.	Rs.	As.
*80.	M. Maria Louis Selvaraj, Ponmalipatti	0	8
*81.	J. Arokiasami, Ponmalipatti	0	8
*82.	J. Kulandaisami, Ponmalipatti	0	8
*83.	Y. Singarayan, Ponmalipatti	0	8
*84.	D. Arulpillai, Ponmalipatti	0	4
85.	G. Casimir, Ponmalipatti	0	8
*86.	A. Susai Mari, Ponmalipatti	0	4
*87.	M. Savrimuthu, Ponmalipatti	0	4
*88.	K. Antonisami, Ponmalipatti	0	4
*89.	M. Raju, Ponmalipatti	0	4
*90.	R. Igneseimuthu, Ponmalipatti	0	4
*91.	Br. G. Sarimuthu, Ponmalipatti	0	4
*92.	Br. Maria Alankaram, Ponmalipatti	0	4
*93.	S. Uthariya Mary Ammal, Ponmalipatti (St. Agnes School)	0	8
*94.	M. Kulandai Theresa Ammal, Ponmalipatti	0	8
*95.	A. Esther Ammal, Ponmalipatti	0	8
*96.	D. Rajammal, Ponmalipatti	0	8
*97.	Padma Samuel Ammal, Ponmalipatti	1	0
*98.	S. Sellamal, Ponmalipatti	1	0
*99.	Sister Eugenie Mary Ammal, Ponmalipatti	1	0
*100.	K. Gopala Pillai, S.I.Ry. School, Golden Rock	0	8
*101.	K. P. G. Menon, Dt. Educational Officer (N. Malabar)	10	0
*103.	V. Saranthan, Principal, N. C., Trichy	25	0
*104.	Miss A. F. Schubert, Principal, All Saints School, Puthur	10	0
*105.	S. R. Srinivasa Iyer, Longman's Green & Co., Ltd.	10	0
*106.	M. Periaswami Pillai, E.R.H.S., Trichy	5	0
*107.	Rev. Fr. Jerome D'Souza, S.J., Rector, St. Joseph's	15	0
*108.	Dr. T. S. S. Rajan, Ex-Minister, Govt. of Madras.	5	0
*109.	L. Venkatraman, Indian Bank, Trichy	2	0
*110.	R. Srinivasa Iyer, Advocate, Trichy	10	0
*111.	V. Sesha Iyengar, Lecturer, St. J.C.	2	0
112.	L. R. Natesa Iyer, N.C.H., Trichy	2	0
*113.	Diwan Bahadur Sabretnam Chettiar, Cant.	5	0
*114.	A. V. Gopalachariar, Advocate, Trichy.	2	0
*115.	K. P. Velu Pillai, Secy. to Agent, S.I.Ry.	3	0
*116.	K. Monsingh, B.H.S., Lalgudi	5	0
*117.	A. Hirudayaswami, St. J.C., Trichy	2	0
118.	M. Arokiaswamy, St. J.C., Trichy	2	0
*119.	R. Nataraja Iyer, Manager, E.R.H.S.	10	0
120.	P. E. Subramania Iyer, Prof. St. J.C.	5	0
121.	S. Gopalan, A.I.R., Trichy	3	0
*122.	Rao Sahib G. Rajagopala Pillai, Bikshandarkoil	10	0
123.	P. K. Narayanan, St. European H.S., Trichy	2	0
*124.	Somarasampet Range Association	1	12
*125.	N. Natesa Iyer, Municipal School, Trichy	1	0

*Denotes Paid.

Receipt No.	Name.	Rs.	As.
*126.	Ramanuja Iyengar and Thengavelu Pillai Municipal School, Pandamangalam	1	0
*127.	T. S. Subramania Iyer & Swaminatha Sastri, Municipal School, Thandoni	0	8
*128.	M. Savarimuthu, M. School, Puthur	0	4
129.	Ramakrishna Ele. School, Puthur	3	0
130.	National College, Branch, Primary, Woriyur	1	8
131.	Swaminathan Pillai, Tenur Rd., M. School	0	4
*132.	A. V. Ramachandra Iyer, Mudaliar Stores	0	4
*133.	D. Ramaswamy Iyengar, Kirakara St.,	1	0
*134.	T. V. Jambulingam Pillai, Teacher.	0	12
*135.	S. Jambulingam Pillai, Kasichetty School, T. Koil	0	4
136.	K. R. Srinivasa Iyer, Srirangam.	0	4
137.	S. N. Demodharan, Srirangam	0	4
138.	T. Annamalai, Srirangam	0	4
139.	T. N. Subramanian, Srirangam	0	4
140.	S. Ramaswamy, Srirangam	0	4
141.	V. S. Mani, Srirangam	0	4
142.	T. R. Meenakshisundram, Srirangam	0	4
143.	C. Muthukannu, Srirangam	0	4
144.	T. R. Vaikuntam, Srirangam	0	4
145.	N. Srinivasa Rao, Srirangam	0	4
146.	V. Subramanian, Srirangam	0	4
147.	S. Krishnamachari, Srirangam	0	4
148.	V. S. Ramaswami Iyengar, Srirangam	0	4
149.	G. Varadachari, Srirangam	0	4
150.	S. Krishnamachari, Srirangam	0	4
151.	V. Narayana Iyer, Srirangam	0	4
152.	S. Varadaraja Rao, Srirangam	0	8
*153.	K. N. Rengaswamy Iyer, Srirangam H.S.	2	0
*154.	A. S. Ramaswamy Iyengar, Srgm. H.S.	1	0
*155.	A. Satagopachari, Srgm. H.S.	1	0
*156.	K. Ramamurthy Iyer, Srgm. H.S.	0	8
157.	M. Rajagoplan, Aryan Secy. School	0	8
*158.	M. Subramania Iyer, Srgm.	0	8
*159.	A. Ramachandra Iyer, Srgm.	1	0
*160.	D. Sundararaghavan, Srgm.	2	0
*161.	V. Venkatrama Iyer, Srgm.	1	0
162.	S. Krishnamurthy Achar, Srgm.	1	0
163.	N. Ramaswamy Iyer, Srgm.	1	0
*164.	S. V. S. Rengan, Srgm.	0	8
*165.	E. K. Gopala Iyengar, Srgm.	0	8
*166.	A. Ramakrishna Iyer, Srgm.	1	0
*167.	C. V. Rajagopalachariar, Srgm.	2	0
*168.	R. Ananthachariar, Srgm.	1	0
*169.	K. N. Krishnaswamy Iyer, Srgm.	0	8
*170.	M. Neelakanta Iyer, Srgm.	1	0

*Denotes Paid.

Receipt No.	Name.	Rs.	As.
*171.	M. V. Annaswamy Iyengar, Srgm.	1	0
*172.	E. R. Thiagaraja Iyer, Srgm.	2	0
173.	K. S. Srinivasan, Srgm.	1	8
*174.	A. V. S. K. Thathachari, Srgm.	0	8
*175.	S. T. Srinivasa Iyengar, Srgm.	1	0
*176.	S. Srinivasaraghavan, Srgm.	1	0
*177.	S. Kuppuswamy Iyer, E.R.H.S.	1	0
*178.	S. T. Ramanuja Iyengar, E.R.H.S.	5	0
*179.	D. Rengaswamy Iyer, B.H.S. Musiri	4	0
*180.	P. R. Yegjam Iyer, B.H.S. Musiri	1	8
*181.	M. M. Srinivasa Iyer, do.	1	0
*182.	A. Narayanaswami Iyer, do.	2	0
*183.	R. Panchapagesa Iyer, do.	1	0
*184.	S. A. Sivaramakrishna Iyer, do.	0	8
*185.	K. V. Subramanian, do.	0	12
186.	C. V. Sundaresa Iyer, do.	0	8
187.	V. A. Periaswami Pillai, do.	1	0
188.	N. Sarangapani, do.	0	8
*189.	Janab G. M. Hussain, do.	0	12
190.	G. Dharmarajan, do.	0	8
191.	P. A. Shanmugasundaram, do.	1	0
192.	M. Jambulinga Kurukkal, do.	1	0
193.	K. Sundararaja Rao, do.	1	0
194.	U. S. Narasimhachar, do.	1	0
195.	E. R. Srinivasa Iyengar, B.H.S. Kulitalai	2	0
196.	N. Subramania Iyer, do.	1	8
197.	G. Ramanathan, do.	0	8
198.	S. Ramaiah, do.	0	8
199.	C. V. Venkatramanan, do.	0	4
200.	A. K. Kandaswami, do.	0	12
301.	T. C. Jegannatha Reddiar, do.	0	8
302.	R. Dharmayya, do.	1	0
*303.	T. S. Muthukumaraswami Pillai, Karur	5	0
*304.	A. Krishnamurthy Iyer, Advocate, Karur	3	0
305.	Headmaster, Zamindar School, Thuraiyur	2	0
306.	Headmaster, Sarada Vidyalaya, Thuraiyur	2	0
*307.	V. S. Narasimha Iyer, Pleader, Thuraiyur.	2	0
*308.	V. Veerappa Mudaliar, Merchant, Thuraiyur.	1	0
*309.	Anganna Chettiar, Merchant, Thuraiyur	3	0
*310.	Kumaravenkatachal Reddi Durai	2	0
*311.	V. K. Narayana Iyengar, Wakil, Thuraiyur	1	0
*312.	Marudai Chettiar, Thuraiyur	1	0
*313.	A. M. M. Brothers, Thuraiyur	1	0
*314.	A. Rama Iyer, Vice-Principal, National College	10	0
*315.	N. Sauriraja Iyengar, Srgm. H.S.	0	8
*316.	S. Balasubramania Iyer, do.	0	8
*317.	M. P. Sundararaja Iyengar, do.	0	8
*318.	D. Srinivasarengachari, do.	0	8
*319.	V. R. Gopala Iyengar, do.	1	0

*Denotes Paid.

Receipt No.	Name.	Rs.	As.
*320.	T. V. Swaminathan, Srirangam	0	8
*321.	S. Lakshminarasimhan do.	0	8
*322.	P. N. Venkatraman do.	0	8
*323.	V. R. Venkatrama Iyer do.	0	8
*324.	K. V. Subba Rao do.	0	8
*325.	K. K. Karappan do.	0	8
*326.	K. G. Venkatakrishna Iyer do.	0	8
*327.	C. Srinivasaraghava Iyengar do.	0	8
*328.	T. S. Subramania Iyer do.	0	8
*329.	S. Santhran do.	0	8
*330.	M. Swaminathadesikar do.	0	8
*331.	K. Thenambal Ammal do.	0	8
*332.	R. Lalitha Ammal do.	0	8
*333.	Miss J. Mascarenhas, Sub-Asst. Inspectress	2	0
*334.	D. Balasubramania Iyer, B. G. Paul & Co.	50	0
*335.	E. M. G. Kone, Madura.	10	0
*336.	Trichy Co-operative Central Bank Ltd.	50	0
*337.	S. Ramaswami Iyengar, E.R.H.S.	0	8
*338.	S. Ramanatha Iyer do.	0	8
*339.	V. S. Venkatarama Iyer do.	1	0
*340.	S. Subbuswamy Iyer do.	1	0
*341.	R. Visvanatha Iyer do.	1	0
*342.	S. Retnaswamy Iyer do.	0	8
*343.	V. Naganatha Iyer do.	0	8
*344.	S. P. Ponnuswami Mudr. do.	0	8
*345.	S. Kandaswami Siromani do.	0	8
*346.	G. Srinivasa Iyengar, do.	0	8
*347.	T. R. Ramakrishnan do.	0	8
*348.	T. D. Ananthasubramanian do.	1	0
*349.	N. S. Narasimha Iyengar do.	1	0
*350.	T. R. Gopala Rao, N.C. Committee	10	0
*351.	Lecturers' Association N.C.	10	0
*352.	R. Panchanatham Pillai, Bishop Heber, Trichy.	1	0
*353.	P. M. Natarajan do.	0	8
354.	Sam-A-Durai do.	2	0
355.	R. Duraiswamy Iyer do.	0	8
356.	R. Visvanatha Iyer do.	2	0
357.	M. S. Devavaram do.	1	0
358.	P. Arunachalam do.	1	0
*359.	S. Sankara Iyer, E.R.H.S.	0	8
*360.	V. Ramudo Iyer, do.	0	8
*361.	C. Swaminathan do.	0	8
*362.	P. K. Narayana Iyer do.	0	8
*363.	V. Balasubramania Iyer do.	0	8
*364.	T. C. Kalyanarama Iyer do.	0	8
*365.	T. S. Dharmaraja Iyer do.	0	8
*366.	S. Mathurbootham do.	0	8
*367.	P. S. Venkatraman do.	0	8
*368.	A. P. Balasubramanian do.	0	8

*Denotes Paid.

Receipt No.	Name.	Rs.	As.
369.	S. Chinnaswamy Iyer, Retd. Teacher, Trichy.	1	0
370.	S. Gangadhara Iyer, E.R.H.S.	1	0
*371.	M. P. H. Albert, Bishop Heber H. School Trichy.	2	0
*372.	Secy. M. H. S. Teachers' Assn. Karur	25	0
373.	M. Natesa Mudaliar, Lecturer, St. J. C. Trichy.	5	0
*601.	A. R. Joseph, R.C.B.T. Trichy (Refer No. 10)	2	0
*602.	A. D. M. Prakasam do.	1	0
*603.	T. S. Ganapati Iyer do.	1	0
*604.	A. Antonimuthu do.	1	0
*605.	R. Pichai Pillai do.	1	0
*606.	M. A. Swayamprakas Udayar do.	1	0
*607.	Govindarajulu Naidu do.	1	0
*608.	V. M. Joseph do.	1	0
*610.	Maria Louis G. K. do.	1	0
*611.	U. Amaldass do.	1	0
*612.	Michael Sammannasu do.	1	0
*613.	V. Savaridas do.	1	0
*614.	Maraia-Susai-Manickam do.	1	0
*615.	A. Rayappan do.	1	0
*616.	H. Hirudayanathan do.	1	0
*617.	Thomas Victor do.	1	0
*618.	Rev. Fr. A. Lourdasamy, Headmaster do.	10	0
*201.	Janab A. Abdul Aleem, Sengulam	0	12
*202.	V. S. Sethumadhava Iyer, East Pudur	0	4
*203.	P. Packiam Ammal, Fort Girls' School	0	4
*204.	Janab P. S. Noorshah, E. B. Road	0	4
*205.	Janab Shan Muhammad, Tharanallur	0	12
*206.	T. G. Mariappan, Tharanallur	0	4
*207.	Janab Syer Mahaboobali, Madura Rd., School	0	4
*208.	C. Govindaswami, E. B. Road	1	0
*209.	R. Janakithayar, Tharanallur	0	4
*210.	I. Devaraj, Sengulam	0	8
*211.	A. Narayanaswami Chettiar, Sengulam	0	4
*212.	R. Kandaswami, E. B. Road	0	8
*214.	J. Arokaim, Bhimnagar	0	8
*215.	M. A. Rengachari, Varaganeri	0	4
*216.	N. Sambandamurthi, Woraiyur	0	4
*217.	T. S. Subramania Iyer, Thiruthandoni	0	8
*218.	S. Kuppaswamy, Tennur Rd.	0	12
*219.	T. K. Subramanian, Bhimnagar	1	0
*220.	P. A. Arokiaswami, do.	0	4
*221.	J. S. Israel, do.	0	8
*222.	J. D. Sellayya, Bhimnagar	0	8
*223.	P. Gopalakrishnan, Bhimnagar	0	8
*224.	N. P. Peer Mohadin, Bhimnagar	0	4
*225.	S. Gopalakrishnan, Bhimnagar	0	8
*226.	S. Sandanaswami, Bhimnagar	0	4

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Receipt No.	Name.	Rs.	As.
*227.	R. S. Devadass, Bhimnagar	0	4
*228.	E. Paul Natesan, Bhimnagar	0	4
*229.	Mrs. A. A. Siromani Jayaraj, Bhimnagar	0	4
*230.	T. K. Someswara Joshi, Eda Street, Palakarai	0	4
*231.	T. S. Sandana Nadar, Palakarai	0	4
232.	Syed Abdur Rahman, Fish-monger St.	0	4
233.	J. Ahmed Hussain, Fish-monger St.	0	4
*234.	R. Lakshmana Iyer, Taranallur	0	4
*235.	T. K. Venkatraman, H. M. West Chintamani	0	8
236.	Mohammad Bakshumian, Fish-monger St.	0	8
*237.	S. K. Idamba Pillai, Woraiyur	0	4
*238.	K. P. Kannammal do.	0	4
*239.	Lydia Vedamony, do.	0	4
*240.	A. Grammal, do.	0	4
*241.	S. Estherammal, Woraiyur	0	4
*242.	R. Parsa Bi, Woraiyur	0	4
*243.	A. Muhammada Begum, Woraiyur	0	4
*244.	S. Vijayam Ammal, Woraiyur	0	4
*245.	T. K. Venkatraman, Majlis-Ulema	0	2
*246.	T. S. Ganesan, Woraiyur	0	2
*247.	Janab K. Yakub Hussain, Woraiyur	0	2
*248.	T. S. Nadamuni Naidu, Woraiyur	0	2
*249.	Janab Moulvi Muhammadali Sahib, Woraiyur	0	2
*250.	T. V. A. Natesa Iyer, West Chintamani	0	4
*251.	R. Pichu Iyer, Sengulam.	0	2
*252.	Kulandai Vadivelan, Melachintamani	0	4
*253.	K. Vaiyapuri, Thiruthandoni	0	12
*254.	B. Swaminatha Pillai, Tenur.	0	12
*255.	B. S. Lakshminarayana Sarma, Sarasvati Vilas	0	4
*256.	V. Ramaswami, do	0	4
*257.	N. Arokiaswami do.	0	4
*258.	P. Govindaswami do.	0	4
*259.	K. S. Rajagopalan do.	0	4
*260.	N. Jambulingam do.	0	4
*261.	M. Subramanian Iyer do.	0	4
*262.	G. Ramachandra Iyer do.	0	4
*263.	A. Pichai Pillai do.	0	4
*264.	V. Srinivasan do.	0	4
*265.	A. Gnanapu Ammal do.	0	4
*266.	T. N. Sundararajulu Naidu do.	0	4
*267.	K. Subbaraya Joshi, Alangavilas	0	2
*268.	S. Venkatachari, Alangavilas	0	2
*269.	V. K. Rengamannar, Alangavilas	0	2
*270.	Alagia Nambi, Alangavilas	0	2
*271.	R. Krishnaswami Chettiar, Maniakara St.	0	4
*272.	T. R. Jambulingam, do.	0	2
*273.	S. K. Ramanujam do.	0	4
*274.	Padmavati Ammal do.	0	2
*275.	T. G. Ramakirtanam, Puthur	0	2

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*276.	A. David, Kallar St.	0	4
*277.	G. Swamidass, David, Tranquebar House	0	4
*278.	Marimuthu do.	0	2
*279.	Mrs. D. Karunagaram Ammal	0	2
*280.	P. Subbainan do.	0	2
*281.	T. V. Srinivasan, Woraiyur	0	4
*282.	R. Kamalam Ammal, Beerangi Kulam.	0	2
*283.	R. Sundaram Ammal do.	0	2
*284.	V. Siromani Ammal do.	0	2
*285.	Lily Grace Ammal do.	0	2
*286.	Mari Dhana Mani do.	0	2
*287.	Anbu Devaraj Ammal do.	0	2
*288.	Maria Arokiam, Devadhanam	0	4
*289.	K. Krishnan, T. C. R. Tennur	0	2
*290.	Sreeramulu Naidu, Maniakara St.	0	2
*291.	Muhammad Abdul Latheef, Varaganeri	0	4
*292.	Babudeen Sheriff do.	0	4
*293.	C. Natarajan, Bhimnagar	0	4
*294.	M. Sivayoga Ammal, Paddison School	0	2
374.	K. M. Neelakantan, Hindu Ele. School E. B. R.	1	0
375.	V. P. Radhakrishnan do.	0	8
376.	R. Kupppammal do.	0	8
377.	S. Ramanatha Aiyar do.	0	8
378.	V. Natarajan do.	0	8
*379.	W. Ponniah Pillai, P. H. School	1	0
380.	P. V. Chandra Sekara Sastri, P. H. School	0	8
381.	S. S. Narayanaswami do.	0	8
382.	S. Ganapathi Pillai do.	1	0
*383.	K. Narayenaswami do.	0	8
384.	Thomson do.	1	0
385.	V. S. Kesturi Rangan do.	1	0
386.	K. Krishnaswami Iyengar do.	1	0
*387.	V. S. Viswanathan, G. T. S.	1	0
*388.	R. Ganesa Aiyar, N. C. B. Aryan	1	0
*389.	V. Sundaresa Aiyar do.	0	10
*390.	S. Venkatarama Aiyar do.	0	6
*391.	T. M. Ramachandra Aiyar, N. C. B. Aryan	0	6
*392.	R. Sundara Varadharaja Sastrigal do.	0	6
*393.	T. S. Paramasivam, N.C.B. Aryan	0	6
*394.	T. R. Ramanatha Aiyar do.	0	8
*395.	M. Rajam Aiyar do.	0	8
*396.	V. Kuppuswami Aiyar do.	0	8
*397.	R. Vysarao do.	0	6
*398.	S. S. Srinivasa Aiyangar do.	0	8
*399.	M. N. Subramania Aiyar do.	0	6
*400.	T. S. Kuppuswami Rao do.	0	6
*620.	N. Vydinatha Aiyar, do.	0	6
*621.	S. S. Subramania Aiyar, E.R.H.S.	0	8
*622.	M. A. Rajam Aiyangar, Retired Teacher	0	8

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Receipt No.	Name.	Rs.	As.
501.	G. Ramaratnam Aiyar, B. H. S. Lalgudi	2	0
502.	M. V. Srinivasa Aiyar do.	2	0
503.	T. K. Danapaul do.	0	8
504.	V. N. Viswanatha Aiyar do	1	0
505.	N. R. Subramania Aiyar do.	1	0
506.	D. V. Lauzarus do.	2	0
507.	A. Natesa Mudaliar do.	1	0
508.	T. S. Satagopa Aiyangar do.	1	0
509.	N. K. Sundaresa Aiyar do.	1	0
510.	L. S. Kalyanasundaram Pillai do.	1	0
511.	M. Sivaprakasam, B.H.S., Lalgudi	1	0
512.	S. Venkatarama Aiyer, B.H.S., Lalgudi	2	0
513.	K. S. Rengaswami Aiyer, B.H.S., Lalgudi	1	0
514.	A. P. Narayanaswami Aiyer, B.H.S., Lalgudi	0	8
515.	A. N. Manikanteswara Aiyer, B.H.S., Lalgudi	1	0
516.	K. Thyagaraja Aiyer, B.H.S., Lalgudi	0	8
517.	N. Arunchala Sastrigal, B.H.S., Lalgudi	1	0
518.	G. Ramaswami, B.H.S., Lalgudi	0	8
519.	M. Ganapathi, B.H.S., Lalgudi	0	8
520.	S. Padmanaba Rao, B.H.S., Lalgudi	0	8
521.	A. Amuruthalingam Chettiar, B.H.S., Lalgudi	0	8
522.	P. S. Rengaswami Aiyer Land Lord Povalur	5	0
523.	N. Balasundaram Aiyer, B.H.S., Lalgudi	1	0
524.	P. Sankara Aiyer, B.H.S., Lalgudi	0	8
525.	T. S. Anantha Narayana Aiyer, B.H.S., Lalgudi	2	0
526.	V. Balasubramania Pillai, B.H.S., Lalgudi	0	8
527.	S. Venkatarama Aiyer, B.H.S., Lalgudi	0	8
528.	K. Ramachandra Aiyer, B.H.S., Lalgudi	3	0
*623.	M. A. T. Coelho, Esq., District and Sessions, Judge	3	0
*624.	Furness, D.S.P.	5	0
*625.	P. Subramaniam Executive Engineer	2	0
*626.	J. Mendonca, S.J. Bishop of Trichinopoly	10	0
*627.	Dr. A. Mathuram Puthur	10	0
*628.	Sheik Dawood, Municipal Ele. School	0	4
*629.	Marianandam Pillai, Selva Vinayagar Ele. School	0	4
*630.	Paramasiva Aiyer, H.M.H.N. Majlisulama Orphanage	0	4
*631.	T. S. Krishnamoorthy, T.C. R. Ele. School Tennur.	0	4
*632.	M. J. Sebasine St. Mary's Thope	0	4
*636.	Mrs. Grace Durairaj, Church View, Puthur	1	0
*637.	Sri Rao Saheb Ramachandra Iyer, Dy. C.A.S.I. Ry.	3	0
*638.	Sri N. V. Vaidyanatha Iyer Publicity Officer, S.I.Ry.	5	0
*639.	Correspondent and Manager C.S.M. Girls H.E. School	3	0
640.	Thatham Iyengar, High School, Srirangam	2	0
641.	C. S. Ramaswami Aiyer, D.I., Kulitalai	1	0
642.	John Ponniah, Photographer	10	0
643.	R. Lakshmana Aiyer, St. Joseph's Trichy	2	0
644.	P. N. Raman, St. Joseph's Trichy	1	0
645.	N. Muthuswami, St. Joseph's Trichy	0	4

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646.	Ananthayagam Pillai, St. Joseph's Trichy	0	4
647.	Cruz Anthony, St. Joseph's Trichy	0	2
648.	T. S. Ramachandra Aiyer, St. Joseph's Trichy	0	4
649.	P. M. Radhakrishna Aiyer	1	0
650.	K. Ramaswami Aiyer	1	0
651.	R. S. Ramachandra Aiyer	1	0
652.	M. P. Ganesa Aiyer	1	0
653.	V. Chellappa Aiyer	1	0
654.	F. M. Susainathan	1	0
655.	T. V. Krishnaswami Aiyer	1	0
656.	N. Miranda	0	8
657.	Isaac Dhannaraj	0	4
658.	S. Rajendram	1	0
659.	N. Benjamin	1	0
660.	M. S. Raghavan	0	8
661.	T. Lourdurswami	0	4
662.	T. R. Swaminathan	0	8
663.	I. Henry Doss	0	4
664.	K. Subramanian	0	8
665.	F. A. Benjamin Susai	0	8
666.	R. Meenakshisundaram Pillai	0	4
667.	T. Ayyamperumal Kone	0	8
668.	T. K. Kuppuswami Alwar	0	4
669.	A. Agustine	0	8
670.	S. Mahadeva Aiyer	0	8
671.	M. Arumaiselvam	0	8
672.	P. L. Venkatasubramania Aiyer	0	4
673.	A. R. Lakshminarayanan	0	8
674.	P. K. Pasupathi Aiyer	0	4
675.	A. Arokiaswami	0	8
676.	M. S. Sethupati	0	8
677.	T. Antony Lourduraj	0	4
678.	S. Guruswami Aiyer	0	4
679.	T. V. Jayarama Aiyer	0	4
680.	P. N. Subbarama Sarma	0	4
681.	L. Raman	0	8
682.	T. S. Natesa Aiyer	0	4
683.	T. R. Srinivasa Rao	0	4
684.	T. S. Somasundaram	0	4
685.	K. Natesa Vandyar	0	4
686.	N. Viswanathan	0	4
687.	R. Venkatrama Aiyer	0	4
688.	T. R. Subramania Aiyer	0	4
689.	T. G. Jayarama Aiyer	0	4
690.	Kanaka Raj Moses	0	8
691.	T. G. Swaminathan	0	8
692.	K. R. Subramaniam, Ramjee Nagar	1	0
693.	K. S. Nataraja Aiyer, Ramjee Nagar	0	8
694.	A. V. Venkatraman, Ramjee Nagar	0	8
695.	D. Rama Rao, Ramjee Nagar	0	8

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APPENDIX XI

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